

Workshop Guidance for Trainers: detailed content and process

Module 3: Making the permanence decision

Week four

Workshop three

Learning outcomes

Participants will be offered opportunities to:

- differentiate between intuitive, reflective, analytical, and critical thought processes, with a view to applying these purposefully in social work assessment, planning and decision-making
- employ deep understanding of how the law can ensure that the child/young adult's voice is heard and enable best practice
- compare all the realistic options for achieving permanence, analyse alternatives, and stress-test decisions.

Workshop timetable

09.30 – 11.00	Review learning Critical thinking
11.00 – 11.10	Break
11.10 – 12.45	Systemic assessment models
12.45 – 13.45	Break
13.45 – 15.00	Person-centred plans
15.00 – 15.10	Break
15.10 – 16.30	Explaining decisions

Session one

Critical thinking

09.30 – 11.00

Goals for session one

1. Explore the dynamic between different types of thinking
2. Present critical thinking as the product of a journey that embraces a series of connected thought processes
3. Introduce anchor principles.

Preparation

Check venue arrangements are satisfactory.

Prepare training room in cabaret style.

Ensure participants have copies of the participant's pack with course aims, programme, and workbook.

Potential group responses/issues to consider

There is a lot of material contained within this session and it must be delivered briskly!

This session may evoke discomfort and even anger in some groups.

The participants in any group are likely to represent a wide range of intellectual potential. It is likely that several have not yet developed their capacity for critical analysis but be in a position of 'unconscious incompetence' in respect of their need to develop these skills. Trainers need to ensure that participants are not left feeling stupid or disrespected when they recognise their own or others' underperformance.

This session frames intellectual development as a journey where the destination constantly moves ahead as you move towards it. This important message should be both inspirational and aspirational, and must not leave participants feeling intimidated or inadequate.

Decision-making is presented as a series of necessary but different thinking processes. For many this model will highlight how their team or organisational culture takes short cuts, routinely bypassing one or several essential stages.

Essential messages to convey in session one

- Intuition and intellectual skills potentiate each other
- Reflection is not a luxury – it is essential to critical thinking and sound decision-making
- Critical thinking integrates the whole range of different types of sensory and cognitive process and embraces the whole range of learning styles
- Critical thinking is a skill that develops over time and with practice
- The anchor principles can be applied to permanence planning.

Workshop Resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tack/masking tape.

Participants will need:

- flipchart paper and pens
- workbooks.

Method

09.30 – 9.45 (15 minutes)

Brief welcome, summary of timetable and learning outcomes, re-orientation, and renewed commitment to the learning community.

Achieving Permanence Workshop Three	Achieving permanence Workshop Three Making the permanence decision	LEARNING OUTCOMES
<p>Making the Permanence Decision</p> <p>Agreeing how we aim to work together today</p> <ul style="list-style-type: none"> • Respecting and valuing others • Valuing difference • Confidentiality • Building on similarities • Careful listening / room to speak • Respecting right to challenge constructively • Time boundaries • Mobile phones • Treating yourself and others kindly 	<p>09.30 – 11.00 Review learning Critical thinking</p> <p>11.00 – 11.10 Break</p> <p>11.10 – 12.45 Systemic assessment models</p> <p>12.45 – 13.45 Break</p> <p>13.45 – 15.00 Person-centred plans</p> <p>15.00 – 15.10 Break</p> <p>15.10 – 16.30 Explaining decisions</p>	<p>Participants will be offered opportunities to:</p> <ul style="list-style-type: none"> • Evaluate relevant up-to-date research with a view to sustaining evidence-based assessment, planning and decision-making • Differentiate between intuitive, reflective, analytical and critical thought processes with a view to applying these purposefully in social work assessment, planning and decision-making • Exemplify the role of practice wisdom in advanced social work • Prepare written and oral evidence that properly reflects the role of advanced social workers as expert witnesses and key advocates in communicating the needs of the child / young adult • Demonstrate capacity to meet the time frames for the developing child / young adult and challenge court and local authority processes if timely decisions are not made

09.45 – 10.00 (15 minutes)

Participants watched Lemn Sissay’s state of the nation Ted Talk in the first week of module one. Invite them to remember how they felt about his perspective.

Remind participants that permanence planning must be focused on the child/young adult and they must feel authentic ownership of their plan.

