**Direct observation template**

Three direct observations to be completed by a registered social worker (at least two of these to be completed by the assessor). These should be planned in advance to enable the NQSW to evidence progressive development in their professional practice over the course of the ASYE.

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| **Name of NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting****of observation** |  |

**Part 1: NQSW completes boxes on and two before observation**

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| **1. Brief background to observed contact between yourself and those in need of care and****Support (max 100 words)** |
| This should be brief. The purpose of this section is simply so the reader has some idea of what will follow. We will be reading about your practice, not the service user’s circumstances.Examples1. *The observed contact will be the third of six direct work sessions to look at anger management, relationships, and school. The service user J is a 14 year old girl who lives with her mother, mother’s male partner and three half-siblings. At the last session J walked out half way through the session as she did not want to talk about a fight she had earlier that day at school.*
2. *The observed contact will be an assessment with GM to plan for discharge from hospital. I will need to assess whether GM has capacity to decide about where she goes and what support she needs. I have met GM twice previously, to build a working relationship and find out how she likes to communicate. Although GM can talk and hear, she likes to have important points written down to help her remember and consider.*
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| **2. Planning for intervention (300-600 words)**Please refer to the guidance document for more information The NQSW and observer should plan the direct observation and agree objectives based on the intervention and the identified areas for development detailed in the critical reflection log and the PDP.1. The NQSW and observer should agree and clarify the role of the observer during the intervention - how will they be introduced and under what circumstances, if any, will they intervene.
2. The NQSW and observer should agree what happens after the observation—how and when will feedback be given, what reports/documents need to be completed by the NQSW and observer and by when.
3. The NQSW should have the opportunity to reflect and comment on the observer’s report (box five). This will provide information and evidence of their progressive development for the critical reflection log.

Please describe not just the tasks of preparation but the skills and knowledge used. Describe the objectives of the intervention and how you planned to achieve them. |
| In this section the common error is to list the processes, without telling us the how you did it, what you found out, how you thought about the information, etc. *e.g. reading the previous records, I found that R had several falls recorded. My instinct was to prevent further falls but I reminded myself that I needed to find out what she thought about this. Many people in ‘Independence Choice and Risk’ said that they would prefer to take risks and remain in their own home.*Think about what knowledge you have and what might be useful.*e.g. HB was only the second person I had worked with who had dementia. I reminded myself of some of the communication tips that I had thought useful on recent training. These included minimizing distractions, positioning myself so that I was level with HB, and using simple language. I looked up Lewy Body dementia on* [*www.patient*](http://www.patient)*. I found that symptoms can fluctuate enormously and can include balance and movement. I decided to be prepared to make several visits to give HB the best chance of participating in the assessment.* Do not forget to be clear about your objectives, both professional and personal. Tell us your plan for the meeting. *e.g. The objective of the visit was to assess needs and risks for L and her baby son. I also wanted to really draw out L’s strengths as she had a lot of criticism from professionals. My plan was:**a. to have a brief conversation about what has gone well over the past month and what she is hoping for today**b. to explain using clear simple language what we are going to do and check that L understands**c. to work through the signs of safety tool at L’s pace, stopping to recognise and reinforce strengths**d. to summarise what we had done in positive and constructive terms**e. to explain clearly what happens next and leave a visual timeline for the service user* |

**NQSW completes box three after the observation.**

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| **3. Reflections on the observed practice (300-600)**Describe how you practiced, including your observations, your thinking and your decision-making. Evaluate and analyse your practice linking to your objectives, your underpinning knowledge, your vales and your use of self.  |
| As with preparation, a common error here is to tell us what you did, so it reads like case notes. You need to tell us ‘how’ you practice. How did you explain, what did you notice, what did you think about that, what did you do next.Examples1. *I tried to explain that I had come to assess H’s needs, but D looked confused. I changed my seat so that I was next to D and apologised. ‘Sorry’ I said ‘I would like to have a chat about how you manage. What you find easy and which things you might need a bit of help with’. D looked relieved. I relaxed and said ‘sometimes we make things too complicated don’t we?’ D laughed and said I wasn’t as bad as some.*
2. *I noticed that whenever I asked questions about the previous concerns, e.g. school attendance, meals, clean clothes, T seemed overly positive, saying things like – ‘no that’s all sorted, we’ve learned our lesson’ but occasionally I noticed glances and nods between her and P. I wondered if I was being overly suspicious or if this could be disguised compliance. I thought I would acknowledge the progress and then try a different approach. I said ‘It sounds like you have really worked hard to get this right.’ I am so pleased that things are working out’. I then asked if I could see B’s bedroom. It was really clean, smelled good and she had school work up on her wardrobe including a recent certificate for being on time every day. I was so pleased that I had not allowed my cynicism to emerge, but I also felt I was right to check.*
3. *I wondered as I was leaving how they had perceived me. Possibly on arrival I may have seemed ‘terribly young’ and by implication inexperienced. I noticed them looking at my top a few times and I wondered if they thought it inappropriate. I think they were reassured that I was able to explain my role and the purpose of my visit in a way that made sense to them. I was conscious to use their words when summarizing so that they knew I had heard them. I tried to use humour on one occasion though and I don’t think that went so well. They laughed but I got the sense that it wasn’t what they expected or wanted from their Social Worker.*
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**NQSW completes box four after reading the observer’s report.**

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| **4. Critical reflection and professional development (300-600)**Bearing in mind the Knowledge and Skills Statement (Adults) 2015 capability level andthe Professional Capabilities Framework have you identified any specific areas for furtherdevelopment? How do you intend to address these? What support do you need? |
| This is a bit confusing - we expect a critical reflection on the feedback that your observer has written. What did you expect, what was a surprise? What have you learned? How will your practice take account in future.Looking back is there anything that you have thought about since? E.g. How does your Social Work knowledge inform your understanding of your practice or of the situation?*e.g. I wondered afterwards whether O and F might have an attachment disorder. Their mother had worked evening and weekend shifts for much of their time at Primary School. Could their ‘bad’ behavior be the only way in which they could demand her attention?*With reference to the observed practice, what knowledge, skills or capabilities do you need to develop further?*e.g. I realized that I could have done more to support K to make the decision for herself. I need to develop a more person-centred approach and a better understanding of the MCA Principle 2 (KSS 2 & 4). I am going to pair up with a colleague who did the MCA training the same time as me to prepare for MC assessments.* |

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| **NQSW signature** |  |
| **Date** |  |