



# PRACTICE LEARNING OPPORTUNITIES IN CARE HOMES

## **GUIDES TO PLACEMENT ACTIVITIES IN CARE HOMES**

- 1: Guide to Observational Placement activities in care homes*
- 2: Guide to First Placement activities in care homes*
- 3: Guide to Final Placement activities in care homes*

These Guides should be read in conjunction with  
*'Practice Learning Opportunities in Care Homes: A report of a project to provide social work  
practice learning opportunities in private care homes in the South East of Scotland'*

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Available at [www.workforceinitiative.co.uk/news/detail/practice-learning](http://www.workforceinitiative.co.uk/news/detail/practice-learning)

## GUIDE 1

### Guide to Observational Placement activities in care homes

Ideas for matching work opportunities to the Social Work Education Standards

<p><i>This is a list of suggested activities. The objectives and length of the practicum or observational time will affect how many of these activities can reasonably be achieved. What is presented here is a menu of some of the possibilities.</i></p>			
<p><b>Standard/ Key Role 1</b></p>			
<p><b>1.1 Preparing for Social Work contact &amp; involvement</b></p>			
<p><b>1:1a</b></p>	<p>Review agency notes &amp; other literature that is relevant to the case or situation.</p>	<p>Ability to input and access information both electronically and in written form after initial guidance and ongoing support.</p>	<p><b><u>For Learning Focus 1.1. be aware of, read and discuss with supervisor:</u></b></p> <p>Social work assessment notes</p> <p>Admission policy - including service user choice and joint decision making.</p> <p>Pre admission assessment policy and procedure.</p> <p>Waiting list procedure for the home.</p> <p>Process for initial enquires to the home, including viewing and relevance of first impressions.</p>
<p><b>1:1b</b></p>	<p>Contact &amp; work with relevant professionals &amp; others to get additional information that can influence initial contact and involvement.</p>	<p>With guidance from supervisor contact colleagues and/or other professionals</p>	
<p><b>1:1c</b></p>	<p>Engage &amp; relate effectively with people who use services, with their families and other carers and with other professionals, maintaining awareness of their own style and approach and its effect on others.</p>	<p>Face -to-face interactions on an on-going basis with service users at a level agreed upon by supervisor/agency.</p>	

<b>1:1d</b>	Evaluate all information to identify form of initial involvement.	Discuss all information with supervisor and/or team members.	<b>Possible direct activities in relation to Learning Focus 1.1:</b> Introductions & meetings (develop communication and interaction skills) Meet the Care Home team Meet or sit in on meetings with service users, families and friends. Sit in on meetings (if possible) with any external visiting agencies. eg care managers
<b>1:1e</b>	Develop & record an initial action plan.	Become familiar with the action plans used within the agency. Clear understanding of information required and why. Contribute to these at a level agreed upon by agency.	
<b>1.2</b>	<b>Working with individuals, families, carers, groups and communities so they can make informed decisions</b>		
<b>1:2a</b>	Work with individuals, families, carers and communities to:		<b><u>For Learning Focus 1.2 be aware of, read about and discuss with supervisor:</u></b>  Statement of Purpose of Care Home  The assessment process - admission, social & financial implications for the service user  Contract, terms & conditions for service users and families  Information pack - for service users and families  Care Commission standards  Equal Opportunities Policy  <u>Roles &amp; responsibilities within the care homes</u>
	<ul style="list-style-type: none"> <li>Inform them of their rights, entitlements and responsibilities;</li> </ul>	Ensure there is clear understanding of services rights etc. May have role in relaying this information as part of team or joint work basis.	
	<ul style="list-style-type: none"> <li>Clarify and explain the social work organisations duties, services and responsibilities;</li> </ul>	Have a understanding of the agencies duties etc. Provide basic factual information about service offered by the setting.	
	<ul style="list-style-type: none"> <li>Identify, gather, analyse and understand relevant information;</li> </ul>	Start to develop understanding of this process and be involved in this as part of team. Should be beginning to link knowledge to practice in supervision.	
	<ul style="list-style-type: none"> <li>Identify and analyse the risks involved in the situation.</li> </ul>	Seek clarity if concerns arise in day-to-day practice.	

<b>1:2b</b>	Work in partnership with individuals, families, carers, groups and communities, so they can:		
	<ul style="list-style-type: none"> <li>Identify, clarify and express their expectations, strengths and limitations;</li> </ul>	Be clear of agency policy on partnership working and follow this under close supervision	
	<ul style="list-style-type: none"> <li>Assess and make informed decisions about their circumstances, resources and preferred options.</li> </ul>	Normally this will only be undertaken as part of team or in joint working capacity.	
<b>1.3</b>	<b>Assessing needs &amp; options in order to recommend a course of action</b>		
<b>1:3a</b>	Listen actively to people who use services and their carers, respecting their experience and taking full account of their views.	Listen and forward any client feedback to team colleagues or supervisor.	<p><b><u>For Learning Focus 1.3 be aware of, read about and discuss with supervisor:</u></b></p> <p>Process of completing admission and initial assessments</p> <p>Importance of communication with service users, families, primary health care team</p> <p>Awareness of organisation's policies &amp; procedures</p> <p>Relevance of `Duty to care / Philosophy of care` - responsibilities within the home.</p> <p>Purpose of inspection with regards to regulatory teams</p> <p>The nursing and social care processes (Assess, Plan, Implement &amp; Evaluate)</p> <p>Purpose of named nurse and key workers and team work.</p>
<b>1:3b</b>	Assess & review the preferred options of individuals, families, carers, groups and communities.	Usually this task would be undertaken on joint or team basis. Be clear of own role, how information given will be forwarded. Basic understanding of assessment.	
<b>1:3c</b>	Assess & evaluate needs, strengths, risks and options, taking account of legal and other duties and service standards requirements.	Usually a task only undertaken on joint or team basis and/or with close support.	

<b>1:3d</b>	Identify, evaluate & recommend appropriate courses of action for individuals, families, carers, groups and communities.	Usually on joint or team basis evidencing basic understanding of the process of assessment.
<b>1:3e</b>	Work with others to help people who use services to achieve and maintain greater independence.	Liaise with others as appropriate to the work of the agency, normally under close supervision and guidance or on joint or team basis.

<b>Standard/ Key Role 2</b>		
<b>2.1</b>	<b>Identifying &amp; responding to crisis situations</b>	
<b>2:1a</b>	Critically assess the urgency of requests & requirements for action.	<p>Be clear as to role in agency in respect of risk. In day-to-day delivery of service be aware of line of accountability, seek guidance from named person should crisis situation arise.</p> <p><b><u>For Learning Focus 2.1 be aware of, read about and discuss with supervisor:</u></b></p> <p>The process of risk assessment in the Care Home Care plans and how they are implemented and reviewed The communication skills required in the Care Home under the following headings:</p> <p><i>Handover</i> <i>Care reviews</i> <i>Reporting systems</i> <i>Accident and Incident reports</i></p>
<b>2:1b</b>	Identify the need for statutory & procedural intervention.	Normally this task would only be undertaken as part of team or jointly with experienced/qualified worker. Seek opportunity for de-brief discussion.
<b>2:1c</b>	Plan, implement and record action taken to meet immediate needs and requirements.	Usually this would be undertaken in joint work capacity or as part of the work of the team.

<b>2:1d</b>	Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others, as relevant.	Knowledge of the agencies procedure/policy for reviewing crises. May be part of this process as part of team or jointly with qualified/experienced worker.	<p><b>Possible activities in relation to Learning Focus 2.1</b></p> <p>Take an example (moving and handling) and go through the stages of assessing risk</p> <p>Take an example of a crisis situation and talk through possible responses with supervisor</p>
<b>2.2 Working with individuals, families, carers, groups &amp; communities to achieve change, promote dignity, realise potential &amp; improve life opportunities</b>			
<b>2.2a</b>	Develop relationships with individuals, carers, groups and communities that show respect for diversity, equality, dignity and privacy.	Face-to face interactions with clients in groups or individually as appropriate to the service.	<p><b><u>For Learning Focus 2.2 be aware of, read about and discuss with supervisor:</u></b></p> <p>The interpersonal and listening skills needed in this setting</p> <p>The relevance of confidentiality (Organisation Policy) and organisational limits of duty of confidentiality</p> <p>Your knowledge of organisational policies and procedures, esp in relation to complaints and whistleblowing</p> <p>Agency expectations of your professional approach in terms of professional relationships and customer care</p> <p>The application of Care Commission Standards and the SSSC Codes of Conduct in relation to the promotion of choice and dignity, independence and prevention of institutionalisation</p> <p><b>Possible direct activities in relation to learning focus 2.2</b></p> <p>Attendance at staff meetings and service users meetings</p> <p>Observation of care reviews</p>
<b>2.2b</b>	Maintain purposeful relationships for as long as is necessary.	Be clear about time scale of involvement as possible from the start.	
<b>2.2c</b>	Work in a structured way with individuals, families, carers, groups, communities and others to deal with problems, resolve conflicts and avoid crises.	Follow policy, procedures of placement as agreed by supervisor.	
<b>2.2d</b>	Apply & justify social work methods to achieve change, maintain stability, promote independence and improve life opportunities.	Be able to discuss knowledge and impact of change in supervision.	

<b>2.2e</b>	Regularly monitor, record, review & evaluate changes in circumstances and adapt plans to take account of these changes.	Normally this task would be undertaken as part of team.
<b>2.2f</b>	Reduce contact & withdraw appropriately from relationships.	Discuss with supervisor/team both time scale and methods of doing this appropriately.
<b>2.3</b>	<b>Producing &amp; evaluating plans with individuals, families, carers, groups, communities &amp; colleagues</b>	
<b>2:3a</b>	Negotiate with others the services & resources that will be included in plans.	<p>Knowledge of how the agency produces plans, the purpose of them and how they are reviewed. Usually any direct involvement in process would be at low level with clear sense of role required.</p> <p><b><u>For Learning Focus 2.3 be aware of and discuss with supervisor:</u></b></p> <p>The importance of team work – all levels of staff have input in communication. How the agency creates and evaluates care plans – from assessment of initial care through to ongoing development of care</p> <p><b>Be aware of how the agency manages the processes involved in:</b></p> <p>Daily progress notes Handover and delegation of work Reporting systems – written and verbal Named nurse and key worker system</p>
<b>2:3b</b>	Identify & record responsibilities & actions to be taken, developing and recording plans based on these.	Knowledge of the recording process of plans and how these are used in day-to-day delivery of service. Evidence working knowledge of the responsibilities outlined in plans.
<b>2:3c</b>	Carry out their own responsibilities and monitor, co-ordinate and support the actions of others involved in putting plans into practice.	Clarity in own role. Normally this task would then be undertaken as part of team.
<b>2:3d</b>	Regularly review the effectiveness of plans with the people involved.	Usually as part of team or in a co-working/joint capacity with qualified/experienced worker.

