



Our Programmes:

Practice Skills



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Learning Outline:

Reablement



Reablement is an asset or strengths-based approach, which is based on providing a short and intensive intervention, usually at home, for people with disabilities or who are frail or recovering from illness or injury. The aim is to support those whose health or social care needs have deteriorated and who, with support, may be able to re-learn the skills needed to maintain independence.

This half-day workshop will provide participants with an understanding of the reablement approach and how asset-based support planning can support independence and promote well-being.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To be able to explain the principles of a reablement approach, including where it fits with current legislation.
- To understand the importance of, and can work within multi-agency, reablement-focused teams to promote independence.
- To be able to contribute to outcomes-focused goal setting for customers
- To understand the contribution that adaptive equipment and rehabilitation techniques can make to the reablement approach.
- To demonstrate an understanding and application of an asset-based approach which looks to the person's own strengths and capabilities, existing family/friends and support networks and their community, prior to considering any intervention



Learning Outline:

Assessment, Support & Review in Social Care Practice

The Care Act 2014 built on the developments of the personalisation agenda and the duties enshrined in previous legislation and sets out a range of duties and provisions to support the assessment, care and support planning and review processes within adult social care.

This one-day programme is designed for social care practitioners undertaking these roles and tasks. It will focus on taking a strengths-based approach to the local authority duties and support participants to reflect upon and develop their assessment, planning and review skills in practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the duties and responsibilities under the care act 2014 in relation to assessment, care and support planning and review of social care packages.
- Apply strengths-based to assessment, planning and review processes.
- Take an analytical approach to assessment and planning and reflect upon own decision making and bias within these processes.

Learning Outline:

Basic Motivational Interviewing Skills



In Adult Social Care, it is common that Adults with capacity in relation to specific areas of their lives such as substance use, alcohol use, hoarding, medication compliance, lifestyle choices or family relationships, choose not to make positive changes and continue with behaviours that are harmful to their health and well-being and increase their vulnerability and social isolation.

Motivational Interviewing is a key tool for Adult Social Care staff in trying to promote the service user/Citizen and/or the family/carers/supporters to find their own motivation for making sustainable positive change. This course equips staff to explore and promote change and to know how to increase future chances of engagement if the person chooses not to change at this time.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the Stages of Change model and how this can guide intervention selection and the key theory, principles and philosophy underpinning a motivational approach.
- Understanding MI as a key tool within a Strengths-Based Model of Social Work.
- An understanding of how to 'roll with resistance' to avoid entrenching behaviours.
- An understanding of what is meant by ambivalence and how to approach it to support self-efficacy.
- An understanding of how to apply the tools for change such as working with scales and decisional balancing can be used to maximise change.
- The skills to maximise the chance of future engagement if the person doesn't engage at the present time.

Learning Outline:

Advanced Motivational Interviewing Skills



This 2-day advanced Motivational interviewing programme is aimed at embedding a strengths-based approach to practice in Adult Services. It is based on building and maintaining respectful and trusting relationships WITH people, rather than just “doing to” or “doing for” and ensuring that to achieve and sustain change, the approach supports individual and the carers to lead on their own plan for change. The course revisits the key principles of Motivational Interviewing and explores what practitioners have successfully been able to embed and what they are struggling with.

Practitioners will be encouraged to take part in a deeper reflection on their own practice, any ambivalence they may hold in respect of this way of working and explore their own motivation to develop their skills further. Using this experience of self, practitioners will be supported to explore advanced Motivational Interviewing skills in terms of rolling with resistance, working with ambivalence and building commitment to change.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To refresh their basic MI knowledge.
- To extend their knowledge and skills in MI.
- To have deepened OARS skills.
- To have enhanced ability to recognize, elicit, and respond to change talk.
- To Improved their working with discord skills.
- To have enhanced skills in working with ambivalence.
- To have learnt strategies for developing change/action plans.
- To know how to evaluate progress – including their own progress as well as that of the citizen, their carers and network.
- To know how to offer information and education in an MI-consistent manner.
- To be able to apply techniques in practice to improve outcomes for citizens, their carers and networks

Learning Outline:

Legal Literacy for Adult Social Care



Working in adult health and social care requires practitioners to develop an understanding across several pieces of primary legislation in order to assess, support and review individuals who may be in need of services or protections under the banner of adult social care.

This one-day programme, delivered jointly by a specialist social worker and our solicitor crew member, will explore the concept of legal literacy in practice, focusing on the interfaces between the Care Act, the Mental Capacity Act and other pieces of relevant legislation, in order to equip participants with the knowledge of their practice context and the capabilities to apply the relevant provisions to their day-to-day practice and decision making.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To increase delegate awareness of the value and importance of legal literacy in social care practice.
- To support delegates to explore the functions and interfaces of the core adult social care legislation (e.g., Care Act, Mental Capacity Act & Mental Health Act) and consider how different needs and risks may require navigation through several legal frameworks.
- To provide a grounding in the principles and provisions of the key Acts and explore how they can/do interface to provide services and safeguards for individuals who may have needs or otherwise be at risk.
- To provide the opportunity to reflect on legal literacy in practice and explore own strengths and development needs in this essential area of practice capability



Learning Outline:

Assessment & Evidence Informed Decision Making

This one-day session is designed to support Social Workers to effectively incorporate meaningful analysis into all levels of assessment and review processes to ensure delegates are able to articulate clear evidence-based decisions and recommendations for the individual and/or carer care and support plans.

