Proforma B: Practice Educator Summary

Please provide an overview of the student's practice within this placement. This section should be completed thoughtfully as it will be used for future placements and may also be used for reference purposes. It should also be completed where a placement has been failed, terminated or disrupted. (Please allow in the region of 2,000 words for this section).

Overview of Student Capability integrating the 9 PCF domains:

- Professionalism (PCF1)
- Values and Ethics (PCF2)
- Diversity (PCF3)
- Rights, Justice and Economic Wellbeing (PCF4)
- Knowledge (PCF5)
- Critical reflection and analysis (PCF6)
- Intervention and skills (PCF7)
- Contexts and organisations (PCF8)
- Professional leadership (PCF9)

PCF1

xxx has demonstrated a sound grasp of professional boundaries and behaviour. He has been acutely aware that he is a young person working with other young people who are vulnerable. He has been able to identify where his service users have been failed by other professionals either not being reliable or not clear about their boundaries.

The service users with who Xxx has worked have reported really enjoying working with him. This has led to challenges such as one service user asking Xxx if he could be their friend on Facebook. Xxx behaved very appropriately explaining to the service user why he couldn't and making his onsite supervisor and practice educator aware.

I have observed Xxx in practice twice and on both occasions he behaved
professionally, ensuring he was punctual, polite and was able to use
authority (challenging a Housing Officer and persuading a service user to
contact their midwife) without being authoritarian.
Feedback from Xxx's onsite practice supervisor states “He is safe...he is the
most confidant and competent 19 year old I have met.”
Xxx has worked very hard while on placement and his onsite practice
supervisor comments that “he is always first in” in the morning.

PCF2
Xxx maintains a good balance between accepting that service users may
have lifestyles and behaviours that he himself would not approve without
being collusive in the process. This was illustrated in observation one
where Xxx checked that a young woman, who was a heavy smoker and in a
temporary accommodation was accessing the prenatal services. He did
this in an empathetic and respectful manner and she gave feedback... She
also stated that she felt Xxx cared about her circumstances and this was
further evidenced by her telephoneing Xxx half an hour after she had given
birth to tell him the news!
He has demonstrated a maturity in accepting that service users will have
coping strategies that can appear negative but where it is important to
work with them in a constructive manner. This has been demonstrated in
his work with service users who have self harmed where he has explored
with them safer ways of coping with their challenges.

PCF3
Xxx has been willing to share information about his own childhood and life
experience during supervision as a way of identifying with some of the
issues that his service users face. He has used this reflection very positively
to look at what is appropriate to share with service users. During these
discussions it is apparent that Xxx is always aware that different people will
experience similar events or challenges in a different way.
He has worked with service users who have had very challenging or
distressing relationships with their families and this has been an area
where he has excelled. I was able to observe him working with a woman
who was expressing very strong feelings about her family and Xxx was able
to calmly support her in looking at strategies to resolve the issues.
He quickly updated his knowledge regarding the Homelessness Act and the
interpretation of duties by the local authority. He became aware that several of his service users were being discriminated against and he was able to very effectively advocate on their behalf and achieve tangible results relating to their search for accommodation.

PCF4
Xxx has worked very well to learn about the Benefits system and I was able to observe him talking about entitlements and exclusions of different types of benefits, including Housing Benefit. I received feedback from Xxx’s onsite supervisor, who stated that Xxx was able to work in a self directed manner to establish his own resource file for easy reference. He has also learned about the Domestic Violence Disclosure scheme and took an active part in a team meeting where I observed him informally where he was able to identify some of the ethical issues relating to how the Police may share information with the placement agency. He has also worked directly with someone who is a survivor of domestic abuse and again in supervision was able to look at the barriers that prevent people in using the criminal justice system to protect them from domestic violence. He has undertaken some reading in this area and has raised insightful comments regarding how the media and researchers concentrate upon violence against female partners but do not address some of the barriers that men may have in disclosing that they have been subjected to abuse in heterosexual or gay relationships. He was able to apply the Caldicott Principles in observing data protection when a professional from another agency was rather persistent in requesting personal information. Xxx was able to be firm but polite in his refusal.

Xxx has started to learn about the Mental Health Act and the impact of the possibility of a formal assessment upon service users lives. He has also explored the Mental Capacity Act in supervision and has been able to identify challenges relating to a person’s right to make unwise choices such as self harming and remaining with an abusive partner.

