

Capacity Development Training Program – Specialised Competencies (May 2012 (15/05/12))

The specific specialised competencies identified are indicative (rather than definitive or prescriptive), and subject to change through discussion and negotiation with national project experts, project key experts and consultant trainers.

The *Capacity Development* Training Program is based on 90 minutes (1 ½ hours) training sessions, with 3 or 4 sessions to be conducted in a single training day. A typical training group comprises 20-25 participants.

Social Work Focus (SWF)

| Focus | Skill-set | N ^o of Training Sessions (90 mins each) | Specific Competencies |
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| Social Work Focus (SWF) | Conceptualise & articulate the role of Social Workers & different occupational levels, within 'modernised' social services | 1 <i>(with National Project Expert support)</i> | <ul style="list-style-type: none"> – articulate the purpose, role & function of social work in aged or disability support – identify, define & articulate the related, but different occupations of 'social work' & 'social-care', – identify & describe the different occupational levels of social work, – define & articulate the relationship between of social work & other social services occupations (convergences & divergences). |
| | | 1 National Project Expert <i>(with NKE support)</i> | <ul style="list-style-type: none"> – identify & articulate the role, tasks & activities of a 'social worker' in home-care services & Territorial Social Services Centre (case work, counselling & problem-solving, information giving, group work, advocacy, community work, case management & assessment, multi-disciplinary collaboration, referral, etc.), – Strategise the performance of social work in home-care services & Territorial Social Services Centre, – identify the difficulties & problems encountered in performing social work, – Strategise the management of difficulties & problems encountered in performing social work. |
| | Apply Social Model & approach to Aging & Disability to Social Work | 1 <i>(with National Project Expert support)</i> | <ul style="list-style-type: none"> – articulate the key elements of the Social Model & approach to Aging & Disability (remember, the Social Model does not preclude the appropriate use of medical (or specialist) interventions or treatments for correction, amelioration or management of impairments), – Identify personal attitudes & values to Aging & Disability, – identify & articulate the implications of the Social Model & approach to social work in aged or disability support work, – strategise the application of the Social Model & approach to social work in aged or disability support. |
| | Conduct a basic interview (a structured & guided communication process to obtain information) | 2 | <ul style="list-style-type: none"> – Articulate the purpose & function of an interview, – Perform basic interviewing competencies, including appropriate use of communication competencies – define the purpose of the interview, & the scope of information to be obtained, – establish an appropriate interview climate, – form an appropriate relationship, – Attending skills, |

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| | | | <ul style="list-style-type: none"> - Active listening skills, - use of 'open' questions (for general information), and - use of 'closed' questions (for confirmation & specific information). |
| | Undertake basic personal counselling | 3 | <ul style="list-style-type: none"> - Describe the 'helping' continuum, (supportive conversation-> information giving -> advising-> helping-> basic personal counselling-> personal counselling-> psycho-therapy-> intensive therapy) - locate basic personal counselling within the 'helping' continuum, - articulate the purpose & function of basic personal counselling, - Identify essential differences between Interviewing & basic counselling, - describe the 4 phases of the basic counselling process <ul style="list-style-type: none"> - form an appropriate relationship, - identification of the issues - facilitating Positive Action - evaluating & terminating the relationship, - establish an appropriate counselling climate, - form an appropriate counselling relationship, - use of basic counselling skills <ul style="list-style-type: none"> - Attending skills - Active listening skills - Following skills - Questioning skills (using 'open' & 'closed' questions) - Reflecting skills <ul style="list-style-type: none"> ▪ Reflecting feelings ▪ Reflecting content & Paraphrasing ▪ Reframing issues ▪ Summarising - using non-verbal communication skills in the basic counselling process, - identify the characteristics of effective counsellors, - developing capabilities of self- reflection & self-awareness |
| | Conduct a basic Psycho-social assessment | 1 <i>(with National Project Expert support)</i> | <ul style="list-style-type: none"> - articulate the purpose & function of a basic Psycho-social assessment, - identify domains forming a basic Psycho-social assessment (physical, psychological, emotional, social development, education, communication, health, self-management & self-care capabilities, etc.) - Psycho-social Assessment 3-dimension (eg OPM Framework based on Common Assessment Framework (UK));- conducting a fair, basic psycho-social assessment & psycho-social history, - engaging the client & their 'significant others' (parents,& family members/ spouse, & children/ other specialists) in the Psycho-social assessment, - form appropriate relationships for conducting a basic Psycho-social assessment. - Prioritise client Needs; |
| | | 1 National Project Expert <i>(with NKE support)</i> | <ul style="list-style-type: none"> - conducting an audit of client capabilities & capacities - preparing a client family geno-gram, - preparing a client socio-gram, - preparing a client Significant Life Events Timeline, |

