

Porth Agored Graduate Certificate

CPEL - Consolidation Programme
Workshop 2 – Observation of practice

Ground Rules/Expectations

- Confidentiality
- Respect
- Once conversation/one person speaking at one time
- If online use the hand up emoji and discussion box during the presentation to type in any questions you have.
- If on-line, please keep camera's on and mute yourself when not contributing.
- Participation – please ensure you engage and focus.

Aims

- Increase understanding of undertaking and writing up Task 2, the observation of practice
- Consider the meaning of collaborative working, co-production and partnership working
- Develop understanding of dimensions of working in Wales and how to evidence this within the portfolio
- Developing knowledge of critical practice and how this links to values, ethics and communication methods including anti-discriminatory and anti-oppressive practice.
- Build knowledge of how to evidence the Social Care Wales (SCW) learning outcome for this task.
 - 1) applying analysis in assessment to inform interventions
 - 2) working collaboratively with people in need of care and support, their carers and other professionals.

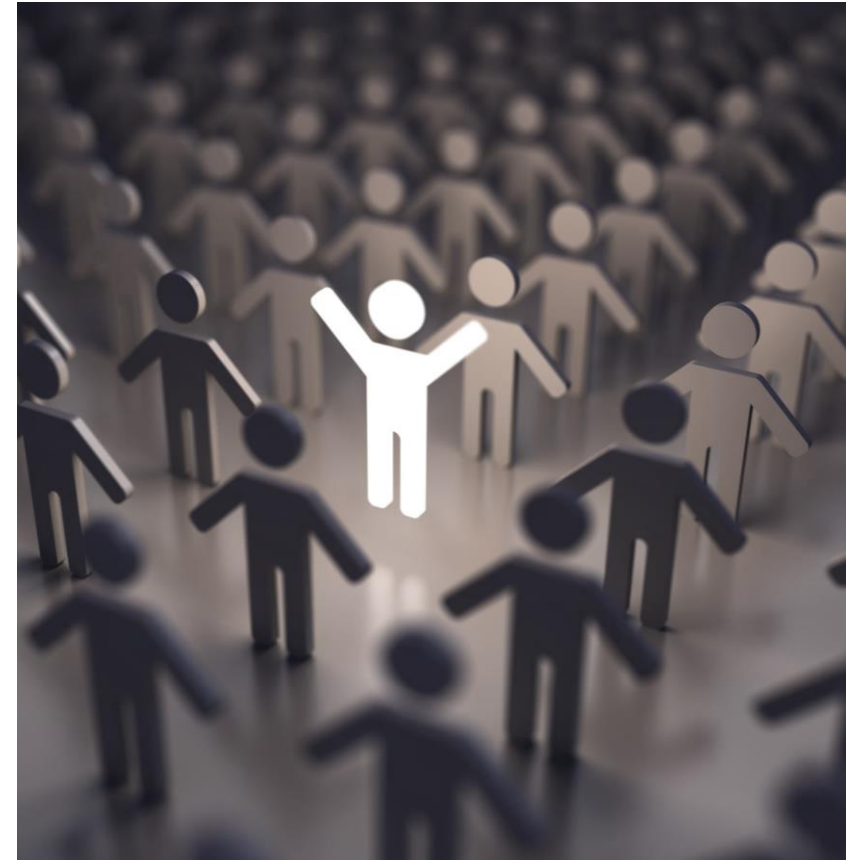
Observation of practice - Task 2

Task 2

- The Portfolio requires the completion of one Observation of Practice
- The social worker **must** seek the individual's permission before hand and at the time of the observation and **include** consideration as to how the observation might impact the individual/s
- The observation must be least 30 minutes long or of a suitable duration to meet the learning outcomes if virtually
- Evidence use of communication skills and methods, values, ethics and the Code of Professional Practice
- Include reference to the Active Offer and More than Just Words (Welsh Government, 2022-2027).
- The observer should obtain feedback from the individual, following the observation (See page 10 handbook the easy read version is on Moodle).
- The observer must be a 3 years post qualified social worker; it doesn't need to be the mentor.

Permission/Consent to be Observed

- **Permission** of the individual **must** be gained **before** the observation takes place and check again before commencing the observation.
- The impact of the observation on the individual **must** be discussed/considered in the “context” section of Task 2.
- Discuss/prepare the individual/family/carer for being asked for feedback after the observation. Advise the individual that it is fine to give constructive criticism.



Permission/Consent to be Observed

- The individual should give consent (although it may be relevant to ask carers too). If the individual is unable to give consent due to issue of capacity, then learners should consider if this is the right piece of work to be observed.
- However, where it is decided it is relevant to undertake the observation with an individual who lacks capacity you will need to be very clear about trying to ensure you involve the individual and keep them central to the observation.
- A child where it is age appropriate should be asked for consent, where the child is too young to give consent the parent or caregiver can give consent.
- You need to clarify how you reached the conclusion as to who should give permission/consent.