PCF5
Xxx can engage in interesting discussions regarding theories. He prefers to analyse theories in a lively conversation rather than committing his thoughts to a written format.
Theories that Xxx has found informative on the placement include psychodynamic—where he has been able to relate this to his service users feeling the need to explore their early life relationships. He has researched the merits of approaches such as CBT and DBT and the advantages of working ‘in the present’ with service users.

The supervision notes also record that Xxx has been able to refer to other theories such as systems; social learning, social constructivism and the stages of grief and loss and found this latter model particularly informative. He refers to this in a work analysis.

PCF6
As with PCF 5 Xxx is able to critically reflect upon ethical dilemmas in team discussions and supervision. An example of this was some work he undertook with a service user who was supported on a path towards independence. The service user was able to reach a point where he no longer required Framework’s services and asked if he could return to work as a volunteer. Xxx identified the relevant dilemmas associated with the young person returning to work in this environment, including confidentiality concerns. Xxx’s onsite practice supervisor has commented that Xxx had lots of discussions about this and “was always on the ball” in being alert to the issues.

PCF7
Xxx is able to adapt his behaviour to different situations. For example, when he is in the office with his colleagues he is a lot of fun and engages in office banter. However, he can be serious and considered in his approach and observation one demonstrated that he has an excellent range of skills when working directly with service users.

I have received very positive feedback from his practice supervisor that Xxx “does not need telling” to do things and that he is proactive in thinking ahead about what is required. His practice supervisor also states that Xxx is an organised and reliable worker.

Service user feedback is also excellent and includes “It’s really pleasurable (working with Xxx)...he’s very, very good—if I have any problems he helps me out like today with my housing.”

A service user also commented about Xxx’s availability “you can get
through to Xxx whenever you need. He gets back quick.” She confirmed that Xxx is reliable in undertaking tasks he has agreed to do on her behalf stating “yes-like looking into counselling and certain stuff to do with my child.”

Service user's feedback that they feel the sessions that have had with Xxx have been productive. This is a result of his excellent planning prior to home visits or support sessions so work undertaken has a clear focus. This is highlighted in Xxx's preparation for direct observations.

PCF8
On every occasion that I have visited Xxx for supervision I have been approached by different colleagues who have feedback back just how much they enjoy working with him and what a valued member of the team he is. His colleagues really appreciate his sense of humour and a positivity that he brings to his work.

His onsite practice supervisor states that Xxx engages in informal team discussions about ethical dilemmas and that he is respectful and thoughtful in his responses. He also refers to Xxx being insightful about “grey areas” where there is not a clear ‘right’ or ‘wrong’ method of approaching a work decision. His onsite practice supervisor commented “I need to say how impressed we have all been regarding any discussion about any problems that we were having with the young people—he gets himself involved and he doesn't shy away from a challenge.

PCF9
I have received feedback from Xxx's colleagues that he has contributed to informal and very lively team discussions regarding what intervention methods to employ with different service users. He has confidence to voice his views and has a considered approach when reflecting on different views of colleagues.

He has also conveyed his learning about Housing rights to his colleagues in discussions and this had led to interesting discussions in informal team meetings.

**Strengths:**

*Xxx is able to express genuine warmth and empathy towards both service users and colleagues and everyone has reported really enjoying working
with him.
*He presents as assertive and well organised in his work which makes him an excellent advocate for service users.
*He uses humour appropriately that results in him being a really fun colleague, but he also knows when he needs to be serious.
*Xxx has really excellent engagement skills with service users and they feel able to disclose painful or worrying concerns to him.
*Xxx presents as very mature and most people are surprised when they are made aware of his age, so he is able to use his youthfulness as a real asset in his work with young service users finding him approachable and older colleagues finding him an insightful and reflective practitioner.
We will all miss Xxx and wish him the best for his progression on the social work course.

Future Learning/Development Needs:

*Xxx has identified that he has a mild form of dyslexia. This is not apparent in the case notes that I have read but is evident in the first drafts of his portfolio work. I have also consulted with his onsite practice supervisor who has commented that initially Xxx needed support with written work but that there “has definitely been an improvement” and that now his reports “read really well.” This evidences that Xxx benefits and develops through guidance. I would urge Xxx to use any services available to him to support him with his dyslexia and for these to be in place ready for his next placement.
It must however be noted that Xxx has already adapted very well to the challenges of his dyslexia within the placement generally and presents work in a timely and organised manner.
*During Xxx’s second placement he will benefit from further practice or relating theory to practice in his written work. He can already make links and verbalise his understanding. At the moment some of Xxx’s written work does not fully represent his ability to critically analyse dilemmas.
*During the next placement Xxx should be provided with opportunities on how to write formal reports such as those required at Child Protection Conferences or Court.