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| | | 1 National Project Expert (with NKE support) | <ul style="list-style-type: none"> - use of standard basic Psycho-social assessment tools & documents (service organisation & OPM-produced), - preparing & presenting a Psycho-social assessment report (written & oral) |
| Prepare a basic social work Case Plan | | 1 | <ul style="list-style-type: none"> - Articulate the purpose & function of the social work case plan, - identify & articulate the components of a social work case plan (including Action Plan), - engaging the client in the case-planning process, - using the findings of the psycho-social assessment to inform the social work case plan, - specifying & prioritising client needs, - securing commitment to the social work case plan. |
| | | 2 National Project expert (with NKE support) | <ul style="list-style-type: none"> - prioritising client needs, - use of standard documents to prepare a social work case plan (service organisation & OPM-produced), - securing commitment to the social work case plan, - implementing the social work case plan. |
| Undertake social work Key work | | 1 National Project expert (with NKE support) | <ul style="list-style-type: none"> - define & articulate the role, purpose & function of the social work Key work - identify major activities of the social work Key Worker, - strategise the conduct of major activities of the social work Key Worker, - strategise the adaptation of the major activities of the social work Key Worker to suit particular (specific) client characteristics. |
| Facilitating social participation | | 2 (with National Project Expert support) | <ul style="list-style-type: none"> - articulate the definition & scope of social participation, - identify & articulate the reasons (importance, value & benefits) for promoting the social participation of clients, - Main approaches for facilitating social participation, (reducing barriers (physical, psychological, emotional, social & cultural); developing capabilities; & creating opportunities) - Articulate the role of the Social worker in promoting & facilitating social participation - identify the social work activities for promoting & facilitating client participation in the life & activities, - strategise the promotion & facilitation of client participation. |
| | | 1 National Project expert (with NKE support) | <ul style="list-style-type: none"> - facilitating & maintaining family contact & visitation, - promoting & facilitating participation in the life & activities of the client's family, social network & community |
| Keep & maintain appropriate Social Work documentation | | 1 National Project expert (with NKE support) | <ul style="list-style-type: none"> - identify & articulate requirements of appropriate Social Work documentation, - identify social work documentation requirements, - identify standard social work documentation requirements, - undertake standard social work documentation |
| Review of training topics | | 1 National Project | <ul style="list-style-type: none"> - Summary & Review of learning points & key messages |

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| | | expert (with NKE & Key Expert 2 support) | |
| | Testing of competencies | 1 National Project expert (with NKE & Key Expert 2 support) | – Assessment of learning & competencies gained |
| | Sub-TOTAL | 21 | |
| | TOTAL | 42 | |

| Social Work | | |
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| 1 | Introduction | 2 |
| 2 | General competencies | 19 |
| 3 | Specialised Social Work competencies | 21 |
| TOTAL | | 42 |

Social-care Focus (SCF)