The course will provide participants with A transferable approach that can be used for a range of settings. Highlighting practical tips for ensuring assessments are concise and easy to follow, whilst still containing the necessary depth for complex decision making and support planning within the adult social care legislative and policy frameworks such as the Care Act 2014 and the Mental Capacity Act 2005.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A clear understanding and ability to articulate the *needs* of an individual.
- The ability to *effectively analyse information* gathered during the assessment or review process to make appropriate decisions and inform both case management and support planning.
- The ability to articulate clearly, concisely and appropriately record information, understanding the difference between fact and opinion and being aware of bias.
- Models to guide decision-making and the skills/professional judgement to articulate the reasoning for recommendations, including recording capacity, consent and choice and analysis of the available options.



Learning Outline:

Court Skills for Adult Health & Social Care

Attending Court can be a daunting experience for even the most experienced practitioners. This course provides delegates with an overview of the court and legal processes in Adult Social Care. This includes exploration of the function of the high court, the court of protection, mental health tribunals and coroner's court.

The course provides key tips on how to prepare good quality evidence, how to present evidence and the opportunity to practice giving evidence and being cross-examined. The course identifies common mistakes and how to avoid them by utilising best practice guidance.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The different types of courts, cases and how law works.
- When and why professionals have to go to court in Adult Health & Social Care.
- Awareness of key legal terms and concepts.
- Understand what constitutes good evidence.
- Understand how to prepare for going to court, and what happens when you get there.
- Increased awareness of common mistakes and how to avoid them.
- How to be confident in giving evidence.

Learning Outline:

Effective Case Recording for Adult Social Care



Good record keeping serves many purposes and the frameworks of data protection, care management, and confidentiality are areas participants need to be confident in.

This one-day session is designed to support staff to effectively document their practice and incorporate meaningful analysis into all levels of case note recording. To ensure recordings are linked to, and can be used for, providing safe and effective interventions, monitoring and managing risk and to feed into assessments, decision-making and long-term care-planning.

Please see our additional course on Professional Report Writing / MH Tribunal Report Writing. We can also deliver a version adapted to focus on Welsh Law.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand individual responsibilities in relation to consistent and quality case recording and be able to record in a concise, clear, accountable and defensible manner.
- Be able to decide how to give weight/ascertain relevance of information.
- Understand what information means from an individual & service perspective and how it links to Care Act Eligibility or MCA Criteria.
- Understand the need for analysis in case recordings to inform capacity assessments, eligibility, risk management, intervention and care-planning.
- Understand the role of case recordings in developing chronologies and informing decision-making.
- Consider the requirements of the Care Act, Mental Capacity Act and Mental Health Act in keeping records.



Learning Outline:

Developing & Using Professional Curiosity in Practice

Professional curiosity is the capacity to critically reflect and analyse situations to understand what is happening in a family rather than making assumptions and taking situations at face value.

Several factors can support professional curiosity in practice. These include reflection and supervision to develop a case consultation approach to complex work and using a range of tools and models such as multi-agency collaboration, positive challenge and respectful uncertainty in our interactions.

This one-day session, focuses on the principles and practice of professional curiosity in a range of social care contexts and supports delegates to apply critical analysis and reflection to work that they do.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand what professional curiosity looks like and the contribution it can make in practice.
- To facilitate participants to critically reflect on their own professional curiosity, and identify the knowledge and skills needed to develop and embed it in practice.
- To understand the impact, and learning, from situations where professional curiosity is not evident, including examination of relevant SAR/SCR and other reports.



Learning Outline:

Key Elements of a Strengths Based Approach

Strengths-based practice is at the forefront of adult social care practice, with a statutory framework to support it, provided by the Care Act 2014.

Using the DHSC KcVETS practice framework “Strengths-based approach: Practice Framework and Practice Handbook” published by the Dept. of Health & Social Care in February 2019 as the underpinning approach, this series of sessions is designed to support participants to consider how a strengths and asset-based approach can impact upon individual and community outcomes, and how this can be implemented into assessment and support planning interventions and practice within the social care context.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand the principles of a strength-based approach and to contextualise the change to a strengths-based approach in social care
- An understanding of barriers and solutions for implementing a strength-based approach.
- Enable opportunities for reflection and skills development on using a strengths-based approach
- Increase understanding of key elements of a strength based initial contact, person-centred assessment, and support planning process and how to support towards Strength Based Outcomes.
- Understand some of the key tools and models within the strengths-based approach

Learning Outline:

Strengths Based Supervision



Strengths-based practice is at the forefront of adult social care practice, with a statutory framework to support it, provided by the Care Act 2014. Taking a strengths-based approach is not just about working with individual service users, it can also be used as an approach to assuring quality and applying a continuous improvement approach to governance and assurance systems and arrangements.

The programme will provide an overview of some of the methods and tools used in SBP and how they can be applied to supervision. This modelling also helps embed SBP in both the culture of the organisation and individual practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand the ethos, key models and evidence that underpins strengths-based practice and how this applies in the context of supervision and line management.
- To understand and apply the KcVETS model (DHSC, 2019) and associated practice framework guidance in relation to SBP in supervision.
- To explore and critically analyse supervisory practice and identify how a strengths-based approach can be used to improve practice, staff experience and ultimately service user outcomes.
- To provide the opportunity to reflect on knowledge and skills and work with peers to embed the strengths-based approach into organisational practice.



We specialise in developing training and learning programmes based on the requirements of our customers, and the knowledge and skills of our crew.

IF CAN'T FIND WHAT YOU'RE LOOKING FOR?

We are always happy to discuss bespoke programme development.

Contact us to find out more crew@dcc-i.co.uk