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)

Practice Educator's Report
Re Xxxx
PCF1

Xxxx has a good sense of what are appropriate boundaries and demonstrates a willingness to share ethical dilemmas. An example of this included how she should behave during informal conversations in the garden with the service users. She was able to identify that informal conversations with service users in the garden area supported engagement with service users but she queried what might be the safeguards she would need to employ during this interaction. She checked the agency's policy regarding staff sharing these sessions with service users. She was mindful about the sharing of personal information during
this information interaction and is aware that future placements may have a different policy that she will need to adhere to.

Her colleagues have found her to be a "safe" worker regarding both informal and formal contact with service users.

When Xxxx first started her placement she was honest with her practice educator and onsite supervisor about the challenges she had in managing her anxiety. It has been commendable that she has been able to work with people where she has firsthand experience of some of their problems without becoming overly involved or making judgements about their ability to manage their symptoms. She has managed this by being curious about what are the coping strategies used by service users. This is very well demonstrated in her work analysis.

Her onsite supervisor comments have included, "Xxxx showed a great maturity and professional responsibility in raising these concerns and was open to advice given by senior staff. Xxxx acted on advice given and support provided and subsequently went from strength to strength, with her confidence growing daily."

A staff member reported:

"Her confidence has really grown. When she first started she would come to me after seeing someone and panic, but she has been really building on her confidence and she doesn't panic any more."

"She will volunteer to do work and write up records. I will miss her."

Staff members have reported feeling confident in knowing that she will behave appropriately with service users and that they can allow her to undertake work that is not directly supervised because they are confident that she will check decisions or dilemmas with them if she is unsure.

PCF2

Feedback from service users states that they feel at ease with her and that she has gentleness to her approach.

Xxxx quickly identifies ethical dilemmas. An example was her work with a man whose wife had been instrumental in his admission to the Haven and had then disclosed to Xxxx that she wanted to end the relationship with her husband. Xxxx shared her concerns that being party to this information impacted upon the work she did with the man and she challenged the appropriateness of her knowing the information and the
man not being aware of his wife's thoughts. As stated in PCF1 she is mindful of her own actions and how they influence service users. Her practice supervisor reports “xxxx showed a great maturity and professional responsibility in raising these concerns and was open to advice given by senior staff. xxxx acted on advice given and support provided and subsequently went from strength to strength, with her confidence growing daily.”

PCF3
Xxxx has taken part actively in discussions regarding stigmatization of people who have a mental illness and has been able to identify where covert discrimination may take place. For instance she has explored how a male service user may have felt coerced in accepting a mental health residential option while not actually being formally assessed under the Mental Health Act. She also actively sought out an observation day with a mental health social worker so she could explore the assessment process that service users experience prior to admission to the Haven.

PCF4
She is committed to viewing people as individuals and has expressed an interest in learning about the circumstances that lead to people with mental health issues to reach a crisis point. She has also made efforts to learn more about black people and their experiences in receiving mental health services. She independently identified reading material and then was able to demonstrate reflection in supervision where she talked about why black people were not being referred to the Haven for support.

PCF5
Xxxx can recall a range of theories and methods in supervision. She particularly likes using the strengths perspective; systems theories; Egan; SOLER and exploring issues around attachment. Regarding legislation and statutory guidance Xxxx has made good use of suggestions in supervision and really worked hard to understand the complexities of how statutory guidance is applied. For instance in one supervision session it was suggested to Xxxx that she find it useful to research the Personalisation Agenda prior to writing a journal/work analysis. Within a week she had a very comprehensive understanding of the aims and the ethical dilemmas/challenges in its application. This was all
due to independent research she had organised herself. She has been really interested to engage in supervision debates about the Mental Capacity Act of which she had a good understanding of prior to the placement. She actively sought out an opportunity to spend time with a mental health social worker to gain an understanding of Deprivation of Liberty (see work analysis.)

Supervision sessions revealed that Xxxx is open to new ideas and that she realises the importance of relating knowledge to her role as a social work student. This was illustrated by the efforts she made to learn more about the Mental Capacity Act, as she already had a good knowledge basis from her previous work as a care assistant in a residential care setting. She has left the placement with a sound understanding of the Mental Health Act and has been able to support service users in their understanding of the legislation without blurring the boundaries from a social care to legal advocate role.

