



# Student Social Work Toolkit

- ◆ A package of learning tools and interactive practical exercises to support student social workers to prepare and get the most out of their social work placement experience in Adult Services
- ◆ The '*Student Social Work Toolkit Package*' is purchased at a minimum of **FIVE**, 1 ½ hour sessions, available as group sessions for a minimum of eight people and maximum of fifteen people
- ◆ There are **TWO** compulsory induction sessions followed by a group choice of **THREE** Performance Capability Framework (PCF) interactive sessions
- ◆ Please note that where there are multiple option sessions in a PCF area only **ONE** session can be chosen
- ◆ Individual group 1 ½ hour workshop sessions can be purchased on request and are delivered to a minimum of eight and maximum of fifteen people

## Compulsory Induction Session

1. An overview of key documents including:
  - ◆ *Social Work England's 'Professional Standards'*
  - ◆ *'Professional Capabilities Framework for Social Work in England Guidance on using the 2018 Refreshed PCF' (British Association of Social Work)*
  - ◆ *The Nine Professional Capabilities- a document to help student social workers meet the Performance Capability Framework*
2. Supervision and Direct Observation Model- a suggested model to enable a student social worker to understand what is expected from them and their Practice Educator in supervision and direct observations
3. Direct Observation Self-Assessment Tool- a template to help social work students improve their practice and prepare for assessed direct observations
4. Reflective Supervision Analogy- a tool to help a student social workers journey in supervision

## Compulsory Induction Session

1. Pre-Placement Preparation- Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis- an exercise to enable student social workers to effectively prepare for a social work placement

2. Learning Styles-a learning style questionnaire to identify activities which would enhance a student social workers learning experience
3. Reflection Forms- a range of forms to enable a student social worker to formally reflect on key learning opportunities including:
  - ◆ Shadowing Visit Reflection Form
  - ◆ Agency Visit Reflection Form
  - ◆ Reflection on Training Form
4. Service User and Professional Feedback Forms:
  - ◆ Professional Feedback Form- tailored to evidence the Performance Capability Framework by professionals who have observed a student social workers practice
  - ◆ Service User/Carer Feedback Form- a standard form to gain feedback
  - ◆ Service User Questionnaire- an in-depth questionnaire to gain more comprehensive feedback from a service user
  - ◆ Carer Feedback Questionnaire- an in-depth questionnaire to gain more comprehensive feedback from a carer
  - ◆ Feedback Form Designed for People with a Learning Disability- an easy read form with use of pictures
  - ◆ Practice Educator Feedback Form – a form designed to enable feedback to be provided to Practice Educators, to support their learning and development in this role

## Professional Capability Framework (PCF) Sessions:

### 1. Professionalism

#### Session A

- ◆ Social work boundaries grid- a tool to explore acceptable professional standards of practice
- ◆ Professional boundaries group discussion- an exercise to analyse professional boundaries in social work using real life case examples to generate thoughtful discussion and encourage safe practice

OR

#### Session B

- ◆ The importance of customer care- a discussion exercise to promote high standards in customer care including the professional use of telephone and emails in practice
- ◆ Quiz to assess professional boundaries-a quiz to enable student social workers to consider and discuss acceptable professional standards of practice
- ◆ Conduct hearings- an opportunity for student social workers to examine and discuss real life conduct hearings

### 2. Values and Ethics

#### Session A

- ◆ An A to Z of values exercise- a discussion of values and the application of social work values to practice with consideration of Social Work England Professional Standards
- ◆ Values personal experience exercise- an exercise to demonstrate the importance of empathising with others to promote good social work practice



- ◆ Value base exercise- a tool to analyse how personal values may influence a professional opinion

**OR**

#### **Session B**

- ◆ Dignity in care learning tool-an application of the dignity challenge in practice and consideration of the '*Crabbit Old Woman*' poem to promote good social work practice in particular relation to dignity and respect
- ◆ Values personal experience exercise- an exercise to demonstrate the importance of empathising with others to promote good social work practice