Question - Task 2

Context

- Set out the social work objectives and give a brief description of the situation including geographical and legislative contexts and any relevant cultural, ethnicity and language issues, including how consent was gained and how you have considered the impact of the observation on the individual in need of care and support and/or their carers. (300 words +/-10%)

Question

- Critically reflect on your communication methods and skills during the observation; including how you identified whether you had the necessary communication skills to work with the individual in need of care and support and/or their carers. You must use a person-centred approach to demonstrate the integration of social work ethics, values and the Code of Professional Practice. This must include culturally and linguistically sensitive practice and the principles of the “Active Offer” and make reference to “More than Just Words” (Welsh Government, 2022-2027). (1300 words +/-10%)

SCW Learning Outcomes

Task 2 - Observation and feedback

There are the 2 learning outcomes to be evidenced in task 2.

These are then broken down further into “assessment criteria” which give more detail of how you can do this (see appendix 4 of the handbook).

1. Applying analysis in assessment to inform interventions

Learning Outcomes

The learner can:

- 1.2. Be able to use a citizen centred, outcome focused approach to carry out a range of assessments to promote and support well-being

2. Working collaboratively with Service Users, Carers and Other Professionals

Learning Outcomes:

The learner can:

- 2.1. Be able to communicate effectively with people in need of care and support and their carers

Collaboration/Co-production

Exercise 1

Group discussion

- What do you think is meant by **collaboration/co-production** as referred to in the Social Services & Wellbeing (Wales) Act 2014?
- Consider does it have the same meaning as partnership or consultation?
- What would you say are the **main 'drivers'** for a more collaborative approach in social work? This could consider the potential outcomes, as well as relevant legislation.

Definition of Collaboration and Co-production

Collaboration: To work with another on a project

Collins English Dictionary

Co-production: Citizens and professionals sharing power and working together as equal partners

Co-production should aim to:

- Recognise people as assets who have a positive contribution to make to the design and operation of the services, they use that builds on capabilities

Social Services and Well-Being (Wales) Act, 2014



Citizen Centered/Outcome Focused

An outcomes-based approach is based on these principles:

- People are experts in their own lives
- They are best placed to tell you what's important to them and what gives them a sense of well-being, but they may need help to do this
- People want to do the things that matter most to them, in their own way
- People's strengths are important and need to be acknowledged
- We start by identifying what the person wants to achieve, and then thinking through how to achieve that outcome and agree a plan to help them to do this
- The person's family, carers and local community can also contribute to this plan
- Meaningful conversations are central to understanding a person's outcomes

[Social Services and Well-being \(Wales\) Act 2014](#)



Critical Thinking in Effective Collaborative Practice



Effective collaborative included the identification and management of risk, complexity and contingency

There will be a range of 'solutions'

- Things will change
- Outcomes cannot be predicted with utter certainty
- Certain values and assumptions may not be valid in the future
- There will be many other perspectives on a situation.

Rutter, L and Brown, K (2012) "Critical Thinking and Professional Judgement for Social Work",

Interprofessional Collaboration

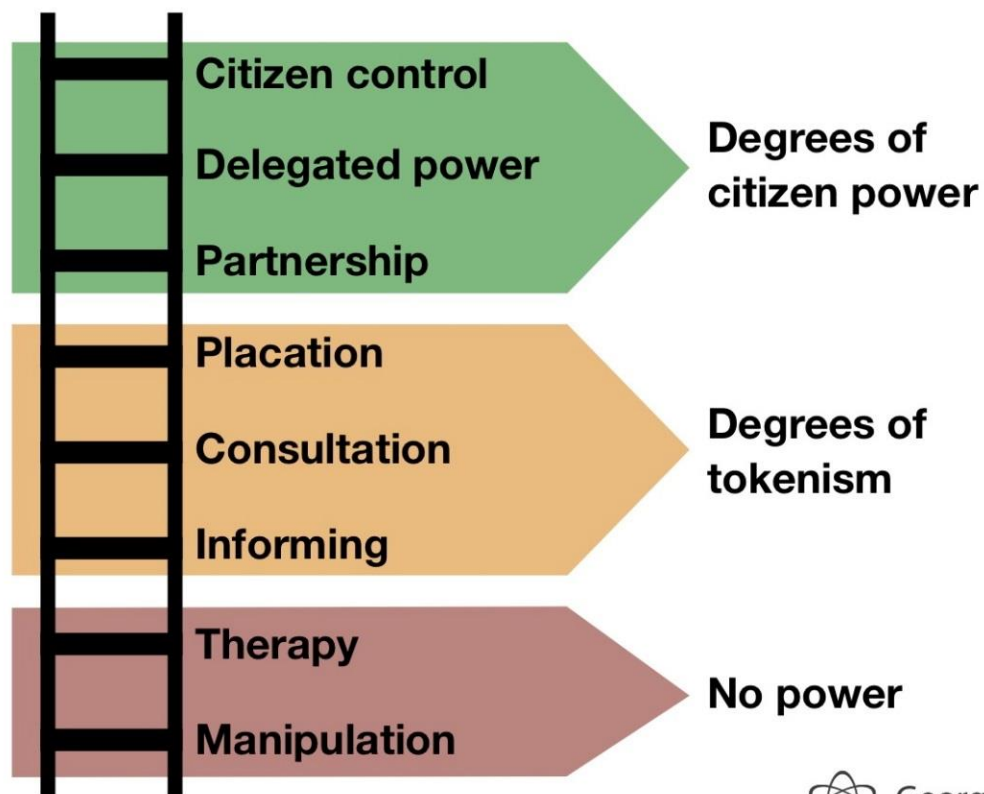
... social work practice is, as they say, everyone's business. The transition from a position of multi-professionalism, where there are many people from different disciplines working in isolation, to a state of inter-professionalism, where those professionals work collaboratively, is not as straightforward as it sounds; it impacts on everyone involved and everyone involved influences the process.