PCF6

Xxxx makes really excellent use of supervision. She comes prepared with a comprehensive list of topics and things to ask me, but brings her own ideas so does not expect to be dependent upon her practice educator to have all the answers. She takes good notes to act as an aid memoire and this enables her to make really good use of any advice she is given. Supervisions are always really interesting and lively occasions! I have really enjoyed our sessions together.

PCF7

Xxxx has excellent engagement skills and these are further commented upon in her direct observation reports. Her practice supervisor has reported that “XXXX has a kind and caring character and attitude, which has been highlighted by many of our service users who have found her very approachable and easy to talk to, even when discussing some extremely difficult and distressing aspects of their lives. She has maintained very high professional standards throughout her placement when interacting with service users, staff and other mental health teams and supporting services.”

PCF8

Xxxx’s colleagues really enjoy working with her. They inform me that she
is a safe worker who will check out information and considers the implications of her actions. This was illustrated when she was concerned about how much information to share with a service user that a third party had provided her with. She has had limited contact with outside agencies and multi-disciplinary professionals and this has tended to be when the professionals have visited the Haven. However, again colleagues feel able to allow her to represent their service without needing to constantly monitor her work.

PCF9

Xxxx has excelled in this domain. She is self-directed and driven in how she conducts research to extend her learning. On several occasions in supervision she referred to research that her practice educator was not aware of.

During the placement Xxxx created a leaflet for service users explaining the strengths perspective. She used inspirational quotations; illustrations and concise information that was user-friendly. This leaflet will be available to future service users after the Xxxx's placement has ended.

Service user feedback includes:

"You are a very easy person to talk to-if I had a problem I would come to you...."you gave me little reminders-you did it at my pace." (Xxxx was present during this feedback)

"Xxxx has done a brilliant job-she went through it (initial assessment) very clearly and comprehensively in a very caring and considerable manner. She was led by me, so when I said can we have a break we had a break.” She is “amongst us-she is out and about-she does n’t hide in the office.”

"She is definitely a people person.”

**Strengths:**

**STRENGTHS**

*Her colleagues and Practice Educator really enjoy the contribution and enthusiasm she brings to her work.*

*She has an excellent sense of curiosity, supporting good assessment practices and service users convey feedback about her genuine interest in their situation.*

*She has genuine warmth and empathy that puts service users at ease.*
Even with challenging service users she has had an appreciation of that there may be reasons for their actions.
*She is one of the hardest working people I have met and is always ahead of any deadlines that are set her.
*She is able to work in a self directed manner while also working safely by sharing concerns with her colleagues.
*Feedback from colleagues is consistently excellent and includes:
"If I could employ tomorrow I would."
"In the last couple of months it has been just like having another support worker having Xxxx."
Her practice supervisor reports "It has been a pleasure to see her grow both professionally and personally, developing from someone doubting her own abilities, to being a confident practitioner coping competently with people with many and varied complex mental health and social issues."
Along with Xxxx's colleagues on placement I would be very happy to work with her again and wish her the best for the future.

**Future Learning/Development Needs:**

**LEARNING NEEDS**
*Receiving positive feedback. Xxxx does still find it challenging to receive positive feedback and has a tendency to undermine what she has heard by arguing that what she has done is only reasonable in the circumstances. She still needs to practice verbalising achievements in her work so that multi disciplinary colleagues will have an appreciation of the role she plays in people's recovery.
* Being mindful of the need to have some 'rest time'. Xxxx has worked extremely hard both in placement and during her study leave/rest time. She is really quite driven in how she applies herself.
This is admirable but she needs to have safeguards in place so that she is not too eager to take on too much work or not take an opportunity to recharge her batteries.
* Formal report writing skills. Xxxx's diligence and interest will support her in learning to write the more formal reports expected in a statutory setting.
* Continuing with anxiety management coping strategies. The anxiety that Xxxx has demonstrated has been within the boundaries of what could
reasonably be expected in a first placement. Her learning need is now to appreciate that once she is familiar with what is expected of her she is a confidant and very competent worker.

Current Signatures

(practice_educator) on 2015-01-29