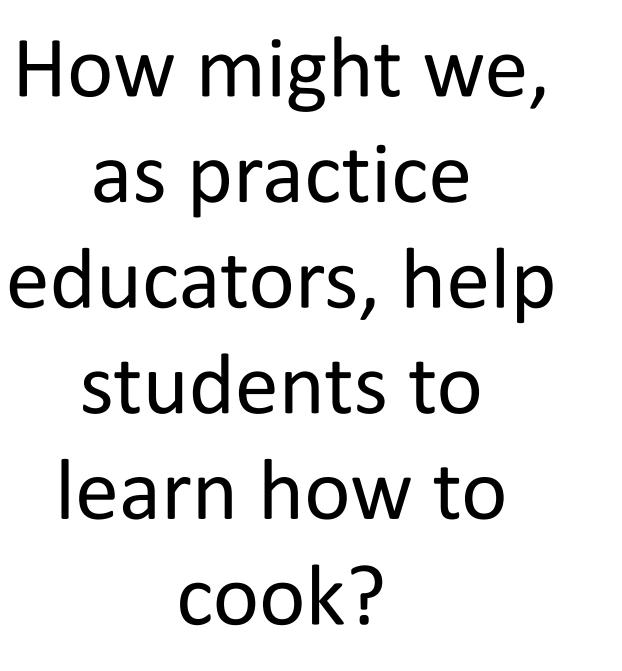
#### SALFORD PRACTICE EDUCATOR SESSION

With Siobhan Maclean September 2024 on

CONTRACTOR NAMES

"Theory is typically taught in a way which presents theories as 'recipes' for practice. Students often eat but never get the chance to cook." (Lopez 2011)

> Placements give the opportunity for social work students to 'cook' and to test out the 'recipes' taught at University





Theory, model, method, approach...

- Understanding the difference, in social work, between a theory, a model, a method and an approach is vital
- The videos on my YouTube have had more than 150k views so I know that this is something that people are still struggling with
- Let's just run through it again quickly (but if you want more watch the video)

## A theory helps us to **understand**

- Attachment
- Othering
- Human development
- Critical race theory
- Karpman's drama triangle



### A model guides our **intervention**

- Social model
- Medical model
- Models of assessment
- Family Group
  Conferencing
- Recovery model
- Active support



#### Methods are tools or techniques

A method is a tool or technique used in practice, generally drawn out of a model:

- Strengths mapping
- Ecomap
- GEMS questions
- Three Houses
- Communication techniques phatic communication



### An approach is our **overall way** of working

- At times the approach you want to take might conflict with the organisational or political approach
- 'Flavours' everything else that you do



# The approach that you take **flavours** the model that you use

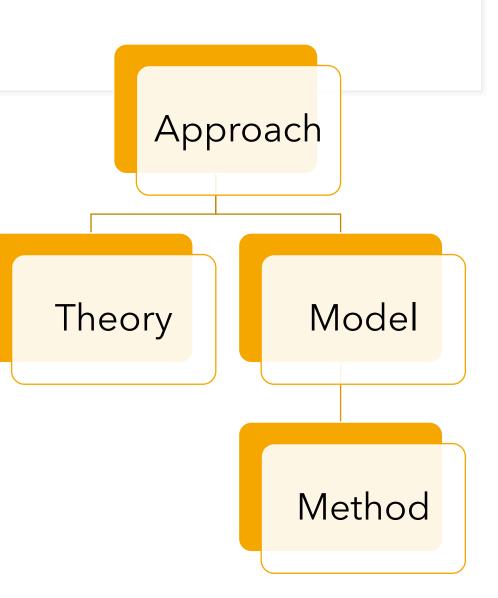
#### a paran Contractor Contractor M° SM 25ml C Best Before Ingredients: Water, Glucose-Fructo Puree Concentrate, Sugar, Spirit Vin Maize Starch, Ground Coriander Seed Paste, Vegetable Oil, Dried Onion, Seed, Rice Flour, Spices, Colours: Ar Curcumin & Paprika Extract, Preserv Sorbate, Acidity Regulator: Citric Aci Xanthan Gum, Dried Garlic, Ground Ground Red Pepper, Herbs. Made in the UK for the exclusive use Restaurants Ltd. by McCormick Euro Road, Littleborough, Lancashire, OL ©2011 McDonald's

