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 PROFESSIONALISM**

Xxxxx had a workload which was a mixture of reactive tasks (e.g. new court custody cases) and ongoing work, e.g. case work. She was able to prioritize work effectively and devised strategies to manage her workload. She was described by LAT staff as a “safe pair of hands” given the complexity of the work situations this demonstrated her ability to learn quickly.

Xxxxx has always been professionally presented. She wears the T shirt she has been provided with on days when she is in the prison and suitable office wear when in Court. Xxxxx was respectful to staff, clients and partner agencies (e.g. GeoAmey) at all times. Xxxxx has arrived for work on time every day of her placement and always clarifies her start time if...
unsure. Xxxxx discussed and declared 3 conflicts of interest and completed the necessary paperwork required for this.

Xxxxx had a number of personal issues to manage at the same time as her placement. She had disclosed these to staff appropriately and sought help when she was having a difficult day. Alongside this, Xxxxx has been faced with some very distressed clients such as those with thoughts of suicide and self-harm. She has shown compassion and empathy for these people while being able to manage her own emotions to remain professional. Her observations demonstrated that she took precautions as regard her personal wellbeing and safety and had an appropriate awareness of risk.

Xxxxx has been able to demonstrate areas of work in which she would like to develop, her work analysis and reflective pieces highlight not only the need to develop more confidence (which will come with experience) but she has been able to identify that she should work on beliefs and understanding of stereotypes and how these can influence her judgments. Following feedback from observations and supervisions she recognized that slowing down her voice and gesture allowed the service user time for their cognitive abilities to “re emerge”.

PCF2 VALUES AND ETHICS
At the start of the placement it was clear Xxxxx understood the confidentiality statement of Lincolnshire Action Trust and recognized the importance of discussing the limitations of confidentiality with her service users. She was aware of BASW code of ethics and the social workers responsibility to respect and uphold the principles of the profession and in particular being honest open and reliable and explaining the role and purpose of the contact (Observation 1)

At the outset Xxxxx was able to discuss how her own family had been affected by serious crime and to a certain extent this had affected how she viewed offenders. However Xxxxx recognized her preconceptions and possible stereotypical thinking researching how the media portrayed the psychiatrically ill in a negative light and how this impacted upon her own and societies thinking (W/A 2)

Further, work analysis 2 presents a good example of Xxxxx's initial
stereotypical thinking regarding mental illness her fear of interviewing. However she was able to reflect upon this, discuss it with her supervisor and then overcome her anxiety and interview the offender. The personal experience helped moderate her views and subsequently she researched how the media portrayed mental illness and the impact upon societies views of those diagnosed with a psychiatric illness. Xxxxx reflected upon her feelings recognizing that her views could have affected the way in which she engaged with the offender and caused her to act in an oppressive way. However this was not the case as the offender s provided very positive feedback to Xxxxx verbally and on a feedback form. Xxxxx made a very good point in her works analysis 3 in which she realised the limitations of a “Task Centered” approach within the prison system, highlighting how Task Centered approach should concentrate on what the service user/client can do for themselves and how problematic this could be within the confines of an institution which is not designed with the notion of service user empowerment. She pursued this notion in her reading identifying that consulting and feeding back to service users the decisions reached was a valuable degree towards service user participation.

PCF3 DIVERSITY
Xxxxx had a diverse range of service users and adapted her interviewing style to suit. Journal 5 demonstrated Xxxxx's work with two offenders who required interviewing through an interpreter. Xxxxx could reflect “in action” that at times she became distracted by the interpreter and talked to him rather than her service users realising that this could have been interpreted as disrespectful and not including him in the interview. Understand how an individual's identity is formed by background factors such as culture, economic status, and family composition and life experiences. Xxxxx was met with high levels of disadvantage within her service user population and she was able to reflect her feelings of compassion for them. With reference to current legislative requirements recognise personal and organisational discrimination and identify ways in which this might be challenged. Recognise issues of power, especially in your role.
The main thrust of the LAT resettlement work is to enhance the service user's access to appropriate services and resources, especially housing. Understand principles of social justice inclusion and equality.

The issue of Human Rights and the power differential between those that judge, those that enforce and those to whom everything is done to. Xxxxx learnt how the withholding of medical treatment for someone who was coming off an addictive substance was a breach of Human rights in that it was classed as torture.

