



Our Programmes:

NQSW / ASYE



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Learning Outline:

Advanced Child Sexual Exploitation for NQSWs



This session is designed to support Social Workers undertaking their ASYE in Children's Social Care to feel confident in working with families where CSE is a factor. Some foundation knowledge has been assumed in order to focus on the deeper understanding, knowledge and skills needed to be able to work effectively with both young people and their parents/carers and supporting professionals.

The course will explore the current context for CSE across the UK, including learning from the cases such as Rotherham, Rochdale, Oxford and Telford and will refresh delegates' knowledge on grooming models, law and safeguarding responsibilities and links to areas such as attachment and trauma.

The course will explore all elements of supporting young people and their carers/families and support network where CSE is present including the process of criminal investigations and children who may have to give evidence in court.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Refreshed understanding of the Law, Learning from SCR's, Grooming Models and links to attachment and trauma theories.
- An understanding of why some children may be particularly vulnerable to CSE including children in the child protection system, in care and/or care leavers, children with disabilities and from BME backgrounds and how perpetrators utilise vulnerabilities to groom and silence children they target.
- An understanding of the risks associated with CSE including absence from education, missing episodes, gangs, substance use, financial and criminal exploitation – How to formulate a risk assessment and management plan and possible responses available to the police and social care.
- An understanding of the experience of children involved with CSE, how trauma may influence their responses and how to support children actively involved in CSE, with disclosures, exiting CSE, attending court and moving forward.
- Tools to support children/families/carers and professionals.

Learning Outline:

Analysis into Assessment for NQSWs



This one-day session, is designed to support Newly Qualified Social Workers to effectively incorporate meaningful analysis into all levels of assessment and review processes to ensure they are able to articulate clear evidence- based recommendations for the child / family, individual and/or carer.

The course will provide participants with 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 social care legislative and policy frameworks.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A clear understanding and ability to articulate the needs of an individual, free from jargon and with a clear analysis regarding the implications of leaving needs unmet, the options for responding and how successful outcomes can be measured.
- 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 use decision-making models and articulate the reasoning for recommendations, including considering legal responsibilities to children and vulnerable adults, assessment of risk, issues of capacity, consent, wishes & feelings and the available options for responding.
- The ability to articulate clearly, concisely and appropriately record information, understanding the difference between fact, professional opinion and being aware of bias.

Learning Outline:

Culture, Diversity & Inclusion for NQSWs



As Newly Qualified Social Workers – it can be daunting to manage diversity issues no matter what background the NQSW is from. Cultural sensitivity is more than recognising differences in race or religion, it involves recognising that we are all shaped by our experiences and are influenced by cultural norms and understanding. All our interactions and communications are interpreted via cultural filters, and it is an understanding of these and how they can impact on working in teams and groups that will be the focus of the day.

Diversity is about more than just difference; it is about the use of power within our society and structures, and how that power can prevent individuals and groups from accessing appropriate support and services.

This one-day course will consider culture and diversity issues within groups and teams and how our experiences are shaped by our own cultural filters. Participants will be supported to explore how we can apply a culturally sensitive approach and respond to diversity in practice in order to facilitate effective team working and improve outcomes for all citizens.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To increase understanding and awareness in relation to working with and alongside individuals from different cultural and social groups and how these influence how we all experience and engage in professional interactions.
- To consider diversity as a power issue and how this might impact on health and social care practice and professional dynamics.
- To reflect on the cultural diversity within participants practice areas, and consider how this might impact on the individual, family and community and how they experience public services.
- To explore concepts of discrimination and oppression arising due to diversity issues. Including how organisational / professional cultures can impact on the experience of individuals working within and/or using public services.
- To have the confidence to whistle-blow if working within a culture where the NQSW experiences or witnesses discrimination.

Learning Outline:

Emotional Intelligence and Professional Resilience for NQSWs



Newly qualified Social Workers are particularly susceptible to work stresses as they become increasingly responsible for their own caseload, decision-making and professional practice, at a time where their caseload is increasing. This course explores emotional resilience and looks at how to manage organisational pressure, systemic issues and differences between professions in a safe and effective manner. This includes consideration of time management, supervision and professional and organisational processes.

Delegates will be supported to recognise when their own beliefs, values, experiences and emotions may be impacting on their practice and how to manage this with the use of good boundaries, critical reflection, self-management, peer support and supervision.

There will be the opportunity to recognise and accept the impact of the emotive nature of working with adults, children and families including how to utilise different techniques to assist them in terms of practicing in a safe, accountable and defensible manner and protecting their own well-being.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by emotional intelligence.
- Understand the importance of professional boundaries, how to develop, maintain and utilise them.
- Understand how to improve individual resilience skills to combat stress and anxiety.
- Have an increased ability to control emotions when making difficult decisions during periods of high demand.
- Be able to be realistically optimistic during periods of adversity and uncertainty.
- Know how to build strong supportive relationships with colleagues, families and clients.
- Have a better understanding of professional empathy.
- Be able to use resilience skills to deliver the right messages at the right time and feel confident in having difficult discussions.
- Be able to be appropriately flexible with the ability to be in control when faced with uncertainty.