LEMN SISSAY: A CHILD OF THE STATE

I slowly became aware that I knew nobody that knew me for longer than a year. See, that’s what family does. It gives you reference points. I’m not defining a good family from a bad family. I’m just saying that you know when your birthday is by virtue of the fact that somebody tells you when your birthday is, a mother, a father, a sister, a brother, an aunt, an uncle, a cousin, a grandparent. It matters to someone, and therefore it matters to you. Understand, I was 14 years old, tucked away in myself, and I wasn’t touched either, physically touched.

Ask participants to form pairs.

Ask them to discuss their learning so far in this module by identifying:

- one thing that was new to them
- one thing that has surprised them
- one thing that has affected their practice.

Ask for brief feedback ‘anything anyone would like to share?’ in large group and address any questions that arise.



10.00 – 10.10 (10 minutes)

Remind participants of the principle already emphasised in module one that permanence is something we need to keep in mind throughout our involvement with children/young adults and families – not just when formal care proceedings or pre-proceedings are underway. We need to keep many possible ‘journeys’ in mind – remaining at home safely. If not possible, what next? Then what? How will this provide stability in the short, medium, and long-term life of this child/young adult?

Ask participants to form pairs or threes and discuss the challenges of decision-making from practitioner perspective.

PERMANENCE

The variety of possible routes to permanence should be equally valued, and share common principles in planning to meet children and young adults' lifetime needs:

- Remaining at home with concerns addressed, safe and secure
- A permanent return to birth parents after time in care
- Shared care arrangements, including regular short-break care
- Permanence within the looked after system, whether in residential placement, unrelated foster care or family and friends care
- Pathways to legal permanence, through adoption, special guardianship orders and residence orders



10.10 – 10.20 (10 minutes)

In the same pairs or threes, ask participants to reflect for a few minutes about how the children/young adults they work with perceive them.



What would the children / young adults you work with say is the best thing about you as their social worker?

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Ask participants to agree with their pairs the next developmental challenge they will commit to working towards during this workshop.

What do you need to do so that you can build on your existing skills, expertise & confidence?



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10.20 – 10.30 (10 minutes)

Divide the group into two halves.

Ask one half to consider the benefits of purely intuitive gut feeling.

Ask the other half to consider the benefits of academic/analytic styles of thinking.

PART ONE
CRITICAL THINKING



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Take large group feedback and invite the whole group to discuss the disadvantages of each mode of thinking.

Ask the whole group for examples of when they have witnessed/experienced a harmonious balance between intuition and intellect (or frame any anecdotes already shared that exemplify this process).



10.30 – 10.40 (10 minutes)

Lead large group discussion by briefly outlining cognitive behavioural ideas about how feelings, thoughts and actions connect.

How emotion is likely to compromise system 2 thinking.

How we manage difficult, painful encounters.



Ask group to identify times when they have witnessed/experienced this process. What was the impact? How was it resolved?

Refer participants to Ruch's article as recommended reading.

THE ROLE AND TOLL OF EMOTION

The primitive feelings generated by complex, unpredictable situations can have the effect of disrupting cognition and fragmenting thought processes. Such experiences make it difficult for an individual of group to think coherently about a situation.

Ruch, 2007

Describe Grant and Kinman's research findings.



REFLECTION

Is about looking after yourself...

.....as well as....

challenging yourself

Brown, Moore and Tunney, 2011
Grant and Kinman, 2011

Ask the whole group to give examples of the kinds of questions they ask/are asked in supervision that support reflection.

Offer examples of reflective questions if participants have suggested only a limited range.

HOW?

by asking questions like...

- How do you feel about this situation?
- What do you think this means?
- Could you have done this differently?
- What does this remind you of?

and more...

Emphasise the necessity of incorporating and managing professional emotional responses and ask large group 'where else do you reflect on practice'. Enable them to differentiate between rumination/worry and active/constructive reflection.