The interview with non-British nationals illuminated for Xxxxx how she could become somewhat oppressive by excluding the service user from conversations as she directed all her questions to an interpreter.

In gathering background information from the offenders it became apparent to Xxxxx that many had disadvantages in their background regarding education, unemployment, poverty and a number had a history of being in care of the local authority.

In contrast she also discovered that provision of support did not automatically inoculate offenders from further disadvantage as on occasions it was her interviewees choice not to avail themselves of housing support but their preferred option was to “live on the streets”. This left Xxxxx with some ambiguous feelings regarding the lengths she had gone to to enable her service users to obtain accommodation.

PCF 5 KNOWLEDGE

Xxxxx has been quite accurate and focused in her reading and research, prior to starting at the prison she read around Sykes and Matza’s work on neutralisation and was able to implement this in her work.

She studied Egan and was able to develop her knowledge and skills in interviewing and applied much of her learnings. Koprowska also figured highly in her thinking and approach to her service users and was able to review her work regarding her value base. She was creative with scaling questions from solution focused work while contrasting some of this with the Task Centered approach.

She understood that much of LAT perspective came from an understanding of the strengths model of social work and further study and review of this would be helpful to her. The work of Teater (2010) in her
review of motivational work was also reflected in Xxxxx's work. (W/A1) Xxxxx has researched and used the 7 pathways to offending which form the outline of the work of LAT and sentence plans.

Xxxxx also was able to utilize the “aspire model”, assessment, planning intervention and review in her work. (W/A3)

Every one of Xxxxx's cases had been through the Criminal Justice process in one way or another, most had been either found guilty or pleaded guilty and subsequently sentenced. This brought them into the sphere of requiring input from National Probation Service if their licence and or offence was of such significance. Others who did not attract licence conditions would be assisted by LAT. Thus Xxxxx needed to develop an understanding of sentencing and licence provisions. In addition she worked with offenders who had been “looked after” (CYP ASA1989) and consequently required the input of “Leaving Care Services” (Children (Leaving Care) Act 2000). Both of which Xxxxx was required to understand.

PCF 6 CRITICAL REFLECTION AND ANALYSIS.

Xxxxx has demonstrated a reflective approach to her work. Xxxxx is able to take information from different sources such as members of the Resettlement Team, Geo Amey Court custody staff, escort records, prison NOMIS and outside agencies (Housing, education, substance misuse and mental health) and use this to support her assessments of need and also to assist service users in signposting them to the appropriate services. Xxxxx has demonstrated that she is reflective, not only about her personal values (see above) but areas in which she had difficulty and areas in which she wants to develop. Xxxxx was presented with many new experiences of working with a variety of offenders whose behavior had been outside of her experience and thus she had to manage quite high levels of anxiety. Xxxxx was able to reflect on this and how it may or may not have affected her approach to the offenders. W/A2 demonstrates that she felt she may have rushed her interview through her anxiety because either she was worried about consequences and or the effect the prison routine had upon her and the other staff.

Her reflective piece demonstrates how in the face of aggressive and hostile behavior Xxxxx lost her focus in an interview and on reflection was able
to be empathetic towards her analysis of the service users' difficulties i.e. potential PTSD. She has used research and reading to build an analysis of the man's difficulties.

Following Observation 2 and 3, XXXXX reflected upon the impact of working in such a secure yet at times threatening environment had upon her. It is too her credit that she was able to articulate this.

Supervision (31/12/2014) Highlighted XXXXX reflecting upon a lengthy piece of work she completed with a prisoner and her hard work in obtaining him accommodation for his release, only to discover later that he did not take up the accommodation but preferred to exercise his choice and sleep rough. This led onto a discussion regarding how much of her work, and that of other staff, was to fulfill the agenda of LAT/prison resettlement and how much was it really assisting the offender.

In W/A3 she expanded this theme looking a “Task Centered Work” and questioned how within the prison could staff work to the service users’ i.e. offender's agenda?

PCF7 INTERVENTION AND SKILLS.