<b>2:3e</b>	Renegotiate & revise plans to meet changing needs and circumstances.	Usually as part of team or in a co-working/joint capacity with qualified/experienced worker.	
<b>2.4 Developing networks to meet assessed planned outcomes</b>			
<b>2:4a</b>	With individuals, families, carers, groups, communities and others, identify, explore and evaluate support networks that can be accessed and developed.	Gain a working knowledge of network of agencies/resources used by organisation. Feedback to team and/or discuss in supervision views on how these could be used by service.	<p><b><u>For Learning Focus 2.4 be aware of and discuss with supervisor:</u></b></p> <p>The network of agencies and resources used in joint partnership for the service users care provision eg: <i>Primary health care team</i> <i>Podiatrist</i> <i>Hairdresser</i> <i>Optician</i> <i>Speech therapists</i> <i>Support Groups – e.g. Alzhiemers Scotland</i></p> <p>Possible issues <input type="checkbox"/>nvolved in joint working with these other professionals or groups, including <i>Communication and contractual agreements</i> <i>Updates – contractual/review – discuss differences of opinion</i> <i>Involvement of all aspects of service user’s care</i></p>
<b>2:4b</b>	Work in partnership with individuals, families, carers, groups, communities and others to develop and maintain support networks.	Basic understanding of partnership working. Be part of process usually as part of team or in joint working capacity.	
<b>2:4c</b>	Contribute to the development, maintenance and evaluation of integrated support networks and services.	Normally as part of the team or in joint working capacity.	
<b>2:4d</b>	In partnership with others, manage complex aspects of dependency and, where appropriate, provide direct care and personal support in everyday living situations.	Basic knowledge of dependency and how this can be presented. Normally the process of managing this would be as part of team or in joint working capacity.	

<b>2.5</b>	<b>Working with groups to promote choice &amp; independent living</b>		
<b>2:5a</b>	Identify opportunities to support existing groups & help new groups to develop.	Day to day work of the team, work as part of this with close supervision and support.	<b><u>For Learning Focus 2.5 be aware of, read about and discuss with supervisor</u></b>
<b>2:5b</b>	Use group programmes, processes and dynamics to improve the skills of group members and to promote well-being, choice, potential, dignity and independence.	Take part in this task with close supervision in co-working role or as part of team.	The rationale for the use of group activities to support service users
<b>2:5c</b>	Help groups to achieve planned outcomes for their members and to evaluate the value and appropriateness of their work.	Take part in this task with close supervision in co-working role or as part of team.	The process of setting up and running any group activities that are available
<b>2:5d</b>	Engage in, & disengage from, groups appropriately and in a planned way.	Clear in own role and ensure group members are clear on purpose and time scale of involvement.	
<b>2.6</b>	<b>Tackling behaviour which presents a risk individuals, families, carers, groups, communities and the wider public</b>		
<b>2:6a</b>	Take prompt action to deal with behaviour or situations that present a risk to people who use services, their carers, colleagues or the wider public.	Obtain immediate support from team members only remain involved under close supervision, take direction from responsible person.	<b><u>For Learning Focus 2.6 be aware of, read about and discuss with supervisor</u></b>  Organisational policies about accidents and other incidents which may have risk consequences Risk assessments with relevance to possible abuse and/or behavioural problems Health and safety policies and procedures
<b>2:6b</b>	Work with individuals, families, carers, groups communities and others to:		
	<ul style="list-style-type: none"> <li>Identify and evaluate situations and circumstances that may increase risks.</li> </ul>	Contribute as part of the team to this process. Basic knowledge of risk. Discuss in supervision.	
	<ul style="list-style-type: none"> <li>Reduce or contain the level of those risks.</li> </ul>	Normally would be part of this process in team/joint working situation. Ensure opportunity to discuss understanding of individual situations that arise.	

<b>2:6c</b>	Plan, manage and record intervention designed to change the identified risk behaviour positively.	Would normally be part of planning or managing risk behaviours as part of team. May be in good position to record incidents with support and guidance.
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<b>Standard/ Key Role 3</b>		
<b>3.1</b>	<b>Assessing &amp; managing risks to individuals, families, carers, groups &amp; communities</b>	
<b>3:1a</b>	Identify, assess & record the nature of risk, it's seriousness and the harm that it may cause.	<p>Evidence basic knowledge of risk assessment. May be afforded opportunity to feedback observations to the team.</p> <p><b><u>For Learning Focus 3.1 be aware of, read about and discuss with supervisor</u></b></p> <p>Generic risk assessment policies and practice</p> <p>Mandatory training for staff in relation to risk</p>
<b>3:1b</b>	Balance the rights and responsibilities of individuals, families, carers, groups and communities with the associated risks to them or the wider public.	Have a legal understanding of rights/responsibilities. Opportunity not necessarily available on individual basis, but may be involved as part of the work of the team.
<b>3:1c</b>	Manage risk to individuals, families, carers, groups and communities and the wider public over time, regularly monitoring and re-assessing priorities and actions with them.	Demonstrate knowledge of risk assessment used by the team. Normally this task would be undertaken as team member or in a joint work capacity in low level situations.
<b>3.2</b>	<b>Assessing and managing risks to self and colleagues</b>	
<b>3:2a</b>	Assess, analyse and record potential risk to themselves and colleagues.	<p>Under supervision could record potential risk for further discussion/clarification in team or with supervisor.</p> <p><b><u>For Learning Focus 3.2 be aware of and discuss with supervisor</u></b></p> <p>How to work within the organisation's health and safety procedures so as to keep yourself safe at all times</p> <p>Specific procedures to ensure personal safety</p>
<b>3:2b</b>	Work within the risk assessment and management procedures of their own and other relevant organisations and professions.	Be aware of the assessment and management procedures of the placement setting. Work within this and seek immediate clarification if any doubts/concerns arise. Usually only as part of team.

<b>3:2c</b>	Plan, monitor, review and record outcomes and actions taken to minimise risk, stress and harm.	May undertake this as part of the team or be involved in recording this as directed under close supervision.
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<b>Standard / Key Role 4</b>		
<b>4.1</b>	<b>Evaluating and using up to date knowledge of, and research into, social work practice</b>	
<b>4:1a</b>	Review and regularly update their own knowledge of relevant legislation, policy guidelines, service standards and procedural frameworks.	Development of understanding that the part that research plays in moulding policy/procedures that underpin the work of the placement setting.  <b><u>For Learning Focus 4.1 be aware of and discuss with supervisor</u></b>  How research affects the way in which the team work and the home is run  How policies and procedures manuals are updated  SSSC Codes of Practice  Staff supervision policy
<b>4:1b</b>	Locate, understand and critically evaluate research findings and literature that is relevant to social work practice.	As above. Be able to discuss in supervision.
<b>4:1c</b>	Use professional and organisational supervision and support to research, critically analyse, and review the evidence base for effective practice.	Develop an understanding of the purpose/aim of supervision within social work. Take an increasingly active role in individual supervision.
<b>4:1d</b>	Implement knowledge-based social work approaches and methods to develop and improve their own practice.	Begin to develop understanding of social work approaches and processes.

<b>4.2</b>	<b>Working within agreed standards of social practice</b>		
<b>4:2a</b>	Work at all times within the professional codes of practice, ethical principles and service standards that underpin high-quality social work practice.	Expectation that they will have or quickly develop a clear understanding of the codes of practice, copies of which should be easily accessible.	<p><b><u>For Learning Focus 4.2 be aware of and discuss with supervisor</u></b></p> <p>SSSC Codes of Practice</p> <p>Care Commission standards</p> <p>NMC – Regulatory body for registered nurses</p> <p>Terms and conditions of employment</p> <p>What training is available to staff and how it feeds back into the team</p>
<b>4:2b</b>	Exercise and justify professional judgement.	Develop understanding of what informs professional judgements.	
<b>4:2c</b>	Use appropriate assertiveness in justifying professional decisions and upholding social work practice values.	Understand and begin to develop skills through supervision in talking to a range of issues from a professional perspective.	
<b>4:2d</b>	Critically reflect on their practice and performance and modify these as a result.	Be introduced to reflective practice, with various exercises considered to begin the development of this.	
<b>4.3</b>	<b>Understanding and managing complex ethical issues, dilemmas and conflicts</b>		
<b>4:3a</b>	Identify, understand and critically evaluate ethical issues, dilemmas and conflicts affecting their practice.	Come to supervision prepared to discuss own views and what informs this.	<p><b><u>For Learning Focus 4.3 be aware of and discuss with supervisor</u></b></p> <p>The organisation's policy and training pack on equal opportunities</p> <p>The most usual ethical dilemmas that arise in the work of the care home</p>
<b>4:3b</b>	Devise effective strategies to deal with ethical issues, dilemmas and conflicts.	Basic knowledge of ethical issues and the complexities for many agencies in managing these. Evidence of those of the agency. Discuss this in supervision.	<b>Write</b> a brief reflective account of a situation which seems to be a dilemma
<b>4:3c</b>	Act appropriately, even in uncertain and ambiguous circumstances and critically reflect on, and learn from, the outcomes.	Open dialogue within supervision to understand complexities. Take part in situations as part of a team and/or seek immediate support/guidance should there be any ambiguity in situation.	

<b>4.4</b>	<b>Promoting best social work practice, adapting positively to change</b>		
<b>4:4a</b>	Contribute to policy and practice review and development.	Develop knowledge of policy and practice of setting. Begin to understand the impact of change on individuals and organisations.	<b>For Learning Focus 4.4 have an awareness and basic understanding of the policies, procedures and processes of</b>  Team meetings  Care Reviews  Complaints  Inspection reports
<b>4:4b</b>	Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required.	Form open and honest dialogue within supervisory relationship to explore issue of how professions manage change and impact this has on work force.	
<b>4:4c</b>	Work with colleagues in related professions to develop and further integrate services.	Normally opportunities would be pursued as part of team or in joint-working situation.	

<b>Standard / Key Role 5</b>			
<b>5.1</b>	<b>Managing one's own work in an accountable way</b>		
<b>5:1a</b>	Manage and prioritise their workload.	Begin to understand how to manage competing demands, use of diary in professional context. Discussing and agreeing how to prioritise work.	<b><u>For Learning Focus 5.1 be aware of and discuss with supervisor</u></b>  Your accountability in the setting  The aims and objectives of your placement. The roles and responsibilities of you, the Practice Teacher and the link supervisor.  Aims from organisation – set out over the period of placement  Are you achieving your objectives  Line management and reporting system  Feedback & reporting systems  Whistleblowing policy

<b>5:1b</b>	Carry out duties accountably, using knowledge based social work practice.	Be clear of role and remit. Know line of accountability within agency. Begin to evidence knowledge base in supervision and in practice.	
<b>5:1c</b>	Monitor and evaluate the appropriateness and effectiveness of their programmes of work in meeting the needs of individuals, families, carers, groups and communities and meeting organisational requirements.	Usually this task would be in team situation or in joint working capacity.	
<b>5.2</b>	<b>Taking responsibility for one's own continuing professional development</b>		
<b>5:2a</b>	Using supervision, consultancy, and professional support, take actions to identify and meet their continuing professional development needs.	Begin to understand and use different means of professional support within the setting.	<p><b><u>For Learning Focus 5.2 be aware of and discuss with supervisor</u></b></p> <p>The organisation's personal development procedure  The legal/policy requirements about professional development to which the organisation must adhere  The reasons why staff need to be empowered in their roles  What career pathways/development are available to staff</p>
<b>5:2b</b>	Contribute appropriately to the continuing education of others.	Awareness of own experience and transferability of skills to be shared with supervisor. Take part in any training opportunities within setting.	
<b>5.3</b>	<b>Contributing to the management of resources &amp; services</b>		
<b>5:3a</b>	Contributing to monitoring the outcomes, quality and cost effectiveness of services in meeting need.	Use supervision to feedback own perceptions of pros/cons of current procedures.	<p><b><u>For Learning Focus 5.3 be aware of and discuss with supervisor</u></b></p> <p>How resources are managed within the organisation, including financing</p> <p>What systems in place for ordering resources and how that works</p> <p>Procedures to maintain a quality service</p> <p>Lines of communication and accountability</p>

