Our Programmes:

Professional Practice

Professional Practice: Contents

Learning Outline:
Understanding Professional Dangerousness & How to Practice Safely

Professional Dangerousness is often a misunderstood term and delegates often feel that it refers to professionals deliberately endangering themselves, colleagues or service users with their actions.

Whilst this is occasionally true, it is much more likely that professional dangerousness occurs as a result of professionals making untrue assumptions, not being professionally curious enough, not considering complex interfaces such as cultural differences, blurring boundaries with good intentions, lacking in knowledge, not assessing risk accurately or over-identifying with the individual/family.

This two-day programme is designed to support staff to identify, and reflect on their own confidence, boundaries and working relationships, and examine the evidence base for their own, and others professional opinions.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

• Understand what is meant by Professional Dangerousness – what makes it more or less likely to occur.

• Recognise professional dangerousness when it occurs in a range of settings and develop strategies to challenge dangerous practices.

• Have an increased awareness of the outcomes and lessons learnt from major serious case reviews and enquiries.

• Have reflected and explored their safeguarding practices.

• Develop skills in observation and analysis, understanding behaviour, and forming evidence based judgements about the actions we take and the decisions we make.

• Be enabled to gain the necessary knowledge and skills to feel more comfortable and confident when challenging the professionalism of ourselves and others, which can include other professionals within the same agency and team, as well as other professionals.

Learning Outline:
Developing Emotional Intelligence and Professional Resilience

This one-day programme will enable professionals to explore emotional resilience and explore how to manage organisational pressure, systemic issues and differences between professionals 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 the impact of the pandemic and the changes to ways of working on our confidence and abilities, both personally and in the workplace. The course will explore how to utilise different techniques to assist us to practice in a safe and effective manner and protecting our own well-being.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by emotional resilience.
- 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 emotional intelligence 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:
Managing Risks in Children's Social Care

A particular anxiety for frontline practitioners in the current challenging times, is how to assess and manage risk when there are still less options for face-to-face assessment, direct interventions, multi-agency working and ongoing monitoring.

Whilst there are no easy answers to this dilemma, this session gives frontline practitioners in Children's Social Care settings explores models of risk management such as analysing risks in terms of dynamic and static factors, likelihood and severity and the assessment of the potential implications of a defensive or positive risk approach. The course also prompts delegates to consider Gillick Competency and Capacity in the risk-taking of young people and/or their families.

The course prompts workers to consider how to triangulate information effectively without face-to-face contact and prompts workers to think about 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 which can increase professional confidence and resilience.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Be able to identify possible risks – including unseen risks & use triangulation to gain an accurate picture.

- Explore ways of assessing risk in terms of static/dynamic factors, likelihood/seriousness of risk occurring, positive or defensive risk management.

- Consider competency, capacity and safeguarding.

- Explore strategies for responding & managing risk, particularly if there is reduced face-to-face contact.

- Explore multi-agency responses to managing risk successfully.

- Know how to seek support and/or escalate concerns.

Learning Outline:
Developing & Using Professional Curiosity in Children's Social Care 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. A number of 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 of both professionals and service users / parents 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 foster and develop their own sense of professional curiosity in the work that they do. The course also identifies common barriers to professional curiosity such as confirmation bias, lack of hypothesising, disguised compliance, being over optimistic and not hearing the voice of the child – delegates are supported to identify ways to try and avoid these common traps and develop strategies to self challenge as well as using peers and managers.

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.

- To recognise barriers to professional curiosity and how to overcome them.

- To identify methods of fostering conditions that promote professional curiosity.

- To use self challenge, peer support, multi-agency approaches and supervision to achieve professional curiosity and overcome bias.

Learning Outline:
Cultural Sensitivity & Diversity in Children's Social Care

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 and/or lack of understanding can prevent individuals and groups from accessing appropriate support and services, reduce the likelihood of positive outcomes and impair effectiveness.

