

SOCIAL WORK

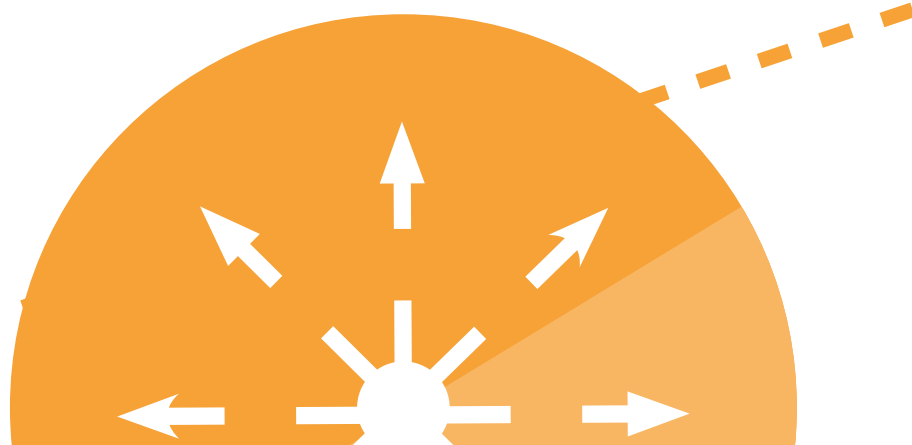
CONTINUED PROFESSIONAL DEVELOPMENT



LEADING CHANGE THROUGH EDUCATION IN HEALTH & SOCIAL CARE

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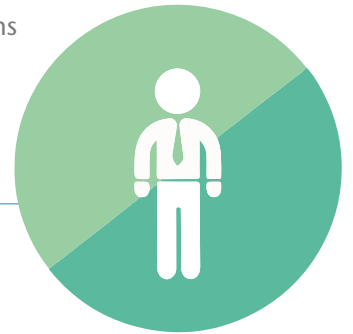
ADULT CARE SERVICES FINANCIAL ASSESSMENT RESPONSIBILITIES ONE FULL DAY

This course is suitable for financial assessment officers, social care assessors and safeguarding practitioners.

AIM To understand legal responsibilities in financial assessment and reduce risk of financial abuse.

COURSE OUTCOMES:

- Identify the key risks and challenges when carrying out financial assessment duties
- Identify safeguarding responsibilities around financial abuse and scams
- Describe the local authority's responsibilities for financial assessment in Care Act
- Explain the core principles in underpinning decision making for ASC charging decisions, including under the Mental Capacity Act
- Identify key roles and responsibilities in financial decisions
- Examine practical difficulties interpreting the Charging regulations and guidance in relation to:
 - a. Disregards- properties, personal injury awards, trusts, assets held abroad, pensions
 - b. Top-ups
 - c. Deprivation of assets- gifts, equity release
 - d. Debt recovery



AUTISM ONE FULL DAY

AIM To understand how to work positively with someone living with Autism.

COURSE OUTCOMES:

- State the Autistic Spectrum Disorders
- State the Triad to Dyad of Impairments
- Describe how legal and policy framework informs good practice
- Describe the potential impact of autism on a person life
- Identify strategies to maximise inclusion in assessments
- Describe strength based approaches when working with autism



CARE ACT ASSESSMENT AND NATIONAL ELIGIBILITY CRITERIA ONE FULL DAY

AIM: To understand the requirements of the Care Act during assessment (including advocacy and the wellbeing principle) and the role of critical thinking.