EMOTION AND DEFENSIBLE PRACTICE

- Emotion is critical to judgement
- Leaders in high performing companies have twice as much Emotional Intelligence in those as low performing companies"
Goleman, 1998
- "A system that seeks to ignore emotions is in danger of leaving them to have an unknown and possibly harmful impact on the work, and is also neglecting a rich source of data to help us understand what is going on."
Munro, 2008

With an issue as important as children's welfare, it is vital to have the best standard of thinking that is humanly possible. Mistakes are costly to the child and family

Munro, 2008

13

10.40 – 10.50 (10 minutes)

Explain that whereas there are clear pros and cons to both ways of thinking about children/young adult's well-being and needs, Kahneman suggests that, unfortunately most people most of the time are biased towards intuition (system 1 thinking) and neglect to think critically/analytically (system 2) when faced with problems.



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Ask the whole group the mental arithmetic question and elicit their responses immediately. In a group of 20, there are usually only one or two participants who can think this problem through quickly and correctly. Most participants will think that the ball cost 50p.

THINKING FAST AND SLOW,
DANIEL KAHNEMAN, 2011

I went out and bought a bat and ball.
Together they cost me £1.50.

The bat cost £1.00 more than the ball.

HOW MUCH DID I SPEND ON THE BALL?

Some participants will have misgivings about their response but be unable to articulate why. Around four or five participants will be completely baffled and may refuse to accept that the ball cost 50p or think that it is a trick question.

REALLY?! ARE YOU SURE?



Confirm and explain the correct answer. Some participants will need a visual/kinaesthetic explanation before they understand - have small change ready for each table to demonstrate this if necessary.

ANSWER

The ball cost me 25 pence!

$$25p + £1.25 = £1.50$$

$$50p + £1.50 = £2.00$$



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Explain Kahneman's differentiation between System 1/System 2 and refer to principles of Alexander Technique.

Emphasise that system 2 thinking develops with use, atrophies with under use – compare with the experience of exercise/developing new skills.

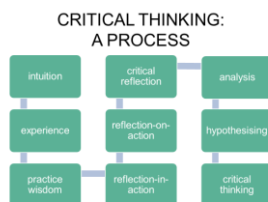
THINKING FAST AND SLOW

- | | |
|--|--|
| 'STRESSED' STATE
(SYSTEM 1) | CORTEX ENGAGEMENT
(SYSTEM 2) |
| <ul style="list-style-type: none">• Use of 'primitive brain' - 12 milliseconds to receive information• No in-depth information - data is sent - 'quick and dirty'• Alarm system for the body - primes body for action and subsequent actions are hard to control | <ul style="list-style-type: none">• Engages cortex -25 milliseconds to reach a connection (double the primitive system)• Slower, less instinctual and overridden by the primitive brain if danger is sensed• Analytical thinking |



10.50 – 11.00 (10 minutes)

Show and summarise the flow chart very briefly. Individual participants are likely to have reconsidered their own preferences and aptitudes. Ask them to reflect in their pairs on how they weight each stage of the thinking process in their own assessment work.



Ask the whole group 'What makes the difference between description and critical, analytical writing?'

Talk about critical thinking as a developmental stage and mention that not all practitioners will have had enough opportunities to develop analytical capacity.

Recommend Stella Cottrell's workbooks as a way of addressing this problem for participants who have reason to question the strength of their capacity to move from observation/description to analytical writing and critical thinking. Weeks 5 and 6 of this module allows them space to do some further personal/professional development through focusing on their own case plans.

CRITICAL AND ANALYTICAL WRITING

- Content
- Sense of audience
- Clarity
- Analysis
- Selection
- Sequence
- Best order
- Group similar points
- Signpost

Cottrell, 2005

SIGNING THE WAY

- Introduce the line of reasoning
- Add similar reasons
- Add different reasons
- Strengthen the argument
- Introduce alternative arguments
- Rebut alternative arguments
- Contrast and contradictions
- Express results and consequences
- Draw conclusions

Cottrell, 2005

Introduce the anchor principles as a structure that supports critical thinking in social work assessment.

THE ANCHOR PRINCIPLES

Set out a five-question framework for critical thinking ensuring that assessment is firmly anchored to analysis at all stages.

1. What is the assessment for?
2. What's the story?
3. What does the story mean?
4. What needs to happen?
5. How will we know we're making progress?

Brown, Moore and Torney, 2011

Ask the group to summarise their learning in this workshop so far.



IN A NUTSHELL...