<b>5:3b</b>	Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards.	Basic knowledge of such processes, practice would normally be as part of team or in joint working capacity.	
<b>5:3c</b>	Contribute to procedures for managing and sharing information.	Basic awareness of procedures in place for managing and sharing information.	
<b>5.4</b>	<b>Managing, presenting &amp; sharing records &amp; reports</b>		
<b>5:4a</b>	Maintain accurate, complete accessible and up-to-date records and reports.	Complete all written work for the agency at a standard agreed upon by supervisor. Up to date recording to be accessible to supervisor at all times.	<p><b><u>For Learning Focus 5.4 be aware of and discuss with supervisor</u></b></p> <p>Documentation required on a day-to-day basis  Documentation with regards to external resources - GP etc  Legal requirement for clear informed documentation- discuss personal and corporate responsibility</p> <p><b>Possible direct work</b>  Participate in documenting - under direct supervision with countersignatory</p>
<b>5:4b</b>	Provide clear evidence for judgements and decisions.	Ensure that in all recording there is a clear statement as to who is accountable for judgements and decisions made.	
<b>5:4c</b>	Implement legal and policy frameworks for access to records and reports and the protection of data.	Be aware of the legislative and policy framework underpinning work. Discuss within supervision and be clear of role within this.	
<b>5:4d</b>	Share records with individuals, families, carers, groups and communities within legal and ethical guidelines and requirements.	Normally this would be undertaken only in co-working capacity with guidance from qualified/experienced member of staff.	

5.5	<b>Preparing for, and taking part in, decision-making forums</b>		
<b>5:5a</b>	Prepare reports and documents for decision-making forums such as courts, hearings, tribunals, adjudication and case conferences.	With support may prepare reports for low-level decision-making forums. To be given full guidance and on-going support in compiling these.	<p><b><u>For Learning Focus 5.5 be aware of and discuss with supervisor</u></b></p> <p>Organisational role in relation to advocacy</p> <p>Role and responsibility of advocate for service user in different situations</p> <p><u>Policy on confidentiality and exceptions to complete confidentiality</u></p>
<b>5:5b</b>	Work with individuals, families, carers, groups and communities to select the best forms of representation and involvement in decision-making.	Knowledge of the systems in place within agency. Usually as part of a team or in co-working role have a part in informing service users of processes.	
<b>5:5c</b>	Present evidence to decision-making forums and help individuals, families, carers, groups and communities to understand the procedures involved and the possible and actual outcomes.	Demonstrate own understanding of appropriate procedures. Take part usually only in co-working situation or with close supervision in low level situations.	
<b>5:5d</b>	Help individuals, families, carers, groups and communities to be involved appropriately in decision-making forums.	Normally to be undertaken under supervision when it has been established that this is appropriate as part of role.	

<b>5.6</b>	<b>Working effectively with professionals within integrated, multi-disciplinary and other service settings</b>		
<b>5:6a</b>	Develop, maintain and review effective working relationships within and across agency boundaries.	Work as part of team and liaise with others as directed by supervisor.	<p><b><u>For Learning Focus 5.6 be aware of and discuss with supervisor</u></b></p> <p>The relevance of good communication in teamwork</p> <p>How you interact with all team members, what skills this requires</p> <p>Goals of working with external bodies.</p> <p>How disagreement within the team or with external professionals is handled</p> <p>Whistleblowing policy</p>
<b>5:6b</b>	Contribute to identifying and agreeing the goals, objectives working procedures and duration of professional groups and to evaluating their effectiveness.	Usually as part of team.	
<b>5:6c</b>	Work effectively with others in delivering integrated and multi-disciplinary services.	Usually as part of team.	
<b>5:6d</b>	Deal constructively with disagreements and conflict within work relationships.	Be clear of the ways of forwarding concerns/disagreements within the setting. Follow these guidelines at all times.	

<b>Standard / Key Role 6</b>		
<b>6.1</b>	<b>Interaction with all team members</b>	
<b>6:1a</b>	Assess to what extent they should act as representative for an individual, family, carer, group or community.	<p>In discussion with supervisor may have a role but would be in co or joint working capacity.</p> <p><b><u>For Learning Focus 6.1 be aware of and discuss with supervisor</u></b></p> <p>The organisational policy and legal position in relation to Service Users who are unable to manage their own affairs</p> <p>Role of Advocacy, Guardianship, Power of Attorney in the work of the organisation</p> <p>Role of the care home team in relation to the above issues</p> <p>Roles of external bodies - e.g. GP, care manager, in relation to the issues</p>
<b>6:1b</b>	Help individuals, families, carers, groups and communities to get independent advice, support and representation.	Be clear about the policy on this, seek guidance from colleagues/supervisor if this help is asked for by service users.
<b>6:1c</b>	Where appropriate, represent individuals, families, carers, groups and communities, in partnership with them.	As part of team or in supporting role to colleague/supervisor.
<b>6:1d</b>	Support people who use services to manage their affairs, including managing finances and purchasing care services.	Practical support as part of the remit of the placement setting, as agreed by supervisor.

**This guide is an adaptation of one created by the Robert Gordon University to support their 40-day practice learning opportunity.**

## GUIDE 2

### *Guide to First Placement activities in care homes*

Ideas for matching work opportunities to the Social Work Education Standards

<b>Standard/Key Role 1</b> <b>Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances</b>			
<p>A practice learning opportunity in a care home for older people is likely to provide considerable opportunity for the student to practise tasks in relation to preparation for Social Work involvement and assessment of needs. This work will be on-going in the care home, providing good opportunities to observe and learn from others, particularly across professional boundaries.</p>			
<b>Learning Focus 1.1</b>		<b>Preparing for social work contact and involvement</b>	
<p>Students can read case-notes, meet the resident, or service user, meet the family or friends and connect with other professionals. They can then feed into the assessment and the development of an action plan. As the placement progresses, the student would be expected to take a lead in this work in relation to some service users.</p>			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>		<b>Issues/ challenges</b>
<b>1.1a</b> Review agency notes and other literature that is relevant to the case or situation.	This work might be undertaken prior to a review or where there is a concern about a resident, such as 'she seems a bit depressed, should we arrange more activities for her?'		Some case-notes will be sensitive, but student social workers adhere to the SSSC Code of Practice and are expected to work as responsible professionals.
<b>1.1b</b> Contact and work with relevant professionals and others to get additional information that can influence initial contact and involvement.	Prior to a review  Assessment of new resident applying for a place in the home.	Good opportunity for student to engage with outside agencies and with the resident's family.  Engagement with the resident's family.	Student would be briefed as to the most appropriate way to approach these colleagues.

<p><b>1.1c</b> Engage and relate effectively with people who use services, with their families and other carers and with other professionals, maintaining awareness of their own style and approach and its effect on others.</p>	<p>Reviews;  Assessment of service user's needs as part of on-going review of their care.</p>	<p>This placement setting offers excellent opportunities for engaging directly with the service user in their life space.</p>
<p><b>1.1d</b> Evaluate all information to identify the best form of initial involvement.</p>	<p>Reviews; New resident</p>	
<p><b>1.1e</b> Develop and record an initial action plan.</p>	<p>Working with a new resident;  Reviews</p>	<p>Initially the student would shadow this process but would be expected to take a lead later in the placement. Needs good case management liaison with and support from the link supervisor.</p>
<p><b>Learning Focus 1.2 Working with individuals, families, carers, groups and communities so they can make informed decisions</b></p>		
<p>Working with service users, families and carers in order to support their decision-making is a vital part of Social Work practice. This Learning Focus could be met by on-going contact with residents and families but in particular during initial assessment or during a review.</p>		
<p><b>Assessed Outcomes</b></p>	<p><b>Situations in which these outcomes could be evidenced</b></p>	<p><b>Issues/ challenges</b></p>
<p><b>1.2a</b> Work with individuals, families, carers, and communities to:</p>	<p>Placements in care homes provide excellent opportunities for high quality communication and engagement with service users.</p>	
<ul style="list-style-type: none"> <li>• Inform them of their own rights, entitlements and responsibilities;</li> </ul>	<p>Initial application to the care home;</p>	<p>On-going individual work and work with residents' groups</p>
<ul style="list-style-type: none"> <li>• Clarify and explain the social work organisation's duties, services and responsibilities;</li> </ul>	<p>Any contact by the student should include this explanation.</p>	
<ul style="list-style-type: none"> <li>• Identify, gather, analyse and understand relevant information;</li> </ul>	<p>This should be part of any contact by the student.</p>	

<ul style="list-style-type: none"> <li>Identify and analyse the risks involved in the situation.</li> </ul>	This should be part of any contact by the student.		Student might be asked (by the link supervisor or the practice teacher) to write a separate risk assessment, paying attention to the process of risk assessment, rather than to the tools available to assist with this process.
<b>1.2b</b> Work in partnership with individuals, families, carers, groups and communities, so they can:			
<ul style="list-style-type: none"> <li>Identify, clarify and express their expectations, strengths and limitations;</li> </ul>	This would be particularly relevant in work with service users who are considering applying for a place in the care home.	This would also be relevant for on-going work with residents as individuals and groups.	Student would have to be well briefed on what the service user and their family can expect. It would be unhelpful for expectations to be raised unrealistically.
<ul style="list-style-type: none"> <li>Assess and make informed decisions about their circumstances, resources and preferred options.</li> </ul>			
<b>Learning Focus 1.3</b>	<b>Assessing needs and options in order to recommend a course of action</b>		
Students should be able to evidence this learning focus when working with service users and their families in working through particular situations, working as part of the initial assessment team and leading a review.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>	
<b>1.3a</b> Listen actively to people who use services and their carers, respecting their experience and taking full account of their views.	Organised activities with the residents;  Assessments for those wishing to use the care home or its services;  Reviews	Work with groups of residents - this work might focus on a theme, e.g. women's issues, life-story work, photographs.  It is not expected that the student would be responsible for formally responding to complaints, but that s/he would be involved in discussing the issues and working towards a way forward with the service user and family.	

<p><b>1.3b</b> Assess and review the preferred options of individuals, families, carers, groups and communities.</p>	<p>Responding to complaints;  Responding to issues and concerns raised.</p>	<p>Support residents and their families to take up issues which arise in meetings and groups.</p>
<p><b>1.3c</b> Assess and evaluate needs, strengths, risks and options, taking account of legal and other duties and service standards requirements.</p>	<p>Assessments for those wishing to use the care home or its services; Reviews</p>	
<p><b>1.3d</b> Identify, evaluate and recommend appropriate courses of action for individuals, families, carers, groups and communities.</p>	<p>Assessments for those wishing to use the care home or its services;  Reviews</p>	<p>Working with individuals with a view to providing services or activities which would enhance their quality of life.</p>
<p><b>1.3e</b> Work with others to help people who use services to achieve and maintain greater independence.</p>	<p><u>Example</u>: work with activities team to find ways in which to enhance the independence of service users.</p>	<p>Engagement of the student with a wide range of community-based services should be encouraged.</p>

## **Standard/Key Role 2**

### **Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals**

In order to meet the outcomes of this Standard, students will need opportunities to work directly with service users and their families. Initially students would shadow other workers and would observe assessments and reviews. Once they were confident, they would take the lead in some of these pieces of work - it is expected that they would lead at least one assessment and 2 reviews during their placement.