COURSE OUTCOMES:

- Describe the involvement duties in the Care Act including Suitable persons, advocates, and other people you may be asked to involve
- Identify the range and scope of “proportionate and appropriate” assessments
- Explain ways to take account of the views of others in assessment
- Describe the process of analysis, evidence informed decision making, critical thinking and reflection within the assessment process
- Explain how to defensibly apply the eligibility regulations
- Explain ways to Improve the consistency of “significant impact on wellbeing” in the context of a personalised approach
- Explain how the “unable” definitions apply
- Identify situations where an inability to do something may NOT have significant impact on wellbeing, and how should that be explained and recorded
- Explain the importance of being able to articulate a reasoned, defensible decision
- Describe how to record eligibility decisions and assessments



CRITICAL THINKING AND CARE ACT SUPPORT PLANNING ONE FULL DAY

AIM: To understand the requirements of the Care Act during Support Planning (including advocacy and the wellbeing principle) and the role of critical thinking.

COURSE OUTCOMES:

- Identify strategies for ‘critical thinking’ in context of case studies
- Explain how to lawfully balance the views of the person with the resources available to the council
- Describe how “person centred approaches” fit with the statutory planning process
- Explain the process of analysis, evidence informed decision making, critical thinking and reflection within the planning process
- Explain the importance of the specific situation in decision making
- Describe ways to plan creatively to best meet the outcomes that re important to the person



CONTINUING HEALTHCARE ONE FULL DAY

AIM: To understand the National Framework for NHS Continuing Healthcare and NHS-funded Nursing care and local policy and procedures.

COURSE OUTCOMES:

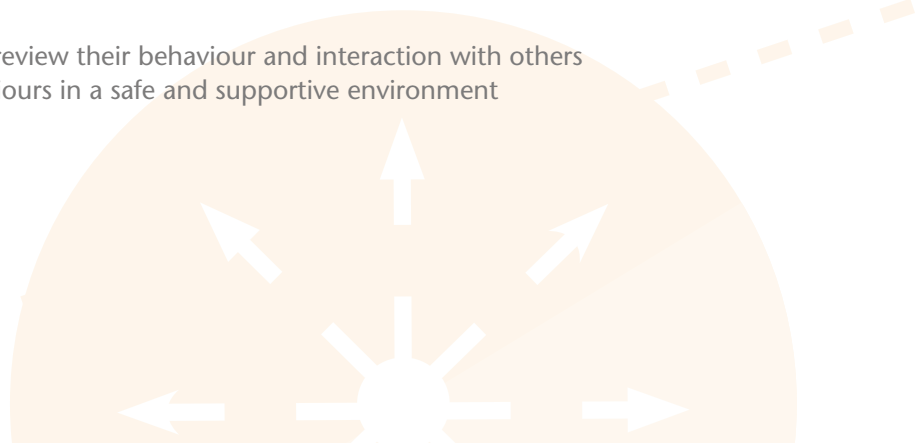
- State the requirements of the National Framework for NHS Continuing Healthcare and NHS-funded Nursing care and local policy and procedures
- Describe how to use the relevant national tools correctly
- Explain how to work collaboratively to undertake good quality, fair and accurate assessments for NHS Continuing Healthcare (CHC)
- Give examples of sound recommendations in relation to eligibility for CHC
- Give examples of working in a person-centred way with members of the public, respecting and upholding the rights of the person

CONFLICT RESOLUTION ONE FULL DAY

AIM: To gain confidence in managing conflicts.

COURSE OUTCOMES:

- Explain the importance of establishing rapport and building respectful, trusting, honest and supportive relationships with individuals experiencing a mental health problem
- Identify factors which are known to trigger certain kinds of behaviour in individuals
- Explain how an individual's feelings and perception may affect their behaviour
- Identify how own behaviour, and that of others might affect the individual experiencing a mental health problem
- Explain how an individual's behaviour may be a form of non-verbal communication
- Describe ways in which acute illness and the emotions caused by it can affect communication with an individual
- Describe the effect that behaviour that challenges has on individuals and others in the vicinity
- Describe strategies to maintain calmness and safety and enable individuals to find alternative ways of expressing their feelings such as:
 - de-escalation
 - diversion
- Explain ways to encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment



CUSTOMER CARE AND THE CARE ACT HALF DAY

AIM: To provide an overview of the Care Act, its impact on the Council and the importance of excellent customer service.

