



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh

Regulating Health +  
Social Care Professionals

# Continuing Professional Development Record Templates<sup>1</sup>

## Registrant Profile

Registrant has practised as a social worker for over 5 years. Registrant works in casework and carries some leadership responsibilities in her work with regard to committee work and policy development.

*Please note this record contains 40 credits for illustrative purposes. The required number of credits for CPD Audit is 30.*

1. You must read the [audit guidelines](#) document before completing this record for audit purposes and submitting.
2. It is important that all information identifying any third party must be removed from any records submitted. Do not, under any circumstances, provide information that would enable the identification of a service user.
3. Do **not** attach any supporting documentation with this record.

---

<sup>1</sup> Version issued June 2020



Ag Rialáil Gairmithe Sláinte agus Cúraim Shóisialaigh

Regulating Health + Social Care Professionals

|                    |                                   |                           |             |
|--------------------|-----------------------------------|---------------------------|-------------|
| Name:              | Jane Doe                          | CORU Registration Number: | SW018910    |
| Audit period from: | 1 June 2020                       | Audit period to:          | 31 May 2021 |
| Registration Board | Social Workers Registration Board |                           |             |

| Implement   |   |   | Evaluate & Reflect  |  |
|---|---|---|---|--|
| Date and time spent<br>When did you undertake this learning activity? | Type of Learning Activity<br>What was the name of the activity?   | CPD credits<br>Approx. 1 CPD credit for every hour of new or enhanced learning achieved | Learning Outcome<br>What have you learnt through completing this activity? How have your skills and knowledge improved or developed?  | Impact on practice<br>How have you integrated this learning into your practice? How has this learning made a difference to your capability and performance in your role?   |
| 15, 16 and 17 <sup>th</sup> June 2020 10 am – 4.30pm                  | Core Social Work skills training- (online training and workshops) | 5   | I attended the three-day training to revisit core social work skills. It is essential as a frontline worker with service users to enhance my assessments and to help me engage service users to participate in assessment process and devise person centred case plans. Also, as a supervisor of students on placement it is key to be refreshed and updated on core skills and the application of these to offer adequate supervision and assess the student's achievement of CORU's standards of proficiency. During training over the three days, I was challenged on my application of and the effectiveness of my core social work skills. It helped me identify the gaps in my practice in the application of these | <ul style="list-style-type: none"> <li>I will use this learning to help develop my relationships with the service user. To be able to hear the Service users' perspective and assist in the co-construction of case plans for better outcomes for service users.</li> <li>It will support me in the supervision of students in identifying and assessing the use of core social work skills with students on placement. Plan to hold supervision sessions with specific time allocated to the application of core social work skills and identifying these in our work with service users.</li> <li>Reported back in team meeting on my learning from the three days to create discussion around applying the</li> </ul> |



|   |  |          |  |   |
|---|--|----------|--|---|
|   |  |          | <p>skills to assess and meet the service users' needs.</p> <p>Learning outcome:</p> <ol style="list-style-type: none"> <li>1. Demonstrated and established new ways of working via peer discussions and workshops over the three days</li> <li>2. Developed my application of core skills in working with service users to co-construct their case plans and take action to make change.</li> <li>3. Enhanced my skills as a practice teacher that will provide better placements for student social workers. I have built confidence in my ability to evidence a student's achieving the Registration Board proficiencies s and assess a student's meeting those requirements.</li> </ol> | <p>learning and identify further learning needs for the team to enhance service users' experiences.</p>   |
| <p>22<sup>nd</sup><br/>February<br/>2021 – 11 –<br/>12.30pm</p> | <p>Formal<br/>Supervision-<br/>case<br/>discussion</p> | <p>1</p> | <p>Concern arose regarding a service user with possible cognitive impairment and their capacity to sign the consent form for me to liaise with other services. This led me to then query the service users' level of understanding regarding the implications of my assessment and my</p>  | <ul style="list-style-type: none"> <li>• Developed framework based on my new learning that I can use to asses a service user's capacity to engage and identify a need to refer for full assessment for a cognitive impairment.</li> </ul> |



