Continuing Professional Development

Record Templates[1]

Registrant Profile

This registrant has over ten years' experience as a social care worker and is currently working as a Team Leader.

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

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1. Please quote your individual CPD Reference Number in all correspondence with CORU.
2. You must read the audit guidelines document before completing this record for audit purposes and submitting.
3. 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.
4. Do **not** attach any supporting documentation with this record.
5. A typed signature is not deemed complaint. If you have no access to a printer, please send a picture of your actual signature.

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[1] Version issued May 2023

Name:	Jane Doe	CORU Registration Number:	SCW0123456
Audit period from:	1 December 2022	Audit period to:	30 November 2023
Registration Board	Social Care Workers		

Implement			Evaluate & Reflect	
Date and time spent When did you undertake this learning activity?	**Type of Learning Activity** What was the name of the activity?	**CPD credits** Approx. 1 CPD credit for every hour of new or enhanced learning achieved	**Learning Outcome** What have you learnt through completing this activity? How have your skills and knowledge improved or developed?	**Impact on practice** How have you integrated this learning into your practice? How has this learning made a difference to your capability and performance in your role?
13 December 2022 10am-4pm	Introduction to Motivational Interviewing Training Course	5	Improved understanding of strengths based approaches to intervention with service users. Attained basic knowledge of core Motivational Interviewing strategies. Reflected on my own approach to engagement with clients and limitations of traditional confrontational approaches to problem recognition.	Since completing the course I find myself using more positive language with clients and being aware of opportunities to allow greater levels of direction from clients in key working sessions. I use the 'rolling with resistance' strategy frequently with clients and occasionally with members of the staff team I lead.
January 2023	Drafted a revised/ updated organisational policy on responding to	2	Reviewed current approaches to de-escalation and engagement with people in crisis. Reviewed HIQA guidance document on restrictive practices and adapted points to a Supported Temporary Accommodation service. Engaged with	I have reflected on the overall physical environment within which the service operates and the extent to which elements of our physical environment might contribute to behaviours which challenge- We have introduced some minor changes with a view

	behaviours which challenge.		Staff team across two team meetings to initially gauge staff perspectives on our current policy on behaviours which challenge and then to present a draft of the final policy for feedback and amendments prior to sign off.	to some more significant changes to physical infrastructure if funding can be approved. I have tried to role model the use of less restrictive practices and attempted to be more creative in my response to service user behaviours. I have amended my approach to debriefing after significant events to reflect feedback from staff regarding the potential impacts of these events on staff.
16 January, 24 April and 17 July 2023	Member of Education Advisory Group – Social Care Ireland	3	Developed insight and understanding regarding best practice in providing organisational supports for students on practice placements. Participated in an evaluation of current practices around preplacement induction and orientation for practice placement students in social care settings. Reviewed practice placement assessment documentation from our local education provider.	Participation in this learning activity has largely impacted my approach to practice placements for social care students and the need at an organisational and individual level to formalise and streamline our practices related to induction and orientation. Documents shared by other EAG members were very useful in terms of demonstrating how to ensure basic supports are in place for all students on practice placement for the initial commencement of practice placement. I have adopted a checklist for practice placement students coming to our setting and developed a basic induction pack for all students which outlines set activities for all students to complete as part of an induction process. I have added planning for student placements as a standing point on our staff

					meeting agenda to ensure staff are fully involved in the process around bringing student in on practice placement.
1st and 2nd March 2023	Supervision Theory & Practice In-person (1 day) 9.30am to 4.30pm with 1 hour break	6		As a relatively new Team Leader supervising practitioners for the first time, I got a lot of benefit from exposure to other professionals active in the area of Social Care supervision. One of my main challenges as a supervisor is trying to ensure that a reflective space is created for supervisees, while attaining the organisational goals of supervision. These goals can be very task based which impacts on the sessions to be truly reflective. I feel the content of the course and the shared knowledge of my peers in attendance have given me good insight of how I can better integrate the two approaches. I achieved the goal of refreshing my academic knowledge of the various theories of reflection in use in Social Care. Learning Outcomes:	I am currently engaging with my own supervisor on an ongoing basis on how we can improve this aspect of supervision. We set aside time to explore and role play approaches to delivering reflective supervision on a regular basis, using specific scenarios that occur in practice. We are currently exploring how the power imbalance affects the sessions, so I am trying to incorporate this awareness into my own supervision sessions so that a safe, confidential space is created for my supervisees.