Crawford, K (2012) Interprofessional Collaboration in Social Work Practice", London: Sage Publications

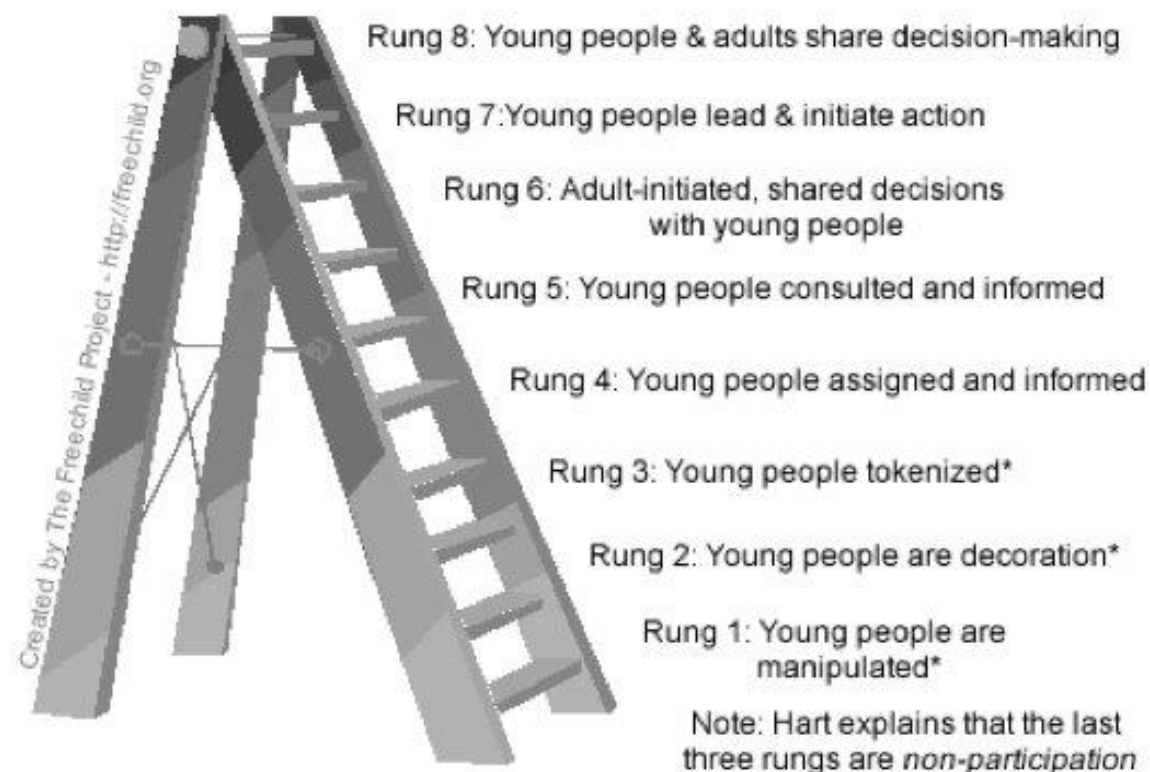


Models of Participation

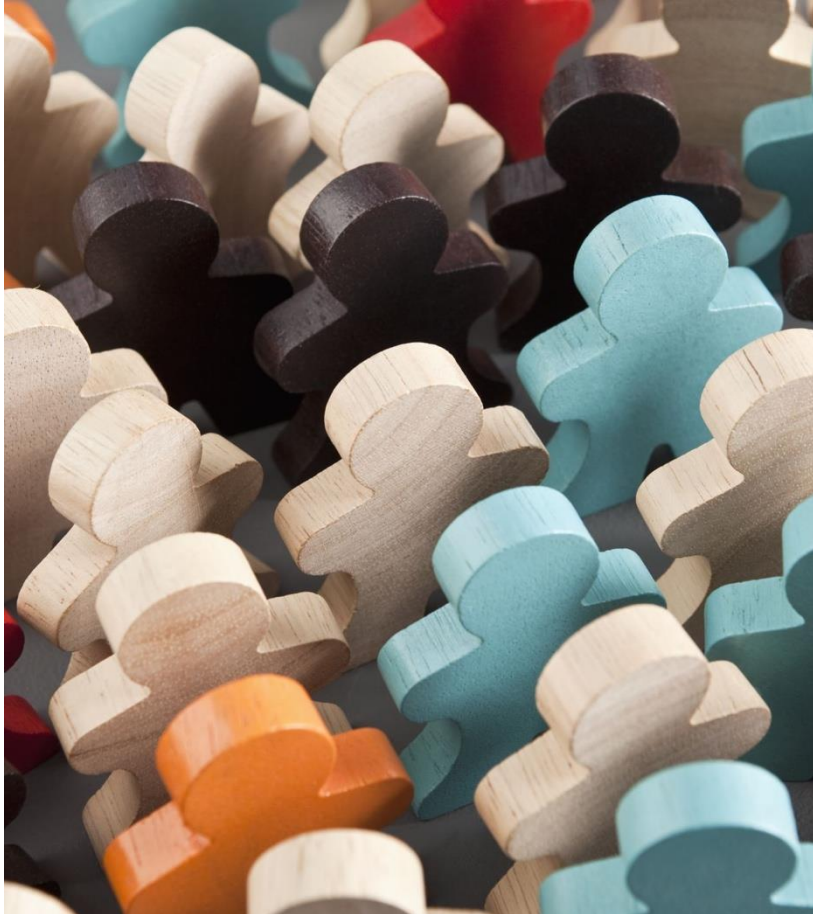
Arnstein (1969) Ladder of citizen participation



Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.



Exercise 2

Models of Participation

- Using one of the models of participation consider a case you have been involved in where you feel you worked well in collaboration with individuals/families/carers
- What stage of participation did you reach in this piece of work?
- What difference do you think your practice made to the individuals/families/carer's experience?
- What would you identify as the most important aspect of collaboration in this piece of work?