|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | <p>ability to carry out my role to uphold the service user's right to participate fully in the decision-making process. Increasingly service users have been presenting with possible cognitive impairment resulting in an ethical dilemma between two core social work principles of respecting a services user's autonomy, ensuring their human rights are not violated and protecting service users from harm. All social workers are ethically and legally obliged to be aware of new developments and legislation regarding decision making capacity. Discussion led to me recognising my need to confidentially identify and address such concerns. During which we identified other Adult Social Work Services and Mental Health Services personnel that could assist me in developing my skills and give me better assessment guidelines in assessing a service user understanding of consenting and ability to fully participate.</p> <p>Learning outcome:</p> <ol style="list-style-type: none"><li>1. Links with the Adult Social Work Services in my area and named professionals were identified.</li><li>2. Identified my need to be able to assess a service users' capacity to understand to enhance my practice</li></ol> | <ul style="list-style-type: none"><li>• Established links with other services to assist in working with service users and to ensure my compliance with the Assisted Decision Making (Capacity) Act 2015 and uphold social workers professional code of conduct and ethics.</li><li>• I have identified and applied for training on the Assisted Decision Making (Capacity) Act 2015 to further enhance my learning in this area.</li><li>• Recommend to the Learning and Development sector via my line manager in my agency the need for staff be informed and trained to comply with the Assisted Decision Making (Capacity) Act 2015</li></ul> |
|--|--|--|--|---|



|   |   |   |  |  |
|---|---|---|--|--|
|   |   |   | and comply with Assisted Decision Making (Capacity) Act 2015 and the Social Workers Registration Board Code of Professional Conduct and Ethics   |  |
| 13 <sup>th</sup> Jan 2021,<br>17 <sup>th</sup> Feb 2021 and<br>15 <sup>th</sup> March 2021<br><br>10.00am to<br>12.30pm | Membership of Professional network on the Homeless Action Team. | 6 | <p>Attended for Presentation on Housing First and assisted in the development of the process for Housing first applications in my County Council Area<br/>Contributing to the policy and practice of this new initiative within the county.<br/>Contributed to the development of the Housing First Service by inputting the needs of my agency's service users and advocating on their behalf.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Developed my knowledge and challenged views and beliefs on who would meet the threshold to need a wraparound service with housing.</li> <li>2. Developing policy and practice with a social work perspective.</li> <li>3. Enhanced my skills to engage with an inter-professional action group, to actively contribute and advocate for service users.</li> <li>4. Highlighted the effectiveness of inter-agency communication and co-operation in solving social</li> </ol> | <ul style="list-style-type: none"> <li>• Presented on Housing First Service at my team meeting to assist service users in our agency struggling with housing issues and complex needs.</li> <li>• Identify service users in my caseload suitable for Housing First applications and discuss this with them with confidence and knowledge.</li> <li>• Assist in the completion of the application and identified other homeless agencies in the area to assist service users in my agency.</li> <li>• Assist my colleagues in identifying service users in their case load that could benefit from this service.</li> </ul> |



|   |   |   |  |  |
|---|---|---|--|--|
|   |   |   | problems for service users and communities.  |  |
| <p><b>Activity 1.</b><br/>10<sup>th</sup> April<br/>2021<br/>9.30am to<br/>10.30am</p> <p><b>Activity 2.</b><br/>5<sup>th</sup> May<br/>2021<br/>9.30am to 1<br/>pm</p> <p><b>Activity 3</b><br/>20<sup>th</sup> May<br/>2021 2.00-<br/>430pm</p> | <p><b>Activity 1.</b><br/>Team<br/>meeting</p> <p><b>Activity 2.</b><br/>Agency<br/>training<br/>Session</p> <p><b>Activity 3.</b><br/>Supervision<br/>prep and<br/>attendance at<br/>supervision</p> | 4 | <p>Within social work it is important to keep up to date with theory, and research to support me in the delivery of social work services that is accountable. Agency introducing new case weighting model to be able to manage work and deliver a social work agency that produces better outcomes for service users in line with agency's remit.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Challenged my ways of how I prioritised my interventions and work to meet the needs of service users.</li> <li>2. Developed my knowledge in Using a new research-based framework supported by social work theory of risk need and responsivity to weight and prioritise intervention. Therefore, supporting me in my work to deliver an equitable service to service users that is evidence based and have better outcomes.</li> </ol> | <ul style="list-style-type: none"> <li>• At team meetings I provided feedback and have contributed to ways in which we can support each other to apply this model in a timely way to ensure that service users in our area receive a quality evidence-based service.</li> <li>• I Used supervision to review my application of the model and ensure accountability and governance.</li> <li>• Measure the quality of the application of this model for my service users by reviewing case management plans for outcomes and gave upward feedback to my agency via supervision and at team meetings, helping in the delivery of a social work service based on outcomes.</li> </ul> |



