

**Observations of Practice:**

**Examples for PEs and Students**

*This document has been completed using redacted, anonymised examples from the portfolios of final year students at Lancaster University in 2022-3. They are reproduced with the permission of the students and their PEs. All samples are from portfolios meeting the required standards.*

*It is not intended that these examples should be used rigidly as templates. Rather, they provide an illustration of the standards of recording required in portfolio documents and the variety of ways in which students and PEs may choose to record their observations.*

# PART 1: To be completed by the Student and observer

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| **Name of Student :** |
| **Name of observer:** |
| **Date of observation:** |
| **Venue (e.g. office or home visit):** |
| **Please confirm that the service user/carer has been asked and given permission for this observation to go ahead:**  **Signature of Observer:**  ---------------------------------------------------------------------- |
| **Please outline the arrangements for the observer to gather feedback from the person with lived experience or their carer:**  Observer will speak to service user alone after the observation.  *PE will ask for consent for feedback at the end of the home visit, Student will leave the room and wait outside. Enabling the service user to be open and honest about that they thought of Student's approach and the work done with them today*  Feedback was gained verbally from the service user and his wife at the conclusion of the observation. |

# PART 2: To be completed by the Student

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| **Give a brief background to the piece of work:**   * **What is the organisational context?** * **What is your role?** * **What are your objectives in carrying out this work?** * **What responsibilities do you have?** * **What is the situation of the person with lived experience /other people with whom you will be working?**   **Will you be working with other professionals? What are their roles?** *Maximum 300 words* |
| For the purposes of this document, I will be using the pseudonym \_\_\_\_\_\_.  *... My role is to carry out an initial assessment of the individual's needs. … My responsibility is to arrange the visit, be prepared with information packs that might be needed, look at case notes beforehand and arrive on time to the visit. I am also responsible for writing up the assessment and referring the individual to the correct services which will support her. This will be the individual's first contact with social services. Their savings have fallen below the financial threshold so they would like a financial assessment. They currently have carers in once a day to support them and receive support from their daughters.*  X was referred to the … Team by her Specialist Midwife due to X’s anxiety and increasing depressive mood affecting her day to day functioning … For this intervention, I will be delivering DBT skills to X help her manage her anxiety.  *.. My role is to carry out a review of the care that the individual is already receiving. The objectives of carrying out this work is to identify … what is working well and to see whether there is anything the individual would like to be changed. My responsibility is to consider the person with lived experience's wishes and needs when reviewing their care. …Working in collaboration with the individual and the care agency the aim to help make sure that the package of care is adapted to meet the individual's changing needs.*  This observation will be done in a Pre-Sentence Report interview. … This report is prepared to help a court in their sentencing of a child… My role when completing this piece of work is to meet with the young person over a number of times, gather information and writing an extensive report …My aim when writing this pre-sentence report and meeting with the young person is to build a trusting relationship ... The more he is willing to open up, the more detailed the report can be and the judge will get a better understanding of who he is and what the most appropriate sentence should be.  The purpose of this observation is to lead on a presentation … It will be my role to lead the presentation and aim to speak for at least 30 minutes. I will need to ensure that the presentation is engaging and allows my colleagues to gain knowledge, especially because they have all blocked out time from their extremely busy day. |