#### **Learning Focus 2.1**

#### **Identifying and responding to crisis situations**

By working alongside staff and working on reception, students may be in a position to respond to urgent requests. By working as part of the team they will be aware of urgent issues as they arise and can work alongside staff in responding to those 'crises'. As the practice teacher discusses the student's work with him/her there will be opportunities for considering responses to unexpected events.

<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>2.1a</b> Critically assess the urgency of requests and requirements for action.	Take a lead role in the assessment of an applicant for a place in the care home;  Spend some time on reception and be responsible for responding to family members' (or other visitors') anxieties about a resident	Students will observe and shadow such work before taking a lead role later in the placement.
<b>2.1b</b> Identify the need for statutory and procedural intervention.	Be involved in management team meetings where issues may arise which required intervention	This will entail close work with the link supervisor and familiarity with the relevant legislation and agency policies and procedures.
<b>2.1c</b> Plan, implement and record action taken to meet immediate needs and requirements.	Work as part of the care home team as well as the management team	Close supervision by link supervisor will be essential to meeting this outcome.
<b>2.1d</b> Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others, as relevant.	Lead a review meeting.  Review the outcome of discussions and/or any change with the service user and/or family.	

<b>Learning Focus 2.2</b>	<b>Working with individuals, families, carers, groups and communities to achieve change, promote dignity, realise potential and improve life opportunities</b>	
This outcome can be assessed through the day-to-day work of the student in the care home. The relationship with service users can be based on relatively small issues, such as their engagement with activities, visits by family, outings or any issues they may have about their on-going care.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>2.2a</b> Develop relationships with individuals, families, carers, groups and communities that show respect for diversity, equality, dignity and privacy.	Work on a one-to-one basis with residents in their lifespace  Establish or take a lead part in group activities involving the residents	This work could be about settling in, relationships with family, activity choice, etc. It does not have to be about a social work 'problem'.  A group activity would also meet learning focus 2.5
<b>2.2b</b> Maintain purposeful relationships for as long as is necessary.	Work one-to-one with residents and their families	Link supervisor would be able to advise and report on student's work in this regard.
<b>2.2c</b> Work in a structured way with individuals, families, carers, groups, communities and others to deal with problems, resolve conflicts and avoid crises.	Work with newly-admitted residents and their families  Lead a review.  Respond to residents' or families' issues as they arise.	Day-to-day work with residents will enable such issues to be raised, thereby providing the opportunity for this work.
<b>2.2d</b> Apply and justify social work methods to achieve change, maintain stability, promote independence and improve life opportunities.	One-to-one or group work with residents	See suggestions under 2.5
<b>2.2e</b> Regularly monitor, record, review and evaluate changes in circumstances and adapt plans to take account of these changes.	Be part of the care home team and have responsibility for case-note writing and feeding back to the management team any issues of which they should be aware.	As plans are made by the whole team this will require the student to work well with the team and to know how and when to involve management.
<b>2.2f</b> Reduce contact and withdraw appropriately from relationships.	Let service users know when the placement is coming to an end and disengage in a way which does not cause distress.	Not difficult to evidence if the student has established professional relationships with the residents.

<b>Learning Focus 2.3</b>		<b>Producing, implementing and evaluating plans with individuals, families, carers, groups, communities and colleagues</b>
Students will be able to evidence these outcomes by taking a lead role in an assessment, manage the actions agreed as part of that assessment and review progress. In addition, the leading of a review will enable a student to follow through on agreed actions and to review their effectiveness, renegotiating the plans where that is necessary or helpful.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>2.3a</b> Negotiate with others the services and resources that will be included in plans.	Work resulting from an assessment or a review.	
<b>2.3b</b> Identify and record responsibilities and actions to be taken, developing and recording plans based on these.	Work resulting from an assessment or a review.	
<b>2.3c</b> Carry out their own responsibilities and monitor, co-ordinate and support the actions of others involved in putting plans into practice.	Work resulting from an assessment or a review.	
<b>2.3d</b> Regularly review the effectiveness of plans with the people involved.	Review agreed actions some time after an assessment or review meeting.	The timescale of the placement will mean that students may not be there for a long enough time to fully review, renegotiate and revise plans. Therefore they could take on plans created with other workers and review those with the service users.
<b>2.3e</b> Renegotiate and revise plans to meet changing needs and circumstances.	Evaluate plans made at an assessment or review with the service user and their families, where appropriate.	

<b>Learning Focus 2.4</b>		<b>Developing networks to meet assessed needs and planned outcomes</b>	
To meet the requirements of this learning focus, the student would establish links with relevant community-based resources which could assist in meeting the needs of the service user and their families. This might include leisure activities or other support services.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>		<b>Issues/ challenges</b>
<b>2.4a</b> With individuals, families, carers, groups, communities and others, identify, explore and evaluate support networks that can be accessed and developed.	Work with the service user and family to find the support which they need - be that the direct need of the service user or the needs of the family when supporting the service user. Bereavement support services would be an example of such a network.		
<b>2.4b</b> Work in partnership with individuals, families, carers, groups, communities and others to develop and maintain support networks.	The family may be the key support network for a resident and the student should explore any support that might be needed by the family so that they can continue this support.  Support is also often provided by churches or clubs and the student could work with such support services to evidence of this outcome.	This might involve the student in proactive work in the community.	
<b>2.4c</b> Contribute to the development, maintenance and evaluation of integrated support networks and services.	As 2.4 b		This might involve the student in proactive work in the community.
<b>2.4d</b> In partnership with others, manage complex aspects of dependency and, where appropriate, provide direct care and personal support in everyday living situations.	Day-to-day work with the wider care team, including the activities team, where possible.	One-to-one communication with and support of the residents will meet this assessed outcome.	Personal support' in this context does not mean 'personal care' but there will be situations in which it is appropriate for the student to assist a service user in a direct way. Examples are assisting at mealtimes or with a change of clothing when an unexpected need arises.

<b>Learning Focus 2.5</b>	<b>Working with groups to promote choice and independent living</b>	
<p>Finding opportunities to evidence this Learning Focus can be challenging in many practice learning opportunities but a care home setting will be able to provide such opportunities relatively easily. This is an area of work where homes often suffer from a lack of staff resource but there is an expectation from the Care Commission (and its successor organisation) that appropriate activities are available to residents. A student will make a vital contribution to meeting the organisational objectives by taking part in and leading group activities, learning about groups, how they work and what the facilitator role entails in the process.</p>		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<p><b>2.5a</b> Identify opportunities to support existing groups and to help new groups to develop.</p>	<p>Observe and then work alongside those leading groups in the care home or in related community-based services.</p>	
<p><b>2.5b</b> Use group programmes, processes and dynamics to improve the skills of group members and to promote well-being, choice, potential, dignity and independence.</p>	<p>Setting up and running of a group, such as a reminiscence therapy group, narrative life-story, sorting and presenting photographs or a woman's group.</p>	<p>Resources for running reminiscence sessions are usually available from the local library. Boxes of articles relating to a theme are particularly valuable, as are recordings of old songs which the group members will remember. A case study of student work in this area is available (Appendix 7 of this report)</p>
<p><b>2.5c</b> Help groups to achieve planned outcomes for their members and to evaluate the value and appropriateness of their work.</p>	<p>Where service users are able to identify and articulate their needs, the expectation is that the student would work alongside them in planning and supporting the group - this might be a leisure group based on common interest, such as music, drama, crafts or photography.</p>	<p>This might involve resources which would have to be negotiated - thus also meeting 2.1 c and parts of Learning Foci 2.3 and 2.4.</p>
<p><b>2.5d</b> Engage in, and disengage from, groups appropriately and in a planned way.</p>	<p>Student would be clear about the length of her time with the agency from the start and ensure that service users remembered it over time. S/he would end her work with the group in a sensitive and constructive way.</p>	<p>Also relevant to 2.2f</p>

<b>Learning Focus 2.6</b>	<b>Tackling behaviour which presents a risk to individuals, families, carers, groups, communities and the wider public</b>	
This learning focus will raise issues about how different professional groups approach particular situations. It offers an opportunity for the student to explore the requirements of their codes of practice and ethics as well as the policies and guidelines of the agency.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>2.6a</b> Take prompt action to deal with behaviour or situations that present a risk to people who use services, their carers, colleagues or the wider public.	Day-to-day work in a care home should provide opportunities to evidence this outcome.	Reflection on such situations will provide good material for learning about codes of practice, codes of ethics, policies and procedures. This will link closely to Learning Focus 4.3
<b>2.6b</b> Work with individuals, families, carers, groups, communities and others to:		
<ul style="list-style-type: none"> <li>Identify and evaluate situations and circumstances that may increase risks.</li> </ul>	Students are expected to work within policies and guidelines and use the risk assessment tools which are relevant. This risk assessment work can be completed as part of a team.	It is important that students understand the distinction between assessment and the tools which assist with assessment. This process vs. tools issue also applies to Learning Foci 1.3 and 3.2
<ul style="list-style-type: none"> <li>Reduce or contain the level of those risks.</li> </ul>	Students would work on this outcome as part of the team, taking into account the ethical issues and professional codes of practice.	Students should understand the distinction between policy directives and professional decisions.
<b>2.6c</b> Plan, manage and record intervention designed to change the identified risk behaviour positively.	Students would work on this outcome as part of the team, taking into account the ethical issues and professional codes of practice.	Good opportunities here for the development of inter-professional understanding.

**Standard/Key Role 3**  
**Assess and manage risk to individuals, families, carers, groups, communities, self and colleagues**

Assessing and managing risk is key to working with people, especially vulnerable people. It is the balancing of risk and rights that presents the biggest challenge in this area and working with older people offers students good opportunities to see how policies are implemented and to reflect on the issues raised by risk assessment and on-going management.

**Learning Focus 3.1      Assessing and managing risks to individuals, families, carers, groups and communities**

A practice learning opportunity in a care home for older people will provide regular opportunities to consider risk issues. A student would be closely supervised, particularly in the early stages of the placement, and would not be expected to deal with major risk situations unsupported.

<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>3.1a</b> Identify, assess and record the nature of risk, its seriousness and the harm that it may cause.	Opportunities to learn about risk and its management would be part of the day-to-day work and would provide important material for reflection in supervision with link supervisor and practice teacher.	There will be opportunities to reflect on the different demands and expectations in relation to risk management on the professionals involved in the care team.
<b>3.1b</b> Balance the rights and responsibilities of individuals, families, carers, groups and communities with the associated risks to them or the wider public.	Working as part of the care team, being involved in the daily care discussions and having the opportunity to reflect on the situations.	There may be a difference of perspective here between health-care staff and social workers.
<b>3.1c</b> Manage risk to individuals, families, carers, groups and communities and the wider public over time, regularly monitoring and re-assessing priorities and actions with them.	Working as part of the care team, being involved in the daily care discussions and having the opportunity to reflect on the situations.  Taking part in and leading reviews  Links to 2.6 and 4.3.	

