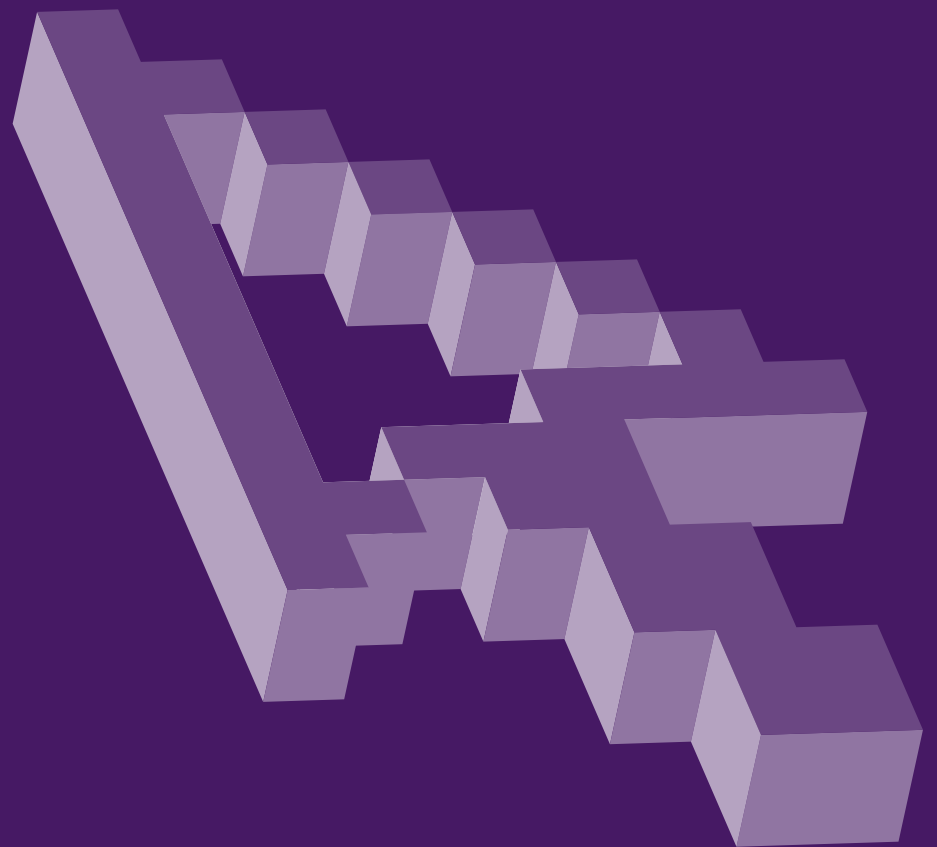


e-learning



Social care e-learning from SCIE and RIP



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An introduction to residential child care

An introduction to residential child care

Course Aims

These e-learning resources are freely available to all users and, through audio, video and interactive uses of technology, will provide the user with an engaging introduction to different residential care settings, the needs that children may have in care, young people's own concerns, interpreting and acting on children's behaviour, helping children meet the Outcomes of 'Every Child Matters', key legislation and managing challenging behaviour.

Study time – 20-30 minutes

Outcomes

In this resource:

- You will first learn about the number of children in care and the proportion of these in residential child care.
- You will then look at three broad profiles of children in need, a range of care environments and three short case studies.
- In the next section we will look at positive and negative perceptions of residential child care and you will have to reflect upon your own views.
- In the penultimate section we will examine children's legislation and rights and you will have a chance to test your knowledge as well as consider your own views.
- Finally, the conclusion contains a summary of the main points.

Supplier – SCIE

An introduction to residential child care

Meeting the needs of children in residential child care

Course aims

Study time: 20-30 minutes

Outcomes

In this resource:

- We will first reflect on how traumatic and challenging entering residential child care for the first time may be for children/young people.
- We will then hear from young people themselves.
- For the rest of the resource we will consider how we can meet children's/young people's needs and achieve the Outcomes set out in Every Child Matters. You will have the opportunity to explore each of these Outcomes and work your way through exercises
- Finally, in the conclusion, we will round up the main points and there is a small reflective task that you can print out.

Supplier – SCIE

An introduction to residential child care

Managing challenging behaviour

Course Aims

Study time: 20-30 minutes

Outcomes

In this resource:

- We will look at communication in its many expressions, some case examples and ways of assessing and planning to support positive behaviour.
- We will then examine in detail the notion of behaviour as communication.
- In the next section we are going to look at how you can manage challenging behaviour in a planned way.
- In the following section you will be able to explore the topics of conflict resolution, diverting and de-escalating challenging situations and restraint. You will be presented with a series of tools you can use in your own care setting.
- In the penultimate section we will look at the key phase of debriefing.
- Finally, there is a small reflective task that you can print out and show to your supervisor

Supplier – SCIE

An introduction to the mental health of older people

An introduction to mental health and older people

Course Aims

These e-learning resources are freely available to all users and, through audio, video and interactive uses of technology, aim to raise awareness of key issues, research, messages, policies and approaches relating to the mental health of older people and, in so doing, positively impact on practice.

