

## Chapter 11

### The social care practice placement: a college perspective

#### Journal Articles/Conference Presentations

##### Challenging Behaviour

Dunlap, G., Strain, P.S., Fox, L., Carta, J.J., Conroy, M., Smith, B., Kern, L., Hemmeter, M.L., Timm, M.L., McCart, A., Sailor, W., Markey, U., Markey, D.J., Lardieri, S. and Sowell, C. (2006). 'Prevention and intervention with young children's challenging behavior: A summary and perspective regarding current knowledge', *Behavioral Disorders*, 32, 29–45.

[http://www.challengingbehavior.org/do/resources/documents/prevention\\_dunlap\\_11.06.pdf](http://www.challengingbehavior.org/do/resources/documents/prevention_dunlap_11.06.pdf)

The authors present a synthesis and summary of the evidence relating to the impact of challenging behaviour in young children and prevention and intervention strategies for managing this behaviour.

Hayes, D. (2007). '*Preventing a Crisis*': *Positive behaviour supports in the workplace*. Paper presented at the Irish Association of Supported Employment annual conference.

[http://www.iase.ie/pages/conferences/conference\\_2007/PREVENTING\\_A\\_CRISIS\\_Deirdre\\_Hayes.ppt](http://www.iase.ie/pages/conferences/conference_2007/PREVENTING_A_CRISIS_Deirdre_Hayes.ppt)

What makes behaviour challenging? This presentation is concerned with the functions of challenging behaviour and methods of identifying these functions. The concepts of 'applied behaviour analysis' and 'positive behaviour support' are also introduced.

Osgood, T. (n.d.). '*Suit you Sir?*': *Challenging behaviour in learning disability services*.

[http://www.paradigm-uk.org/Resources/d/2/v/suits\\_you.pdf](http://www.paradigm-uk.org/Resources/d/2/v/suits_you.pdf)

Tony Osgood is a behaviour specialist and lecturer in Learning Disability at University of Kent. In this interesting article, he discusses behavioural intervention for challenging behaviour using the three-term contingency model: antecedent (A), behaviour (B), and consequence (C).

Xeniditis, K., Russell, A. and Murphy, D. (2001). 'Management of people with challenging behaviour', *Advances in Psychiatric Treatment*, 7, 109–116.

<http://apt.rcpsych.org/cgi/reprint/7/2/109.pdf>

This article presents an overview of challenging behaviour, including definition, aetiology, assessment and management of challenging behaviour.

## Reflective Practice

Arnd-Caddigan, M. and Pozzuto, R. (2008). Use of self in relational clinical social work. *Clinical Social Work Journal*, 36(3), 235–243.

<http://www.springerlink.com/content/b74353423182k751/>

The authors discuss how conceptualising ‘self’ as process in an interaction may affect social work practice.

Chapman, M.V., Oppenheim, S., Shibusawa, T. And Jackson, H.M. (2003). ‘What we bring to practice: Teaching students about professional use of self’, *The Journal of Teaching in Social Work*, 23(3), 3–14.

[http://ssw.unc.edu/RTI/presentation/PDFs/use\\_of\\_self.pdf](http://ssw.unc.edu/RTI/presentation/PDFs/use_of_self.pdf)

The authors report on a course aimed at assisting social work students to confront difficult questions about professional use of self, particularly in dealing with counter-transference. The course aims to facilitate students in becoming aware of how their personal characteristics and history may affect their relationships with clients. The article outlines some background to teaching professional use of self in social work, as well as an evaluation of the course. This link directs to a presentation based on this paper and describes the course and teaching methods used.

Graham, G. and Megarry, B. (2005). ‘The social care portfolio: An aid to integrated learning and reflection in social care training’, *Social Work Education*, 24(7), 769–780

<http://arrow.dit.ie/cgi/viewcontent.cgi?article=1016&context=aaschsslarts>

This paper describes the social care placement portfolio used as a tool for integrated learning and reflection in the training of social care practitioners in Ireland. It also presents a model for reflection and criteria for assessment of integrated learning and reflection.

Kolb, A.Y. and Kolb, D.A. (2005). *The Kolb Learning Style Inventory – Version 3.1 2005 Technical Specifications*. Hay Group.