<b>Learning Focus 3.2</b>		<b>Assessing and managing risks to self and colleagues</b>	
It will be essential that the student learns and works within the agency guidelines in terms of safe working. It is also important that the student be aware of the potential for emotional distress in working with older people. The impact of working with grief and loss can be more powerful than the student expects.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>	
<b>3.2a</b> Assess, analyse and record potential risk to themselves and colleagues.	Student must know and work within the safe-working policies	The emotional impact of working with this service user group might be unexpected for the student, who may need support.	
<b>3.2b</b> Work within the risk assessment and management procedures of their own and other relevant organisations and professions.	Student should be familiar with the policies and procedures in relation to risk management and demonstrate that knowledge in their work.	Feedback from the link supervisor will be very important in relation to this outcome.	
<b>3.2c</b> Plan, monitor, review and record outcomes and actions taken to minimise risk, stress and harm.	Work within agency guidelines and be aware of how they fit with codes of practice and ethics.	Link to 2.6 and 4.3	

<b>Standard/Key Role 4</b>	
<b>Demonstrate professional competence in social work practice</b>	
Working in a setting where the student is likely to be the only social worker will raise the issue of defining and understanding the social work role. This learning setting is rich in opportunities for the student to explore their role and the roles of their non-social work colleagues and to clarify the professional expectations of them as social workers, regardless of the setting. Students will need to be prepared to proactively establish their role within the home.	
<b>Learning Focus 4.1</b>	<b>Evaluating and using up-to-date knowledge of, and research into, social work practice</b>
Social work has much to learn from nursing in terms of the knowledge base of our practice. A care home setting can be helpful to the student in meeting the outcomes related to the use of knowledge and research in their practice.	

<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>4.1a</b> Review and regularly update their own knowledge of relevant legislation, policy guidelines, service standards and procedural frameworks.	Initial assessments; reviews, dealing with complaints - student will be part of the team rather than dealing with these issues alone.	While this learning focus is about social work practice, the student should be able to make links across professions and to articulate the particular aspects of work which constitute the social work role.
<b>4.1b</b> Locate, understand and critically evaluate research findings and literature that is relevant to social work practice.	Find literature and research relevant to the setting and the work of the placement.	Student should bring such research to supervision on a regular basis.
<b>4.1c</b> Use professional and organisational supervision and support to research, critically analyse, and review the evidence base for effective practice.	Recent reports; journal articles etc	Student will ask for the help of the team in finding such research.
<b>4.1d</b> Implement knowledge-based social work approaches and methods to develop and improve their own practice.	Supervision with practice teacher	This can be the biggest challenge for students in a secondary setting. Contact with and support from social work colleagues in other agencies and with their peer student group will be important sources of support.
<b>Learning Focus 4.2</b>	<b>Working within agreed standards of social work practice</b>	
As for 4.1, a care home setting provides a rich opportunity for students to clarify the social work role and to share that understanding with colleagues from other professions.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>4.2a</b> Work at all times within the professional codes of practice, ethical principles and service standards that underpin high-quality social work practice.	Reflection on day-to-day work with the practice teacher.	This presents an opportunity for the student to explore commonalities and differences between professions.

<b>4.2b</b> Exercise and justify their professional judgement.	In a first placement, opportunities to do this may be limited but the student is expected to work under supervision and to be able to form and express a professional judgement.	
<b>4.2c</b> Use appropriate assertiveness in justifying professional decisions and upholding social work practice values.	Reflection on professional judgements in supervision with practice teacher.	
<b>4.2d</b> Critically reflect on their practice and performance and modify these as a result.	Reflections in supervision and planning for future work.	Liaison between practice teacher and link supervisor is important here so as to ensure that the student's learning has been implemented in his/her work.
<b>Learning Focus 4.3</b>	<b>Understanding and managing complex ethical issues, dilemmas and conflicts</b>	
This learning focus is fundamental to all professional work with people. For the social work student it links to parts of Standards 2 and 3 but must run through all their practice.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>4.3a</b> Identify, understand and critically evaluate ethical issues, dilemmas and conflicts affecting their practice.	<p>Tensions between the wishes of the service user and considerations about her safety.</p> <p>Tensions between the wishes of the family and the perceived best interests of the service user.</p> <p>Tensions between recommendations of other professionals and the judgement of the care team.</p>	Situations containing ethical tensions and dilemmas will arise regularly in a care home setting. The challenge for the student might be to see beyond the procedures to the dilemmas. Those procedures are likely to have been put in place in response to similar dilemmas in the past.
<b>4.3b</b> Devise effective strategies to deal with ethical issues, dilemmas and conflicts.	<u>Example:</u> Examining DNAR notices and the use of them and how the decisions are made in the care home.	
<b>4.3c</b> Act appropriately, even in uncertain and ambiguous circumstances and critically reflect on, and learn from, the outcomes.	Responding to situations are they arise but being aware of the ethical issues involved.	Student will need clear and helpful feedback on these kinds of situations.

<b>Learning Focus 4.4 Promoting best social work practice, adapting positively to change</b>		
Working in a care home setting is likely offer many opportunities to evidence this learning focus.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>4.4a</b> Contribute to policy and practice review and development.	<u>Example:</u> Examining DNAR notices and the use of them and how the decisions are made in the care home.	It should be possible to devise other small pieces of work which will be helpful to the team and assist the student in developing this skill.
<b>4.4b</b> Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required.	Supervision with the link supervisor.	This outcome presents a challenge to most social work students. Situations where there are anxieties about practice should be handling sensitively and through the proper channels.
<b>4.4c</b> Work with colleagues in related professions to further develop and further integrate services.	Work with the care team and/or with external professionals.	This is an opportunity for the student to positively contribute to the placement setting.

<b>Standard/Key Role 5 Manage and be accountable, with supervision and support, for their own social work practice within their organisation</b>		
This Standard is about how the student learns to work within the agency, how they take responsibility for their work and how they learn to contribute to the running of the agency. Feedback from the link supervisor is usually the main source of evidence of meeting the related outcomes of this Standard.		
<b>Learning Focus 5.1 Managing one's own work in an accountable way</b>		
This learning focus is self-explanatory		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>5.1a</b> Manage and prioritise their workload within organisational policies and changing demands.	Juggling different demands and managing time.	In order to evidence this outcome the student would be expected to have a reasonable workload - not a 'normal' one but not so protected that s/he cannot demonstrate this outcome.

<b>5.1b</b> Carry out duties accountably, using professional judgement and knowledge-based social work practice.	Supervision with link supervisor and practice teacher will provide evidence that the student is aware of what s/he is doing and why.	In a secondary setting the student will be expected to demonstrate independence in finding appropriate work and creating his/her social work role in the setting.
<b>5.1c</b> Monitor and evaluate the appropriateness and effectiveness of their programmes of work in meeting the needs of individuals, families, carers, groups and communities and meeting organisational requirements.	A small piece of enquiry undertaken by the student which will provide evidence of the effectiveness of their practice.	Such a piece of work will be set up by the student with support from the link supervisor and other team members. It is expected that the student will incorporate feedback from service users and/or family in this task.
<b>5.1d</b> Use professional and managerial supervision and support to improve their practice.	Supervision	
<b>Learning Focus 5.2</b>	<b>Taking responsibility for one's own continuing professional development</b>	
This learning focus is self-explanatory		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>5.2a</b> Using supervision, consultancy and professional support, take action to identify and meet their continuing professional development needs.	The student may identify courses, visits or conferences they wish to attend. Reading and researching in the area related to their placement would be expected of any student.	Reimbursement of any costs can be negotiated through the practice teacher.
<b>5.2b</b> Contribute appropriately to the continuing education of others.	<u>Example:</u> presentation to the care team about an area in which the student has taken an interest and done some reading and research.	This kind of activity contributes to the CPD of the care team and also helps them to see what kind of work the student does.

<b>Learning Focus 5.3</b>		<b>Contributing to the management of resources and services</b>	
This can be a challenging set of outcomes to meet, particularly on a first placement but it is important that the student gains a perspective of the work of the agency which is larger than the day-to-day tasks and responsibilities.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>	
<b>5.3a</b> Contribute to monitoring the outcomes, quality and cost effectiveness of services in meeting need.	Help with evaluating aspects of the service provided	<u>Example</u> : set up a feedback loop for comments from family or service users	
<b>5.3b</b> Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards.	Bring ideas about improving services to supervision or to a team meeting, after discussion with link supervisor.	It can be difficult to find appropriate tasks for students in relation to this outcome but that can be involved in discussing the issues. PT should flag up in advance of the placement that the student will be asked to do this kind of work, thereby anticipating any anxiety about it being a criticism of the home.	
<b>5.3c</b> Contribute to procedures for managing and sharing information.	<u>Example</u> : Help with database management or other information system.	Young students, in particular, can come with good computer or information-management skills and can make a real contribution to the work of the team.	
<b>Learning Focus 5.4</b>		<b>Managing, presenting and sharing records and reports</b>	
This learning focus requires the student to work to the standards which would be expected in any professional role - feedback from the link supervisor to the student and practice teacher will be essential in evidencing these outcomes.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>	
<b>5.4a</b> Maintain accurate, complete, accessible, and up-to-date records and reports.	The day-to-day requirements of the role played by the student.		
<b>5.4b</b> Provide clear evidence for judgements and decisions.	Student's contribution to assessments and reviews.		
<b>5.4c</b> Implement legal and policy frameworks for access to records and reports and the protection of data.	Day-to-day working with records and reports.	It will be important that the student understands policies about information sharing with service users and other professionals and the legal bases of those policies.	

<p><b>5.4d</b> Share records with individuals, families, carers, groups and communities within legal and ethical guidelines and requirements.</p>	<p>Day-to-day working with records and reports.</p>	
<p><b>Learning Focus 5.5    Preparing for, and taking part in, decision-making forums</b></p>		
<p>This learning focus could be addressed by enabling the student to contribute to (or write) assessment or review reports. Other opportunities may arise for the student to assist the service user or the family in decision-making.</p>		
<p><b>Assessed Outcomes</b></p>	<p><b>Situations in which these outcomes could be evidenced</b></p>	<p><b>Issues/ challenges</b></p>
<p><b>5.5a</b> Prepare reports and documents for decision-making forums such as courts, hearings, tribunals, adjudications and case conferences.</p>	<p>Write or contribute to assessment reports and review reports.</p>	<p>Some parts of this learning focus are advocacy-related and the student could be encouraged to help the service user and/or family to make their case for any desired change.</p>
<p><b>5.5b</b> Work with individuals, families, carers, groups and communities to select the best forms of representation and involvement in decision-making.</p>	<p>Student could work with the service user in deciding who should be invited to a review.</p>	
<p><b>5.5c</b> Present evidence to decision-making forums and help individuals, families, carers, groups and communities to understand the procedures involved and the possible and actual outcomes.</p>	<p><u>Example:</u> Work with families to apply for resources or support.</p>	
<p><b>5.5d</b> Help individuals, families, carers, groups and communities to be involved appropriately in decision-making forums.</p>	<p>Work with service user and family to ensure that they have full information in relation to applications, reviews or appeals.</p>	

<b>Learning Focus 5.6</b>	<b>Working effectively with professionals within integrated, multi-disciplinary and other service settings</b>	
A care home setting is ideal for learning opportunities in relation to this learning focus. The student is expected to make the best possible use of the opportunities to work across professional boundaries.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>5.6a</b> Develop, maintain and review effective working relationships within and across agency boundaries.	Work with the care team, the activities team and external professionals.	The student is also expected to engage with some of the external professionals who come into the home or to whom the service users go outside the home.
<b>5.6b</b> Contribute to identifying and agreeing the goals, objectives, working procedures and duration of professional groups and to evaluating their effectiveness.	This can be achieved on the basis of the care home team or another professional team involved in the work of the home.	
<b>5.6c</b> Work effectively with others in delivering integrated and multi-disciplinary services.	Day-to-day work with the care team, other staff in the home and external professionals.	
<b>5.6d</b> Deal constructively with disagreements and conflict within work relationships.	Demonstrate an appropriate response in such situations.	Explore such issues in supervision.