What Really Matters

What really mattered to me by Mr David Britton

<https://youtu.be/dgRpfZ2WyD8>

Knowing what really matters to people by Lucy Warren, social worker.

<https://youtu.be/hh57sJ4it7I>

Welsh Context within Task 2 - Observation



Watch the 4 video clips “More than just words” and use these to help your critical reflection in task 2



Provide a range of examples in relation to individual language needs and use, including cultural sensitivity



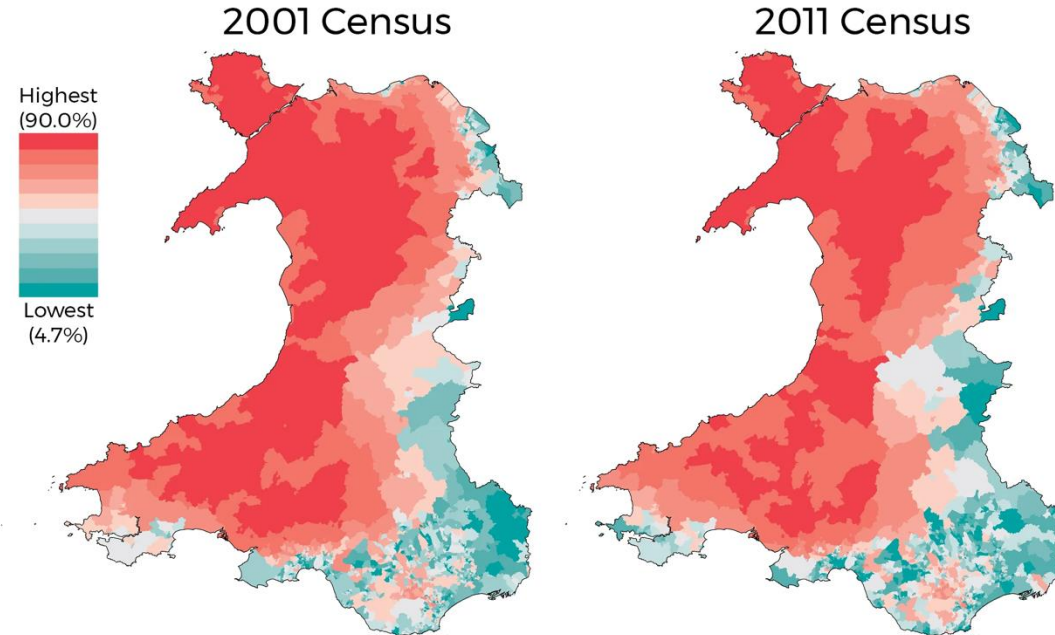
Reflection on personal experience as to why language must be an integral part of assessment and service provision



Including the principles of the “Active Offer”. You **must** make reference to “More than Just Words” (Welsh Government, 2022-2027).