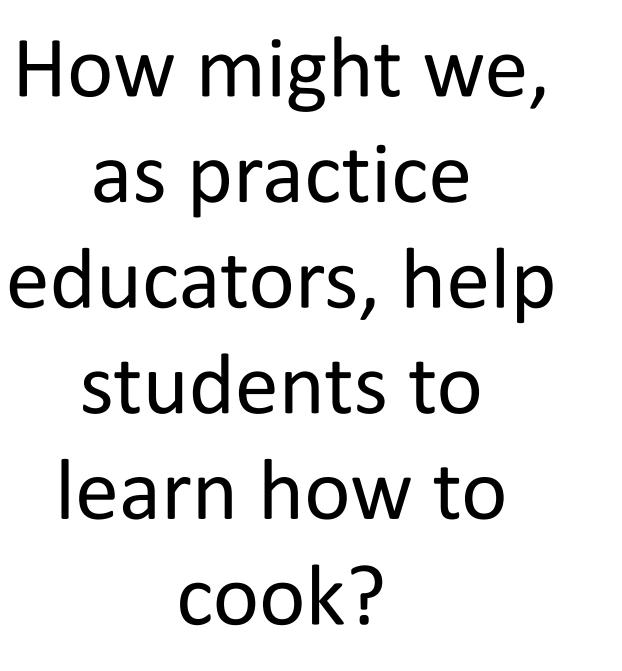




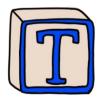
#### The theory 'framework'?

An approach is the **overall way** we go about something A theory helps us to **understand** A model helps us to **intervene** A method is a specific tool used in practice











# THEORY TREE

- What approaches do you like to use?
- What theories do you generally draw on?
- What models do you use?
- What methods might be drawn out of these?
- Once you develop your tree then you have your own roots and you will see growth in theory informed practice





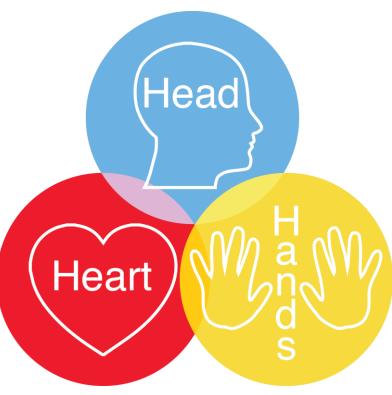
### HEAD, HEART, HANDS

Head, heart and hands is widely used as a framework to describe the active parts of human 'presence'. How do we bring our whole 'self' to our practice?

There are many questions about the origins of the phrase with but it can be traced back to Ancient Greek philosophy. Credit is also given to the Dalai Lama.

It is commonly referred to in relation to social pedagogy. I find it a useful tool to encourage students to develop their reflective skills and their theory informed practice.

Nowadays you will see the concept of head, heart and hands used in a range of ways – even in business arenas. It has been recently used (to really good effect) to take a critical stance in exploring the nature of society post Covid (Head Hand and Heart: The Struggle for Dignity and Status in the 21<sup>st</sup> Century David Goodhart 2021).

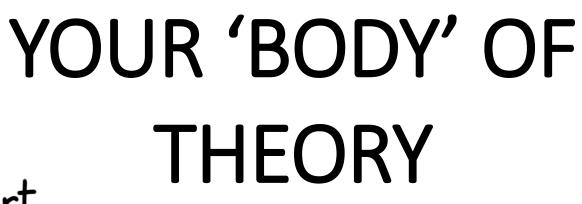


#### head

The head can represent theory, because this is the way that the practitioner is understanding what is happening



The hands represent the model used, because this is all about what the practitioner actually does in the situation