**Standard/Key Role 6**  
**Support individuals to represent and manage their needs, views and circumstances**

This standard can be evidenced through support work with service users and their families, in particular when conducting reviews.

**Learning Focus 6.1**      **Representing in partnership with, and on behalf of, individuals, families, carers, groups and communities to help them achieve and maintain greater independence**

This standard comprises just one learning focus.

<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<p><b>6.1a</b> Assess to what extent they should act as representative for an individual, family, carer, group or community.</p>	<p>Day-to-day work with service users and their families, especially where there is an issue which they wish to raise.</p>	
<p><b>6.1b</b> Help individuals, families, carers, groups and communities to get independent advice, support and representation.</p>	<p>Link with outside agencies in order to assist service users and their families with their goals.</p>	<p>Links to 1.3e</p>
<p><b>6.1c</b> Where appropriate, represent individuals, families, carers, groups and communities, in partnership with them.</p>	<p>Reviews</p>	
<p><b>6.1d</b> Support people who use services to manage their affairs, including managing finances and purchasing care services.</p>	<p>Assessments; reviews</p>	<p>Opportunities to evidence this outcome may not arise regularly but students can support service users in small ways.</p>

## Key Capabilities in Child Care and Protection

Requirements	Situations in which these outcomes could be evidenced	Issues/ challenges
<b>Requirement 1</b>		
<p>A requirement of the Key Capabilities is that whatever practice learning opportunity a student is engaged in, they must be able to evidence their knowledge and application of child care and protection, <u>as it is relevant to their setting</u></p>	<p>Assessment of visiting facilities for residents who have visiting children.</p> <p>Audit of the care home in relation to child care and protection - what are the risk factors? Is it welcoming?</p>	
<b>Requirement 2</b>		
<p>During one of their assessed practice learning opportunities, students should undertake an assessment of a child OR of parenting capacity.</p>	<p>A service user who was not resident may have childcare responsibilities which give some cause for concern</p>	<p>This may not be possible in a care home setting.</p>

## GUIDE 3

### *Guide to Final Placement activities in care homes*

Ideas for matching work opportunities to the Social Work Education Standards

<p><b>Standard/Key Role 1</b>  <b>Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances</b></p>			
<p>A practice learning opportunity in a care home for older people is likely to provide considerable opportunity for the student to practise tasks in relation to preparation for Social Work involvement and assessment of needs. This work will be on-going in the care home, providing good opportunities to observe and learn from others, particularly across professional boundaries.</p>			
<p><b>Learning Focus 1.1</b></p>		<p><b>Preparing for social work contact and involvement</b></p>	
<p>Students can read case-notes, meet the resident, or service user, meet the family or friends and connect with other professionals. They can then feed into the assessment and the development of an action plan. As the placement progresses, the student would be expected to take a lead in this work in relation to some service users.</p>			
<p><b>Assessed Outcomes</b></p>	<p><b>Situations in which these outcomes could be evidenced</b></p>		<p><b>Issues/ challenges</b></p>
<p><b>1.1a</b> Review agency notes and other literature that is relevant to the case or situation.</p>	<p>This work might be undertaken prior to a review or where there is a concern about a resident, either from the care staff or family.</p>		<p>Some case-notes will be sensitive, but the student is expected to be aware of confidentiality and boundaries.</p>
<p><b>1.1b</b> Contact and work with relevant professionals and others to get additional information that can influence initial contact and involvement.</p>	<p>Prior to a review</p> <p>Assessment of new resident applying for a place in the home.</p>	<p>Good opportunity for student to engage with outside agencies and with the resident's family.</p> <p>Engagement with the resident's family.</p>	<p>Student would be briefed as to the most appropriate way to approach these colleagues.</p>

<p><b>1.1c</b> Engage and relate effectively with people who use services, with their families and other carers and with other professionals, maintaining awareness of their own style and approach and its effect on others.</p>	<p>Reviews;  Assessment of service user's needs as part of on-going review of their care.</p>	<p>This placement setting offers excellent opportunities for engaging directly with the service user in their life space and for linking that to the relevant theories.</p>
<p><b>1.1d</b> Evaluate all information to identify the best form of initial involvement.</p>	<p>Reviews; New resident</p>	
<p><b>1.1e</b> Develop and record an initial action plan.</p>	<p>Working with a new resident;  Reviews</p>	<p>Initially the student would shadow this process but would be expected to take a lead once they are established in the placement.</p>
<p><b>Learning Focus 1.2 Working with individuals, families, carers, groups and communities so they can make informed decisions</b></p>		
<p>Working with service users, families and carers in order to support their decision-making is a vital part of Social Work practice. This Learning Focus could be met by on-going contact with residents and families but in particular during initial assessment or during a review.</p>		
<p><b>Assessed Outcomes</b></p>	<p><b>Situations in which these outcomes could be evidenced</b></p>	<p><b>Issues/ challenges</b></p>
<p><b>1.2a</b> Work with individuals, families, carers, and communities to:</p>	<p>Placements in care homes provide excellent opportunities for high quality communication and engagement with service users.</p>	
<ul style="list-style-type: none"> <li>• Inform them of their own rights, entitlements and responsibilities;</li> </ul>	<p>Initial application to the care home;</p>	<p>On-going individual work and work with residents' groups</p>
<ul style="list-style-type: none"> <li>• Clarify and explain the social work organisation's duties, services and responsibilities;</li> </ul>	<p>Any contact by the student should include this explanation.</p>	
<ul style="list-style-type: none"> <li>• Identify, gather, analyse and understand relevant information;</li> </ul>	<p>This should be part of any contact by the student.</p>	

<ul style="list-style-type: none"> <li>Identify and analyse the risks involved in the situation.</li> </ul>	<p>This should be part of any contact by the student.</p>	<p>Student might be asked (by the link supervisor or the practice teacher) to write a separate risk assessment, paying attention to the process of risk assessment, rather than to the tools available to assist with this process.</p>	
<p><b>1.2b</b> Work in partnership with individuals, families, carers, groups and communities, so they can:</p>			
<ul style="list-style-type: none"> <li>Identify, clarify and express their expectations, strengths and limitations;</li> </ul>	<p>This would be particularly relevant in work with service users who are considering applying for a place in the care home.</p>	<p>This would also be relevant for on-going work with residents as individuals and groups.</p>	<p>Student would have to be well briefed on what the service user and their family can expect. It would be unhelpful for expectations to be raised unrealistically.</p>
<ul style="list-style-type: none"> <li>Assess and make informed decisions about their circumstances, resources and preferred options.</li> </ul>			
<p><b>Learning Focus 1.3</b></p>	<p><b>Assessing needs and options in order to recommend a course of action</b></p>		
<p>Students should be able to evidence this learning focus when working with service users and their families in working through particular situations, working as part of, and leading, the initial assessment team and leading a review.</p>			
<p><b>Assessed Outcomes</b></p>	<p><b>Situations in which these outcomes could be evidenced</b></p>	<p><b>Issues/ challenges</b></p>	
<p><b>1.3a</b> Listen actively to people who use services and their carers, respecting their experience and taking full account of their views.</p>	<p>Organised activities with the residents. Assessments for those wishing to use the care home or its services. Reviews Work with groups of residents – this work might focus on a theme, e.g. women’s issues, life-story work, photographs.</p>	<p>It is not expected that the student would be responsible for formally responding to complaints, but that s/he would be involved in discussing the issues and working towards a way forward with the service user and family.</p>	

<p><b>1.3b</b> Assess and review the preferred options of individuals, families, carers, groups and communities.</p>	<p>Responding to complaints;  Responding to issues and concerns raised.</p>	<p>Support residents and their families to take up issues which arise in meetings and groups.</p>
<p><b>1.3c</b> Assess and evaluate needs, strengths, risks and options, taking account of legal and other duties and service standards requirements.</p>	<p>Assessments for those wishing to use the care home or its services; Reviews</p>	
<p><b>1.3d</b> Identify, evaluate and recommend appropriate courses of action for individuals, families, carers, groups and communities.</p>	<p>Assessments for those wishing to use the care home or its services;  Reviews</p>	<p>Working with individuals with a view to providing services or activities which would enhance their quality of life.</p>
<p><b>1.3e</b> Work with others to help people who use services to achieve and maintain greater independence.</p>	<p><u>Example</u>: work with activities team to find ways in which to enhance the independence of service users.</p>	<p>Engagement of the student with a wide range of community-based services would be expected.</p>

## **Standard/Key Role 2**

### **Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals**

In order to meet the outcomes of this Standard, students will work directly with service users and their families. Initially students would shadow other workers and would observe assessments and reviews. Once they were confident, they would take the lead in some of these pieces of work - it is expected that they would lead at least one assessment and 2 reviews during their placement.

#### **Learning Focus 2.1**

#### **Identifying and responding to crisis situations**

By working alongside staff and working on reception, students may be in a position to respond to urgent requests. By working as part of the team they will be aware of urgent issues as they arise and can work alongside staff in responding to those 'crises'. As the practice teacher discusses the student's work with him/her there will be opportunities for considering responses to unexpected events.

<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>2.1a</b> Critically assess the urgency of requests and requirements for action.	Take a lead role in the assessment of an applicant for a place in the care home;  Spend some time on reception and be responsible for responding to family members' (or other visitors') anxieties about a resident	Students will observe and shadow such work before taking a lead role later in the placement.
<b>2.1b</b> Identify the need for statutory and procedural intervention.	Be involved in management team meetings where issues may arise which required intervention	This will require familiarity with the relevant legislation and agency policies and procedures.
<b>2.1c</b> Plan, implement and record action taken to meet immediate needs and requirements.	Work as part of the care home team as well as the management team	Work as part of the care home team as well as the management team.
<b>2.1d</b> Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others, as relevant.	Lead a review meeting.  Review the outcome of discussions and/or any change with the service user and/or family.	

<b>Learning Focus 2.2</b>	<b>Working with individuals, families, carers, groups and communities to achieve change, promote dignity, realise potential and improve life opportunities</b>	
This outcome can be assessed through the day-to-day work of the student in the care home. The relationship with service users can be based on apparently small issues, such as their engagement with activities, visits by family, outings or any issues they may have about their on-going care.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>2.2a</b> Develop relationships with individuals, families, carers, groups and communities that show respect for diversity, equality, dignity and privacy.	Work on a one-to-one basis with residents in their lifespace  Establish or take a lead part in group activities involving the residents	This work could be about settling in, relationships with family, activity choice, etc. It does not have to be about a social work 'problem'.  A group activity would also meet learning focus 2.5
<b>2.2b</b> Maintain purposeful relationships for as long as is necessary.	Work one-to-one with residents and their families	
<b>2.2c</b> Work in a structured way with individuals, families, carers, groups, communities and others to deal with problems, resolve conflicts and avoid crises.	Work with newly-admitted residents and their families  Lead a review.  Respond to residents' or families' issues as they arise.	Day-to-day work with residents will enable such issues to be raised, thereby providing the opportunity for this work.
<b>2.2d</b> Apply and justify social work methods to achieve change, maintain stability, promote independence and improve life opportunities.	One-to-one or group work with residents	See suggestions under 2.5
<b>2.2e</b> Regularly monitor, record, review and evaluate changes in circumstances and adapt plans to take account of these changes.	Be part of the care home team and have responsibility for case-note writing and feeding back to the management team any issues of which they should be aware.	As plans are made by the whole team this will require the student to work well with the team and to know how and when to involve management.
<b>2.2f</b> Reduce contact and withdraw appropriately from relationships.	Let service users know when the placement is coming to an end and disengage in a way which does not cause distress.	Not difficult to evidence if the student has established appropriate relationships with the residents.