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| **Which professional capabilities are you hoping to demonstrate? Refer to the PCF** *Maximum 200 words* |
| *I am hoping to demonstrate PCF 5- knowledge. I hope to demonstrate that I have knowledge about anything they may ask about, for example, carers assessments or respite. I also will apply my knowledge of the Care Act 2014 to show that I understand the eligibility criteria.*  *I am also hoping to demonstrate PCF 1- professionalism. If anything comes up in the visit that I do not have much knowledge on I will be aware of this and seek to address these gaps by doing further reading or asking [my PE].*  *I am also hoping to demonstrate PCF 2- values and ethics. I will be honest with the individual about what support social services can provide and what the constraints are that we must work within.*  *I am also hoping to demonstrate PCF 4- rights, justice and economic wellbeing. I will discuss financial thresholds and the financial support the individual could receive.*  *I am also hoping to demonstrate PCF 7- skills and intervention. I will gather information to inform my assessments and the judgement of whether she is eligible for support.*  I aim to “demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness” (BASW, 2018. P.1). It is likely I am going to be having difficult conversations, but I need to remain upfront and honest, PCF 1. I aim to “recognise and, with support, explore and manage the impact of my own values on professional practice” (BASW, 2018, p.3). When completing the unannounced visit, I felt the situation in which A’s Mother left her with her older siblings and said friends, went against my own personal values. However, I need to remain professional and ensure that I further explore this situation and gain more context regards said evening, PCF 2. I aim to “understand, identify and apply in practice the principles of human rights, social justice, inclusion and equality” (BASW, 2018, p.5). A’s Mother has shared Parental Responsibility it is her full right to be updated in regard to A and therefore, I need to uphold this, PCF 3. I aim to “be able to work within an organisation's remit and contribute to its valuation and development” (BASW, 2018, p.11). This means I need to … be strengths-based, and ensure I challenge appropriately, PCF 8. |

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| **How did you prepare for the intervention? Include details of discussions in supervision** *Maximum 300 words* |
| X experiences intrusive thoughts so I chose strategies such as ‘Unhelpful Thinking’ and ‘Managing Unhelpful Thinking’ to go through with her to help her with managing her intrusive thoughts. I practiced delivering different strategies and also watched YouTube videos of them being delivered.  *To prepare for this intervention I read through the referral that came through to the community team. This gave me an idea of why the individual is in contact with social services and what sort of support they may need/want. I also read through information about financial thresholds as this will need to be conveyed to the individual and her family. I also printed out information packs on direct payments and financial implications so these can be left with the family to read through. During supervision, we discussed initial assessments and [my PE] provided me with a template of an assessment which had each section that needed to be covered.* …  In addition to this, I also created flash cards with the important information … This way he can visually see what his options are and what he will be required to do for each of them. I chose to do this as my observer, who has previously worked with the young person, advised me that he does work better with a visual element.  Finally, I also spoke to the case manager on his previous order. … The case manager was able to provide me with details of how he engages and interacts and what I should expect in the meeting. Not only this, but the case manager also wrote a previous assessment on the young person. Through reading this, I was able to see what information is still relevant to the assessment today and what information needed to be discussed with the young person and his mother and updated. This assessment also allowed me to understand more about the young person's history and what trauma he has experienced in his life enabling me to gain a better understanding of why he committed these offences.  First of all, I and [PE] had supervision to discuss the requirements of the visit. I noted these down, as prompts for the visit. We also critically reflected on the family and the allegation as a whole, discussing our own individual hypothesis. … I followed this up and booked in the visit with A’s Mother over the phone. I was able to offer her reassurance that she was going to be listened to and updated on anything ongoing with A… Mother agreed that I led the visit and could be observed, which is positive in that she felt comfortable with me doing this.  Due to X's previous non-attendance at appointments, I also sent him a text on the morning of his appointment to ensure he would not forget and breach his order.  I … prepared for the observation by reading through the assessment tool for a carer’s assessment so that I was ready to ask the questions needed and aware of the outcomes that are possible. I contacted the service user’s wife to arrange the visit and explained I would be with my practice educator as he would be observing me so that they were prepared for us both attending the visit. So that I had a structured way to ask the questions and write the answers they gave, I printed out the pages of the assessment tool that I needed. |