COURSE OUTCOMES:

- Identify the Council's responsibilities under the Care Act
- Explain the changing customer profile
- Explain the Council's expectations of good customer service
- Describe how to respond to a customer in a fair, consistent and timely manner.
- Review complaints and share what can be learnt from them
- Identify effective skills in communication skills of courtesy, listening and empathy

DELAYED DISCHARGE TRAINING ONE FULL DAY

AIM: To provide an overview of the guidance and legislation relating to hospital discharge.

COURSE OUTCOMES:

- Explain the local authority statutory responsibilities under Care Act around delayed discharges
- Identify when a patient becomes a 'delayed transfer of care'
- Describe the different categories of delayed transfer of care defined under DToC SITREP guidance
- Identify when a patient delay is attributable to the NHS, the local authority or both
- Explain the funding responsibilities for patients in hospital who may require continuing health care or other further health assessment



ENABLING AND SUPPORTING PEOPLE HALF DAY

AIM: To provide an overview of person centred care and what this means in terms of planning support for clients.

COURSE OUTCOMES:

- Describe how personal budgets work and how they link to Direct Payments
- Identify ways to manage expectations
- Explain how to ensure client remains actively engaged in care planning
- Identify when to introduce Independent Advocacy and how to access support
- List some of resources within the community and describe how to access them

HOLDING CONSTRUCTIVE CONVERSATIONS HALF DAY

AIM: How to balance customer expectations with operational reality and work with customers and relatives to enable them to make decisions about their own care.

COURSE OUTCOMES:

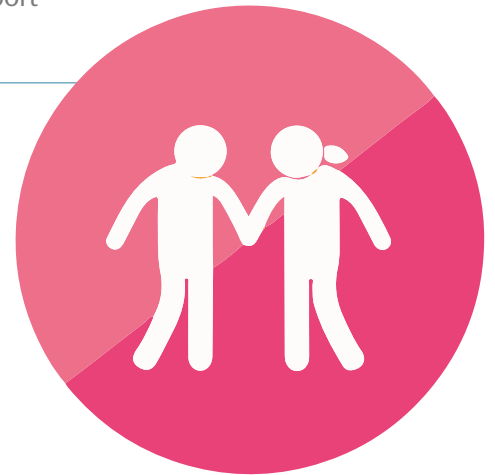
- Identify what information to prepare and be able to plan in advance
- Describe ways to communicate information effectively
- Able to keep control of yourself during the conversation, understand your own reactions and develop effective responses
- Describe ways to build rapport
- Explain how to structure the conversation
- Describe how to deal with emotional responses sensitively and effectively
- Explain how to come to an agreement including follow up action and support
- Understand how to end a conversation when there is no agreement

HOARDING HALF DAY

AIM: To raise awareness of the impacts and risks of Hoarding.

COURSE OUTCOMES:

- Identify the main mental health classification for hoarding
- Identify who the disorder may affect and potential triggers
- Describe the main risks to individuals that hoard
- Explain the impact and potential experience of hoarding on individuals and families
- Identify strategies to support individuals



HOARDING INTEGRATED WORKING ONE FULL DAY

AIM: To understand ways of working of fostering multi agency working to support Hoarding.

- Describe the key principles of Hoarding and Self Neglect guidance
- Identify own role in referral and support and how to appropriate multi agency involvement
- Explain the links between Hoarding and Mental Health and where these apply to own role
- Explain common Safeguarding concerns/protocols when working within Hoarding.
- Describe ways to utilise the toolkit to ensure best practice approaches

LEGAL UPDATE HALF DAY

AIM: To reflect on the Care Act's implementation so far, and case law established since its introduction.

COURSE OUTCOMES:

- Describe the key duties of the Act
- Explain the clarification of Ordinary Residence in the March 2016 update
- Describe the LD vs Oxfordshire and how this informs the wellbeing principle and decision making
- Describe the SG vs Haringey and explain how this informs advocacy

LEGAL LITERACY ONE FULL DAY

AIM: To equip staff with the skills and knowledge to give evidence with confidence.