Learning Outline:

Ethical Dilemmas, Legal Literacy, Reasoning & Expertise



Often Newly Qualified Social Workers have learnt each key piece of Social Work Legislation in turn, however in reality multiple pieces of legislation can apply to one situation, and these pieces of legislation can contradict each other. The use of different pieces of legislation can radically alter the impact on the life of the service user and this presents ethical dilemmas and highlights the power held by Social Workers in carrying out statutory interventions.

This session explores the complexity of legal interfaces, the ethical dilemmas this can raise and the role of the professional in managing and negotiating such issues, including managing power appropriately. This includes looking at issues of capacity, competence and consent, decision-making authorities such as PR and the impact of using different legislative options.

This session will utilise case examples and caselaw to demonstrate how these impact on Social Workers and then considers the transferrable skills needed to ensure NQSW's are able to negotiate these complexities in practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Interfaces between the Care Act, Mental Capacity Act, Mental Health Act and Children Act.
- An exploration of legal interfaces underpinned by the European Convention on Human Rights (ECHR) and considering this in the context of social care legal frameworks in operation across the UK nations.
- An increased awareness and confidence in practice in relation to the balance in legislation between rights, choice and empowerment and safeguarding and public protection.
- The ability to identify and consider the complexities involved in balancing principles of autonomy & protection.



Learning Outline:

Evidence Informed Decisions & Professional Judgement

This session explores how we intuitively and experientially make decisions and what influences decision-making as a foundation for understanding how to make decisions as a professionals.

This session builds on the previous sessions and pulls together skills of risk assessment and analysis as the means of informing evidence-based decision-making. This session supports the principles of defensible and accountable recording, including knowing when to seek guidance and supervision.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the factors in complex decision-making and ethical dilemmas in order to be able to apply this, in practice.
- Reflect on and identify multiple hypotheses in terms of risk and explain reasoning for the decisions they have reached and their recommendations (in relation to the KSS identified.)
- Use practice evidence and legislative frameworks as a foundation for increasingly complex judgements and decisions.
- Understand the importance of working in partnership with individuals, carers, parents, children and young people relate this to available tools in practice.
- Understand the concept of risk and risk management and be able to transfer this information into written formats such as assessments, reports and care plans.

Learning Outline:

Managing Unseen Risks for NQSWs



A particular anxiety for newly qualified frontline practitioners in the assessment of risk, particularly in the current challenging times, when there may be less options for face-to-face assessment, interventions and monitoring.

Whilst there are no easy answers to this dilemma, this workshop gives frontline practitioners in both Children and Adults settings some frameworks for conceptualising and assessing risks; ideas to consider for triangulating information effectively, an exploration of the implications of undertaking risk assessment without face-to-face contact and when and how direct assessments may still need to take place. This session is an opportunity for professionals to share ideas and experiences from their own practice and engage in valuable peer support

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Be able to identify possible (unseen) risks (e.g., neglect/abuse/emotional harm/restricted rights)
- Outline ways of conceptualising risk to help evaluate them and the options for managing them effectively.
- Explore the impact of our personal and professional values on how we view and respond to risk.
- Explore ways of assessing risk and triangulating information with reduced face to face contact.
- Be able to weigh up if face-to-face risk assessment is needed and options for triangulating this
- Explore strategies for monitoring and managing risks where contact is not possible.
- Explore the principles of positive risk-taking.
- Know how to seek support and/or escalate concerns.
- Know how to record risk in an accountable manner.

Learning Outline:

Recording with Care & Critical Reflection on Learning



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

This one-day session is designed to support Newly Qualified Social Workers to effectively document their practice and incorporate meaningful analysis into all levels of case note recording and review processes to ensure staff are able to articulate clear evidence-based recommendations for the individuals care-plan.

This Session also supports Newly Qualified Social Workers to be reflective in their practice and learning and to identify both their strengths and areas for development.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- How to write an appropriate length and depth the record.
- How to know what to include and if anything should ever be left out,
- How to record concisely, accurately and appropriately.
- How to capture hypothesis & analysis.
- How to record actions and recommendations.
- How to be accountable and defensible
- Lessons from Serious Case Reviews
- An opportunity to reflect on practice, strengths and areas for development.

Working with Families who Struggle to Engage – An Overview for NQSWs



This one day programme will explore some of the challenges involved in working with families where their behaviour is experienced by staff as difficult, potentially dangerous and evasive. This can be particularly challenging for Newly Qualified Social Workers, who may feel intimidated, stuck or struggling to know what strategies may help the family engage.

The day will explore the impact on practitioners of fear in these situations and support participants to think through strategies for effective engagement while ensuring children and young people are safeguarded and best interests are promoted.