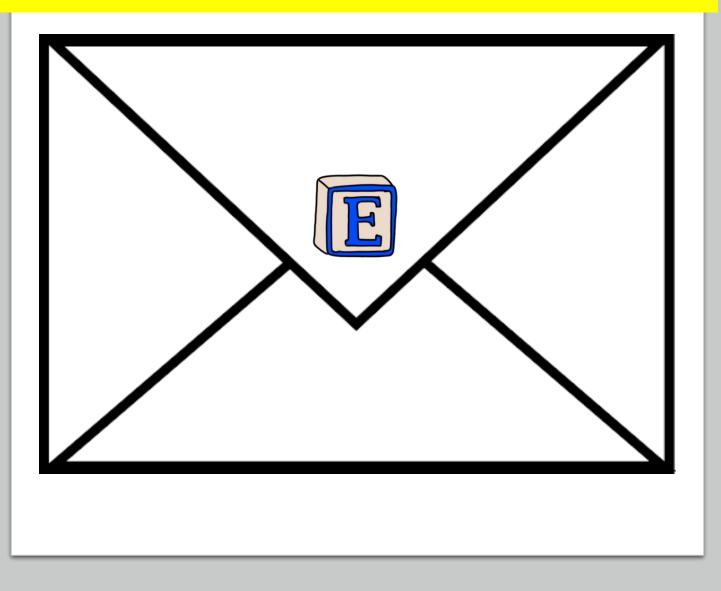
heart

The heart represents the worker's overall approach to practice

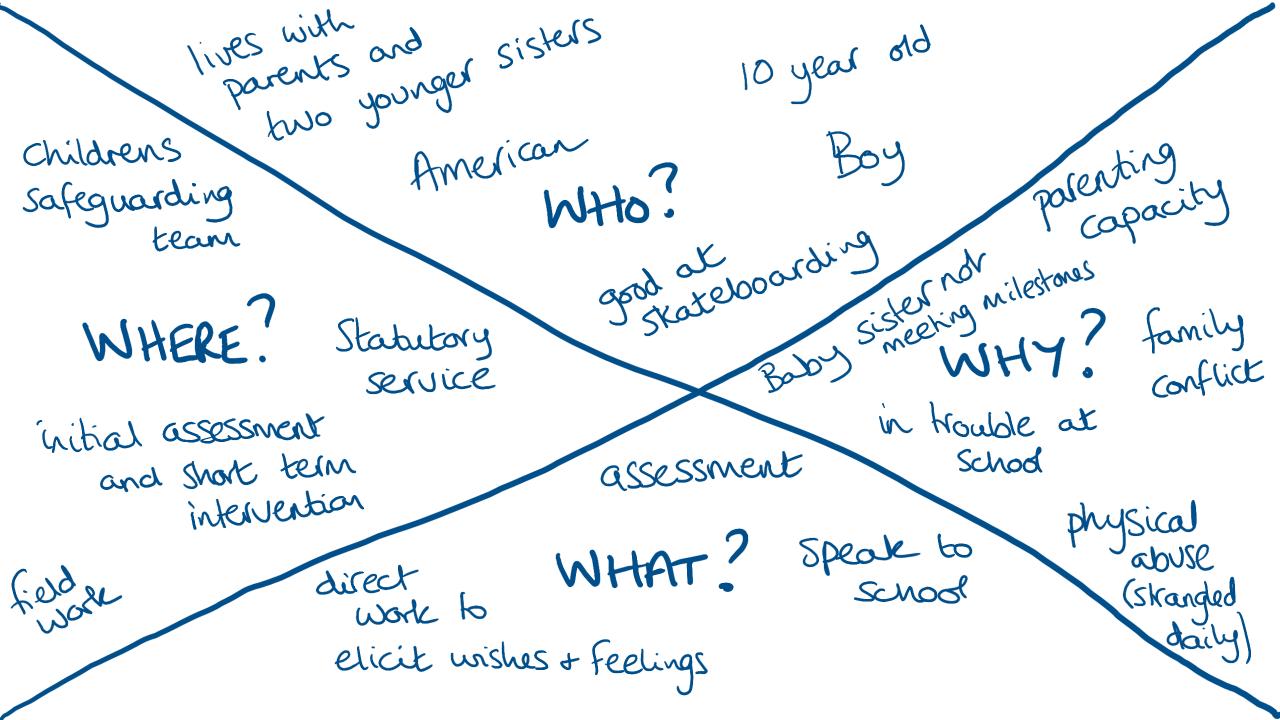
The method can be represented by a tool placed in the hands.