COURSE OUTCOMES:

- Explain how both the adversarial and inquisitorial processes work
- Explain the key procedures, order of events and roles of those involved
- Explain why and how to prepare for giving evidence
- Identify skills in providing clear, honest and objective evidence
- Explain the appropriate use of supporting evidence
- Have knowledge of techniques lawyers use in cross examination and how to handle them

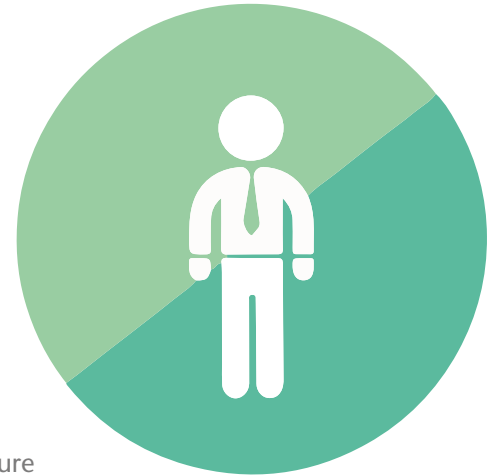


MCA AND DOL'S ONE FULL DAY

AIM: To enable all employees to have a general understanding of their role and responsibilities in relation to the Mental Capacity Act 2005.

COURSE OUTCOMES:

- Describe the main principles of the act
- Define the term mental capacity
- State who is affected by the provisions of the act
- Identify when it is appropriate to undertake assessment of capacity
- Describe key roles in the assessment process
- Identify what procedures to put into place to document decisions
- State the purpose, and limits of the DOL's, and proposed changes
- Describe how relevant agencies play a role in the DOLS safeguards
- Describe how DOLS referrals can be avoided by adopting the correct culture
- Define the role of the supervisory body, managing authority and inspectorate
- State the threshold of DOLS applications
- State how key issues; risk, consent, rights and capacity influence working practices and reporting procedures

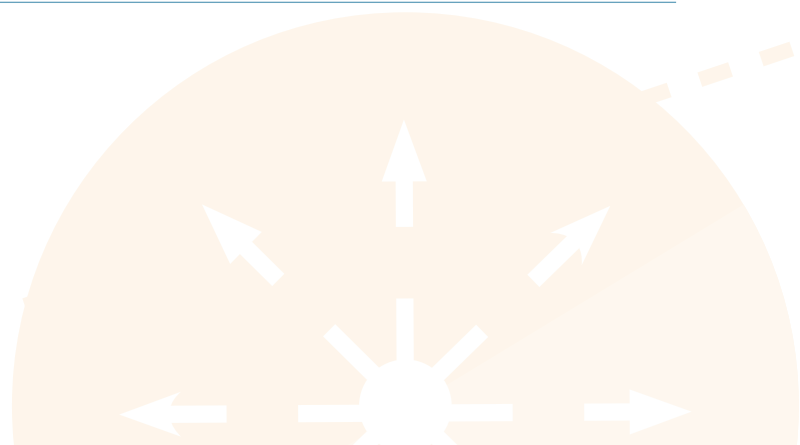


MENTAL CAPACITY REFRESHER HALF DAY

AIM: To update on MCA and to explore barriers to implementation.

COURSE OUTCOMES:

- Explain how MCA applies to those age 16 - 18
- Identify case law which helps to explain the interface between MHA and the MCA
- Explain how case law can be utilised to determine the complex relationship between rights and liberty
- Explain the expected changes from Deprivation of Liberty to Liberty Protection Safeguards
- Identify barriers faced in implementation of MCA in own role



MENTAL HEALTH - CRISIS RISK MANAGEMENT ONE FULL DAY

AIM: To be able to develop a clinical crisis care plan.