Break

Session two

Systemic assessment models

11.10 – 12.45

Goals for session two

1. Interrogate different models that support systemic assessment and analysis.
2. Explore the use of whole family model.

3. Practice use of anchor principles.

Preparation

Two pieces of flipchart paper on each table plus set of coloured pens.

Potential group responses: issues to consider

Some participants may be unfamiliar with the origins and principles of systemic approaches.

Some participants may balk at accepting that messages from serious case reviews are relevant to achieving permanence. They may need reminding about the message in workshop one that assessment is at the heart of permanence planning.

Some participants may work in environments that have encouraged the implementation of strengths based approaches in naïve, simplistic ways and will need support to think through the dynamic between capacity and motivation.

Essential messages to convey in session two

- The systemic intention of the National Assessment Framework has been undermined in its implementation.
- Other systemic models can be used to enrich systemic assessment of children/young adults' relationships, networks and communities
- Recommendations and decisions must rest on knowledge drawn from relevant reliable research evidence understood in the context of reliable information about children / young adults and their circumstances
- Sustaining permanence demands a continuing focus on the child / young adults' needs and circumstances, so that plans can adapt to changes over time
- All permanence decisions need to be supported by an achievable contingency plan.

Workshop Resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tack/masking tape
- case study (stacked not sorted)
- small 'sticky notes'.

Participants will need:

- flipchart paper and coloured pens
- workbooks.

Method

PART TWO

SYSTEMIC ASSESSMENT MODELS

11.10 – 11.30 (20 minutes)

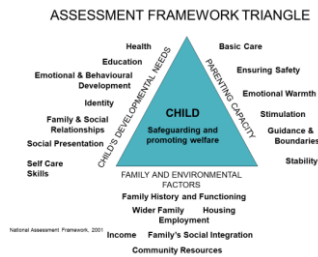
Remind the group that they discussed some of the challenges of using the National Assessment Framework Triangle during the first workshop.

Highlight how it was intended as a systemic tool and that each aspect of each dimension should be analysed in relation to all the others.

Divide group briefly into pairs to consider the question:

- how does the National Assessment Framework help you in the assessment task?

Large group discussion: What difficulties do you encounter with the National Assessment Framework? They have already discussed this during workshop one: highlight the problem that the online recording process and headings have distracted many practitioners from the responsibility to consider how each of these factors interact with each other.



Outline findings in the first decade after the implementation of the National Assessment Framework that assessments often fell short of analytical aspiration.

LESSONS FROM RESEARCH AND SERIOUS CASE REVIEWS:
CRITICAL ISSUES IN ASSESSMENT

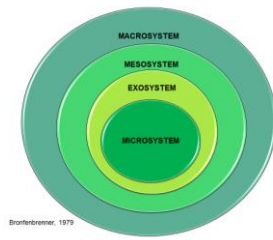
- Analysis: descriptive/static not interactive
- Focus on events not patterns
- Over-focus on behaviour not explanation
- Early impressions dominate
- Tendency to start again and lose history
- Higher on intuition – lower on analysis
- Resistance to revising analysis
- Parent's explanations over-ride children /young adult's views

©T.Morris/2/ Homecat 2008

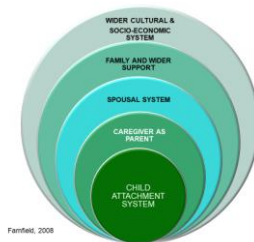
Confirm that the emphasis on description has deepened some of the most common and longstanding problems in assessment work.



Highlight how the National Assessment Framework while intended to encourage systemic thinking differs from Bronfenbrenner's original presentation of the application of systemic principles in our field.



Ask the group to consider, in the light of the work they did on relationships in module two, what Farnfield's concept of an assessment model that rests on attachment as its core concern might contribute to achieving permanence.



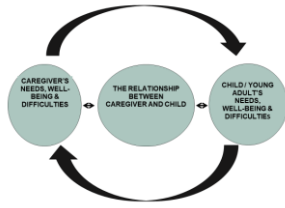
Explain the whole family assessment model: origins and principles. Encourage discussion of examples and provide casework material where necessary. Emphasise that the analytical work is all in the arrows (i.e. considering the dynamic between different phenomena affecting the child/young adult's experience).