|  |  |          |   |  |
|--|--|----------|---|--|
| <p>20<sup>th</sup> August<br/>2020 – 2<br/>hours</p> | <p>Critical<br/>incident –<br/>reflection on<br/>my practice</p> | <p>2</p> | <p>Referred and advocated for placement in accommodation for service user with mild learning difficulties, personality disorder and chaotic lifestyle. A serious issue was brought to my attention by the service that raised concerns regarding the appropriateness of this placement for this specific service user. As a result, I realised that this accommodation could not be used and I was required to source alternative accommodation. This was challenging as I needed to communicate with the service user why we needed to source alternative accommodation. I realise if I had taken time to confirm/ensure the suitability of accommodation prior to taking action this may have been avoided.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Importance of re-reading files/records prior to taking action.</li> <li>2. Documenting risk of harm issues clearly on files/records for other social workers to clearly see.</li> <li>3. Having easy access to files/records to review particularly in a crisis/emergency situation.</li> </ol> | <ul style="list-style-type: none"> <li>• Ensuring that I have the file reviewed in advance of working with service user even in a crisis situation</li> <li>• Recommend that our agency has in place access available for staff to review files and critical information quickly and easily particularly for risk of harm issues. I fed back the incident at a team meeting and Senior line manager to feed back to agency for practice and policy development.</li> <li>• Signed up for record writing training.</li> <li>• Applying the use of bold writing to highlight key issues relating to issues of harm in case summary followers.</li> </ul> |
|--|--|----------|---|--|



| Implement   |   |   | Evaluate & Reflect  |  |
|---|---|---|---|--|
| Date and time spent<br>When did you undertake this learning activity? | Type of Learning Activity<br>What was the name of the activity? | CPD credits<br>Approx. 1 CPD credit for every hour of new or enhanced learning achieved | Learning Outcome<br>What have you learnt through completing this activity? How have your skills and knowledge improved or developed?  | Impact on practice<br>How have you integrated this learning into your practice? How has this learning made a difference to your capability and performance in your role?   |
| 16 <sup>th</sup><br>September<br>2020 – 2.5<br>hours                  | Multi agency case<br>review/conference                          | 2   | <p>In line with the Irish Association Social work code of practice, I consulted with others with a bon fide interest in meeting the needs of the service user. I had a case working with a very vulnerable service user who presented with complex needs/behaviours. At a case conference involving a broad range of professionals and services involved with this service user, such as child protection, Gardaí etc, it was identified that the behaviours displayed could be under the psychopathy test.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. I realised that the inter-professional nature of a case conference ensured the appropriate sharing of information, each agency had something to contribute whether it was identification of behaviours</li> </ol> | <ul style="list-style-type: none"> <li>• I have read further on psychopathy testing and applied this to my assessments in complex cases.</li> <li>• I have the knowledge and insight now to make an evidence-based case to my organisation for such an assessment to be completed for a service user.</li> <li>• I have identified a service that can complete psychopathy assessments.</li> </ul> |



|  |   |   |   |  |
|--|---|---|---|--|
|  |   |   | <p>displayed, past engagement with services or specialist knowledge.</p> <ol style="list-style-type: none"> <li>2. It provided an enhanced understanding of the presenting behaviours that will allow better planning to meet the service user's needs.</li> <li>3. This case discussion gave me an insight into possible traits of psychopathy to identify in my future assessments.</li> </ol>  |  |
| 15 <sup>th</sup><br>October<br>2020- 1<br>hour | Peer discussion<br>and reflections on<br>critical incident. | 1 | <p>During an interaction with a service user I was accused of being judgmental and not taking on board their story. Afterwards I debriefed with colleague and reflected on the interview with service user. During which we informally used the 4 stage model of reflection construction, deconstruction reconstruction and reflection. Social workers must be critically reflective to ensure an anti-discriminatory practice is delivered. The application of reflective questioning with a work colleague can positively affect my practice, it helped me think very differently, challenge my agenda, and most importantly, made me think about what factors influence the way I feel/think/respond to situations and how this can materially change the quality of</p> | <ul style="list-style-type: none"> <li>• The activity highlighted the need for me to take time and check in with my attitude before entering a session/interaction with a service user. Going forward I allowed more time between service user meetings to minimise any pre agenda interfering with the quality of service provided.</li> <li>• I read chapter on Person Centred approach by Carl Rogers to refresh my knowledge and ability to display respect, empathy, genuineness and unconditional positive regard to service users.</li> </ul> |