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 improve outcomes for all families

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 children's 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 and effect the likelihood of positive outcomes and/or effective safeguarding.
- To be able to demonstrate an awareness of how experiences of discrimination and oppression can be internalised and impact on an individual's emotional and environmental well-being.

Learning Outline:

Training for Social Workers Relocating to the UK from Overseas

This programme has been designed to support Social Workers who have recently relocated to the UK. This programme takes a strengths-based approach to support Social Workers to apply their existing knowledge and skills effectively in the UK, taking consideration of any key cultural or legislative differences that are essential to effectively safeguarding and supporting Children and their families.

The 6-week programme consists of interactive training days covering essential areas of practice an action learning sets to support staff to embed their learning and explore how it relates to their own experiences in practice. The Programme can be tailored to identified needs – but as standard the sessions include:

The sessions are:
- Values, Ethics and Cultural Sensitivity in Practice.
- Understanding UK Safeguarding Thresholds & Processes
- Understanding Domestic Abuse, Mental Health & Substance Use in UK Safeguarding Practice
- Recognising Disguised Compliance and Having Difficult Conversations

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The UK Legislative Framework for Social Work in Children & Families
- Processes & thresholds from early help to proceedings.
- Other key legislation: Human Rights Act/Equalities Act/Capacity Act/Mental Health Act/Care Act
- SWE, PCF and KSS Requirements
- Exploring UK Social Work Ethics & cultural differences in practice
- Undertaking an Effective Home Visit Intervention.
- Preparing for and effectively Chairing Meetings
- Effective and accountable case recordings
- Exploring how Domestic Abuse, Substance Use & Mental Health are experienced, perceived and responded to in UK Safeguarding.
- Understanding the underpinning Legislative Framework for working with Domestic Abuse
- Recognising & responding to disguised compliance
- Having difficult conversations with families

Learning Outline:
Delivering Effective Supervision

Professional supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and ensuring that the expectations of service users are met.

This course can be offered in, one, two or three-day versions which aims to provide participants with the knowledge, skills and confidence required to deliver effective supervision. There is a focus on methods and tools for developing critical reflection and decision making skills for staff to ensure quality outcomes for service users. The course also looks at the challenging area of performance management and what happens when there is a breakdown in the supervisor/supervisee relationship.

We are able to include local policies and supervision models or templates in this training.

Learning Outcomes:

This course will provide participants with the improved knowledge, understanding, confidence and skills in:

- What constitutes effective supervision and its relationship to safe practice and positive outcomes for service users.

- The role of supervision throughout the stages of professional development from newly qualified to experienced practitioner.

- Applying model of supervision and; be able to demonstrate how it can assist in understanding the functions of supervision and its impact of supervision on the system.

- Integrating the local Practice Model into supervision methods to ensure effective managerial oversight.

- Utilising the authoritative supervisory style in promoting good outcomes through supervision and the importance of the positive expectations model when working to improve practice.

- Performance Management.

- The importance and function of recording.

Learning Outline:
Utilising Supervision Effectively for Supervisees

Supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and help to embed critical thinking and reflection into practice. Working in social work/ social care services is a demanding and stressful job and high-quality supervision is vital in the support, motivation and accountability of workers and for improving outcomes for service users.

There are a range of models of supporting reflective practice and reflective learning. Critical reflection is seen as a fundamental element of professional practice and the linchpin of sound professional judgment and decision making.

Effective supervision is the responsibility of both the supervisor and supervisee. This day aims to give staff in receipt of 1:1 supervision in health and social care an opportunity to understand the key elements of supervision, and how they can work with their supervisors in order to utilise the process successfully to improve practice & wellbeing.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- What constitutes effective supervision and its functions.

- How previous experience of being supervised can impact upon their current supervisory relationship.

- The importance of effective agreements within supervision.

- The relationship between supervision and outcomes for service users.

- How the supervision cycle aids the process of reflecting, analysing and action planning within supervision.

- The role of the supervisee in working with their supervisors to develop positive supervision practice

- The supervision policy, including how this outlines the role of supervisees in supervision and the interaction with the supervisor.

- How to address difficulties in supervision.

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