Welsh Language and Culturally Sensitive practice

Welsh speakers (aged 3+)



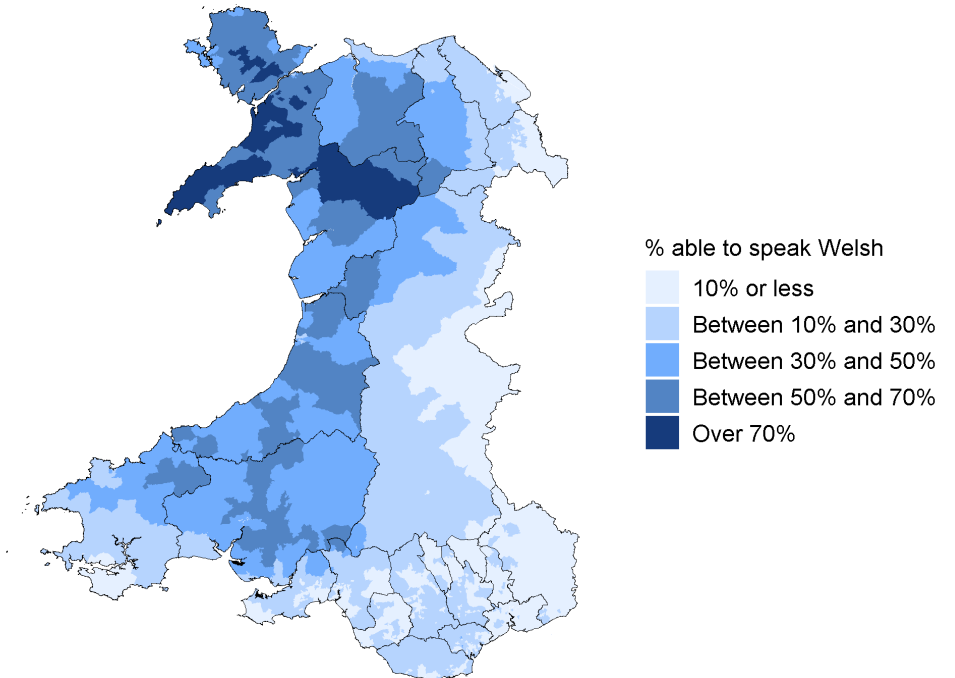
Source: 2001 Census and 2011 Census, Office for National Statistics
Areas are lower layer super output areas (LSOAs)
There are an equal number of LSOAs in each colour band



National Assembly for Wales
Senedd Research

20
SANTURWY
REINVENTION

Census 2021
Percentage of people ages 3 years or older able to speak Welsh, by LSOA, 2021



Social Services and Well-being (Wales) Act, 2014

The Active Offer - More than Just Words (Welsh Government 2022-2027)

- The 'Active Offer' simply means providing a service in Welsh without someone having to ask for it
- The Welsh language should be as visible as the English language
- Providing a service that is centred to those who use services is fundamental to the 'Active Offer'
- What this means in practice is providing a tailor-made service that enables the individual to be assured that they are in control and fully understands the services being offered.

More than Just words - www.gov.wales (available on Moodle)



More than Just Words

More than just words - Gwenan Prysor

https://youtu.be/qS-9F_qqOXo

More than just words - Hywel Jones

- <https://youtu.be/YTzMZ4Hqo7Y>

More than just words - Wyn Gruffydd

- <https://youtu.be/IOOs62dzOE4>

More than just words - Iola Gruffydd

- <https://youtu.be/2iF41nNoM5M>

Please ensure you watch all of the video clips which can be accessed through Moodle. The videos can help you think about your own experience and to reflect on why language should be an integral part of the assessment process and service provision.

You must make reference to More than Just Words (Welsh Government 2022-2027) within the observation.



Group Discussion

Exercise 3

- Why should language needs be an integral part of the assessment process and service provision in Wales?
- What language needs do you need to consider in your work setting when working with individuals/families/carers?
- What can you do to ensure you are working to the principals of the Active Offer?
- What legislation/policy/procedure might you need to consider in relation to effective communication and language needs in your workplace?