|                                      |                           |   |  |  |
|--------------------------------------|---------------------------|---|--|--|
|                                      |                           |   | <p>working relationship with service users and their experience.</p> <p>Learning outcomes:</p> <ol style="list-style-type: none"> <li>1. My need to prioritise the service users needs in the moment over the need for me to complete my work and being in a 'just doing' mode.</li> <li>2. That I had entered the session with an agenda and challenged me to consider my approach to sessions with service users.</li> <li>3. This activity helped me see different viewpoints to the interaction and challenged me to review my use of questioning and to refresh my active listening skills, display empathy and use of open-ended questions in building relationships with service users and completing my assessments.</li> <li>4. Identified my need to reflect on 'practice in action' to minimise any harm to the social worker-service user relationship.</li> </ol> |  |
| 25 <sup>th</sup><br>November<br>2020 | Free online<br>Eventbrite | 1 | Was delivered by a social worker working in Ireland presenting her lived experiences of racism as a past service user and as a   | <ul style="list-style-type: none"> <li>• Apply the new learning in my interaction with service users and work colleagues by being able to</li> </ul> |



|                                    |   |          |   |   |
|------------------------------------|---|----------|---|---|
| <p>12.30pm – 1.30pm</p>            | <p>Webinar on Racism</p>  |          | <p>practitioner within social work agencies. The recent Black Lives Matter movement has inspired me to become more cultural aware in my practice.<br/>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Challenged my views and assumptions on acts of racism and to be able to recognise some of the modern-day experiences of racism.</li> <li>2. Identified further links and books to enhance my learning in this area.</li> </ol>   | <p>identify their lived experiences through my new knowledge.</p> <ul style="list-style-type: none"> <li>• To be able to identify exploitation and discrimination based on race for my service users and advocate for change.</li> </ul>  |
| <p>Dec 2020<br/>Multiple hours</p> | <p>Influencing a policy change to respite care in my organisation</p> | <p>3</p> | <p>I have learnt about how you can influence policy at different stages of development. In this case, first of all, I brought the need for a policy change to how we organise respite care up at a team meeting. This led to the Principal social worker initiating a review of the policy. I read an article on how to influence policy at different points of a lifecycle and identified two areas where I could be influential: 'framing the issue' to identify what the problem with current respite policy is and 'Implementing' - volunteering to assist with the implementation of the policy by talking to respite carers and social workers about the changes.</p> | <p>I recognise that as a social worker, I can and should see part of my role as influencing policy either in the organisation or more widely. I now see it is part of my practice, as a caseworker, to connect this work with wider policy issues.</p> <p>This learning can make a difference as I am more able to identify policies that are negatively impacting on individual cases and I now understand the idea of policy lifecycle to be able to influence this by my own direct actions or by bringing it to my managers attention.</p> <p>This means I am more likely to be able to achieve positive outcomes for change, not</p> |



|                               |   |                     |   |   |
|-------------------------------|---|---------------------|---|---|
|                               |   |                     |   | only for individual clients but others equally affected by the policy.  |
| December 2020<br><br>10 hours | Reading a novel (The Beekeeper of Aleppo by Christy Lefteri) about a family moving from Syria to UK as refugees | 1                   | This novel gave a really in-depth insight into the thoughts, feelings and actions of one family trying to move from Syria to the UK as asylum seekers. It reminded me of the intense experience people have, full of danger, pain, threat as well as hope and kindness on the journey. It especially reignited my empathy for those experiencing this arduous journey, sometimes through 5-6 countries to get to their destination and made me critically aware of how rarely those who arrive as asylum seekers or refugees get to tell their story. | By being more alert to the importance of pausing to empathise with persons who are asylum seekers and refugees, to look in particular for the individual experience and to remember, no matter what task is being done, to take time to ask: what happened to you? Can you tell me your story? How did you get here?<br><br>This learning makes a difference to my capability as often we tend to generalise about certain groups and while it is expected that Social Workers always show empathy and individual concern, you need to be reminded of it. This novel raised by awareness in a way that really impacted on me and thus reaffirming my own values and approach in work. A direct output is that I plan longer time with families who are refugees and asylum seekers to hear stories, take time for translation if needed and to appreciate the enormity of the journey they have made often to difficult situations in this country. |
| Sept to December 2020         | Practice Teaching   | 10 (experienced PT) | I have learnt the importance of constantly updating and implementing my knowledge as a practice teacher. This was my third student who was very competent and   | I now have a more systematic approach to application of methods in practice based on this work that I apply in my own casework and will use in future practice teaching.  |