Study time: 30-40 min

Outcomes

This learning object will enable you to:

- Describe the basic characteristics of the 'ageing population' in the UK
- Understand the key issues surrounding the various ways in which 'old age' and 'mental health' are defined.

Supplier – SCIE

Attitudes and images of ageing

Course aims

Study time: 30-40 min

Outcomes

The aims of this learning object are to enable you to:

- Demonstrate an understanding of some main differences between society's images and beliefs about ageing and later life and the aspirations and attitudes of older people.
- Discuss the impact of stereotypes of ageing and old age on older people's lives.
- Evaluate evidence for widely held beliefs about poverty in old age.

Supplier – SCIE

An introduction to the mental health of older people

Risks and protective factors: older people's mental health

Course aims

Study time: 40-60 min

Outcomes

This learning object will help you:

- Explore the meaning and dimensions of mental health
- Appreciate the importance of mental health as an aspect of successful ageing
- Consider ways in which mental health can be promoted and mental illness prevented

Supplier – SCIE

Common mental health problems amongst older people

Course aims

Study time: 40-60 min

Outcomes

The aims of this learning object are to enable you to:

- Summarise key facts about the prevalence and incidence of major mental disorders in old age;
- Acquire basic knowledge about what characterises the different major mental disorders in old age;
- Describe who is at risk and why and how their needs might be met.

Supplier – SCIE

An introduction to the mental health of older people

Understanding the early stages of dementia

Course Aims

Study time: 40-60 min

Outcomes

This learning object will enable you to:

- Define the main types of dementia and describe how they are diagnosed
- Explore what being diagnosed and living with early stage dementia means to service users and carers
- Identify the most important aspects of working with people who are in the early to middle stages of dementia.

Supplier – SCIE

Understanding later stage dementia

Course Aims

Study time: 60-80 min

Outcomes

This learning object will enable you to:

- Explore the experience of later stage dementia from the perspective of people with dementia and their carers
- Understand the symptoms and behaviours associated with late stage dementia
- Identify some of the important aspects of supporting a person with dementia and challenging behaviour.

Supplier – SCIE

An introduction to the mental health of older people

Understanding depression in later life

Course Aims

Study time: 50-60 min

Outcomes

The aims of this object are to:

- Demonstrate an understanding of the main signs and symptoms of depression and how it is diagnosed
- Understand who experiences depression and why
- Appreciate the diversity of experiences of depression amongst older people.

Supplier – SCIE

Ageism, age discrimination and social exclusion

Course Aims

Study time: 40-60 min

Outcomes

This learning object will enable you to:

- Discuss what is meant by the terms 'ageism', 'age discrimination' and 'social exclusion'
- Recognise ways in which ageism, age discrimination and social exclusion impact on older people in health and social care settings and wider society
- Suggest ways in which ageism, age discrimination and social exclusion can be challenged.

Supplier – SCIE

An introduction to the mental health of older people

Services for older people with mental health problems

Course Aims

Study time: 50-60 min

Outcomes

- Provide an outline of the key services for older people with mental health problems and their family carers
- Introduce the types of needs that mainstream and specialist services meet
- Introduce a number of issues linked to service usage including assessment of need and payment issues.

Supplier – SCIE

The life course approach

Course Aims

Study time: 50-60 min

Outcomes

This learning object will enable you to:

- Demonstrate an understanding of the life course approach to ageing and its relevance to mental health in later life
- Understand the significance to mental health in later life of approaches which give primacy to meaning and identity: life stories; the biographical approach; and reminiscence.

Supplier – SCIE

Children of prisoners

Children of prisoners: an introduction

Course Aims

These e-Learning resources are freely available to all users and, through audio, video and interactive uses of technology, will provide the user with an engaging introduction to the significant, but unknown, number of children who are affected by the loss of a parent or carer to prison.

Study time: 20-30 minutes

Outcomes

In this resource:

- You'll learn more about the characteristics and common experiences that children of prisoners may share and why it is important to know about them.
- You'll then be asked to take a quiz where you can test your knowledge of key facts and figures relating to children of prisoners (statistics accurate to June 2008).
- This resource ends with a summary of the main points.

Supplier – SCIE

Children of prisoners

The pathway from arrest to release

Course Aims

Study time: 20-30 minutes

Outcomes

In this resource:

- You will explore a pathway through the Criminal Justice System (encompassing the stages of arrest, court, prison sentence and release).
- You will meet a number of key professionals and learn about the roles and responsibilities that should happen at each stage of this pathway.
- You will be able to discover more about key services and resources available at each stage of the pathway for you and other professionals working with children of prisoners.