			• Updated information on the models currently in regular use in supervision sessions • Better ability to create reflective space within task based supervision	
20 and 27 May 2023	Equality, Diversity and Inclusion Training (online training) 10am to 12 noon, both days.	4	My employer asked me to source and attend this training as I had been pointing out in team meetings that I felt our work as an organisation in this area could be improved. Having attended the training. I was also aware that it had been some time since I engaged with this area of practice following my qualification from Social Care. I feel I am now equipped with up to date information that I can use to assist our organisation in developing an up to date policy to replace our current one which is very outdated. I also feel I have the language and the knowledge to support my colleagues to develop better practices in this area, particularly around inclusion. It has been really helpful to acquire new information around the various pieces of legislation in this area. Learning Outcomes:	It has particularly helped me to professionally challenge poor practice my team and I have observed when advocating for our service users, particularly with some of our statutory partners where training in Social Care may not be as prominent. I am certainly more confident in identifying where structural barriers exist that may be preventing service users from getting the appropriate levels of service or response from agencies. I feel my own organisation is making progress in reaching the required standard, and that I can now be a positive agent of change in this with my new knowledge. I feel better equipped to engage with service users who be experiencing issues in this area, and to listen more carefully for signs of it that may not be apparent to them already.

				• Updated knowledge on EDI legislation • Improved awareness of barriers to access in the community of services	
June 23 12-2pm	HIQA learning Hub Guidance on communication with children Video and reading material	2		These guidelines helped with understanding that's children have a right to clear and child-centred communication that reflects their attention and interest. Children at different stages of development have very different needs and interests and learn in different ways. I learned that Plain English is a style of presenting information that helps someone understand it the first time they read or hear it. It is a more effective way of writing and speaking. I learnt that Effective communication in plain English is a key element in the provision of high quality and safe services. By communicating in plain English, children and families know what to expect of services, good outcomes are promoted and children's satisfaction and experience of care is improved.	1. Improved ability to communicate with children in plain and understandable language. 2. Increased understanding of the importance of clear communication in building relationships with children and their families. 3. Enhanced skills in engaging children in conversations and actively listening to their needs and concerns. 4. Improved ability to explain medical or social care procedures to children in a clear and age-appropriate manner. 5. Increased knowledge of different communication methods and strategies that can be used to effectively communicate with children. 6. Enhanced understanding of the specific communication needs of children with disabilities or special needs. 7. Improved ability to provide information and support to families in a clear and understandable way.

					8. Enhanced skills in building rapport and trust with children and their families through effective communication.
9 July 2023 9:00 – 11:30am	Fundamentals of GDPR	2		This course provided detailed information on GPDR legislation and requirements. It covered the seven key principles set out in Article 5 that underpin general data protection: • Lawfulness, fairness and transparency • Purpose limitation • Data minimisation • Accuracy • Storage limitation • Integrity and confidentiality (security) The course allowed me to explore the practicalities of applying this legislation to my daily work practice. I have a better understanding of my statutory responsibilities with regard to data protection, and as a social care worker, feel more equipped to reflect this legation in my daily work.	This course gave me a better understanding of my responsibilities in relation to GDPR in the workplace. As a frontline worker this course increased my awareness of confidentiality and security of data that I come across on a daily basis.

| 14 and 15 Oct 2023 | CPI-Safety interventions verbal course | 14 | This course taught me how to recognize signs of distress and gain an understanding of a broad range of tools to help intervene early to prevent conflict and escalation of crisis.
I gained a clear understanding of how to use the right skills at the right time to effectively de-escalate conflict as it arises so that a behavioral crisis does not occur. | Impacts from completing the course:
1. Improved ability to recognize potential warning signs and intervene early to prevent aggressive behaviour.
2. Increased effectiveness in de-escalating and diffusing tense situations using verbal techniques.
3. Enhanced communication and conflict resolution skills not only in professional settings but also in personal relationships.
4. Heightened awareness of the importance of empathy, active listening, and nonverbal communication in maintaining a safe and calm environment. |

Review	Plan
What do I want or need to learn in the next 12 months?	What learning activities will I do to achieve this in the next 12 months?
Identify current approaches and best practices around care planning and intervention for service users in STAs.	Attend a minimum of one relevant conference which covers evidence of best practice around care planning and intervention. Identify two recently published journal articles for review which address best practice in care planning and intervention for service users in supported temporary accommodation.
Better time management skills – to ensure required daily tasks are completed prior to leaving the office.	Complete LinkedIn online course in time management and implement basic strategies such as setting aside a blocked period of 30 mins every morning for email communications.
I would like to add more training to my portfolio that looks at the needs of the LGBTQi communities who use homeless services. As with training I have done this year, I do feel this is an area I can help improve my organisations work if I bring my knowledge and awareness up to date.	Sourcing and attending one full day specific training will be a good start. I intend to seek out peers in my own organisation or elsewhere that may have experience in this area to consult with.

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

06/12/2023

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Signature   **Date**

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CORU Registration Number   **Total Number of CPD Credits**