Welsh Language (Wales) Measure, 2011

Became law in 2011

- Abolished the Welsh Language Board
- Established a Welsh Language Commissioner
- Confirmed official status of Welsh
- Created rights for Welsh speakers
- Introduces duties in the form of Welsh Language Standards

The Welsh Ministers can specify 5 types of standards in regulations:

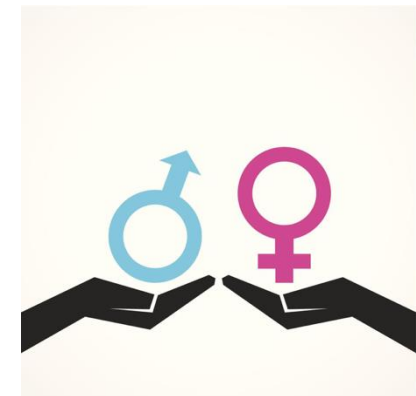
- Service delivery standards
- Policy making standards
- Operational standards
- Promotion standards
- Record keeping standards.



Dimensions of Working in Wales

You may want to consider:

- Industrial decline
- Poverty
- Unemployment
- Poor housing
- Geographical location
- Culture and Religion
- Area of deprivation
- The role of women/men in the family and the workforce
- Issues of gender and sexual orientation
- Minority groups
- Ethnicity/race
- Political framework/institutions/legislation
- Infrastructure.



Dimensions of Working in Wales

Consideration of ADP/AOP and Equality Issues

- Equal access to information and services
- Translation and interpreter services
- Informed choice and informed consent
- Limited resources
- Public accountability
- Social exclusion
- Access to the cultural group
- Health inequalities.



Culture and Communication

Shared meanings within communities, in terms of 'in-groups' and 'out-groups' which can be linked to language spoken:

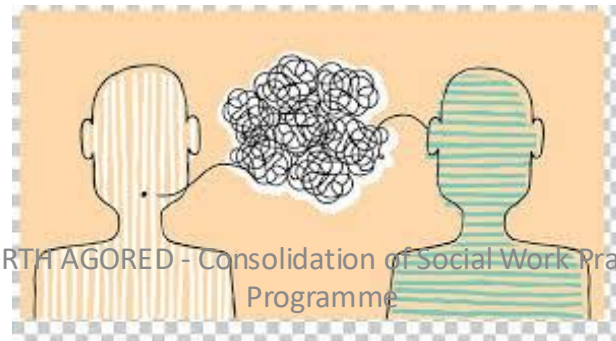
- Common languages help to develop cultures
- Social workers' own culture and communication style can impact on services provided
- Language of work setting can create barriers e.g. communication shorthand – how messages are relayed and received etc.

Gast and Patmore (2012)

Social Work in a Rural Context

You could identify:

- Issues relating to living and working in a rural area
- Marginalisation
- Problems individualised
- 'Rural idyll'
- 'Invisibility'
- Needs of different cultures and ethnicities
- Rural poverty.



Additional Needs of Minority Ethnic Groups in Wales

- May be disadvantaged e.g. poverty, geography, area, housing, educational attainment, discrimination
- Social isolation (can be greater in rural areas)
- Unsure how the system works: seek help, referral
- May have complex health needs
- Not a homogenous group - adds to the complexities
- Access to health and benefit entitlements
- Different health beliefs and cultural practices
- Different spiritual beliefs and practices
- English or Welsh not first Language.



Learning Outcome 2

Working collaboratively with Service Users, Carers and Other Professionals

Learning Outcomes - The learner can:

2.1. Be able to communicate effectively with people in need of care and support and their carers.

(See appendix 4 of the handbook for assessment criteria)

Effective Communication

- Developing a shared understanding of what the relationship is about; including information sharing
- Maximising choice and control; whilst remaining honest about available choices
- Responsiveness; including practical and emotional
- Reliability; significantly affects trust and confidence
- Honesty; including giving unwanted news
- Unhurried pace; changes the quality of work done
- Respect; overarching concept which relates to social work values

Koprowska, J (2020) "Communication & Interpersonal Skills in Social Work": Learning Matters Ltd.



Effective Communication

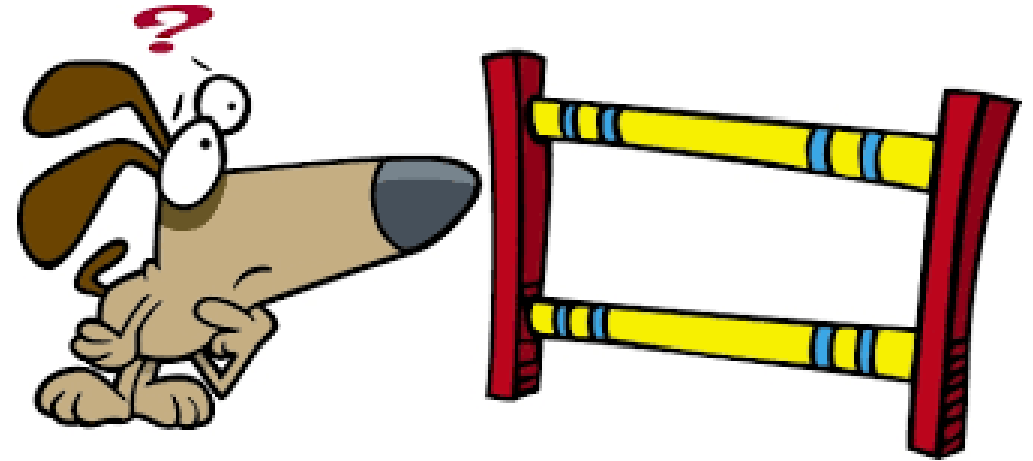
Consider/reflect on the list below when writing up your critical reflection of your observation.

