Room 1 – Chichester – PM
Chaired by Paul McConville
Department of Health

6th Annual Social Work &
Social Care Research in Practice
Conference
WHAT WORKS BEST WHEN COMPLETING PRE-BIRTH RISK ASSESSMENTS?

Jane Hindes
Social Services Development Team
Overview of presentation

- Systematic Narrative Review
- Service Evaluation
- Working Together workbooks

What does this mean for practitioners?
What is effective at reducing ante natal maternal stress associated with foetal developmental risk?
## Search Terms and Data Bases

<table>
<thead>
<tr>
<th>Concept Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept 1</td>
</tr>
<tr>
<td>Pregnancy</td>
</tr>
<tr>
<td>Pregnant</td>
</tr>
<tr>
<td>Pregnant mother</td>
</tr>
<tr>
<td>Pregnancy</td>
</tr>
<tr>
<td>Expectant mother</td>
</tr>
</tbody>
</table>

### Databases
- Medline
- Social Care Online
- ASSIA
Main Findings

- Early identification of pregnant women experiencing high levels of stress
- Psychosocial assessment tool - KINDEX
- Pregnant women with high levels of perceived partner support
- Home based support programmes
- Providing educative work to parents regarding baby’s needs
- Mindfulness

South Eastern Health and Social Care Trust
WHAT WORKS BEST WHEN COMPLETING PRE BIRTH RISK ASSESSMENTS?
SOCIAL WORKERS’ PERSPECTIVES
AIMS

• Focused on gaining the perspectives and experiences of social workers within the South Eastern Trust regarding the completion of Pre-Birth risk assessments.

• Identifying what is most effective when completing these assessments
  • Through sharing good practice and recognising areas for practice development

• Gathering a local evidence base to advance practice, service delivery and decision making
  • Ultimately improve outcomes for children and families.
Research has been successful at linking antenatal maternal stress with foetal developmental risk. This has also discussed the impact on outcomes over a life course.

There has been a push towards meaningful intervention during pregnancy to reduce maternal stress and improve outcomes for children and families.

Identifying if there was a correlation between the findings from the systematic narrative review.

Impact of evaluating current practice which will provide a local evidence base to promote good practice and identify areas for further development.

RATIONALE
Purposeful sample recruited from social workers in the Gateway assessment and child and family teams who had recently completed a pre-birth risk assessment.

Fifteen social workers ranging from newly qualified and experienced social workers as well as senior practitioners from across the three sectors.

The social workers took part in semi-structured qualitative interviews which lasted on average 40 minutes. These were audio recorded and later fully transcribed.

The transcriptions were then analysed using ‘Nvivo’ software which supported with identification of common themes. Conclusions and recommendations were then drawn from this data.
LIMITATIONS

- Sample size
- Representative sample
- Use of thematic analysis
- Time scale and size of project
- Didn’t include managers or all teams involved in the assessment process
Findings

Providing educative work alongside assessment

Involving partners in the assessment process

Pre-birth risk assessments are viewed as lengthy and complex

Need for these assessments to be prioritized

Practitioners to receive additional training and support

Specialist team or practitioner to complete the assessment
RECOMMENDATIONS

Specific training regarding pre-birth risk assessment to be offered to staff.

A review of the current pre birth risk assessment process within the SE Trust and that there is consideration for further research into this topic area.

The integration of the ‘Working Together’ series workbook developed by Jane Hindes alongside the current framework to support staff to provide educative sessions to parents and enhance the assessment process.

Meaningful push towards the development and provision of support services for pregnant women and their partners within Social Services.