COURSE OUTCOMES:

- Identify affective, behavioural and cognitive changes that may be indicative of an escalating crisis
- Describe the range of internal and external factors that may trigger a crisis
- Identify own role in supporting the individual to identify strengths and assets that support a crisis self-management plan
- Describe the process of developing a clinical crisis care plan
- Describe how to utilise background information in clinical case notes and CPA to inform the clinical crisis care plan
- Identify appropriate safety and containment strategies (where appropriate)
- Explain the risks and benefits of using medication in crisis

MENTAL HEALTH - FIRST AID ONE FULL DAY

AIM: To be able to identify and provide an initial response to individuals experiencing mental health concerns.

COURSE OUTCOMES:

- Identify the early signs of a mental health concern
- Explain how to offer and provide initial help to a person experiencing a mental health issue
- Identify action to take to preserve life where a person may be at risk of harm to themselves or others
- Identify ways of preventing deterioration in mental health
- Explain ways to promote recovery of good mental health
- List appropriate treatment and other sources of help
- Explain the stigma that exists around mental health



ORDINARY RESIDENCE ONE FULL DAY

AIM: To understand the legal framework of ordinary residence.

COURSE OUTCOMES:

- Explain the legal framework for ascertaining a person's ordinary residence under:
 - The Care Act 2014, including safeguarding functions
 - The Deprivation of Liberty Safeguards Procedure
 - The Mental Health Act 1983 [as amended]
 - The Children Act 1989, including for those in transition to adult services
- Identify relevant case law that supports the factual and legal basis for determining ordinary residence.
- Describe the roles and responsibilities of the local authority and relevant partners where there is a dispute over funding for an adult with health or care and support needs
- Identify key critical analysis skills that can support defensible decision making



POSITIVE RISK TAKING ONE FULL DAY

AIM: To gain an understanding of how to overcome barriers to positive risk taking.

COURSE OUTCOMES:

- Outline key principles of a positive risk-taking and risk enabling approach
- Explain the legal frameworks underpinning positive risk-taking
- Describe some of the skills required to enable client to take positive risks
- Identify a range of person centred tools that support positive risk taking
- Identify how you can develop your practice and a positive risk-taking mindset



REPORT WRITING FOR SOCIAL CARE PROFESSIONALS ONE FULL DAY

AIM: To improve the overall standard of report writing and ensure those being used as evidence are professionally presented.

COURSE OUTCOMES:

- Identify the issues to be addressed in your report
- Explain how to develop a structured approach to preparation and writing
- Explain how to express an independent view and arguing your conclusion
- Explain ways to present supporting information
- Describe ways to develop an objective and critical eye in relation to your report
- Identify software to support grammar and spelling

SAFEGUARDING - UNDERTAKING AN ENQUIRY ONE FULL DAY

AIM: To have an understanding of role and responsibility to undertake and/or participate in a safeguarding enquiry.

COURSE OUTCOMES:

- Describe legislative and local policy developments in safeguarding
- Explain the components of Section 42 enquiry and its relationship to the 6 principles outlined in the Care Act.
- Describe ways to work in partnership and 'Make Safeguarding Personal'
- Identify the main steps in undertaking a Safeguarding Adults investigation/Enquiry
- Explain the different roles and responsibilities of the lead investigator/enquirer and other lead agencies
- Identify ways of representing the Adult at Risk (including Advocacy)
- Identify and develop a safeguarding plan
- Explain the process of Establishment Concerns investigations
- Identify action to take in Out of Area safeguarding alerts: role of funding and host authority

SAFEGUARDING FOR MANAGERS (SAMS) ONE FULL DAY

AIM: To have an understanding of the roles and responsibilities of the Safeguarding Manager.

