

## CPD sample profile

**1.1 Full name:** Social Work Practitioner – Youth Justice

**1.2 Profession:** Social Worker

**1.3 Registration number:** SWXXXX

### 2. Summary of recent work / practice

I work as a front line social work practitioner for a dedicated criminal justice service that specialises in youth justice. The Youth Justice Service works with young people aged between 10 and 17 years who have offended or are likely to do so. I am employed full time and have 12 years' service providing a range of professional intervention and rehabilitative packages bringing about a reduction in offending.

My professional interaction includes young people, family members and professionals including court staff, solicitors and police. I work with student social workers as practice educator supporting them through placements. A proportion of my professional contact is spent supporting and mentoring colleagues within a multi-disciplinary team.

I specialise in working with medium to high risk service users who require an intensive level of intervention which necessitates a collaborative approach. My role promotes using an analytical approach to needs providing a service that considers diversity and safeguarding both children and victims from harm. My role involves formulating individual intervention plans linked to both risk and need and promoting the delivery of intervention linked to offending behaviour. This means that monitoring and managing risk both within the community and custodial establishments is a priority within my practice. Substantial work is dedicated to the assessment and reviewing of intervention based plans as well as assessments.

As a member of a local research governance board I jointly participate in analysing research projects and monitor their progress. As a practice educator I am actively involved in the research of best social work practice and methodology which is linked to practice. As a tutor I have been responsible for authoring specialist training programmes such as the role of the court officer, bail and remand officer training along with the benefits of video conferencing within a criminal justice forum.

A further area of specialism is working with children who are looked after by the local authority who are within the criminal justice system. This involves working along with children services departments ensuring clients are provided with a premium service that reflects their needs.

### **3. Personal statement**

#### **Standard 1: A registrant must maintain a continuous, up to date and accurate record of their CPD activity.**

I have kept a computerised log of all the CPD training activities I have attended. As well as keeping my own record I also have completed a personal development plan developed through both supervision appraisal approved by my line manager. I update my CPD log periodically, usually straight after attending a training.

#### **Standard 2: A registrant must identify that their CPD activities are a mixture of learning activities relevant to current or future practice**

My CPD activities are on the whole identified through appraisal, however, often potential courses or training ideas arise through direct supervision, discussion with other professionals or in sharing of good practice over the course of the year. Subsequently I look to enhance different areas of my personal and professional development through varied types of learning activities.

I regularly attend supervision which has a focus on learning and development and future practice techniques. Participating in 'time for reflection' meetings with a group of colleagues to discuss and share practice enables me to work in a reflective and questioning way, and develops my understanding of my casework role. The meeting provides a forum which encourages practitioners to present good practice examples through presentations and to highlight legislative changes that may impact current practice. This type of workplace based learning develops my own practice through the sharing of knowledge and skills and also helps to identify potential further areas for my own CPD. (See evidence 1)

I attended a formal training course aimed at enhancing my skills as a practice educator and mentor to social work students which is relevant to my current practice. This also provided me with theoretical knowledge that has been transferred to practice when supporting social work students. Following training I was also able to provide supervision and support to a student using mentoring and teaching techniques. The formal training course led to other forms of personal learning such as developing my supervision and training skills. I was also able to develop a learning curriculum which is used by other colleagues who supervise social work student. I am also a member of the practice educators support group which discusses and evaluates practice related to the social work degree placements along with academic discussions from both a students and practice educators perspective. (See evidence 2)

As well as those more formal training events I have also endeavoured to maintain and develop my skills through other training opportunities. I attended a training course dedicated to the assessment and management of high risk offenders – the Structured Assessment of Violent Risk in Youth (SAVRY). I was able to discuss theories linked to violence in young people, within a developmental context; the rationale for the structured professional judgment approach to risk management, the use of structured professional judgement tools including the SAVRY recommendations. Understand risk formulation and management and how to critically review research and limits of practice. After I attended the

training I was able to link what I had learned to my practice enhancing my knowledge using a risk led approach which is used when assessing serious offending behaviour using a specific tool. (See evidence 3)

**Standard 3: A registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery.**

**Standard 4: A registrant must seek to ensure that their CPD benefits the service user.**

(In this section I have endeavoured to address both Standards 3 and 4 through several examples of my CPD activities. These standards are difficult to separate due to the varied range undertaken in relation to my practitioner role contributing to the quality of my practice as a practice leader. As mentioned in Standard 1 above, I maintain a list of the training courses along other CPD activities such as research and reading. I have undertaken, which detail what the activity was and a brief reflection on how each activity has benefited the service users.