### 3. Diversity and Equality

- ◆ Identity work exercise- a tool to examine a service users identity, beliefs and unique qualities
- ◆ Diversity learning tool- an exercise to help a student social worker examine diversity in practice
- ◆ Recognising difference and power implications- a tool to recognise factors which can impact power in society, promoting anti-oppressive practice

### 4. Rights, Justice and Economic Well-Being

- ◆ Advocacy discussion questions- an exercise to encourage thoughtful discussion of advocacy in practice
- ◆ Advocacy and human rights- an exploration of advocacy in practice and examination of whistleblowing considering real life practice examples to promote safe good practice

### 5. Knowledge

#### **Session A**

- ◆ Knowledge learning tool- an exercise to compare a range of social work theories to practice

**OR**

#### **Session B**

- ◆ Strength based approach- a practical discussion of a strength based approach with use of the '*five-quadrant model*' and practical application of the Care Act, to improve student social work assessment skills in line with this legislation

### 6. Critical Reflection and Analysis

#### **Session A**

Critical analysis learning tool- a practical interactive session to discuss, apply and analyse a range of reflective models to practice including:

- ◆ '*Driscoll's model of reflection*'
- ◆ '*Share model*'- Maclean, Finch and Tedam (2018)



- ◆ 'Gibb's reflective cycle model'
- ◆ 'The three-stage theory framework'- the application of Pat Collingwood's 'Three Stage Theory Framework' to help student social workers relate theory to practice in a pictorial way

**OR**

### **Session B**

Critical analysis learning tool- a practical interactive session to discuss, apply and analyse a range of reflective templates/tools to practice including:

- ◆ Reflective discussion template- a tool to record in depth case reflection
- ◆ Critical analysis of practice tool- a tool to enable student social workers to engage in critical thinking about their social work practice
- ◆ Assessment reflection tool- a tool to help student social workers dissect a social work case and structure their understanding into key areas

## 7. Intervention and Skills

- ◆ Social work skills learning tool- an exercise to analyse and discuss social work skills
- ◆ Social work skills self-assessment- an in depth social work skills assessment tool to help student social workers map their progress over time
- ◆ A number of real life case studies with questions to help student social workers understand how to use their skills in practice

## 8. Contexts and Organisations

### **Session A**

- ◆ Contexts and organisations learning tool- an exercise to examine some organisational issues in practice including funding and complaints
- ◆ Good recording exercise- an exercise to promote good recording in social work practice including a quick reference guide

**OR**

### **Session B**

- ◆ Working nine to five learning tool- a workshop to support student social workers to learn how to prioritise and manage their time and workload effectively

**OR**

### **Session C**

- ◆ Lone working- an exercise to raise awareness about the risks of lone working in social work practice and exploring how these can be minimised, to improve personal safety and the safety of other colleagues

**OR**

### **Session D**

- ◆ Critical analysis of multi-agency working- an exercise to examine the strengths and limitations of multi-agency working in practice
- ◆ A number of real life case studies with questions to help student social workers consider how they could effectively work in a multi-agency way in practice

**OR**

### **Session E**



- ◆ Managing professional conflict exercise- an exercise to help student social workers to manage professional conflict with confidence
- ◆ A number of real life case studies with questions to help student social workers consider how they could effectively work in a multi-agency way in practice

## 9. Professional Leadership

- ◆ Professional leadership learning tool- an exercise to help student social workers identify and demonstrate how they have acted in a lead role

## 10. Safeguarding Adults

- ◆ Safeguarding Adults- an overview of safeguarding and an opportunity to address any fear and concerns student social workers may have in this area of practice
- ◆ 'Safeguarding Adults NHS England North' a discussion of a key document designed and produced by NHS England North Designated Professionals for Safeguarding Adults
- ◆ Safeguarding Adult case studies- a number of real life case studies with questions to improve confidence and generate thoughtful discussion and encourage safe practice

- ◆ If purchasing the '*Student Social Work Toolkit Package*' please make a group choice of **THREE** PCF sessions
- ◆ Please note that where there are multiple option sessions in a PCF area only **ONE** of these sessions can be chosen as part of the toolkit package