Communicate skills and methods include:

- **Verbal** (spoken and written)
- **Non-verbal** (body language, facial expression)
- **Symbolic** (meanings behind actions, e.g. being late, looking at watch, etc.)
- **Proximity** (personal space)
- **Positions** (sitting vs standing, sitting next to someone, sitting opposite)
- **Types of questions** invite certain answers, e.g. closed vs open
- **Compare quality of information** gained by open and indirect questions and responding to cues.

Obstacles to Communication

- Uncomfortable environment
- Interruptions
- Preoccupation with another situation, next visit etc.
- Stereotyping and making assumptions about the individual
- Past negative experience of social services
- Transference – possibly from a previous worker or significant person.



What other obstacles to effective communication have you come across in your work?

The SHARE reflective model (Maclean, Finch and Tedam, 2018)

- **SEE** - Non-verbal, body language, visual clues, proximity.
- **HEAR** – Words you used, how did you speak, tone of voice, volume, speed of conversation, how did the person hear what you said, language needs, questioning technique, did you listen?
- **ACTION** – What? Why? How? What did you do? What did they do etc.
- **READ** – how did you record, did you do research, did you use written communication, how did you word this? What have you read, what has the individual read – could this impact on understanding?
- **EVALUATE** – How did it go, what conclusions can you reach, what do you need to consider in relation to power and values, what did you learn
- <https://youtu.be/jEuq50wBRSg>

Exercise 4 – Observation of Practice

In small groups consider a possible observation you intend to undertake for task 2 (or the observation you have already undertaken) and answer the questions below.

- Briefly describe the context/situation, e.g. geographical and legislative contexts as well as cultural, ethnicity, communication and language needs and social work objectives.
- Consider how you will gain permission in advance for the observation from the individual/family you are working with and the possible impact of the observation on the individual/family.
- Discuss relevant values and ethics, including the role of the Code of Professional Practice.
- Reflect on potential language and communication needs and approaches including how you ensured person centred practice.
- Identify any theories and/or models of communication that are or could be relevant to your observation of practice.

First and Second Order Skills

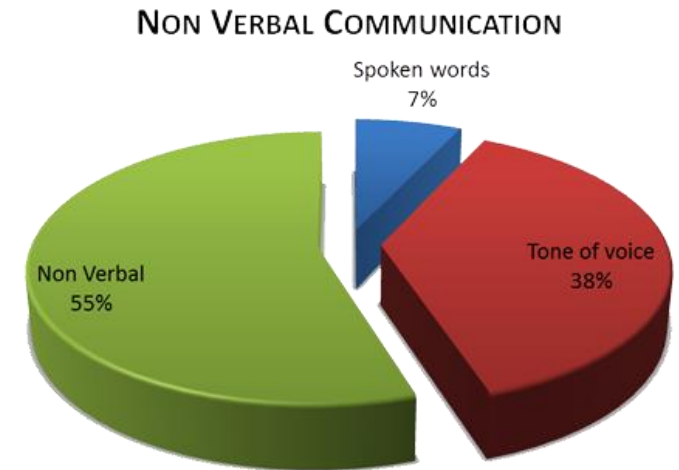
Koprowska (2010) refers to 'first order' and 'second order' skills:

- First order skills are needed in direct communication
- Second order skills are used when planning how we will communicate; thinking, observing, taking feedback, reviewing and modifying future communications accordingly
- Compare second order skills with 'reflection-in-action' and 'reflection-on-action' (Schon, 1984).
- Videos below are about how unpaid carers really feel giving the individuals perspective, these may help you when considering communication techniques.

<https://www.youtube.com/watch?v=3OOJeAJbPIQ>
<https://www.youtube.com/watch?v=6KN3PJxhCQ>
<https://www.youtube.com/watch?v=BjrMgGZifG8>
<https://www.youtube.com/watch?v=gHQ6hQ3SQUM>

Differing Needs

- Most communication is non-verbal and therefore needs a heightened level of self-awareness
- The degree of acceptable eye contact varies between cultures as do other methods of communication
- Face-to-face contact and proximity for people with hearing impairments or mental health issues
- Experience of emotional abuse can lead to difficulties and confusion in reading facial expressions/interpreting tone of voice etc.
- People with visual impairments are more attuned to tone of voice, pace of speech and larger body movements
- People with autism can find face-to-face contact disturbing and recognition of emotion difficult
- Research suggests possible gender differences in communication – women encode and decode better than men and build rapport and smile more often? (Hall, 2006).