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| Social-care Focus (SCF) | Conceptualise & articulate the role of Social-carers & different occupational levels, within 'modernised' social services | 1 (with National Project Expert support) | <ul style="list-style-type: none"> – articulate the purpose, role & function of social-care in aged or disability support – identify, define & articulate the related, but different occupations of 'social-care' & 'social work', – identify & describe the different occupational levels of social-care work, – define & articulate the relationship between of social-care & other social services occupations (convergences & divergences). – identify & articulate the role, tasks & activities of a 'social-carer' social-care in institutional aged or disability residential-care (promoting & supporting independence & self-management, facilitating participation, providing personal care, teaching & supporting self-care capabilities). |
| | Apply Social Model & approach to Aging & Disability to Social-care work | 1 | <ul style="list-style-type: none"> – articulate the key elements of the Social Model & approach to Aging & Disability (remember, the Social Model does not preclude the appropriate use of medical (or specialist) interventions or treatments for correction, amelioration or management of impairments), – Identify personal attitudes & values to Aging & Disability, – identify & articulate the implications of the Social Model & approach to social-care work in institutional aged or disability residential-care, – strategise the application of the Social Model & approach to social-care work in institutional aged or disability |

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| | | residential-care. |
| Undertake a social-care assessment | 1 | <ul style="list-style-type: none"> – articulate the purpose & function of a basic social-care assessment, – identify domains forming a basic-social-care assessment (self-care functioning & capabilities, personal-care needs, participation capabilities & needs) – form an appropriate relationship for the conduct of a basic social-care assessment, – conducting a fair assessment of self-care & participation functioning & capabilities; & personal-care needs) |
| | 1 <i>(with National Project Expert support)</i> | <ul style="list-style-type: none"> – engaging the client & their ‘significant others’ (parents, family/ spouse, children/ aged or disability residential-care staff) in the basic social-care assessment, – use of standard basic social assessment tools (OPM tools, Social-care Needs Assessment, Bartel tool, components of the Canadian Occupational Performance Measure (COPM) – identify the difficulties & problems encountered in conducting a social-care assessment, – Strategise the management of difficulties & problems encountered in conducting a social-care assessment. |
| Prepare a social-care plan | 1 | <ul style="list-style-type: none"> – articulate the purpose & function of a social-care plan, – identify & articulate the components of a social-care case plan, – engaging the client in the case-planning process, – specifying & prioritising client needs, – integrating individualisation & personalisation of personal care tasks into the social-care case plan, – use of standard documents to prepare a social-care plan – securing commitment to the social-care plan, |
| Undertake social care Key work | 1 National Project expert <i>(with NKE support)</i> | <ul style="list-style-type: none"> – define & articulate the role, purpose & function of the social-care Key work, – identify major activities of the social-care Key Worker, – strategise the conduct of major activities of the social-care Key Worker, – strategise the adaptation of the major activities of the social-care Key Worker to suit particular (specific) client characteristics. |
| Facilitating social participation | 1 | <ul style="list-style-type: none"> – articulate the definition & scope of social participation, – identify & articulate the reasons (importance, value & benefits) for promoting the social participation of clients, – Articulate the role of the Social carer in promoting & facilitating social participation, – Main approaches for Facilitating social participation, (reducing barriers (physical, psychological, emotional, social & cultural); developing capabilities; & creating opportunities), – facilitating & maintaining family contact & visitation, – promoting & facilitating participation in the life & activities of the residential-care institution. |
| Communicate effectively with clients | 1 | <ul style="list-style-type: none"> – articulate the importance of Communicating effectively with clients – using augmented, assisted and alternative communication aids to facilitate communication. |
| | 1 | <ul style="list-style-type: none"> – using specific forms of communications for specific purposes, – Identify differences between directions & instructions, – Appropriate use of directions & instructions, – giving Directions (where to go) & Instructions (how to do), |

