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)

Overview of Student Capability: (includes evidence from supervision, OSS, other colleagues, SUs, DOs, RIs, written work, agency records)

Professionalism: Xxxx has consistently worked in a professional manner, having been required to take a considerable level of responsibility from the start of the placement. She has demonstrated that she is clear about boundaries, this being particularly apparent when a male service user attempted to relate to her in a more personal manner. She reflected, sought advice and support from a colleague, discussed the issue in supervision and made her position clear to the young man without jeopardising their working relationship. In supervision, Xxxx has reflected on how she uses her good relationships with service users to
exercise authority when appropriate. XXX has consistently taken responsibility for her own learning, for example, asking other staff to tell her if they felt she was not working well enough. She also highlighted her anxieties about interviewing prospective residents both to me and to staff, making a comparison with her confidence with existing service users, all of whom were known to her. XXX recognised the importance of overcoming these anxieties to prepare for her final placement and increased the number of assessment interviews she carried out. (see DO3) XXX has always come to supervision well prepared and has used sessions as a way of sounding out her ideas and talking through complex issues.

Values and Ethics: XXX's values were tested when a service user spent benefits back payments totalling £4500. She reflected on not being judgemental, that he was deemed to have capacity to manage his finances and that she must respect his right to make eccentric decisions. She reflected on his vulnerability to exploitation from relatives and other service users but also that he gained unaccustomed pleasure from being generous. She also reflected that, should he now have no money with which to buy food, she would feel unable to sanction a food parcel and that this would reinforce to him the consequences of his own actions. Although XXX has ensured that residents attended support sessions with her as required through their licence agreements, she has enabled them to have some choice by giving them options about timing, according to their other commitments. In her reflective evaluation she reflects on the ethical dilemma surrounding use of cannabis by residents, including the desirability of maintaining effective relationships with them while at the same time setting boundaries for pursuing an illegal activity. XXX has complied with agency procedures regarding confidentiality and ensures residents are aware they have consented to the sharing of information with professionals from other agencies. In DO1 she demonstrated empowerment by sharing the computer screen with the resident and also showed respect and excellent communication skills.
Diversity: In supervision Xxxx has commented on how her personal values towards people who are homeless have changed and that she can now understand the diversity of their circumstances. She has also been able to challenge the attitudes of her friends towards people who are homeless. When discussing X, in relation to contact arrangements with his daughter, she has discussed the nature of his extended family, which is well known to the service, there being a culture of blurred sexual and generational boundaries. Xxxx identified that his own early experiences in the family could impact on the way in which he relates to his daughter. Xxxx accompanied X to a case conference (RJ and WA3) where she observed a professional culture which appeared to marginalise fathers. In addition, professional input included details of his family which angered him, necessitating action from her to help him to stay calm. In her work with N, who has learning difficulties, Xxxx identified his need for approval from his family which heightened his vulnerability to being financially exploited when he had a sudden increase in income. Xxxx has not had the opportunity of working with people from different cultural backgrounds and would benefit from broader experience during her next placement.

Rights, Justice and Economic Wellbeing: Xxxx has both supported service users to self advocate and advocated for them in a variety of settings including at a core group, a case conference, a meeting with a social worker and at interviews about benefits payments. Her RJ details how she helped a service user to remain calm when difficult information was being shared in a case conference. She also reflects on how her nervousness at being in an unfamiliar situation may have impacted upon him. In supervision, Xxxx reflected on how she was attempting to empower a man in his supervised contacts with his baby daughter. She also identified on the variety of factors which were stacked against him including his lack of experience with babies and also factors relating to Children’s Services which appears to favour women.

Knowledge: Xxxx has shown motivation to acquire knowledge quickly from personal research and reading, other professionals and service users to enable her to work effectively. This was particularly apparent during
DO1 when she displayed an impressive knowledge of processes relevant to the benefits system which she had gained from a variety of sources. She has worked hard at making links between different social work theories and her practice and has brought problematic issues to supervision. A recent example was that she was struggling to apply the PCS model but responded well to my suggestion that she regard it as a reflective tool rather than as a model into which she should try to fit all aspects of the situation. XXX has also increased her knowledge of social policies and legal responsibilities regarding homelessness and the responses of various agencies including the local authority. XXX has learnt about different forms of harm, for example the financial exploitation to which N is subject and an earlier possibility of sexual exploitation.