# PART 3: To be completed by the Student after the interview/meeting

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| **Initial Reflection: Record what you did during the intervention, why you did it and what was achieved:**   * **Were your objectives for the intervention achieved, in full or in part? Why/ why not?** * **Which theories, law and policy informed your intervention?** * **What skills did you use?** * **What aspects of the situation engaged your social work ethics and values? Did you encounter any ethical dilStudent Ss?** *Maximum 300 words* |
| The objective was not carried out in full. I didn’t deliver the coping strategy I chosen to deliver in full. There was a confusion on my part and I combined two different coping strategies together.  *The objectives of the intervention were completed in full as I got the assessment completed and the individual and her family were happy with what would happen next.*  *The Care Act 2014 informed my intervention as I had to assess whether the lady was eligible for care and support. A policy which informed my intervention as the council's financial policy as I had to stick to the financial guidelines set out. A theory which informed my intervention was person centred as I focused on the individual and let her lead the assessment.*  *Two skills I used together were communication and active listening. I listened to what the individual said, and asked questions based on that. I also used my organisation skills by arranging the meeting through communication with the family and having the relevant information to hand. I also used my skills of note taking and record keeping ensuring information was accurate and recorded on the system.*  *One aspect of the situation where I encountered an ethical dilemma was that the individual wanted to stay with her current care company as she is used to them. However, I had to explain that it was likely the council would not agree to this as they are costly compared to others. Having to work within the financial constraints and organisational limits is hard as I just wanted to agree with her. This made me mindful of the power I had in the situation.*  The objectives of my intervention were partially achieved…I was .. able to complete the self-assessment which is needed for all referrals …. However, some things did not go as well as I had hoped. … I should have taken some time to prepare more by looking at other reports by other case managers so I could know exactly what information I needed. If I had done this, I would have been able to show the young person what is needed of him in order for me to write a thorough report.  Unfortunately, I was unable to achieve the implementation of the safety plan as A had said she did not want to see her Mother and therefore, it was not the right time for this to be implemented. I was able to explain to A’s Mother that there can be a safety plan should A change her mind in the future, and I explained what this would entail…  During this intervention I learned a lot. This was one of the first intervention sessions I had completed and therefore I planned for a specific session. However, I realised I could have let the young person think more about his answers through giving prompts for him to expand. Through getting him to expand, it would have allowed him to challenge his own thinking.  During the intervention, I was successfully able to deliver a presentation which met all of the objective in which I had set out. I feel the presentation was clear and flowed well. On reflection, I do not think the presentation would have flowed so well, if I had not created the script. |
| **What have you learned from this intervention and how will you use this to improve your practice in the future?** *Maximum 300 words* |
| *From this intervention I have learnt that I need to develop my knowledge in direct payments and the financial constraints that we need to work within. I will use this to improve my practice in the future as if my knowledge increases, I will be more confident when people with lived experience ask questions about certain policies. I have also learnt that it is important to go to a visit prepared with the correct paperwork, having this prepared at the visit made it easier to explain what certain things were and I think made it seem more organised. I will carry on with having paperwork in my bag in case I need to provide PWLE with this information...*  I learned that sometimes it’s okay to let the direction of the intervention change course. I learned that in being rigid in how you think the intervention should go, there can be miss opportunities such as service users expressing their feelings or gaining a piece of information you wouldn’t have find out otherwise. |