Non-Verbal Communication
Spoken word 7%
Tone of voice 38%
Non-verbal 55%

What the individual/families/carers we work with are saying:

Research (Moss, 2015) found the majority of interviewees cited effectiveness, 'knowing what they're doing' and 'doing what they say they're going to do' as being the most important qualities for effective social work practice.

However, most interviewees did also see good communication skills, sensitivity and consideration as essential to forming a good collaborative working relationship with social work practitioners.



What the individual/families/carers we work with are saying:

"I've learned a lot about how to talk to my son from his social worker."

My social worker has a lovely way about her and always treats me with respect."

"My social worker is usually late and looking at his watch while he's with me."

What I mostly want is a social worker who knows their job and can get me the help I need."

Whenever I ask for help, I'm told how busy social workers are and how hard their job is."

Feedback and comments from people in need of care and support and/or their carers

- After the observation the individual and/or their carer will be asked for feedback/views on how they think it went by your observer
- Please take time to discuss this with them in advance
- Where the observation is virtual or via a phone call you may need to consider in advance the best way to get feedback from the individual
- You can design your own feedback methods if this is more appropriate for the individual you are working with, in fact this is positively encouraged
- This feedback can be used in Task 1 part b to reflect on feedback from individuals you work with and how it has impacted on your practice.

Feedback

- You can design your own feedback methods if this is more appropriate for the individual you are working with, in fact this is positively encouraged.
- An easy read version of the questions is available to use if you feel this would fit better.
- Please ensure if you do your own feedback method or use easy read that you copy these into your Task 2 submission.
- This easy read version is available on Moodle.



Yes



Sort Of



No



Feedback from the people you work with



Exercise 5

Considering the feedback/comments, you have received from the individuals/families you work with. Use one word or a short sentence to answer the below questions.

- What would you like people you work with to say about you?
- What would you like other professionals to say?
- If these are different why?



Virtual Observations

Where possible please undertake the observation face to face, however if this is not possible a virtual observation allows plenty of room to meet the learning outcomes.

Consider

- Communication methods and skills; overcoming barriers to this in a virtual conversation. How did you support people to participate?
- Environment - is the individual in a safe place, can they focus, are outside influences *affecting* the interaction?
- You need to effectively critically reflect on the conversation considering the challenges.

TASK 2 Citizen feedback on assignments

SUMMARY

From a service user perspective;

Positives

- It was clear that some learner's had considered the individual's thoughts, feelings and communication needs.
- The learner "took on board what I was saying and how I was feeling", another commented on how well they "feel involved".

Negatives

- Lack of reference to working collaboratively with the individual
- Too much focus on the learner achieving the task requirements as opposed to the individual being at the heart of the intervention, with all their communication needs being supported in a person-centred way.
- See appendix 12 of the workbook for more detailed feedback.

Summary

- Do the observation as soon as possible
- Get permission from the individual before hand and at the time of the meeting
- Consider (reflect on) the impact of the observation on the individual in the context section of Task 2
- Consider the SCW learning outcomes for this task and how you will meet them
- Give the detail in the context section ensuring you cover objectives, geographical and legislative context as well as culture, ethnicity, language needs and gaining permission/impact
- Use **critical reflection to reflect on**; communication methods, collaboration, taking a person-centered approach, values and ethic (including the Code of Professional Practice), the “active offer” and More Than Just Words.
- Make sure you answer the question fully and provide references
- Ensure you discuss that the observer would like to get feedback after the observation from the individual and include this feedback it in your final submission.



Workshop 3 Requirements

- Complete in discussion with mentors a draft of Task 1 part a of the portfolio
- Consider in discussion with your mentor/supervisor a suitable case for the safeguarding assignment Task 3 for discussion at the next workshop.
- See portfolio Task 3 and the learning outcomes in the handbook for further details
- Go the Social Care Wales hub and look at Social Services and Well-being (Wales) Act 2014 in relation to the Assessment and Safeguarding (Code of Practice)
<https://socialcare.wales/resources/information-and-learning-hub>

Evaluation

What do you think worked well in the workshop/what did you find helpful today?

Was there anything you didn't think worked so well?

Do you have any suggestions of ways we could improve this workshops?

- The trainers will leave you for 5 minutes to do an evaluation of the day.
- Please could one of you take notes of the feedback from the group and pass on to the trainer (either type into the discussion/chat box if online or on a flip chart if face to face).

Thankyou.