11.30 – 11.45 (15 minutes)

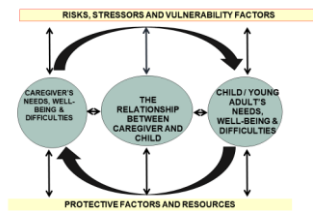
Ask four volunteer participants to present real life situations. Organise self-selected small groups around these four cases.

Ask each small group to consider the impact of caregiver on child/young adult, child/young adult on care giver, the impact of both caregiver and child/young adult on the relationship they share, and the impact of their relationship on caregiver and on child/young adult.



11.45 – 12.00 (15 minutes)

Ask each group to consider the range of risks and protective factors at play in the situation and evaluate the significance of these for child/young adult, caregiver, and the relationship between them.



In large group, discuss the need for further nuanced assessment of risk within strengths based approaches.

Ask small groups to explore this repertoire of questions in relation to their case studies.



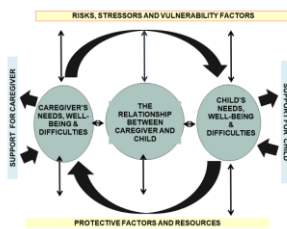
ASSESSING HARM AND PROMOTING SAFETY...

- What behaviour / changes to behaviour are required to meet this child / young adult's needs?
- How well do you know when this behaviour has been achieved and sustained?
- Who has the motivation to meet the child / young adult's needs?
- Who has the capacity to meet the child / young adult's needs?
 - intellectual capacity
 - emotional / psychological capacity?
 - physical / practical capacity?
- What could get in the way of change being achieved (unmet needs / impact of trauma / personality traits)?
- What could get in the way of change being sustained (unmet needs / impact of trauma / personality traits)?

Marsden, 2014

12.00 – 12.15 (15 minutes)

Ask small groups to reflect on the dynamic between support systems for the family (both professional and informal) and each part of the family system in their case study.



12.15 – 12.30 (15 minutes)

Ask small groups to reflect on the significance of culture and community for each part of the family system including risks and protective factors, and supportive processes.



12.30 – 12.45 (15 minutes)

Ask each small group to bring together their thinking about the case they have examined by addressing the Anchor Questions 2 and 3.

THE ANCHOR PRINCIPLES

Set out a five-question framework for critical thinking ensuring that assessment is firmly anchored to analysis at all stages.

1. What is the assessment for
2. What's the story?
3. What does the story mean?
4. What needs to happen?
5. How will we know we're making progress?

Brown, Moore and Turney, 2011

Break

Session Three:

Person- Centred Plans

13.45 – 15.00

Goals for session three

1. Examine the processes that interfere with achieving permanence.
2. Manage complex assessment information.
3. Design a defensible permanence plan.

Preparation

Two pieces of flipchart paper on each table plus set of coloured pens.

Potential group responses/issues to consider

Some participants will become very engaged with detail of the child/young adult's history and the problems they face.

Some participants will be impatient with the focus on detail and would prefer to make a more generic plan.

Some groups may be overwhelmed by the enormity of the decisions that need to be made and struggle to make decisions.

Essential messages to convey in session three

- Social workers are responsible for sustaining a focus on the child / young adult, especially where there are competing and conflicted perspectives

- Social workers are responsible for promoting timely plans even when delays are not in their control
- Complex decision-making, involving “wicked” problems (Grint, 2005) demands original, creative, critical thinking and debate that involves all stakeholder perspectives.

Workshop resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tack/masking tape
- case studies to distribute.

Participants will need:

- flipchart paper and pens
- workbooks.

Method

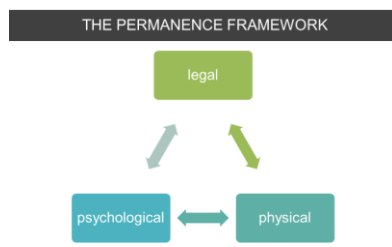
13.45 – 13.55 (10 minutes)

PART THREE

PERSON-CENTRED PLANS

Outline the importance of the 3 dimensions to achieving permanence for children/young adults. Children/young adults need all 3 to be settled and clear.

1. Legal (parental responsibility).
2. Physical (a place to call home & community).
3. Psychological (The child thinks the world is a safe place and is attached/has a close bond to primary care giver).



Divide group into two halves: each group addresses just one question.