# PART 4: To be completed by the observer (after the Student has completed parts 2 and 3)

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| **Please provide a holistic summary of the Student ’s capability as demonstrated in the direct observation of practice. This should be linked to the PCF.**  **Please identify strengths and areas for development. Any concerns should be raised with the Student ’s Practice Educator and communicated to the Placement Tutor.** |
| There was a miscommunication regarding meeting place for this observation, where Student didn’t receive a text from me. This could have been avoided by Student utilising the shared calendar or clarifying before the day. However, she quickly rectified by calling me 20 minutes prior, and make sure she informed the service user of a slight delay, so she handled this well and did not let it impact on the session or observation (PCF1 and 9).  Student attended the home visit with her ID badge, professionally presented and well informed for the review task having read information from previous assessments and communicating with relevant parties regarding the needs and desired outcomes of the Service User (PCF 1).  …  *Student spoke with the service user and family prior to our visit, and ensured she gained further consent for the observation to take place when we entered the house (PCF 1, 2, 4, 9). Student, as always, was punctual and professionally presented with appropriate dress and her ID badge, demonstrating herself as a professional representative of the Local Authority (PCF 8).*  …  When we arrived, Student told, rather than asked, the individual that I was present and the purpose of my attendance, consent was not explicitly gained for my presence and this is important to consider when visiting in pairs, to ensure a trusting and positive experience from the start of any work with individuals and their families.  …  *Student explained the purpose of her visit and was clear about her role and her capabilities as a Student, subsequently directing the service user and her family to me when it was a topic Student was not sure on or was not confident to expand upon (PCF 5, 6, 7). We discussed after a previous visit how important this is in practice, to be able to say, 'I don’t know, but I can find out', rather than giving inaccurate information. This is something Student has listened to and adopted within her practice, which is positive.*  ..  Student gave the individual time and space to answer the questions she asked, which allowed for an effective conversation and social care review, covering all necessary areas of the individual's needs and desired outcomes (PCF 7). Student checked back with the individuals to ensure she had understood the information they had discussed, which demonstrated Student’s knowledge of the importance of understanding and transparency in communication with individuals' and their families (PCF 1, 2, 5, 7).  …  Student displayed knowledge of the importance of working to a person-centred model when she discussed what the service user would like to change in her care and support and what would improve her situation. Student ensured she relayed this to the care coordinator present and she ensured the service user was at the centre of the care planning, to achieve the best outcomes for her (PCF 5 & 9).  …  Student displayed confidence in building relationships with the individuals using humour and conversation around their lives and their interests, demonstrating a strength-based approach and a demonstration of knowledge of the importance of building trusting, effective relationships (PCF 1, 2, 3, 7. SWE PS 2).  *…*  *Student discussed what the service user is happy with in her current situation, demonstrating a strengths-based approach to practice, putting the service user at the centre of the discussions. Student directed all questions at the service user, rather than her daughters, further demonstrating a person centred approach to her intervention (PCF 1, 2, 3, 7).*  *…*  *Student made time and effort to ask about the service user's family, extended family, and interests such as reading/doing jigsaws. Student allowed the service user to talk about her career and respected the service users desire to do this. Student shared information relating to her own family farming background, demonstrating empathy and compassion, as well as active listening to the service user (PCF 2, 7). Sharing this information demonstrates Student's confidence growing in practice and begins to lessen power dynamics and process driven practice with service users (PCF 3, 4, 7).*  *…*  *Following on from feedback from the previous observation, Student had only the assessment prompt with her to complete and this appears to have streamlined her questions/topics covered and subsequently demonstrated a more organised approach to completing an overview assessment (PCF 1, 5, 6, 7, 9).*  *…*  *Again, following on from previous feedback, Student was clear in the actions from the meeting so that each party knew their role and responsibilities. Student checked if the service user or her daughters had any further questions and brought the meeting to a natural end (PCF 1, 3, 4, 6, 7, 9).*  On arrival Student had to knock 3 times before the door was answered- she demonstrated good observational skills and knowledge of the family i.e. could hear people inside, knew it was a busy home environment. She also had a plan to call the service user, but this was not necessary as the door was then opened.  Student was professional and warm in her greeting, and made reference to a previous meeting with the service users mother in law. She was respectful and when invited to she entered the living room and sat down (PCF1 and 9). I have met the family before, so no introduction was required. However Student reminded X of the purpose of me being there to observe and then explained the purpose of the intervention in a clear manner in plain language “it’s to measure the bond with the baby”.  …  Student was clear in her speech, lead at a steady pace and demonstrated emotional warmth to X by smiling when appropriate, maintaining and matching eye contact given and giving reassurance as needed. For example when the baby began to cry X picked baby up and said “He’s hungry”. Student responded with “that’s Ok we can wait” and she engaged in some small talk about baby which also gave praise to X in how she was managing providing his care. X responded by smiling and visibly appeared more relaxed. Student allowed X to control the pace of her responses, allowing pauses and nodding and smiling to demonstrate she understood, and also allowed her to deviate as required to attend to baby’s needs, or fully explore an answer. The intervention was completed (the form was filled in), but in a collaborative manner that X appeared to be comfortable in. Student checked it was OK for her to carry on “do you want to continue” which was respectful and empowering. (PCF 2,3,5,7, and 9).  At the end of the intervention. X’s mother in law, sister in law, brother in law and baby entered the room. X visibly tensed, her eyes widened and she looked directly to Student S. She picked up on these non-verbal cues and stopped any questioning, but did appear to hesitate with how to end the intervention, so I stepped in and asked X to walk us to the car, where we could explore how safe she felt. It was necessary to intervene due to concern of safeguarding, and on discussion with Student afterwards she had already recognised she was struggling with how to end the session (PCF 3 and 6).  Student has clearly demonstrated strengths in her style of working with and supporting others, she is clear on her purpose for intervention, but felt less confident when the dynamic and situation changed. Following observation she instantly recognised this as an area for development and has raised her awareness of and acceptance of being flexible in approach and responsive to changing situations, which can happen quickly in social work.  Student met with X at the office in the evening, so that his appointment was outside his work hours and therefore supporting X's employment. This flexibility evidences Student's values in seeing X as an individual first, rather than an 'offender'. Student also appreciated that the strongest desistence factor for X is his employment and therefore did not want to jeopardise this. Student asked permission for me to observe the session which X agreed to. PCF domains: 1, 2, 3, 4, 5, 7.  The session went well and X complied with all the work Student asked him to. Student used the cards with X and asked him to put them in the order he thought would be most serious to least serious, before turning over each of the cards to go through the maximum sentence. Some of the answers surprised X and this evidenced his engagement in the activity and the fact that he was learning information that would benefit him in the future. The session lasted around 40mins. PCF domains: 5, 7, 9.  Positives:   * Student was clearly well prepared. She had made the intervention exercise herself and made it interactive for X to promote his learning style. PCF domains: 1, 2, 3, 5, 7, 9 * Focussed. The session was focussed on a particular topic and Student explained to X what the session would be about at the start. She explained that it was in line with his Referral Order contract, which he had signed at the start of his order. PCF domains: 1, 5, 7 * Humour. Student's session was relaxed and she used humour to make X feel at ease. It is sometimes odd for an observer to be in the meeting room and Student helped relax the atmosphere. This also helped X feel more confident to take part and try some of the questions he was not sure about. PCF domains: 1, 2, 5, 6, 7.   Areas for development:   * Use of small talk. Student went straight into the exercise for her session and there was not easing into it, through the use of small talk. Catching up on X's week may have also brought to light any concerns/needs he is having that Student could support with. It may also help remind X what work has already been covered, by recapping the previous session. PCF domains: 5, 7 * Rushed. Student had planned enough work to last a full hour session, if not more, however I felt her nerves (of being observed perhaps) may have resulted in her rushing through them. Student could have also asked X more questions to get a better picture of his views and understanding, before moving on to the next offence. X may have also have benefitted from more time to consider his answer before Student gave him the answer. This would have led to perhaps further questions about X's thinking. PCF domains: 1, 5, 7…   This is a true reflection of the visit undertaken by myself and student. During the course of this observation, Student remained professional, she was honest with mother from the offset and was able to ensure that she implemented professional boundaries by remaining independent when conflict arose between the parents. Student presented as confident when discussing the concerns noted regards the substance misuse with mother and again, ensured that she was honest regards the worries identified and impact this could have on the child, … PCF1. During supervision, the context of how this visit would be conducted was discussed and Student discussed her own ethical values and was able to reflect on how this differs between the values and ethics the family may hold, PCF2. Furthermore, during supervision, Student was able to reflect on how she was going to approach and manage this visit, reflecting on how she may manage any potential conflict which may arise. She was also able to hypostasise the next steps for the family and how she could discuss this during this visit by formulating a plan looking at the strengths, worries and any grey areas, PCF6. … Student demonstrated her ability to share information appropriately and respectfully, PCF7. Overall, this was a positive visit which went well and Student was able to manage the difficult situations well, and ensure she addressed this with empathy  Student started the session by explaining the purpose of the session and clarified with the young person that they understood why they were there. She explained the assessment process and went through the sentencing options using visual aids, to help facilitate the young person's learning. The young person engaged with the session and said that they understood what Student had said. PCF domains: 1, 2, 3, 4, 5, 7  Upon arriving Student introduced me to both the service user (A) and his wife (C) with whom she was to complete a carers assessment. She explained the purpose of the visit and the purpose of my being there also. (PCF1,7,9)  … Student was very focussed on the