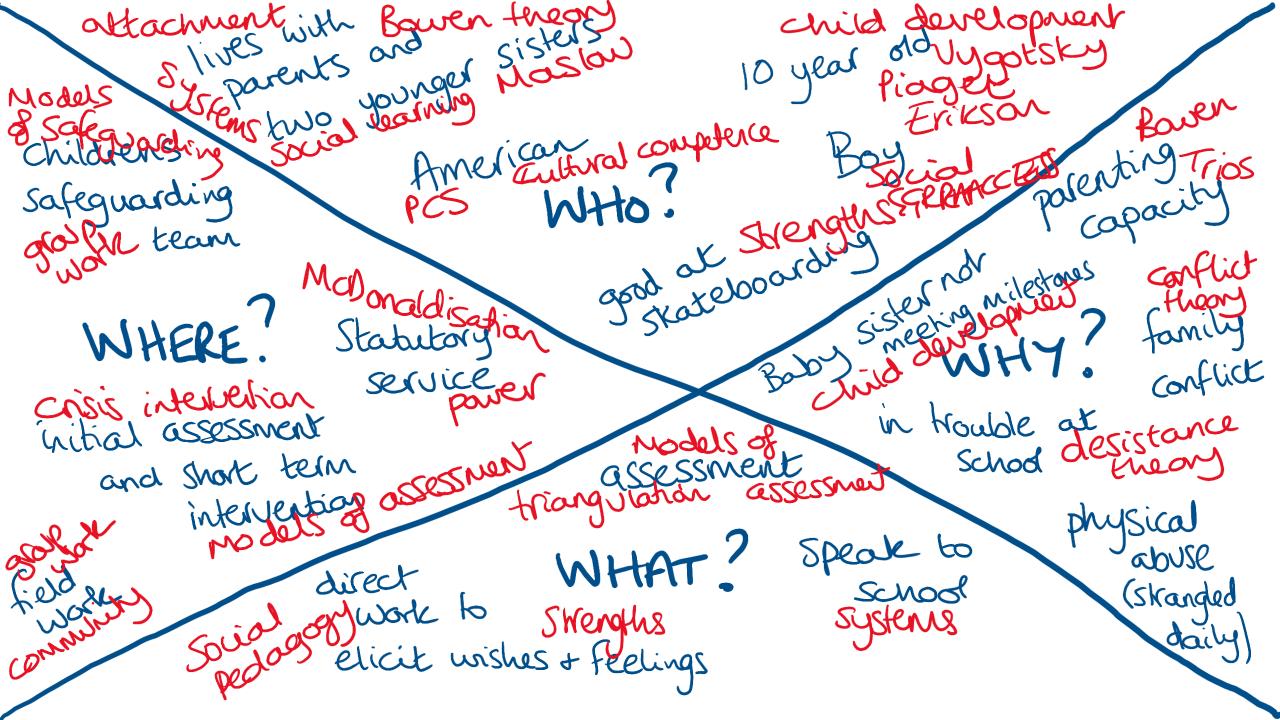
The tool demonstrates that this is about the use of a specific skill or intervention