<http://www.whitewater-rescue.com/support/pagepics/lstechmanual.pdf>

The Learning Style Inventory is a self-report test based on experiential learning theory (Kolb, 1984). It measures how an individual learns from experience. This paper details the conceptual foundations of the inventory and the factors that affect learning styles, and describes the inventory itself. Norms and reliability and validity information are also presented.

McClure, P. (2005). *Reflection on practice*. A resource commissioned by the Making Practice Based Learning Work project, an educational development project funded through FDTL Phase 4 Project Number 174/02 and produced by staff from the University of Ulster.

[http://cw.routledge.com/textbooks/9780415537902/data/learning/8\\_Reflection%20in%20Practice.pdf](http://cw.routledge.com/textbooks/9780415537902/data/learning/8_Reflection%20in%20Practice.pdf)

This is a useful article about reflective practice and becoming a reflective practitioner.

O'Doherty, C. (2008, March). *Critical social care practice*. Presentation delivered at the Annual Conference of the Irish Association of Social Care Educators, Newlands Cross.

[http://staffweb.itsligo.ie/staff/pshare/IASCE/2008%20conference/odoherty.ppt#256,1,Critical Social Care Practice](http://staffweb.itsligo.ie/staff/pshare/IASCE/2008%20conference/odoherty.ppt#256,1,Critical%20Social%20Care%20Practice)

This presentation addresses critical reflection in social care practice.

## **Placement**

Gilmore, M. (2012, March). *Taking stock of practice placements in social care*. Presentation delivered at Social Care Ireland Annual Conference in Kilkenny.

This presentation presents one institute's approach to social care students' placement, and the relationship between the student, educating body and host agency.

Gilmore, M. (2013, May). *Maximising the placement experience: communication before, during and after placement*. Presentation delivered at the May Work Placement Conference in UCD Dublin Business School.

<http://www.ahecs.ie/wp-content/uploads/Dr.-Margaret-Gilmore-Maximising-the-Placement-Experience.pdf>

Dr Gilmore outlines key areas for communication pre-, during and post-placement for social care students.

Waterman, A. (2013, May). *Pre-placement preparation: a case study in enhancing student employability skills*. Presentation delivered at the May Work Placement Conference in UCD Dublin Business School.

Presentation delivered by Aileen Waterman, Work Placement Manager at University College Cork.

## **Reports/Booklets**

### **Challenging Behaviour**

The British Psychological Society (2007). *Challenging behaviour: A unified approach*. Leicester: The British Psychological Society.

<http://www.rcpsych.ac.uk/files/pdfversion/cr144.pdf>

The British Psychological Society (2004). *Psychological interventions for severely challenging behaviours shown by people with learning disabilities: Clinical practice guidelines*. Leicester: The British Psychological Society.

<http://www.westerncare.com/uploads/2008/Challenging.pdf>

The Psychological Society of Ireland (1998). *Responding to behaviour that challenges. A policy document of the Psychological Society of Ireland*. Dublin: The Psychological Society of Ireland.  
[http://books.google.ie/books/about/Responding\\_to\\_Behaviour\\_that\\_Challenges.html?id=hjXLAQAACAAM&redir\\_esc=y](http://books.google.ie/books/about/Responding_to_Behaviour_that_Challenges.html?id=hjXLAQAACAAM&redir_esc=y)

This document includes the definition, prevalence and measurement of challenging behaviour, in addition to describing multi-element intervention plans.

## **Practice Placement**

Department of Social Sciences (n.d.). *BA Hons in Social Care placement handbook*. Dublin Institute of Technology.

<http://www.dit.ie/socialscienceslaw/media/ditsocialscienceslaw/documents/Placement%20handbook.pdf>

This handbook outlines the roles of the student, supervisor and college tutor, and addresses frequently asked questions in relation to practice placement. The handbook is illustrated with comments from supervisors of students on placement.

Irish Association of Social Care Educators (2009). *Practice placement manual*. Dublin: Irish Association of Social Care Educators

<http://staffweb.itsligo.ie/staff/pshare/IASCE/Placement%20Manual%2029mar09.pdf>

This manual is the revised student placement handbook for students, supervisors and college tutors. It contains practical guidance and advice for all, in addition to draft contracts and meeting plans which can be printed out.