specific purpose of a carer’s assessment and was very astute in identifying the impact of the caring role on C’s ability to meet her own needs. (PCF 1,4,5,7) Student was also able to look at the situation in a more nuanced way, in that A and C both have needs of their own and at times need to support each other mutually. (PCF 1,2,4,5,7) … Student looked at the economic impact of the couples needs and asked questions about whether they were receiving appropriate welfare benefits and managing financially. (PCF 1,3,4,5,9)  …When C stated “things can get overwhelming” Student showed a good level of professional curiosity and asked additional questions to find out what being overwhelmed meant to C, how she felt at the time and how she coped with this. (PCF 1,7,9) Student explored with C the impact of prioritising A’s mental health and needs over her own. (PCF 2,3,7)  … In terms of areas for development, it was necessary for me to interject towards the end of the assessment and help Student identify some outcomes. … It might be helpful in the future for Student to have awareness of resources which might be helpful following assessment, however I must acknowledge that this was Student’s first carer’s assessment and also that resources will differ in different areas. This will no doubt develop over time when Student becomes more accustomed to this type of assessments.  … Student started with a clear introduction regards who she was and the purpose of the presentation, as well as the topic she would be talking about. …(PCF1) ... Within the presentation, she incorporated knowledge, legislation and a short video …. Student spoke clearly throughout the presentation and it was a pleasure to listen to her mass of knowledge around this subject, to which she had clearly completed ample research (PCF5, 9). The PowerPoint also incorporated Student’s experience of shadowing the team, as part of her placement and the knowledge she took from this experience, which was exceptionally detailed within the presentation. … (PCF, 8). Student was able to set aside time to develop the presentation, as well as manage her own case load and demands of the service. One of Student’s skills is to be organised and she is very much able to prioritise her tasks to ensure that timescales are met, as well as contribute towards the learning of others (PCF1)…  This observation went extremely well. Student demonstrated a great deal of preparation which she had done prior to presenting this information to the team. … PCF1, 5 8 Student demonstrated motivation and commitment in preparing materials for this presentation to a very high standard. PCF1,5 … Student had prepared her own PowerPoint slides which summarised both the material from the training and the additional research she had done to relate the material to … social work theory and practice. These slides showed a high level of IT skills, and also the additional material she had sourced was very relevant, interesting, flowed well from the original training material and will be helpful to her colleagues on the team. PCF1, 2,3,5,7 … Student brought in a number of theoretical approaches and models to underpin the information she was presenting. These included Psychodynamic approaches, Transactional analysis, family systems, power dynamics, and trauma-informed approaches. In particular she highlighted the importance of taking a supportive and empathetic approach to disclosures and the equal importance of taking action to safeguard people at risk. She remained focused on taking a non-judgemental approach to the emotive issues involved in this topic. PCF2,3,4,7 Student signposted her colleagues to other materials which would be helpful for further reading and research. PCF9,5 She also provided information about preventative and other interventions which are available as well as multiple sources of support. PCF 5 7 8 I was particularly impressed with how Student appeared seamlessly to relate the issue of domestic abuse to how it specifically effects Autistic people. She had sourced quotes from autistic people and spoke about ableist structures and systems in society and gave examples to support this, such as biases within the criminal justice system. PCF2,3,4,5 All of this prompted a great deal of constructive discussion within the team, which Student moderated very well. PCF9 Student has identified that she struggles with speaking in front of groups. My opinion however was that she spoke clearly and used prompts effectively to keep her place in the presentation. She appeared confident of her level of knowledge. PCF9, 6 |
| **Feedback from Person with Lived Experience /Carer*- this section must be completed*** |
| *Student ended the meeting and waited outside whilst I gathered feedback from the service user and her daughters.*  I asked X to comment on how she had found Student and also any areas she could suggest for improvement. X said “I’m feeling I’m finding myself more, I’m getting support and talking about things…I feel comfortable with her, she’s given me options like to walk with her or see her at home. I’ve felt supported and she’s been fantastic. She’s reassuring and offered me calls and texts between appointments, and it’s helped me talk to others more too. X’s mum said “Student’s good, she’s patient and relaxed, she’s done really well.  *Student listened to what I had to say and made me feel comfortable especially as I don’t really like talking to new people. I appreciate everything that Student did for me especially at court as I believe I probably would have gone to prison without her.*  The following feedback was gathered from a colleague with professional and personal experience of dealing with the issues involved in Student’s presentation: *‘With the subject being quite an emotive one for many people, including myself, I feel that Student presented this in a very empathetic way. The content was informative as well as thought-provoking. Student narrated the slides in a clear and well-paced way and was able to answer questions throughout confidently. There were several break-out discussions at the end and Student facilitated these really well. There was a wide range of data within the presentation from up-to-date statistics to lived experience quotes. It was a subject that could have triggered my emotions personally, but the way in which it was presented made it comfortable.’* |