Take feedback from the two groups and lead a discussion that makes the links between these challenges.



- Why do we create plans that are not child-centred?
- What gets in the way of engaging children in planning processes?

Draw on Turney's classification of these barriers to highlight any that have not come up in the group discussions.

BARRIERS TO MAINTAINING A FOCUS ON THE CHILD

Organisational	Interpersonal	System
<ul style="list-style-type: none"> • Lack of time • Short cuts and 'work arounds' • Lack of knowledge and skills needed for observation and direct work with children • Habituation to low standards of parenting 	<ul style="list-style-type: none"> • Understanding children's loyalty to their parents • Concerns about managing confidentiality • Over-identification with parents • Parents making it difficult for children to be seen • Parents diverting attention from concerns • Misusing strength-based approaches • Fears of violence • Emotional impact of the work 	<ul style="list-style-type: none"> • Pressure to deliver cost effectiveness • Professionals feeling overwhelmed

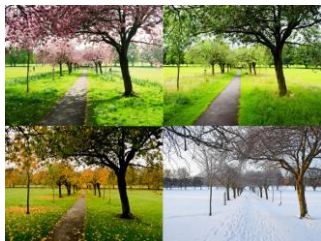
Turney et al. 2012, p.111

13.55 – 14.15 (20 minutes)

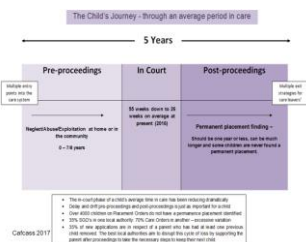
Ask the large group to identify all the reasons why drift happens.

Ask for an example/recent experiences of drift from the group and support their analysis of how/why drift arose and why it was not addressed.

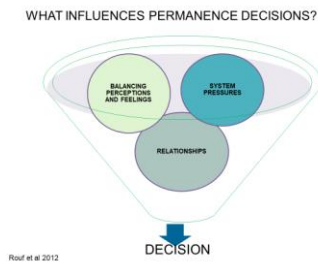
Ask the large group 'has drift just been pushed back into pre-proceedings stage?'



IF the groups have not captured the full picture, present processes identified by CAFCASS that mean delay remains a problem despite PLO.



Summarise the influences on permanence decisions and ask the whole group to consider the question: What makes a good plan for a child/young adult?



Use this slide to summarise, but only, there are significant gaps in the group's answer to this question.

WHAT MAKES A GOOD PLAN?

- Child's participation.
- Participation of all those with parental responsibility and other interested family/friends.
- Focused.
- Proactive.
- Brings together other plans.
- Has a contingency plan.
- 'SMART' / ExACT design principles

14.15 – 14.50 (35 minutes)

Ask participants to refer to the case study Olivia and her un-named son that they have already read in week 2.

Divide the participants into four small groups and ask them to follow the instructions/answer the questions at the end of the case study.

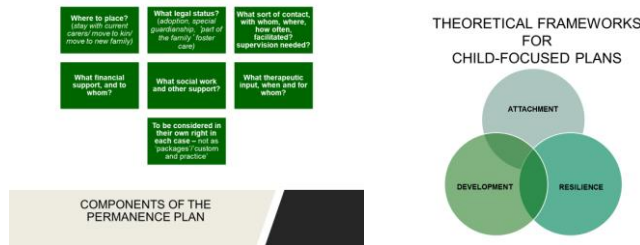
- Identify all the options available to the local authority for achieving the baby's permanence.
- What legal interventions would each of these options necessitate?
- At this stage, what are the arguments in favour of, and against each of these options?
- What are the questions for assessment in relation to each of these options?
- What is your recommendation for this baby's care on discharge from hospital?
- Prepare your analysis of why this is the best option for him at this stage.
- What legal strategies will be needed to support permanence within this option?

Olivia's un-named son



14.50 - 15.00 (10 minutes)

Ask each group to make sure that they have addressed all seven of these components for permanence planning and that they have given explicit consideration to all three theoretical frameworks for child-focused plans.



If one or more of the small groups struggle to identify a single route forward that will maximise the best chances for the child/young adult, use this slide to help them use a decision tree to nail down their analysis. Refer the whole group to material on decision trees in the workbook.