Supplier – SCIE

Approaches to practice with children of prisoners

Course Aims

Study time: 20-30 minutes

Outcomes

In this resource:

- You will be presented with six scenarios that may face the range of professionals working with children of prisoners.
- You will be asked to choose an appropriate course of action for each scenario.
- You will receive feedback on your answers that may help you reflect on new approaches to working with children of prisoners, key resources available to you and how you might develop your own practice, as well as that of others with whom you work, in this area.

Supplier – SCIE

Communication skills

Overview of communication skills in social work

Course Aims

These e-Learning resources are freely available to all users. Through audio, video and interactive uses of technology, they provide the user with an engaging look at the principles of good communication skills and how to apply these to practice.

Study time: 30-40 minutes

Outcomes

On completion of this learning object you will be able to:

- Understand principles of effective communication as a two or more way process (underpinned by values such as participation and inclusion)
- Understand how context shapes communication and can facilitate or impede effective communication
- Understand communication within the social work role and task

Supplier – SCIE

Communication skills

Forming and maintaining relationships with service users, carers, professionals and others

Course Aims

Study time: 20-30 minutes

Outcomes

This learning object will help you to:

- Understand the importance of relationships in social work and what we communicate through
- relationships we work to build
- Understand the personal attributes needed to form and maintain positive working relationships
- Understand the professional attributes that are required and boundaries within which positive working relationships operate
- Understand how the integrating of personal qualities and professional attributes link to the concept of the 'professional use of self'

Supplier SCIE

Communication skills

Providing information and explaining

Course Aims

Study time: 20-30 minutes

Outcomes

This learning object will help you understand that effective and empowering communication in social work requires:

- Planning and preparation so that you are clear about what you are doing, why and how.
- Sensitivity towards the other person's expectations and concerns so that you can negotiate a shared agenda for the task in hand.
- Accurate identification of the other person's information needs.
- A way of explaining that helps the person to understand the information they need.

Supplier – SCIE

Gathering information

Course Aims

Study time: 30-40 minutes

Outcomes

This learning object will help you understand what kinds of communication skills may assist a professional to gather information from service users and carers of all ages. This will include:

- Observation skills
- Listening skills
- Ability to identify underlying messages and interpret non-verbal communication
- Asking questions (interviewing skills)
- More creative ways of gathering information

Supplier – SCIE

Communication skills

Barriers to communication

Course Aims

Estimated study time: 20-30 minutes

Outcomes

Following the completion of this learning object, users will have an enhanced understanding of how the following factors can inhibit, interrupt or confuse the communication between social workers and service users, carers and others:

- Time available
- Territory (environment and context)
- Role and task
- Professional identity and use of self
- Emotional, psychological and interpersonal dynamics
- Power and difference (real or assumed)
- Special communication needs

Supplier – SCIE

Particular communication needs

Course Aims

Estimated study time: 20-30 minutes

Outcomes

This learning object will help you to understand:

- that people with particular communication needs are a large, diverse and ill-defined group
- how the social model of disability highlights the barriers faced by people with particular communication needs and ways in which these might be addressed
- ways to enhance communication with various groups.

Supplier – SCIE

Communication skills

Communicating in challenging situations

Course Aims

Estimated study time: 30-40 minutes

Outcomes

This learning object will help you to understand:

- What is meant by the term ‘challenging situations’
- How to understand and work with situations involving defensive reactions and difficult life events

In particular, we will use a case study of Wayne to demonstrate the communication skills needed in situations where people are:

- silent
- mistrustful and difficult to engage
- unable and/or unwilling to accept responsibility for their actions
- hostile
- aggressive and threatening
- violent

Difficult life events can lead to situations involving:

- ‘breaking bad news’

Supplier – SCIE

Communication skills

Using play and the creative arts to communicate with children and young people

Course Aims

Estimated study time: 20-30 minutes

Outcomes

By the end of this learning object you will have an enhanced understanding of

- Why play-based, creative and activity-based methods can help children and young people to communicate, including:
 - the limitations of direct methods of communication
 - the importance of symbolism and metaphor
 - the dangers of interpretation
- What kind of underpinning knowledge and theoretical frameworks are helpful using play and creative activities
- How to select the best mode and method of communication for particular contexts, purposes and children (e.g. artwork, stories, puppets)
- The importance of use of self, including preparation, self-awareness, reflection, ethical commitments and emotional availability
- Transferability of this perspective to other age groups

Supplier – SCIE

Communication skills

Communicating through action and other means of communication

Course Aims

Estimated study time: 20-30 minutes

Outcomes

This learning object will help you to understand what is communicated through action and other forms of communication, such as:

- offering practical support (advocacy, mediation, networking)
- communicating at a distance (letter writing, emails, telephone, mobile phones and text messaging)
- professional record keeping systems (case notes, report writing, form filling, taking minutes of meetings)
- presentation skills (giving a talk, chairing a meeting, coordinating case conferences/ reviews and presenting evidence in court)

Supplier – SCIE

Communication across cultural and social differences

Course Aims

Estimated study time: 20-30 minutes

Outcomes

This learning object will help you to understand:

- the impact of identity, beliefs and culture on the process of communication
- the importance of sensitivity to issues of culture, identity and belief in communication
- the kinds of dilemmas that arise in communication across cultural and social divides.