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| | | <ul style="list-style-type: none"> - giving Orders (what to do) - strategise the adaptation of specific forms of communications to suit particular (specific) client characteristics. |
| Perform basic personal care competencies | 1 | <ul style="list-style-type: none"> - articulate the importance of basic personal care tasks, - identify & articulate the reasons (importance, value & benefits) for individualising & personalising basic personal care tasks, - strategising the practice of performing individualised & personalised basic personal care tasks, - prioritising client care-needs, |
| | 6 | <p>Perform basic personal care tasks (according to 'best' practice)</p> <ul style="list-style-type: none"> - Bathing (& skin-care) & dressing - Shaving - Toileting - Feeding (direct & assisted) & Choking prevention methods, - Mouth-care (teeth (dentures) mouth & lips), - Nail-care (hand & foot), - Manage bladder & bowel incontinence |
| | 1 | <ul style="list-style-type: none"> - Teaching & supporting client self-management & self-care |
| Perform basic personal care competencies (informed by PT practice) | 3 <i>(with National Project Expert support)</i> | <ul style="list-style-type: none"> - principles of positioning, movement, & transfers (immobile clients & clients requiring assistance) - principles of safe lifting, - client-safe positioning practices, - client-safe movement practices, - client-safe transferring practices (bed- chair/ wheel-chair, chair/ wheel-chair- toilet, wheel-chair- bath-chair/ bath, wheel-chair- rehabilitation equipment, etc.) - client-safe transferring practices, - client-safe lifting practices, - identify & articulate elements of social-care worker- safe practice. |
| Perform basic personal care competencies (informed by OT practice) | 2 <i>(with National Project Expert support)</i> | <ul style="list-style-type: none"> - define & articulate the purpose & function of a personal-care (occupational) risk assessment - identify the components of a personal-care (occupational) risk assessment, - conducting a personal-care (occupational) risk assessment. |
| | | <ul style="list-style-type: none"> - define & articulate the purpose & function of an environmental modification & adaptation (ramps, rails, non-slip surfaces, furniture & bench heights, table & tray modifications, equipment & aids modifications (including handles & angles, frames, crutches & sticks), etc.) - identify the components of an environmental modification & adaptation, - Identify need for environmental adaptation – implementing an environmental modification & adaptation, - Implement Falls prevention strategies including client awareness-raising, teaching of Falls prevention techniques, & adapt t environment to reduce falls; |
| Prevent emergence of secondary impairment, | 2 <i>(with National Project</i> | <ul style="list-style-type: none"> - articulate the definition of secondary impairments, conditions & complications (physical, psychological, emotional & social), |

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| | conditions & complications | <i>Expert support</i> | <ul style="list-style-type: none"> – identify typical/ major/ likely secondary impairments, conditions & complications (physical, psychological, emotional & social) encountered with the target group & their causes (eg pressure wounds, contractures & muscle wastage; withdrawal, isolation & depressions; low self-esteem; loneliness, loss of social skills etc.) – strategise the prevention of the emergence of typical/ major/ likely secondary impairments, conditions & complications (physical, psychological, emotional & social), – implementation & performance of prevention strategies. – Prevention & management of pressure wounds; |
| | Keep appropriate documentation of social-care work | 1 National Project expert <i>(with NKE support)</i> | <ul style="list-style-type: none"> – identify & articulate requirements of appropriate social-care documentation, – identify social-care documentation requirements, – identify standard social-care documentation requirements, – undertake standard social-care documentation |
| | Review of training topics | 1 National Project expert <i>(with NKE & Key Expert 2 support)</i> | <ul style="list-style-type: none"> – Summary & Review of learning points & key messages |
| | Testing of competencies | 2 National Project expert <i>(with NKE & Key Expert 2 support)</i> | <ul style="list-style-type: none"> – Assessment of learning & competencies gained |
| | Sub-TOTAL | 27 | |
| | TOTAL | 48 | |

| Social-care Focus | | |
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| 1 | Introduction | 2 |
| 2 | General competencies | 19 |
| 3 | Specialised Social-care competencies | 27 |
| TOTAL | | 48 |