<b>Learning Focus 2.3</b>		<b>Producing, implementing and evaluating plans with individuals, families, carers, groups, communities and colleagues</b>
Students will be able to evidence these outcomes by taking a lead role in an assessment, manage the actions agreed as part of that assessment and review progress. In addition, the leading of a review will enable a student to follow through on agreed actions and to review their effectiveness, renegotiating the plans where that is necessary or helpful.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>2.3a</b> Negotiate with others the services and resources that will be included in plans.	Work resulting from an assessment or a review.	
<b>2.3b</b> Identify and record responsibilities and actions to be taken, developing and recording plans based on these.	Work resulting from an assessment or a review.	
<b>2.3c</b> Carry out their own responsibilities and monitor, co-ordinate and support the actions of others involved in putting plans into practice.	Work resulting from an assessment or a review.	
<b>2.3d</b> Regularly review the effectiveness of plans with the people involved.	Review agreed actions some time after an assessment or review meeting.	The student may take on plans initiated by colleagues so as to experience the latter parts of the process, as well as working on plans which they themselves had initiated.
<b>2.3e</b> Renegotiate and revise plans to meet changing needs and circumstances.	Evaluate plans made at an assessment or review with the service user and their families, where appropriate.	

<b>Learning Focus 2.4</b>		<b>Developing networks to meet assessed needs and planned outcomes</b>	
To meet the requirements of this learning focus, the student would establish links with relevant community-based resources which could assist in meeting the needs of the service user and their families. This might include leisure activities or other support services as well as referral and assessment processes.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>		<b>Issues/ challenges</b>
<b>2.4a</b> With individuals, families, carers, groups, communities and others, identify, explore and evaluate support networks that can be accessed and developed.	Work with the service user and family to find the support which they need - be that the direct need of the service user or the needs of the family when supporting the service user. Bereavement support services would be an example of such a network.		It is expected that the student would establish and use links with the local authority in relation to support for residents, particularly at the point of assessment for a place in the home.
<b>2.4b</b> Work in partnership with individuals, families, carers, groups, communities and others to develop and maintain support networks.	The family may be the key support network for a resident and the student should explore any support that might be needed by the family so that they can continue this support.  Support is also often provided by churches or clubs and the student could work with such support services to evidence of this outcome.		This might involve the student in proactive work in the community.
<b>2.4c</b> Contribute to the development, maintenance and evaluation of integrated support networks and services.	As 2.4 b		This might involve the student in proactive work in the community.
<b>2.4d</b> In partnership with others, manage complex aspects of dependency and, where appropriate, provide direct care and personal support in everyday living situations.	Day-to-day work with the wider care team, including the activities team, where possible.	One-to-one communication with and support of the residents will meet this assessed outcome.	'Personal support' in this context does not mean 'personal care' but there will be situations in which it is appropriate for the student to assist a service user in a direct way. Examples are assisting at mealtimes or with a change of clothing when an unexpected need arises.

<b>Learning Focus 2.5</b>	<b>Working with groups to promote choice and independent living</b>	
<p>Finding opportunities to evidence this Learning Focus can be challenging in many practice learning opportunities but a care home setting will be able to provide such opportunities relatively easily. This is an area of work where homes often suffer from a lack of staff resource but there is an expectation from the Care Commission (and its successor organisation) that appropriate activities are available to residents. A student will make a vital contribution to meeting the organisational objectives by taking part in and leading group activities, learning about groups, how they work and what the facilitator role entails in the process.</p>		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<p><b>2.5a</b> Identify opportunities to support existing groups and to help new groups to develop.</p>	<p>Observe and then work alongside those leading groups in the care home or in related community-based services.</p>	
<p><b>2.5b</b> Use group programmes, processes and dynamics to improve the skills of group members and to promote well-being, choice, potential, dignity and independence.</p>	<p>Setting up and running of a group, such as a reminiscence therapy group, narrative life-story, sorting and presenting photographs or a woman's group.</p>	<p>Resources for running reminiscence sessions are usually available from the local library. Boxes of articles relating to a theme are particularly valuable, as are recordings of old songs which the group members will remember. A case study of student work in this area is available (Appendix 7 of this report)</p>
<p><b>2.5c</b> Help groups to achieve planned outcomes for their members and to evaluate the value and appropriateness of their work.</p>	<p>Where service users are able to identify their needs, the expectation is that the student would work alongside them in planning and supporting the group - this might be a leisure group based on common interest, such as music, drama, crafts or photography.</p>	<p>This might involve resources which would have to be negotiated - thus also meeting 2.1 c and parts of Learning Foci 2.3 and 2.4.</p>
<p><b>2.5d</b> Engage in, and disengage from, groups appropriately and in a planned way.</p>	<p>Student to be clear about the length of her time with the agency from the start and ensure that service users remembered it over time. S/he would end her work with the group in a sensitive and constructive way.</p>	<p>Also relevant to 2.2f</p>

<b>Learning Focus 2.6</b>	<b>Tackling behaviour which presents a risk to individuals, families, carers, groups, communities and the wider public</b>	
This learning focus will raise issues about how different professional groups approach particular situations. It offers an opportunity for the student to explore the requirements of their codes of practice and ethics as well as the policies and guidelines of the agency.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>2.6a</b> Take prompt action to deal with behaviour or situations that present a risk to people who use services, their carers, colleagues or the wider public.	Day-to-day work in a care home should provide opportunities to evidence this outcome.	Reflection on such situations will provide good material for learning about codes of practice, codes of ethics, policies and procedures. This will link closely to Learning Focus 4.3
<b>2.6b</b> Work with individuals, families, carers, groups, communities and others to:		
<ul style="list-style-type: none"> <li>Identify and evaluate situations and circumstances that may increase risks.</li> </ul>	Students are expected to work within policies and guidelines and use the risk assessment tools which are relevant. This risk assessment work can be completed as part of a team.	It is important that students understand the distinction between assessment and the tools which assist with assessment. This process vs. tools issue also applies to Learning Foci 1.3 and 3.2
<ul style="list-style-type: none"> <li>Reduce or contain the level of those risks.</li> </ul>	<u>Example</u> : students have worked to challenge perceived risk aversion in care home settings.	Students should understand the distinction between policy directives and professional decisions.
<b>2.6c</b> Plan, manage and record intervention designed to change the identified risk behaviour positively.	Students would work on this outcome as part of the team, taking into account the ethical issues and professional codes of practice.	Good opportunities here for the development of inter-professional understanding.

**Standard/Key Role 3**  
**Assess and manage risk to individuals, families, carers, groups, communities, self and colleagues**

Assessing and managing risk is key to working with people, especially vulnerable people. It is the balancing of risk and rights that presents the biggest challenge in this area and working with older people offers students good opportunities to see how policies are implemented and to reflect on the issues raised by risk assessment and on-going management.

**Learning Focus 3.1      Assessing and managing risks to individuals, families, carers, groups and communities**

A practice learning opportunity in a care home for older people will provide regular opportunities to consider risk issues. A student would be supervised, particularly in the early stages of the placement, and would not be expected to deal with major risk situations unsupported.

<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>3.1a</b> Identify, assess and record the nature of risk, its seriousness and the harm that it may cause.	Opportunities to learn about risk and its management would be part of the day-to-day work and would provide important material for reflection in supervision with link supervisor and practice teacher.	There will be opportunities to reflect on the different demands and expectations in relation to risk management on the professionals involved in the care team.
<b>3.1b</b> Balance the rights and responsibilities of individuals, families, carers, groups and communities with the associated risks to them or the wider public.	Working as part of the care team, being involved in the daily care discussions and having the opportunity to reflect on the situations.	There may be a difference of perspective here between health-care staff and social workers.
<b>3.1c</b> Manage risk to individuals, families, carers, groups and communities and the wider public over time, regularly monitoring and re-assessing priorities and actions with them.	Working as part of the care team, being involved in the daily care discussions and having the opportunity to reflect on the situations.  Taking part in and leading reviews  Links to 2.6 and 4.3.	

<b>Learning Focus 3.2</b>		<b>Assessing and managing risks to self and colleagues</b>	
It will be essential that the student learns and works within the agency guidelines in terms of safe working. It is also important that the student be aware of the potential for emotional distress in working with older people. The impact of working with grief and loss can be more powerful than the student expects.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>	
<b>3.2a</b> Assess, analyse and record potential risk to themselves and colleagues.	Student must know and work within the safe-working policies	The emotional impact of working with this service user group might be unexpected for even a final placement student, who may need support.	
<b>3.2b</b> Work within the risk assessment and management procedures of their own and other relevant organisations and professions.	Student should be familiar with the policies and procedures in relation to risk management and demonstrate that knowledge in their work.	Feedback from the link supervisor will be very important in relation to this outcome.	
<b>3.2c</b> Plan, monitor, review and record outcomes and actions taken to minimise risk, stress and harm.	Work within agency guidelines and be aware of how they fit with codes of practice and ethics.	Link to 2.6 and 4.3	

<b>Standard/Key Role 4</b>	
<b>Demonstrate professional competence in social work practice</b>	
Working in a setting where the student is likely to be the only social worker will raise the issue of defining and understanding the social work role. This learning setting is rich in opportunities for the student to explore their role and the roles of their non-social work colleagues and to clarify the professional expectations of them as social workers, regardless of the setting. Students will need to be prepared to proactively establish their role within the home.	
<b>Learning Focus 4.1</b>	<b>Evaluating and using up-to-date knowledge of, and research into, social work practice</b>
Social work has much to learn from nursing in terms of the knowledge base of our practice. A care home setting can be helpful to the student in meeting the outcomes related to the use of knowledge and research in their practice.	

<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>4.1a</b> Review and regularly update their own knowledge of relevant legislation, policy guidelines, service standards and procedural frameworks.	Initial assessments; reviews, dealing with complaints - student will be part of the team rather than dealing with these issues alone.	While this learning focus is about social work practice, the student should be able to make links across professions and to articulate the particular aspects of work which constitute the social work role.
<b>4.1b</b> Locate, understand and critically evaluate research findings and literature that is relevant to social work practice.	Find literature and research relevant to the setting and the work of the placement.	Student should bring such research to supervision on a regular basis and demonstrate how it illuminates their practice.
<b>4.1c</b> Use professional and organisational supervision and support to research, critically analyse, and review the evidence base for effective practice.	Recent reports; journal articles etc	Student will ask for the help of the team in finding such research.
<b>4.1d</b> Implement knowledge-based social work approaches and methods to develop and improve their own practice.	Supervision with practice teacher	This can be the biggest challenge for students in a secondary setting. Contact with and support from social work colleagues in other agencies and with their peer student group will be important sources of support.
<b>Learning Focus 4.2</b>	<b>Working within agreed standards of social work practice</b>	
As for 4.1, a care home setting provides a rich opportunity for students to clarify the social work role and to share that understanding with colleagues from other professions.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>4.2a</b> Work at all times within the professional codes of practice, ethical principles and service standards that underpin high-quality social work practice.	Reflection on day-to-day work with the practice teacher.	This presents an opportunity for the student to explore commonalities and differences between professions.