## **1 Motivational Interviewing training**

This course outlined both motivational interviewing and behaviour change skills whilst addressing additional common motivational issues and strategies. The two-day training course focused on teaching practitioners to be empowered to motivate clients. The course led participants through a range of issues, strategies and tips designed to improve our motivational strategies, for example dealing with non-compliance through offending behaviour which had a direct link to practice. The training encouraged me to constantly challenge my own assumptions about my own communication techniques.

This has benefitted the people I work with as I have a greater awareness of the way in which issues related to communication can impact on compliance. Since completing the training I am more open-minded in my practice, in particular the way I communicate with and motivate my clients. By using the model of approach, my service users can feel included, better understood, and encouraged. This help to ensure that the power balance in our professional relationship is transferred to the service user which in turn increases their level of motivation. (see evidence 4)

## **2 Working on an attendance centre bid**

I have taken part in negotiations with the Ministry of Justice looking at the viability of an attendance centre for young offenders. I carried out a significant amount of research in support of the bid, looking at both national and local data, which was then used to support the written bid to the Ministry. Taking part in this project have given me valuable research experience which increased my knowledge of group work theory. The paper which I contributed to was used to provide a more modern form of attendance centre for clients. The potential for service user to access better facilities in particular constructive activities, physical activities, life skills support. This in turn would increase self-esteem and promote healthier lifestyles. (See evidence 5)

### **3 Multi-Agency Public Protection Arrangements (MAPPA)**

Attending this training event increased my knowledge of The Criminal Justice Act and Court Services Act 2000, sections 67 and 68, and the Criminal Justice Act (CJA) 2003 which impose a statutory duty on the authority for MAPPA procedures. This training gave an overview of the purpose of MAPPA, its obligations in helping to reduce the re-offending behaviour of sexual and violent offenders and how to protect the public - including previous victims - from serious harm. The focus of the training was to help participants to use available resources in a way which best protects the public from serious harm.

I learnt how to identify all relevant offenders, complete comprehensive risk assessments that take advantage of co-ordinated information sharing across the agencies, and to devise, implement, and review robust risk management plans. This course has enabled me as a practitioner to understand and identify risk and link this to a level of intervention that will support service users to minimise future risks. (See evidence 6)

### **4 Emotional abuse training**

A number of the clients I work with have been subjected to forms of emotional abuse which have contributed to adverse behaviours and attitudes. It was therefore a priority that I had an understanding of what constituted abuse, and how to protect clients and staff from emotional abuse. The emotional abuse training I attended gave me an increased awareness and understanding of offender behaviour, and has helped me to understand the key features of staff recruitment that help deter or prevent the appointment of unsuitable people. I also learned about putting in place policies and practices that minimise opportunities for abuse or ensure that it is reported promptly when and if it occurs. The knowledge I gained at the training has helped me to review my own organisations' policies and practices with a view to making them safer for both clients and staff. (See evidence 7)

### **5 Child view information and communication technology (ICT) training for case managers**

Attending this training on ICT for case managers was a key area of training for me due to the authority introducing a new information package for the recording of data. Recording outcomes within national standards is one of the key objectives within criminal justice and it provides important evidence of contact with clients.

This training provided me with increased skills required for the accurate recording of data used within criminal justice. The training gave opportunities for practice in searching for and accessing cases, understanding case summary, key risk factors and risk alerts. I learned how to record and drill-down on information in case detail regions, to record new life career data and to amend data appropriately, and to create assessment documents linked to risk of serious harm documentation. The training will enhance the quality of the recording I carry out which in turn will have a positive impact on clients as timely recording of information if not completed may have an impact on the service user. (See evidence 8)

#### 4. Summary of supporting evidence submitted

Evidence number	Brief description of evidence	Number of pages, or description of evidence format	CPD standard(s) that this evidence relates to
1	Time for reflection minutes dated from 21.05.12	Copy of minutes from meeting	Standard 2
2	Copy of invitation letter dated 22.07.11 for practice educators training	Letter of acceptance	Standard 2
3	Copy of certificate for SAVRY training event dated 23-24 <sup>th</sup> Feb 2012	Copy of certificate	Standard 2
4	Offending behaviour brief motivational interviewing dated 1-2 March 2012	First 3 pages from course details	Standard 3/4
5	Extract from response to feedback for Attendance Centre feedback dated 23.11.11	1 page from feedback form	Standard 3/4
6	MAPPA training event dated 1.12.11	Copy of certificate of attendance	Standard 3/4
7	Emotional abuse training event dated 16.05.11	Copy of certificate	Standard 3/4
8	Child view ICT training event dated 21-22 <sup>nd</sup> May 2012	Copy of Aims and Objectives	Standard 3/4