Work Placement Task Group. Association of Higher Education Careers Services. *Work placement – a best practice guide for employers*.

<http://www.ahecs.ie/wp-content/uploads/Work-Placement-A-Best-Practice-Guide-for-Employers-AHECS-Publication.pdf>

This guide for employers focuses on maximizing the placement experience for employers and includes practical guidelines.

Work Placement Task Group. Association of Higher Education Careers Services. *Work placement – a best practice guide for students*

<http://www.ahecs.ie/wp-content/uploads/Work-Placement-A-Best-Practice-Guide-for-Students-AHECS-Publication.pdf>

This guide produced by the Work Placement Task Group gives practical advice for social care students who are embarking on a social care work placement.

## Skills and Practice Competencies

Joint Committee on Social Care Professionals (2002). *Final report of Joint Committee of social care professionals*.

<http://www.lenus.ie/hse/bitstream/10147/46110/1/10672.pdf>

The Joint Committee was set up in 2001 and involved the Department of Health and Children, social care employers and the IMPACT trade union. This report provides a useful overview of social care in Ireland in the early years of this decade. It provides a definition of the social care profession, includes figures on the number of social care practitioners working in the various sectors and addresses the achievement of a professional and credentialed social care profession. The appendices include knowledge, skill and practice competencies and ethical standards; specific examples of social care course content; examples of settings in which social care practitioners work; and models of service in the child care context.

Higher Education and Training Awards Council (HETAC) (2010). *Social Care Work Awards Standards*.

[http://www.hetac.ie/docs/B.2.9-5.5\\_Awards\\_Standards\\_Social\\_Care\\_Work\\_2010.pdf](http://www.hetac.ie/docs/B.2.9-5.5_Awards_Standards_Social_Care_Work_2010.pdf)

These HETAC standards, developed in 2010, focus on knowledge, skills and competence of social care students. They include a mandated number of hours for practice hours on placement and requirements for supervision and monitoring while on placement.

The Irish Association of Social Care Education (2011). *Social Care Student Practice Placement Policies*.

<http://www.dit.ie/socialscienceslaw/media/ditsocialscienceslaw/iasce%20social%20care%20placement%20guidelines.pdf>

This document outlines prerequisites for students while on placement, and criteria to be fulfilled by the placement agency in tandem with the educating body, such as staffing levels and policies for risk assessment.

## Audio

Scott, D. (2009, May). *Personal development planning (PDP) on the applied social studies degree contributing to the development of the reflective social care practitioner*. Paper presented at the first Learning and Teaching Conference in Social Care, Trinity College Dublin.

<http://blip.tv/applied-social-studies/personal-development-planning-presentation-by-deirdre-scott-2153166>

In this presentation, Deirdre Scott talks about personal development planning (PDP) on the applied social studies degree contributing to the development of the reflective social care practitioner.

Duration 13:36 minutes.

## Other Resources

### Carl Gustav Jung

Naifeh, S.C. (2001). 'Carl Gustav Jung, M.D., 1875–1961', *American Journal of Psychiatry*, 158, 12.

<http://ajp.psychiatryonline.org/article.aspx?articleid=175204>

A brief biography of Carl Jung.

### Miscellaneous

Schön, D. (1987). *Educating the reflective practitioner*. Address to the 1987 meeting of the American Educational Research Association, Washington, DC.

This is a transcription of an interesting address by philosopher Donald Schön, who made an enormous contribution to our understanding of the theory and practice of learning.

<http://www.thecommonwealthpractice.com/reflectivepractitionerreview.pdf>

The Quality Assurance Agency for Higher Education (2007). *Code of practice for the assurance of academic quality and standards in higher education, Section 9: Work-based and placement learning (2nd Ed.)*. The Quality Assurance Agency for Higher Education.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/COP9PlacementLearning.pdf>

This document represents the code of practice for work-based and placement learning in programmes awarded by United Kingdom higher education institutions. It puts forward a set of principles and guidance regarding arrangements for work-based and/or placement learning, which usually occurs outside the institution.

## Images

### Experiential Learning Cycle