Critical Reflection and Analysis: There have been several occasions during supervision when I have been impressed at XXX's ability to analyse a situation and reflect upon it from different perspectives. Examples of this have included discussions about her anxiety about interviewing people not previously known to her (see DO3), the service user who appeared to be developing a personal attachment to her (PCF1) and cannabis use within the institution (RE). She has also discussed the way in which she is seeking further information from other agencies, staff and the service user himself to establish the nature of N's learning difficulties and the extent to which these affect his ability to live independently. XXX has reflected that although D has completed necessary courses (e.g. budgeting) and will be prioritised for housing by the local authority, he still doesn't manage his money effectively and has accumulated debts. She attributed this to an absence of motivation, making comparisons to other areas of his life such as not keeping to contact arrangements with his daughter. She reflected that it is all very well 'passing' a course in a classroom situation but this is not necessarily transferrable into the 'real' world.

Interventions and Skills: XXX has demonstrated that she has excellent engagement skills with service users. (see strengths) She has mainly worked in a task centred way in accordance with the ethos of the agency. She uses WA2 to apply the Egan model and concludes that she now finds it more helpful that had been she had felt previously. Her OSS particularly
noted that she was able to gauge the risk involved in a particular situation and take appropriate action. This was apparent when it was necessary for her to deal with a number of residents who were becoming agitated while her colleague was outside, resolving another issue. XXX has maintained agency records in accordance with requirements.

Contexts and Organisations: XXX has developed good working relationships with other staff members, has been viewed as a valuable team member and has been clear about lines of accountability within the agency. This has been confirmed through feedback from other staff and her OSS. She has attended team meetings and case management meetings, provided details about her cases and made suggestions about their readiness for moving on and other work to be carried out with them. XXX came to this agency at a time of change and this helped her develop awareness of the significance of political, economic and social changes on the provision of accommodation and support for homeless people.

Professional Leadership: At the start of the placement, the agency had several staff vacancies. When new staff started XXX was asked to pass information to them on agency processes and procedures. Her OSS commented on the research she carried out into the impact of benefits changes which she was able to pass on to other staff. This helped the agency as a whole to develop skills and expertise to empower residents. XXX has also made use of the professional expertise of another worker, a social worker, in learning about processes relating to child care proceedings.

Strengths:

XXX has demonstrated considerable motivation throughout the placement to acquire knowledge and develop new skills to enable her to work effectively as a support planner. This has resulted in a big increase in her confidence and the development of respect by service users, one of whom commented that she had become more talkative. Others have said that she is ‘sound’, meaning that she is viewed as reliable, approachable and that they trust her. Feedback from staff has also been very positive.
including that she listens and acts on suggestions made by more experienced staff.

Xxxx has demonstrated that she can establish and maintain clear boundaries with service users, many of whom are of comparable age.

Xxxx has been confident in representing the agency in liaising with other agencies and in dealing with visitors. She also took on board and acted on suggestions made to increase her confidence when carrying out assessments on behalf of the agency.

Xxxx has demonstrated that she has good reflective skills both verbally and in her RJs. She has made very good use of supervision to discuss a range of issues. Both in her work at the agency and in her approach to portfolio preparation she has demonstrated good organisational skills.

**Future Learning/Development Needs:**

To continue to increase her confidence in representing the agency when gathering information for an assessment

To work in the community, carrying out home visits in accordance with lone worker policies

To broaden her experience of working with people from different cultural or religious backgrounds

To manage a bigger caseload

To continue to develop her reflective skills

To continue to make links between theory and practice

To develop her knowledge of legislation, policy and procedure in a statutory social work agency

**Current Signatures**

(practice_educator) on 2015-01-23