The programme will support participants to recognise and understand different forms of uncooperative behaviours and to develop strategies to promote engagement and challenge disguised compliance where it occurs.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand why individuals and families can be challenging to work with.
- Understand the impact challenging individuals and families can have on safeguarding effectively.
- Understand the impact of professional values on managing challenging behaviour and vice versa.
- Be able to use techniques to work with Individuals & families where the behaviours feel challenging, evasive or dangerous.
- Know how to use the model of safe uncertainty when managing risk.
- Know how to assess and manage risk using a multi-agency approach.
- Know how to use supervision to keep yourself and service users safe.

Learning Outline:

An Introduction to Motivational Interviewing & Brief Solution Focused Therapy for NQSWs



This session is designed to support Newly Qualified Social Workers to feel better equipped to engage reluctant service users or family members in services by using communication techniques aimed at eliciting behaviour change that help clients to explore and resolve ambivalence.

This course aims to equip workers with the awareness of benefits of applying a solution focused approach.

Emphasising the three key aspects of:

- Individual abilities and strengths;
- Present and future; and
- Aspirations, achievements and successes.

Participants will learn how to apply BSFT techniques to help service users to identify and work towards positive goals and make the desired changes to their lives.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased understanding of motivation, motivational and solution focused approaches.
- Be able to apply the stages of change to behaviour and use this to guide interventions.
- Understand what is meant by resistance and how to work with it.
- Understand the role of the worker-client relationship in eliciting change and working towards goals.
- Understand how beliefs and values impact upon the worker-service user relationship
- Be able to support individuals to identify and implement their own solutions.
- Be able to support individuals to be able to find personal motivation to work with imposed expectations.
- Be able to use a range of tools to work with motivation and promote change.

Learning Outline:

Working Effectively with Children in Situations of Neglect – an Introduction for NQSWs



The impact of neglect can be far reaching for the child or young person, from developmental delay to exposure to child sexual exploitation or serious medical issues. An estimated 1 in 10 children experiencing neglect (Radford et al, 2011) and therefore it is vital that staff have are able to identify, intervene and safeguard children and young people where neglect may be an issue. Neglect is evident in a high proportion of SCR's and has often been left unaddressed for significant lengths of time.

Utilising DfE (2014), NSPCC (2015) Children's Society (2016) and Nice Guidance (2017), this one-day programme aims to support newly qualified social workers to develop the knowledge and skills needed to effectively assess and support children who may be living in situations of neglect.

Specific national or local neglect tools such as the graded care profile can be included on request.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Be able to recognise the risk indicators and signs of neglect.
- Understand the impact of cumulative harm.
- Explore the concept of good enough parenting.
- Understand that normative developmental tasks are different for each child depending on the interaction between environmental and genetic factors and be able to assess if neglect is a relevant factor.
- Apply a range of helpful strategies and resources to support children and families where there are difficulties relating to neglectful parenting.
- An awareness of the risks attached to 'start again' syndrome and the ability to recognise and address drift and delay
- Understanding when strategies are not working, and escalation and alternative care needs to be considered.

Learning Outline:

An Introduction to Working Effectively with Alcohol & Substance Use for NQSWs



Substance and alcohol use are prevalent factors in many concerns regarding children's welfare. This training will improve delegates understanding of substance use and the potential impacts it may have on parenting capacity and children's welfare.

This one day course looks at improving delegates knowledge of substances, how to assess the impacts and risks and how to engage and offer intervention to families to reduce harm.

The course will briefly explore the impact of substance use on other factors such as domestic abuse, mental health, physical health and social functioning.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An awareness of different types of substance use and their possible impacts on users.
- An awareness of how alcohol use may impact on users, including the difference between recreational, harmful and dependent use.
- The ability to assess the potential impact of substance and/or alcohol on parenting capacity.
- The ability to assess the potential impact of parental substance use and/or alcohol use on children at different ages and stages of development.
- The options available to support families to address substance/alcohol use.
- Strategies for supporting young people who are using substances or alcohol problematically.

Learning Outline:

An Introduction to Working with Personality Disorders for NQSWs



Individuals accessing adult social care and health services, with personality disorder characteristics and/or diagnoses, can present particular challenges for practitioners in adult teams.

It is also common for parents of children who have been identified as a child in need or at risk of significant harm to have a parent with a diagnosed or suspected personality disorder.

This one-day course will provide an introduction to the group of complex emotional and behavioural problems known as personality disorders and explore the related difficulties that accompany them. Participants will be encouraged to challenge their own assumptions and develop their knowledge and skills in working with this group. The course provides some simple tips for working with and supporting people with personality disorders to engage.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the causes and background to complex emotional and behavioural disorders and exploration of effective working with this group.
- Understanding of impact of childhood abuse and neglect on the development of emotional and behavioural regulation.
- An understanding of a range of effective interventions /effective management of dependent and destructive service user behaviour.
- An understanding of risk and responsibility, and the promotion of responsible agency support.
- An understanding of the importance of belongingness and the use of social learning.
- How to assess the risk they may present to self or others



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