COURSE OUTCOMES:

- Describe the purpose and key points of the London Multi Agency Policy
- Explain the 6 principles to Adult safeguarding practice in relation to own role
- Describe the role and responsibilities of the SAM
- Describe the role and limits of the Enquiry Officer
- Explain the role and powers of the SAM in influencing Risk Management
- Explain ways that SAM can Make Safeguarding Personal
- Identify strategies to proactively implement the internal audit framework

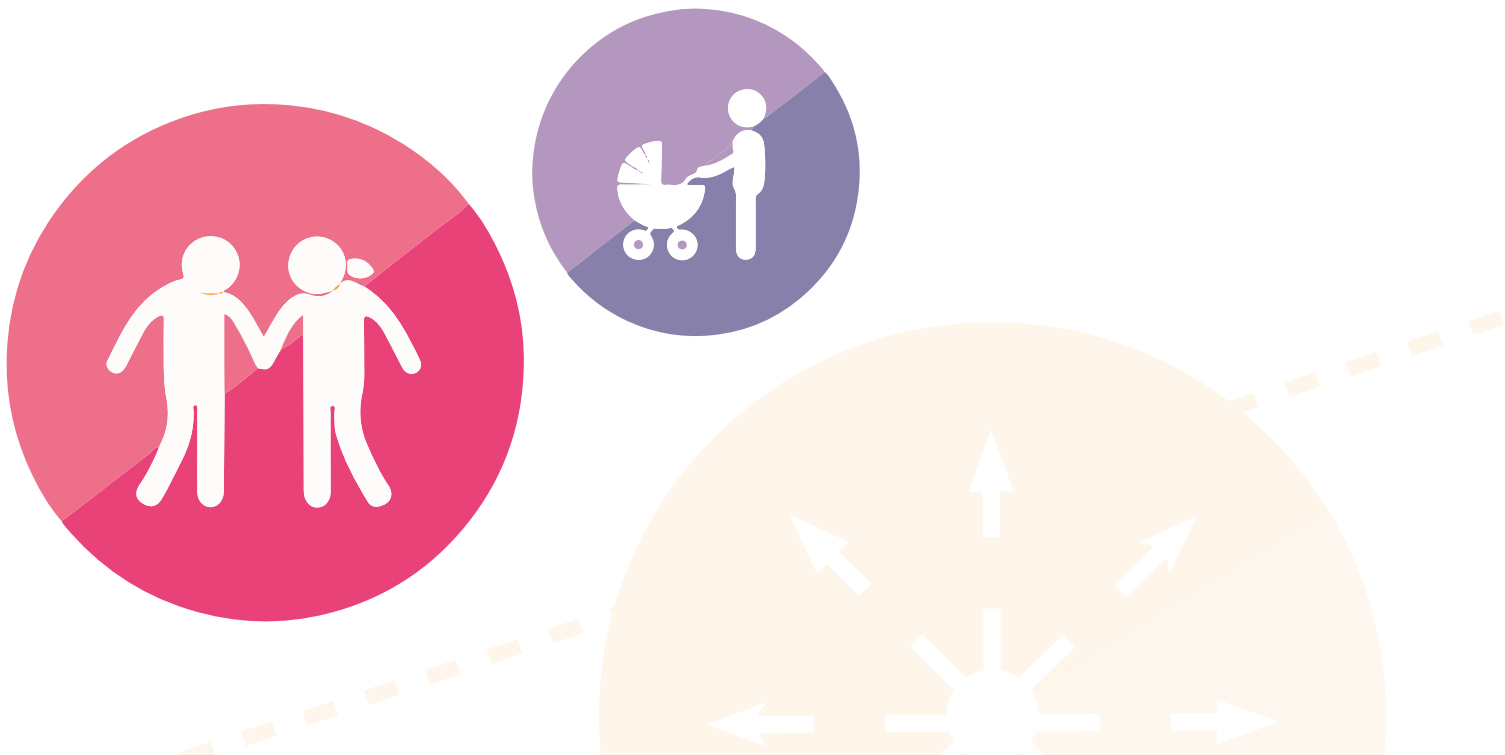


TRANSITION SUPPORT UNDER THE CARE ACT AND CHILDREN AND FAMILIES ACT ONE FULL DAY

AIM: To have an understanding of legal responsibilities in transitions.