|  |  |  |  |   |
|--|--|--|--|---|
| <p>14-week student placement with weekly supervision</p> |  |  | <p>easily took to the placement. I decided I needed to expand their learning to maximise their performance and I put a focus on them implementing and evaluating specific practice approaches in their work. We chose person centred planning (PCP) as the focus for this method. I looked up new research on this and found models that include evaluation of practice. In supervision, I created a slot each week to work with the student on planning, implementing and evaluating this method in a systematic way. This included writing a brief summary of the literature and we looked up together how to explain methods to service users so they know what approach we are taking. We contacted one researcher who critiqued the PCP model and learnt from their work the importance of doing PCP within an ecological context.</p> <p>From this, my skills in practice teaching have improved as I developed a very systematic way to help a student learn, apply and evaluate a method using good research skills and engaging service users, not only in the 'receipt' of the approach but in the review and evaluation of it also.</p> | <p>I now inform service users of the method I am using and I write them a summary of this for their information. When I evaluate service user experiences, I include a question about the method we used and how it could have been improved. I also discuss this with colleagues and other students in my agency and others have started to also take this approach.</p> <p>The experience has left me more open to the idea of writing up this work also, I am not sure how to do this but I now recognise the importance of this in practice that informs my future learning (see below)</p> |
|--|--|--|--|---|



|  |   |                                     |  |   |
|--|---|-------------------------------------|--|---|
| <p>Jan- March 2021 1 hour every 2 weeks.</p> | <p>Reflection in Supervision that resulted in decision to look up and apply a new theory/method -</p> | <p>4 – work over period of time</p> | <p>I looked up approaches to trauma informed practice. I had not studied this area in college. My learning outcomes were:</p> <ul style="list-style-type: none"> <li>• Understanding of the impact of trauma on service users.</li> <li>• Awareness of specific methods of intervention that can be used in relation to trauma informed practice.</li> <li>• Specific knowledge of research carried out in Ireland about trauma informed training for foster carers.</li> <li>• Updated skills in looking up, reading and applying new theories for practice.</li> </ul> | <p>The impact on practice is as follows:<br/>I am now much more aware of the impact of trauma in different contexts and I discuss this more with colleagues and with service users. I have realised the importance of keeping up to date with theory and new methods. I have asked my supervisor to continue to keep this theme on the agenda for supervision and I intend to identify further new theories and methods to focus on for my future work. I am more aware of the importance of explicitly linking theory to practice. While I do this implicitly every day, I realise the importance of being more explicit in both my conversations with colleagues and with people I am working with.<br/>One major change to my practice is that I now discuss the methods I am considering using with people I am working with to help them to understand the perspective I am coming from. I also openly share short summaries of trauma informed practice with service users when I am using this method.</p> |
|--|---|-------------------------------------|--|---|



| Review  | Plan   |
|---|--|
| <b>What do I want or need to learn in the next 12 months?</b>   | <b>What learning activities will I do to achieve this in the next 12 months?</b>   |
| I have identified and applied for training on the Assisted Decision Making (Capacity) Act 2015 to further enhance my learning in this area. | I will specifically seek out opportunities for applying my learning in relation to Assisted Decision Making (Capacity) Act 2015 including attendance at webinars, review of resources on the SCIE website and discussion in supervision  |
| Re Racism Webinar Identified further links and books to enhance my learning in this area.   | I want to expand my confidence in addressing issues of race and ethnicity in practice. My plan is to create opportunities for dialogue and discussion e.g.in supervision, possibly a team book club to discuss relevant literature, attendance at one webinar at least during the year.                              |
| Challenges and opportunities relating to multi-disciplinary practice  | I want to expand my knowledge to inform my practice teaching specifically relating to more critical understanding of MDP. I plan to make connections with colleagues from other disciplines at work to explore how we could do some joint CPD sessions around understanding professional roles and responsibilities. |



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh

Regulating Health +  
Social Care Professionals

I, the undersigned, certify that the information contained in this Record of CPD Activities is correct in all respects.



Signature

16 June 2021

Date

SW018910

CORU Registration Number

15

Total Number of Pages