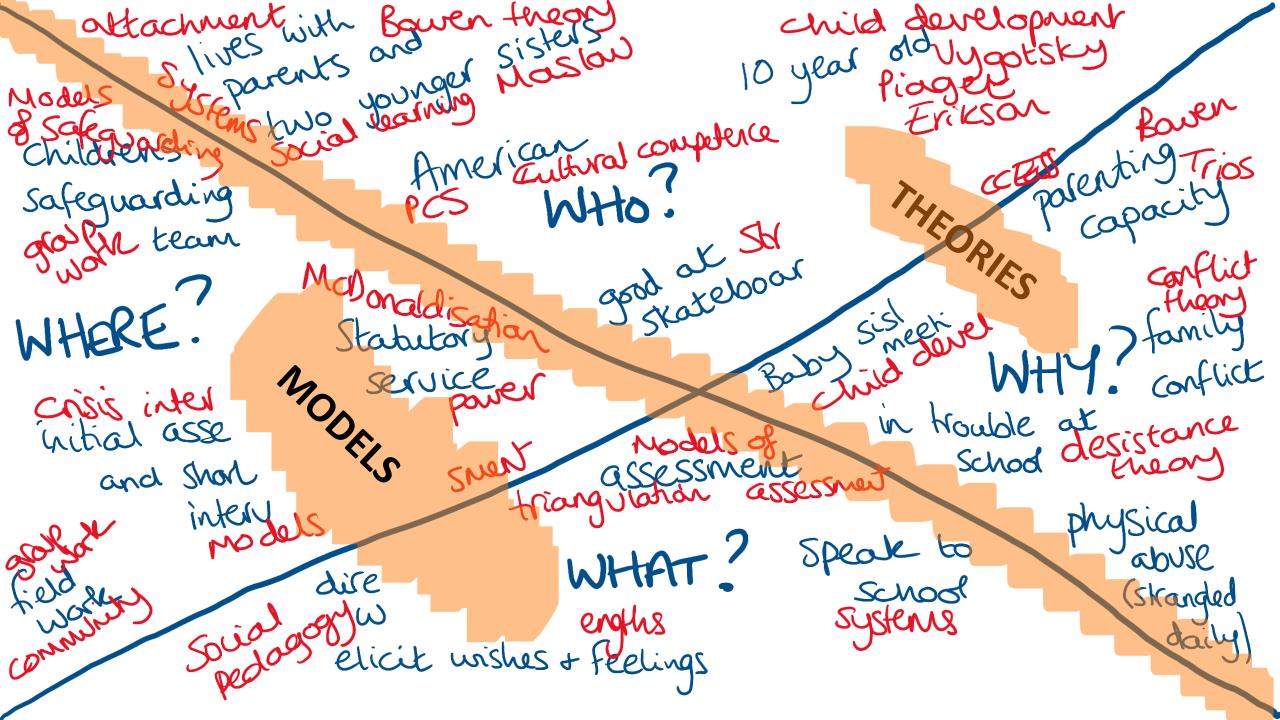
## **ENVELOPE ACTIVITY**



- Service user identity WHO
- Presenting problem
  / issues WHY
- Work (to be) undertaken WHAT
- Agency context and practice WHERE



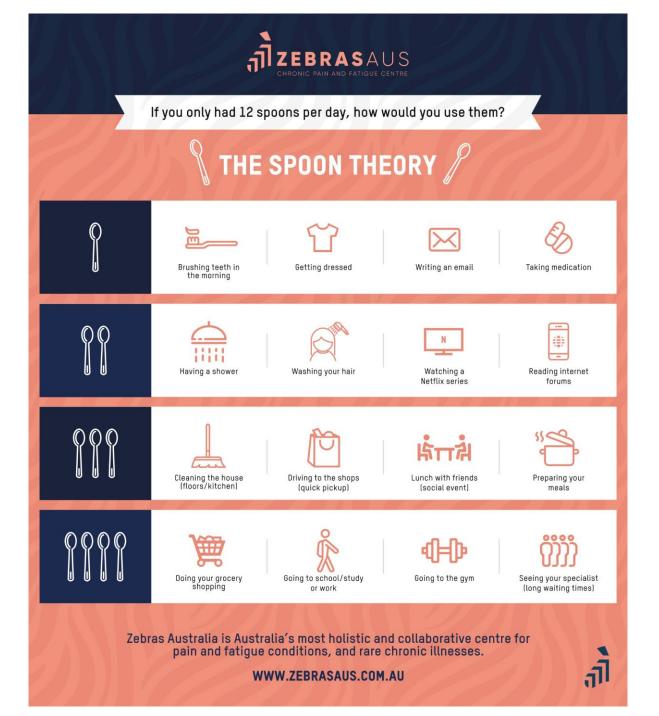






- Third object theory
- Bring an object to supervision that represents a social work theory – tell me about the object and why it represents that theory to you
- Mark Doel's work social work in 42 objects
- Evocative objects ("We think with the objects we love; we love the objects we think with."....Objects are "companions to our emotional lives, a provocation to thought." (Turkle 2011)





An easy one – but also to introduce what might be a new theory to you **SPOON THEORY** Developed by Christine Miserandino Likely to be very relevant for Long Covid





Once the Second In Your, No You Care, Note to second in the Second Second

rewlifeouticol

## 'Boots theory'

The "Boots" theory of socioeconomic unfairness, often called simply the boots theory comes from the fantasy writer Terry Pratchett in his 1993 novel Men at Arms. In the novel, the character Sam Vines, reasons that poverty causes greater expenses to the poor than to those who are richer. Since its publication, the theory has received wider attention, especially in regard to the effect of increasing prices of daily necessities.