<b>4.2b</b> Exercise and justify their professional judgement.	The student is expected to be able to form and express a professional judgement.	
<b>4.2c</b> Use appropriate assertiveness in justifying professional decisions and upholding social work practice values.	Reflection on professional judgements in supervision with practice teacher.	
<b>4.2d</b> Critically reflect on their practice and performance and modify these as a result.	Reflections in supervision and planning for future work.	Liaison between practice teacher and link supervisor is important here so as to ensure that the student's learning has been implemented in his/her work.
<b>Learning Focus 4.3</b>	<b>Understanding and managing complex ethical issues, dilemmas and conflicts</b>	
This learning focus is fundamental to all professional work with people. For the social work student it links to parts of Standards 2 and 3 but must run through all their practice.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>4.3a</b> Identify, understand and critically evaluate ethical issues, dilemmas and conflicts affecting their practice.	<p>Tensions between the wishes of the service user and considerations about her safety.</p> <p>Tensions between the wishes of the family and the perceived best interests of the service user.</p> <p>Tensions between recommendations of other professionals and the judgement of the care team.</p>	Situations containing ethical tensions and dilemmas will arise regularly in a care home setting. The challenge for the student might be to see beyond the procedures to the dilemmas. Those procedures are likely to have been put in place in response to similar dilemmas in the past.
<b>4.3b</b> Devise effective strategies to deal with ethical issues, dilemmas and conflicts.	<u>Example:</u> Examining DNAR notices and the use of them and how the decisions are made in the care home.	
<b>4.3c</b> Act appropriately, even in uncertain and ambiguous circumstances and critically reflect on, and learn from, the outcomes.	Responding to situations are they arise but being aware of the ethical issues involved.	Student will need clear and helpful feedback on these kinds of situations.

<b>Learning Focus 4.4 Promoting best social work practice, adapting positively to change</b>		
Working in a care home setting is likely offer many opportunities to evidence this learning focus.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>4.4a</b> Contribute to policy and practice review and development.	<u>Example:</u> Examining DNAR notices and the use of them and how the decisions are made in the care home.	It should be possible to devise other small pieces of work which will be helpful to the team and assist the student in developing this skill.
<b>4.4b</b> Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required.	Supervision with the link supervisor.	This outcome presents a challenge to most social work students. Situations where there are anxieties about practice should be handling sensitively and through the proper channels.
<b>4.4c</b> Work with colleagues in related professions to further develop and further integrate services.	Work with the care team and/or with external professionals.	This is an opportunity for the student to positively contribute to the placement setting.

<b>Standard/Key Role 5 Manage and be accountable, with supervision and support, for their own social work practice within their organisation</b>		
This Standard is about how the student learns to work within the agency, how they take responsibility for their work and how they learn to contribute to the running of the agency. Feedback from the link supervisor is usually the main source of evidence of meeting the related outcomes of this Standard.		
<b>Learning Focus 5.1 Managing one's own work in an accountable way</b>		
This learning focus is self-explanatory		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>5.1a</b> Manage and prioritise their workload within organisational policies and changing demands.	Juggling different demands and managing time.	In order to evidence this outcome the student would be expected to have a reasonable workload - not a 'normal' one but not so protected that s/he cannot demonstrate this outcome.

<b>5.1b</b> Carry out duties accountably, using professional judgement and knowledge-based social work practice.	Supervision with link supervisor and practice teacher will provide evidence that the student is aware of what s/he is doing and why.	In a secondary setting the student will be expected to demonstrate independence in finding appropriate work and creating his/her social work role in the setting.
<b>5.1c</b> Monitor and evaluate the appropriateness and effectiveness of their programmes of work in meeting the needs of individuals, families, carers, groups and communities and meeting organisational requirements.	A small piece of enquiry undertaken by the student which will provide evidence of the effectiveness of their practice.	Such a piece of work will be set up by the student with support from the link supervisor and other team members. It is expected that the student will incorporate feedback from service users and/or family in this task.
<b>5.1d</b> Use professional and managerial supervision and support to improve their practice.	Supervision	
<b>Learning Focus 5.2</b>	<b>Taking responsibility for one's own continuing professional development</b>	
This learning focus is self-explanatory		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>5.2a</b> Using supervision, consultancy and professional support, take action to identify and meet their continuing professional development needs.	The student may identify courses, visits or conferences they wish to attend. Reading and researching in the area related to their placement would be expected of any student.	Reimbursement of any costs can be negotiated through the practice teacher.
<b>5.2b</b> Contribute appropriately to the continuing education of others.	<u>Example:</u> presentation to the care team about an area in which the student has taken an interest and done some reading and research.	This kind of activity contributes to the CPD of the care team and also helps them to see what kind of work the student does.

<b>Learning Focus 5.3</b>		<b>Contributing to the management of resources and services</b>	
This can be a challenging set of outcomes to meet, particularly on a first placement but it is important that the student gains a perspective of the work of the agency which is larger than the day-to-day tasks and responsibilities.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>	
<b>5.3a</b> Contribute to monitoring the outcomes, quality and cost effectiveness of services in meeting need.	Help with evaluating aspects of the service provided	<u>Example</u> : set up a small survey for comments from family, service users and/or outside agencies.	
<b>5.3b</b> Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards.	Bring ideas about improving services to supervision or to a team meeting, after discussion with link supervisor.	It can be difficult to find appropriate tasks for students in relation to this outcome but that can be involved in discussing the issues. PT should flag up in advance of the placement that the student will be asked to do this kind of work, thereby anticipating any anxiety about it being a criticism of the home.	
<b>5.3c</b> Contribute to procedures for managing and sharing information.	<u>Example</u> : Help with database management or other information system.	Young students, in particular, can come with good computer or information-management skills and can make a real contribution to the work of the team.	
<b>Learning Focus 5.4</b>		<b>Managing, presenting and sharing records and reports</b>	
This learning focus requires the student to work to the standards which would be expected in any professional role - feedback from the link supervisor to the student and practice teacher will be essential in evidencing these outcomes.			
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>	
<b>5.4a</b> Maintain accurate, complete, accessible, and up-to-date records and reports.	The day-to-day requirements of the role played by the student.		
<b>5.4b</b> Provide clear evidence for judgements and decisions.	Student's contribution to assessments and reviews.		
<b>5.4c</b> Implement legal and policy frameworks for access to records and reports and the protection of data.	Day-to-day working with records and reports.	It will be important that the student understands policies about information sharing with service users and other professionals and the legal bases of those policies.	

<p><b>5.4d</b> Share records with individuals, families, carers, groups and communities within legal and ethical guidelines and requirements.</p>	<p>Day-to-day working with records and reports.</p>	
<p><b>Learning Focus 5.5    Preparing for, and taking part in, decision-making forums</b></p>		
<p>This learning focus could be addressed by enabling the student to contribute to (or write) assessment or review reports. Other opportunities may arise for the student to assist the service user or the family in decision-making.</p>		
<p><b>Assessed Outcomes</b></p>	<p><b>Situations in which these outcomes could be evidenced</b></p>	<p><b>Issues/ challenges</b></p>
<p><b>5.5a</b> Prepare reports and documents for decision-making forums such as courts, hearings, tribunals, adjudications and case conferences.</p>	<p>Write or contribute to assessment reports and review reports.</p>	<p>Some parts of this learning focus are advocacy-related and the student could be encouraged to help the service user and/or family to make their case for any desired change.</p>
<p><b>5.5b</b> Work with individuals, families, carers, groups and communities to select the best forms of representation and involvement in decision-making.</p>	<p>Student could work with the service user in deciding who should be invited to a review.</p>	
<p><b>5.5c</b> Present evidence to decision-making forums and help individuals, families, carers, groups and communities to understand the procedures involved and the possible and actual outcomes.</p>	<p><u>Example:</u> Work with families to apply for resources or support.</p>	
<p><b>5.5d</b> Help individuals, families, carers, groups and communities to be involved appropriately in decision-making forums.</p>	<p>Work with service user and family to ensure that they have full information in relation to applications, reviews or appeals.</p>	

<b>Learning Focus 5.6</b>	<b>Working effectively with professionals within integrated, multi-disciplinary and other service settings</b>	
A care home setting is ideal for learning opportunities in relation to this learning focus. The student is expected to make the best possible use of the opportunities to work across professional boundaries.		
<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<b>5.6a</b> Develop, maintain and review effective working relationships within and across agency boundaries.	Work with the care team, the activities team and external professionals.	The student is also expected to engage with some of the external professionals who come into the home or to whom the service users go outside the home.
<b>5.6b</b> Contribute to identifying and agreeing the goals, objectives, working procedures and duration of professional groups and to evaluating their effectiveness.	This can be achieved on the basis of the care home team or another professional team involved in the work of the home.	
<b>5.6c</b> Work effectively with others in delivering integrated and multi-disciplinary services.	Day-to-day work with the care team, other staff in the home and external professionals.	
<b>5.6d</b> Deal constructively with disagreements and conflict within work relationships.	Demonstrate an appropriate response in such situations.	Explore such issues in supervision.

**Standard/Key Role 6**  
**Support individuals to represent and manage their needs, views and circumstances**

This standard can be evidenced through support work with service users and their families, in particular when conducting reviews.

**Learning Focus 6.1**      **Representing in partnership with, and on behalf of, individuals, families, carers, groups and communities to help them achieve and maintain greater independence**

This standard comprises just one learning focus.

<b>Assessed Outcomes</b>	<b>Situations in which these outcomes could be evidenced</b>	<b>Issues/ challenges</b>
<p><b>6.1a</b> Assess to what extent they should act as representative for an individual, family, carer, group or community.</p>	<p>Day-to-day work with service users and their families, especially where there is an issue which they wish to raise.</p>	
<p><b>6.1b</b> Help individuals, families, carers, groups and communities to get independent advice, support and representation.</p>	<p>Link with outside agencies in order to assist service users and their families with their goals.</p>	<p>Links to 1.3e</p>
<p><b>6.1c</b> Where appropriate, represent individuals, families, carers, groups and communities, in partnership with them.</p>	<p>Reviews</p>	
<p><b>6.1d</b> Support people who use services to manage their affairs, including managing finances and purchasing care services.</p>	<p>Assessments; reviews</p>	<p>Opportunities to evidence this outcome may not arise regularly but students can support service users in small ways.</p>

## Key Capabilities in Child Care and Protection

Requirements	Situations in which these outcomes could be evidenced	Issues/ challenges
<b>Requirement 1</b>		
A requirement of the Key Capabilities is that whatever practice learning opportunity a student is engaged in, they must be able to evidence their knowledge and application of child care and protection, <u>as it is relevant to their setting</u>	<p>Assessment of visiting facilities for residents who have visiting children.</p> <p>Audit of the care home in relation to child care and protection - what are the risk factors? Is it welcoming?</p>	
<b>Requirement 2</b>		
During one of their assessed practice learning opportunities, students should undertake an assessment of a child OR of parenting capacity.	A service user who was not resident may have childcare responsibilities which give some cause for concern	This may not be possible in a care home setting and work may need to be sourced from elsewhere if this requirement has not been met in the first placement.