Specialist team/practitioner appointed to complete pre-birth risk assessments and provide consultancy for other staff members involved in this process.
WORKING TOGETHER
Raising Awareness of unborn baby’s development and wellbeing

Week 1
IDENTIFICATION OF PRACTICE ISSUES

Problem

• Stagnant cases
• Lack of services

Impact

• Cases escalating
• Additional pressures on staff

Solution

• Supporting staff to complete work
• Innovate practice
OVERVIEW OF THE NEXT 5 WEEKS

**Week 1:**
- Introductions
  – What are we worried about and how can this impact on the baby
- Some facts about unborn baby’s development

**Week 2:**
- Impact of stress on you and your baby
- Reducing stress and taking care of yourself
- Baby brain development

**Week 3:**
- Bonding with the baby
- Having the right support around you
- Making the right choices

**Week 4:**
- Being a protective parent
- What needs to change
- Giving a baby the best start

**Week 5:**
- Reflections of the last 4 weeks
- Evaluations
Raising Awareness of an unborn baby’s development and wellbeing

We are committed to knowing that the work we complete with you is making a difference and if it’s not, then we want to make changes. Carrying out this questionnaire will help us to do that. Thank you for taking the time to complete this form.

Please rate the following on a scale of 1 – 10

<table>
<thead>
<tr>
<th>I know how a baby develops during pregnancy</th>
<th>1 2 3 4 5 6 7 8 9 10 Strongly agree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I know what impact stress or other issues can have on the development of an unborn baby</th>
<th>1 2 3 4 5 6 7 8 9 10 Strongly agree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I know what the impact of stress during pregnancy can have on me</th>
<th>1 2 3 4 5 6 7 8 9 10 Strongly agree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Social Services have explained what is required from me to be a protective parent</th>
<th>1 2 3 4 5 6 7 8 9 10 Strongly agree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I know what a baby needs to keep them safe and meet their needs</th>
<th>1 2 3 4 5 6 7 8 9 10 Strongly agree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I know how to take care of myself during this pregnancy to promote the baby’s wellbeing</th>
<th>1 2 3 4 5 6 7 8 9 10 Strongly agree</th>
</tr>
</thead>
</table>
GETTING THE BEST OUT OF WORKING TOGETHER

We agree to...
What are we worried about?
How can these concerns impact on an unborn baby?
BONDING WITH UNBORN BABY

Why?

Bonding with the unborn baby supports the mum and baby to build a relationship from early on. Unborn babies can recognise familiar sounds such as peoples’ voices or songs. Every pregnancy is different and some women can bond from early on whilst others can take longer.

How?

There are lots of different ways a women can bond with her unborn baby. This can include; talking to the baby, singing songs or playing music, memory books/boxes and preparing for the baby.

Who else?

Getting others involved who are interested in keeping you and the baby safe can help with bonding and reducing stress levels. They can get involved by attending scans, talking to the baby or maybe discussing with the mum what they think the baby might be like.
WHAT DOES ALL THIS MEAN FOR PRACTITIONERS AND OUR SERVICE?

- Opportunities to innovate practice
- Enhance assessment and develop evidence based decision making
- Promote relationship based practice
- Develop your skills and knowledge
THANK YOU & ANY QUESTIONS?
Playing for Real: towards higher fidelity simulation in preparation for practice learning

Dr Lorna Montgomery
Dr Paul Murphy
Prof Gavin Davidson
Dr Joe Duffy
1. What **works** in preparation for practice skills is central to the debate on how best to **prepare** social work students for the realities of social work practice.

2. Knowledge based on **lived experience** is increasingly recognized as having a key part to play in social work education.

3. There is a growing **evidence** base for the use of the arts in health and social care including: arts based **interventions**; arts based approaches to professional **education**; engagement with the arts as **promotion/prevention**.

4. Debate is focused on the **ethics** of involving people with ‘**real life**’ experiences in the education of social work students and the extent to which **simulation-based** knowledge can adequately reflect real life and address social work competence.
Preparation for Practice Learning

1. To establish and evaluate a sustainable *interdisciplinary* model of teaching through the inclusion of drama students in social work students’ skills development.