XXX looked at a variety of intervention strategies including person centered, adapting Egan’s skilled helper outline to assist in her interviewing. She took note of active listening and was aware how her body language, eye contact tone, pitch pace of conversation were all important issues to be aware of in developing an appropriate rapport with her clients. She understood the importance of reviewing the decisions reached back with the interview to 1, demonstrate an honesty and reliability in recording,
to give the interviewee time to process some of the discussions and 3, clarify decisions and action plans. (W/A3)
To assist her intervention she reviewed task centered approaches, identifying the limitations of the approach within a secure and total institution. She was mindful of the “neutralisation” approaches that some offenders use to avoid responsibility and blame and was confident enough to challenge this. (W/A1)
She was creative in her use of scaling questions (taken from solution focused therapy) when attempting to assist the offender in identifying his perceived risk of reoffending. (W/A1).
Xxxxx has shown that she can follow correct procedure in discussing LATs confidentiality contract at the start of each interaction. She has had to record information on a variety of forms including keep safe forms, suicide/self-harm alert forms, induction passports, electronic spreadsheets, sentence plan questionnaires, housing applications and a variety of action plans. She is also able to follow procedures regarding personal data by ensuring clients sign consent forms where required.
Xxxxx grasped the security risks and issues of her role quickly and was able to safeguard herself and also take action when she considered a service user was at risk of self-harm.
She identified when it might not be appropriate to interview an offender due to his agitation and behavior that she assessed (rightly) as being highly anxious and disturbed.

PCF CONTEXTS AND ORGANISATIONS.
Xxxxx worked alongside court custody staff, Practitioners from various projects within LAT (e.g debt, children and families, as well as housing and ETE) and prison officers. Xxxxx also made frequent and appropriate referrals to mental health, substance misuse and healthcare teams. Xxxxx developed her confidence throughout the 70 day placement and was able to work flexibly within a variety of challenging settings, including court cells, and the variety of rooms, wings, landings, cells, and offices within HMP Lincoln.
She quickly grasped the importance of security and safety issues within the prison, and understood the limitations of the work of LAT resettlement team.
It was noted by all LAT staff that Xxxxx was a big help to the team and would always step in and help when there are urgent jobs such as a lot of inductions at short notice. Lauren was able to evidence Xxxxx's good team working and cited how the custody staff clearly had confidence in her professionalism. Lauren has noted how the custody staff are relaxed enough with Xxxxx to offer jokey banter with her.

**PCF 9 PROFESSIONAL LEADERSHIP.**

Xxxxx has prepared an excellent hand-out for LAT's resettlement team to use in training new staff and informing other departments in the prison. This is a diagram which provides an overview of a prisoner journey through the Resettlement service at HMP Lincoln. She completed this from basic information provided on her induction and has gathered additional information by speaking with team members. This has already been used for 2 new staff members who have found it useful and will become part of LAT's induction package. Xxxxx assisted in the recruitment of the two new students that were about to start and helped introduce them to the prison. Xxxxx has also taken the lead with completing referrals, updating electronic spreadsheet and organising paperwork during busy Court days. New employee feedback highlighted how helpful Xxxxx had been when she "buddied up" with a new inexperienced member of staff to assist her working on the prison wings and how much she will be missed.

Whilst on placement Xxxxx completed a power point presentation on PCF9 which she presented to her student cohort.

**Strengths:**

Xxxxx has a professional, focused and friendly approach to her service users and feedback, often spontaneous, clearly demonstrates the confidence service users have in her integrity. Self-aware, she understands her own values and how they impact upon her beliefs and attitudes. She has been able to respond to the learning needs that her OPSE and OSS have identified and addressed these as targets in her works analysis. She has been able to transfer the learning from University into the placement. He reading and research is well focused given the placement.
She responded to a challenging environment in an open and resilient manner, she learnt quickly using the support of her colleagues appropriately.

**Future Learning/Development Needs:**

Xxxxx watched carefully her colleagues at LAT interview service users and modeled herself upon their approach and whilst some were rather functional and process focused Xxxxx took this on board a touch too much. I feel she needs, and I am sure will, develop confidence in her interviewing style that allows a greater inquiry into the service user's global needs, than focusing on the specific outcome of housing need. This comes with experience and confidence and finding a model that suits, and I think Xxxxx could develop her interest in interviewing styles over the next part of her course.

I am aware that Xxxxx had some family pressures over and above the norm and whilst these clearly did not impact upon her practical work, her academic work was a little bit delayed and I would hope that in PP2 the work analyses and reflective journals are better paced so she can take advantage of assistance from the practice educator in critical reflection, change and development.