"The reason that the rich were so rich, Vimes reasoned, was because they managed to spend less money. Take boots, for example. He earned thirty-eight dollars a month plus allowances. A really good pair of leather boots cost fifty dollars. But an *affordable* pair of boots, which were sort of OK for a season or two and then leaked like hell when the cardboard gave out, cost about ten dollars. Those were the kind of boots Vimes always bought, and wore until the soles were so thin that he could tell where he was on a foggy night by the feel of the cobbles. But the thing was that *good* boots lasted for years and years. A man who could afford fifty dollars had a pair of boots that'd still be keeping his feet dry in ten years' time, while a poor man who could only afford cheap boots would have spent a hundred dollars on boots in the same time and *would still have wet feet*. This was the Captain Samuel Vimes "Boots" theory of socioeconomic unfairness."



#### REIMAGINING!

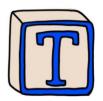
In many ways we need to reimagine the theory base that we use in light of the pandemic. For example, models and methods of communication are built on face to face interactions. Can you use Egan's SOLER model in a virtual setting? How?

- S: Sit SQUARELY on to the person.
- O: Maintain an OPEN posture at all times.
- L: LEAN slightly in towards the person.
- E: Maintain EYE CONTACT with the person
- R: RELAX. This should in turn help the person to relax



Before the pandemic if you had tried to find anything about social work theory on YouTube it was all very American. Even if you tried to find anything on social work generally! Since the pandemic there is a lot of new material. I would particularly recommend my channel (obviously!) the School of Shabs (Shabnam Ahmed: great on supervision) and Kayleigh Rose Evans (some great stuff for students and newly qualified workers)





#### Theory Tree



#### Head, Heart and Hands



Envelope activity



Objects



Reimagining

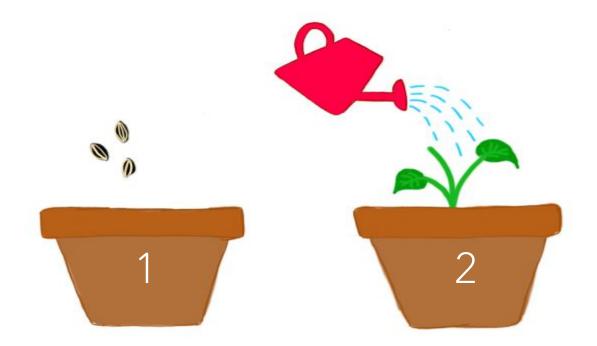


YouTube



Reflective practice: The 3 essential 'S' words for students

#### STAGES OF REFLECTION



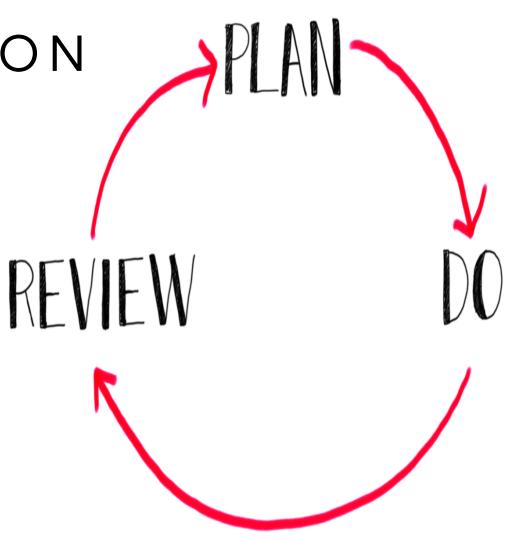
## STAGES OF REFLECTION

- Reflection in action
- Reflection on action

(Schön1983)

• Reflection for action

(Killion and Todnem 1991)



#### **Stages of Reflection** // What reflective practice means

REFLECTION FOR ACTION

- The missing component?
- Students (and to some extent new workers) have always needed more time to reflect FOR action
- Social workers reported more reflection for action during pandemic practice (certainly at the start)

#### A reflection for action model

Pause to

Reflect on your

Emotions, the

Purpose of your work and the

Actions you need to take. Ask yourself are you

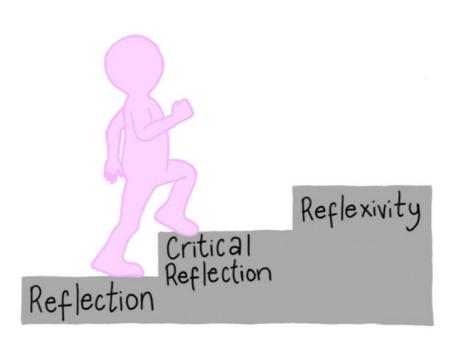
Ready? What do you know about the

Environment and context? What

Decisions do you need to make?