COURSE OUTCOMES:

- Explain the core principles behind the Acts and expectations for children, young people and families in transition.
- Describe the ethos of the 'Preparing for Adulthood' national agenda to empower individuals to achieve greater outcomes
- Identify the referral process in relation to transitions
- Describe an overview of the core duties under the Children Act, the Children and Families Act and the Care Act including
 - Duties to assess and cooperate with relevant partners to provided integrated care
 - Rights to advocacy, decision making considerations including parental responsibility
 - Health care considerations, including NHSCHC
 - Education, EHC obligations pre and post 18
 - Duties owed for care leavers
 - Eligibility considerations and basic principles of ordinary residence in the light of the Cornwall case, the Act and the guidance – focusing on moves into specialist supported living
 - Care planning duties, including personal budget and inter-departmental decision making about when to transition
- Identify the main barriers to poor transitions
- Review current practice and develop action plan for change



UNDERSTANDING NO ACCESS TO PUBLIC RESOURCES IN CARE PROVISION ONE FULL DAY

AIM: To enable all employees to understand the limits and powers of the Care Act in relation to – no recourse to public funds.

COURSE OUTCOMES:

- Explain the terminology used in relation to persons from abroad
- Describe how to apply the prohibitions to social care provisions
- Explain the impact that a person's immigration status may have on the Local Authority's obligations to adults
- Identify how an immigration status may limit local authority obligations in:
 - Assessment, including Human Rights considerations
 - Provision, particularly of accommodation based support
 - Safeguarding adults at risk, including new duties owed under Modern Day Slavery Act 2015
- Explain the wider duties owed by the Local Authority to children, care leavers and families
- Explain the NHS role in providing healthcare to persons from abroad
- Identify alternative means of support to signpost individuals to if they are not eligible for support under the Care Act 2014



REABLEMENT IN DEMENTIA CARE FIVE FULL DAYS

It is recommended that this is run as a five day programme, however individual days can be purchased.

RISK AND POST-DIAGNOSIS PLANNING DAY ONE

COURSE OUTCOMES:

- Identify the three levels of risk reduction
- Describe tools that may be used to identify lifestyle risk factors.
- Explain practical strategies that can be put in place to minimise risks
- Identify the benefits, and process, of diagnosis
- Describe person centred ways of providing post diagnostic support



MEDICATION AND HEALTH DAY TWO

COURSE OUTCOMES:

- Define co-morbidity
- Identify disorders which may co-exist with dementia
- Identify why managing these identified conditions may present additional challenges
- Identify the most common medications used to treat symptoms of dementia
- Describe how these commonly used medications may affect individuals with dementia
- Describe the risks and benefits of anti-psychotic medication for individuals with dementia
- Identify how to assess for the effectiveness of medication
- Describe why it is important to record and report side effects/adverse reactions to medication

ENVIRONMENT AND TECHNOLOGY DAY THREE

COURSE OUTCOMES:

- Describe how changes to the brain effect the way an individual navigates an environment
- Describe ways to assess the dementia environment
- State the factors associated to design that can support orientation and self-identity
- Describe how to adapt the environment to minimise difficulties related to sensory impairment
- Describe changes that can be made to minimise the risk of falls, and to aid memory
- Describe dementia capable communities
- Describe the kinds of assistive technologies available to individuals with dementia



POSITIVE INTERVENTION AND FAMILIES DAY FOUR

COURSE OUTCOMES:

- Contrast medical and social models of care
- Describe malignant social psychology and well-being in relation to dementia
- Identify a range of positive interventions in a home care setting
- Describe a range of cognitive stimulation approaches, including life history and reminiscence to support self-identify / self-esteem
- Identify ways to work positively, and include, with families

ENABLEMENT AND INDEPENDENCE DAY FIVE

COURSE OUTCOMES:

- Define the terms 'enablement' and 'reablement' and 'rehabilitation'
- Explain 'positive risk taking'
- Identify tools to support strength based assessment
- Describe key activities in reablement
- Describe different approaches to promoting independence

Exercise

Relationships / community

Environment / technology

Control / self determination