2. To develop intellectual and practical dimensions of advanced approaches to role-play in challenging scenarios through the *combined* use of drama students and service users in SW student education.
Preparing first year Social Work students for Practice Learning

- 12 theory lectures and tutorials linked to 12 skills lectures and workshops

- Skills workshops facilitated by University tutor and Agency staff

- Three assessed role-plays to assess students’ interpersonal communication skills:
  - peers facilitate the first role play in week 4
  - service user and carer involvement in second and third in weeks 7 and 11
1. Comparing the learning experience of social work students when they were performing role plays with drama students with when they were working with service users and carers.

2. On the Preparation for Practice module: assessed role plays during Weeks 4, 7 and 11 of the semester.

3. One group worked with drama students in Week 4 and then service users in Week 7.

4. A different group worked with service users in Week 4 and drama students in Week 7.
Contribution of both drama students and service users to social work students’ practice development, assessed the following:

- nervousness;
- confidence in use of skills;
- ability to show empathy;
- testing of skills;
- approximation of real life;
- overall rating of the learning experience.

Online survey students experiences: 89 responses (80%)

Focus groups:
- Drama students
- Tutors /Agency
- Service Users
1. Across the sample, students reported reduced **nervousness**, increased **confidence** in the use of their skills, ability to show empathy, greater approximation of the role play to real life practice and higher overall rating of the learning experience between Week 4 and Week 7.

2. Role plays with **service users** were considered to approximate real life **more** than those with drama students, regardless of timing, a finding which was supported by qualitative comments.

3. Students also reported that they found role plays with drama students **less pressurised** and intimidating and that they allowed them to practice their skills without fear of upsetting a ‘real-life’ service user.

4. Younger students (under 30) reported higher levels of **nervousness**, the opportunity to practice skills with drama students at an earlier stage was a particular benefit to this group.

5. With the exception of nervousness, the ratings of both groups were equivalent at Week 7, suggesting that the drama student/service user model is a feasible and practical alternative to the use of service users in all role plays.
The impact on student learning:
student and tutor comments

- 'The skills workshops were tough but definitely helped to build my confidence, it allowed me to reflect and deal with issues on a personal level that will allow me to become a better Social Work practitioner.' (BSW Student)

- ‘Drama students could think beyond the story whereas the service users were curtailed by their actual reality’ (BSW Tutor)

- They were more nervous with the services users although that’s not necessarily a bad thing…not wanting to cause anyone any harm’ (BSW Tutor)

- A lot of people were commenting on how real they felt it was and there was a lot of emotion with the students in my room, they felt really emotional towards the things I was saying. I think if we prepare well then it will be authentic and real to a certain extent and again if the social work students prepare well then it’s the same kind of cycle of reality. (Drama Student)

- 'Adaptability was key, you had to tailor towards them (the Social Work students) (Drama Student)
1. Our findings suggest there is an important role for both drama students and service users working collaboratively to help social work students develop in key areas of social work competence.

2. Other opportunities to work with drama:
   - feedback from drama students
   - potential to explore wide range of scenarios/issues
   - Stanislavski’s System of actor training
Is it me?

6 March 2019
Fiona McMahon
Disability Action: the DRILL Programme
Co-production

Accessibility

Experts by lived experience

Collaboration and shared goals

Equalising power relations

Impact
Theme One

Lack of awareness of independent living choices

‘The attitudes of people is that of coming and out.’
Theme Two

Stereotyping

‘Each individual is different. Each case is different.’
Theme Three

Denying the expertise of lived experience

‘Talk to me. Talk to me Wednesday. Talk to me Thursday. Talk to me Friday. Because my reality on Wednesday will be different to my reality on Thursday or Friday.’
Theme Four

Lack of continuity and consistency

‘It affects people in different ways, usually stress, but certain people have conditions that when they get stressed they actually feel pain and things get really worse.’
What’s next?

Interviews cont.
Online survey
Report
Recommendations
Impact
And finally……

Ask the questions and keep asking them

fionamcmahon@disabilityaction.org
www.drilluk.org.uk
@drill_uk