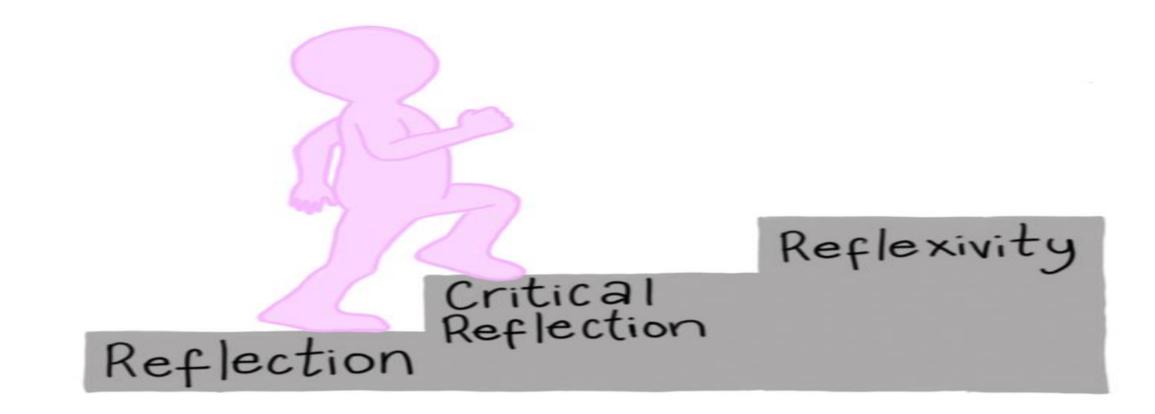


(Maclean and Roberts 2021)



# THE STEPS OF REFLECTION

- In social work we use the phrase reflective practice to cover three related but distinct concepts
- These three distinct concepts can be used to help us to think about growth and progress as we develop as social workers – the steps of reflection...



#### Reflection

Thinking actively and persistently Exploring thoughts and insights Feelings Learning NOT just with hindsight

#### **Critical reflection**

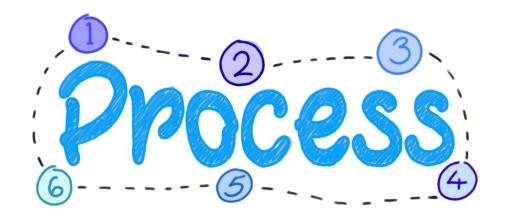
Adds issues of power and the socio-political context Sufficient depth to create change

#### Reflexivity

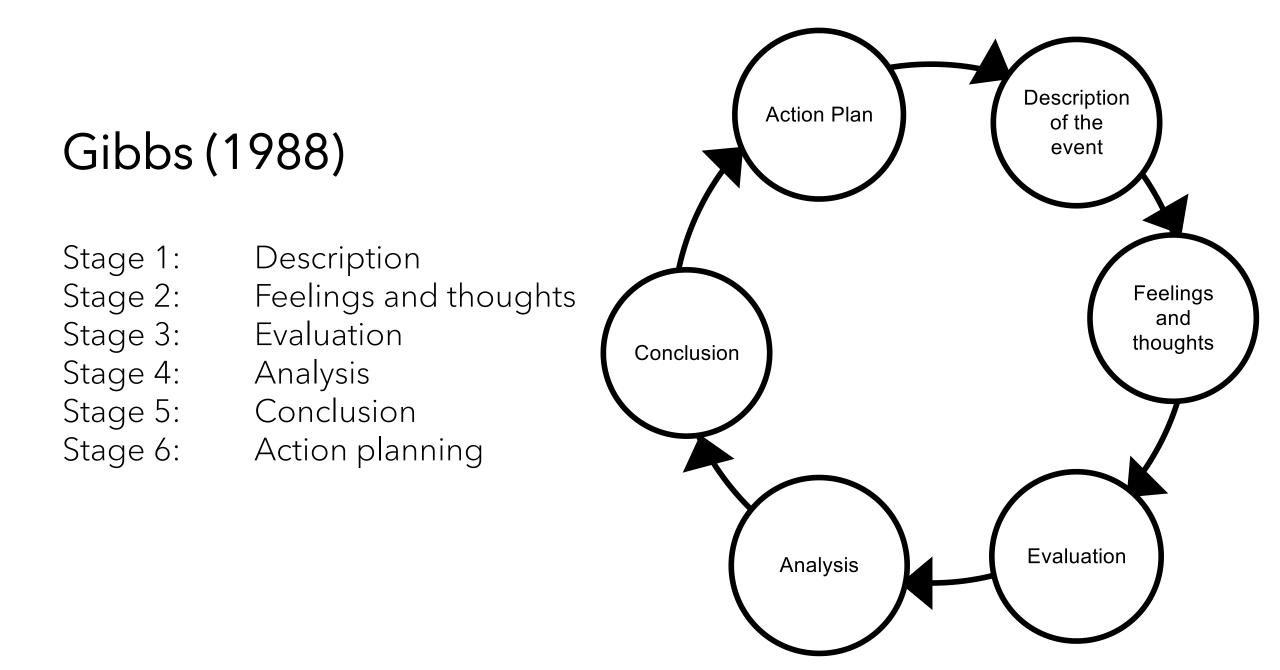
Originally from research Adds issues of relationships Inter-connections (connectivity) not always apparent Centrality of self