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| Signed (observer): | Date: |

# PART 5: To be completed by the Student after discussing the feedback with their Practice Educator:

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| **Comment and reflect on the feedback from the observer and the other people involved:**   * **Did this change your perspective on what happened?** * **What did you learn from the feedback?**   **What might you differently in future?** *Maximum 300 words.* |
| *This feedback has been very beneficial to my professional development and although this was my first … interview, I felt it went well and my objectives were met. However, I am now aware that I did not include some vital points within my own objectives for the session…*  Yes, I learned how being unprepared can affect others, co-workers and service users alike. In the future, I will create a checklist of things I need to confirm and have with me the day before a visit.  …the feedback I received allowed me to realise I could have challenged X’s answers and made him question his original answers.  *The feedback showed me to recognise the good aspects rather than focusing on mistakes or things that may have missed. I also realised that everything I do within this role contributes to who I am as a professional. For example, X mentioned that me texting her helps her and something I never paid attention to.*  *I learned to have a bit more confidence in my work and that my professional identity is growing.*  I am extremely proud of the feedback I have received from this mother … I am hopeful that I have offered this Mother reassurance around the ongoing investigation for her daughter and I feel this feedback reflects that support. Although the Mother did not offer any suggested areas of improvement, I can learn from this feedback that I am doing things well. |

[Author]

# PART 6: Action plan to be agreed by Practice Educator and Student:

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| **What areas for development have been identified in supervision? Identify 3 new learning objectives** |
| to develop different skills of interviewing young people.  to be more confident in how she presents during home visits  to ensure case recordings are accurate, detailed and can support informing the assessment |
| **What actions will you take to meet your learning objectives? How will this be reviewed? Please complete the table below:** |
| Student to have a discussion with the speech and language therapist, observe other colleagues  Student will continue to undertake home visits independently and with support,  to manage her diary to have an appropriate amount of time for case recording |

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| Learning Objective | Planned Action – by who? | How will we know objective is achieved? | Review Date |
| to develop different skills of interviewing young people. | Student to have a discussion with the speech and language therapist, observe other colleagues | Through observation and feedback from people with lived experience | (set a clear calendar date, or point in placement for review ‘at the next observation’/ ‘at midpoint’ etc. |
| to be more confident in how she presents during home visits, in terms the current situation and sharing of information | Student will continue to undertake home visits independently and with support, which will build upon her confidence- Student and PE |  |  |
| Student to take more time in case recordings, to ensure they are accurate, detailed and can support informing the assessment | to manage her diary to have an appropriate amount of time -Student and PE | case recordings are to a high standard. |  |

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| Signed (Practice Educator): |  |
| Signed (Student): |  |