FRAMEWORK FOR DECISION TREES

1. What decision is to be made?
2. What options are there?
3. What information is needed to help make the choice?
4. What are the likely / possible consequences of each option?
5. How probable is each consequence? (likelihood)
6. What are the pros and cons of each consequence? (desirability)
7. The final decisions.

Break

Session Four

Explaining Decisions

15.10 – 16.30

Goals for session four

Give participants opportunities to articulate and defend the decision-making process.

Preparation

Be prepared to model real challenge. This means that you will need to be actively involved in small group work during session three and ready to intervene if necessary in session four. You must be sufficiently knowledgeable about their thinking to step in and participate if the groups are being soft on each other.

Potential group responses/issues to consider

The group is probably tired by now – this exercise should revive them as it demands high energy.

The group need to be encouraged and expected to be genuinely challenging of each other: this is an exercise intended to enable participants to develop skills. The more they put each other on the spot, the more everyone gets from the opportunity to explain and defend their own decisions.

It is very likely that participants have been given different messages by managers/legal advisors/colleagues/academics about how to use research and some may be confused by this.

Essential messages to convey in session four

- Defensible decision-making rests on critical thinking that is well-formulated and articulated clearly
- Social workers have multiple accountability
- Social workers must be able to explain their recommendations in ways that make sense to all the different “stakeholders” in decision-making
- practitioner’s courtroom skills are only of value when supported by strongly evidenced recommendations.

Workshop Resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tack/masking tape.

Participants will need:

- flipchart paper and pens
- workbooks.

Method

15.10 – 15.30 (20 minutes)

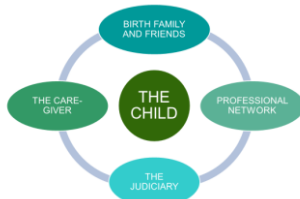
Ask the group to identify all the different parties who need to understand and buy into a child/young adult’s permanence plan.

PART FOUR

Explaining Decisions

Explain the concept of defensible decision-making.

THE PERMANENCE PLAN MUST MAKE SENSE!



Differentiate between defensive and defensible practice.

There has been a 145% increase in children subject to care proceedings since 2008. Ask the group: Do they believe this is primarily a result of greater awareness and knowledge in relation to neglect, domestic violence and child sexual exploitation or is it mostly due to social workers and local authorities being risk averse?

Blackpool have 1 in 65 children in care whilst in Richmond it's 1 in 500. How do they make sense of this disparity?

How do we get the balance right between risk aversion and risk taking in planning for children/young adult's permanence?



N.B. good social work does not necessarily lead to good outcomes for children/young adults and poor social work does not necessarily lead to bad outcomes, (Munro 2011).

Underline this message from Munro review that practitioners draw evidence from diverse but equally legitimate sources.

THE EVIDENCE BASE

"Evidence is fundamental in social work practice. Social workers use direct observation and evidence from the child, family or others who know them to form an understanding of what is going on. They can use evidence from research to inform their analysis of why any problems are happening and they can use evidence of effectiveness to guide their plans on how to help solve the problems "

Munro, 2011

Lead a discussion about the role of research findings and how to use research to support decision-making.



15.30 – 15.55 (25 minutes)

Ask small groups to assign responsibility for each participant to step into the shoes of one of the different 'stakeholders' in the decision to be made about Olivia and her baby's future.

Ask groups 1 and 2, to come together to form one large group, groups 3 and 4 to come together to form a second large group.

Ask groups 1 and 3 to explain/justify/defend/provide evidence in favour of the plan they drew up before the break.

Each member of groups 2 and 4 takes it in turn to interrogate the rationale for their 'partner group's' plan on behalf of their stakeholder they have been assigned to represent.

15.55 – 16.20 (25 minutes)

Ask groups 1 and 4, to come together to form one large group, groups 2 and 3 to come together to form a second large group.

Ask groups 2 and 4 to explain/justify/defend/provide evidence in favour of the plan they drew up before the break.

Each member of groups 1 and 3 takes it in turns to interrogate the rationale for their 'partner group's' plan on behalf of their stakeholder they have been assigned to represent.



16.20 – 16.30 (10 minutes)

Ask the whole group to step out of their assigned responsibilities and work together to reflect on their learning from this exercise, and to note their personal learning goals in relation to defensible decision-making.