## STRUCTURES..

- Most models are linear and provide a process to be worked through
- Process models can only be used to reflect on action, whereas component models can be used at any stage
- Components may be considered in any order
- Component models are more flexible
- Component models can leave people less confident about using them







#### Korthagen's reflective onion (2001)

Environment

Behaviour

Competences

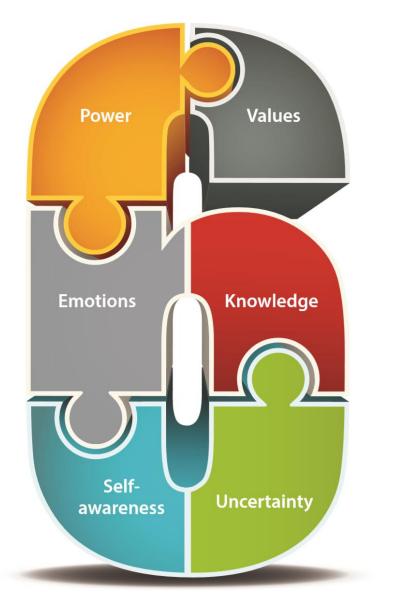
Beliefs

Identity

Mission



#### The Big Six



- Based on a literature review to consider the key components of reflection
- These are also the key issues in most professional practice

(Maclean 2016)

#### Me, my, more, must: A valuesbased model of reflection



ME: Who am I?

MY: What has been my experience? / My thoughts and feelings?

MORE: What questions do I have? what more do I need to know / do / learn? What more can I do?

MUST: What must I do now?

Wareing, M. (2017) Me, my, more, must: A values-based model of reflection. Reflective Practice 18 (2) pp268-279.

#### What about YOU?



Maclean, S. (2024) The Reflective Social Worker: A Little Practical book. (Lichfield) KMA pp 177-178.

YOU: Who are you? what is important to you?

YOUR: What has been your experience?

YET: What do I not yet know about you and your experiences?

YES: What have you consented to in terms of what comes next? What do you want to do in terms of what comes next? Me: who am I?

My: what was my experience of this?

More: what more do I need to know / do?

Must: what must I do?

You: who are you?

Your: what was your experience of this?

Yet: what do I not yet know about you and your feelings?

Yes: what have you consented to?



#### Whatever the weather!



#### The weather model

- Originally developed by a small group of students many years ago
- Became so popular during training that I needed to write it up, so that people could reference it
- I have completely changed the way that I use it in recent years



### SUNSHINE



- What went well?
- What are you most proud of?

#### RAIN



- What didn't go so well?
- What improvements could you make to your practice?

#### LIGHTNING



#### What surprises were there?

## FOG



- What couldn't you see?
- Where did you get lost?
- When and how did it clear?

## SNOW



## What might you be able to see differently?

I now use the weather model very differently: What was the sunshine moment? What was the rainy moment?

# Concluding reflections