Supplier – SCIE

Conduct Disorder

Conduct Disorder

Course Aims

Based on the research in practice publication, Conduct disorder in older children and young people: research messages for practice problems by Carol Joughlin and Dinah Morley. This exercise uses quizzes and case studies to help you to understand the research messages behind Conduct Disorder.

Study time: 30 - 45 minutes

Outcomes

This e-learning exercise is based on the research in practice publication, "Conduct Disorder In Older Children And Young People: Research Messages For Practice Problems".

Learning Objectives:

- To be able to define conduct disorder
- To recognise the risk factors for conduct disorder
- To understand the messages of research into conduct disorder

Supplier – Research in Practice

Domestic Abuse and Child Abuse

Domestic Abuse and Child Abuse

Course Aims

This exercise explores the link between domestic abuse and child abuse and encourages critical reflection on the research base.

Study time: 30 - 45 minutes

Outcomes

The aim of this exercise is to encourage critical reflection on the link between domestic abuse and child abuse:

- Is there a link between domestic abuse and child abuse?
- What is it like for children living with domestic violence?
- How do children cope with domestic abuse in their family?
- How should we approach domestic abuse as practitioners?

Supplier – Research in Practice

Fair Access to Care Services (FACS)

Fair Access to Care Services (FACS)

Course Aims

This training module aims to support re-orientation and re-skilling of staff directly involved in decision-making using FACS and eligibility criteria, their supervisors and line managers, and those monitoring and reporting on the operations of the system. It sets out to:

- be accessible and useful to front-line social workers, care managers and support brokers, as they make key decisions about people's eligibility for support
- assist first-line managers to oversee the decision being made in their organisations
- be accessible to the users of services, and their carers and families, as well as advocacy groups and user-led organisations (ULOs), so that the basis on which funding decisions are made is clear to those most affected by them.

This resource is suitable for:

Primarily:

- people carrying out assessments on behalf of the local authority including: social workers, care managers, members of other professions and other staff using FACS to make key decisions about individual's and carer's eligibility for support
- first line managers who are responsible for overseeing the decisions being made in their organisations about people's eligibility for support
- staff handling complaints and appeals against FACS decisions.

Fair Access to Care Services (FACS)

Fair Access to Care Services (FACS)

But also:

- local authority members.
- GPs, hospital and other NHS staff, managers and Trust members
- people using or seeking services and support, and their carers
- parents of disabled children, and relatives of others requesting or referred for adult services
- workers planning transition arrangements between children's and adult services
- local authority and other staff providing information, advice and guidance to people who want to use services, those who want to complain, potential users of services and concerned members of the public
- advocates, brokers and independent representatives
- service providers, managers and workers in the private and voluntary sectors
- trainers and educators of social work students, newly qualified social workers and those working in social care settings.

Outcomes

By the end of this module you should have a better understanding of:

- What FACS is
- What's new, what's changed and what's remained the same
- How FACS will apply to your practice

Supplier – SCIE

Finding and Evaluating Research

Finding and Evaluating Research

Course Aims

Using quizzes, videos and links to other resources, this exercise will help you to judge when - and how - it is most appropriate to use research in professional decision-making.

Estimated study time: 15 -30 minutes

Outcomes

Finding and evaluating research are important skills to acquire but they presuppose an understanding of when it is appropriate to use research in professional decision making.

Indeed, one of the challenges of using research to inform policy and practice decision making is understanding:

- What kind of questions research can usefully answer
- Where research sits in the jigsaw of other factors that need to be taken into account when making a decision (e.g. user views/experience, practice wisdom, resources, etc.)

It is hoped that this exercise will help you to judge when and how it is most appropriate to use research in professional decision making

Supplier – Research in Practice

Fostering And Adoption

Fostering and Adoption

Course Aims

This exercise addresses five specific fostering and adoption issues to encourage critical reflection on the research base. Includes optional audio and video sections.

Study time: 30 - 45 minutes

Outcomes

The aim of this module is to encourage critical reflection on the research base of some general practice questions that arise in the following areas of fostering and adoption:

- What is the desirability of contact with birth family post-adoption?
- Is long-term fostering preferable to adoption for children aged 7 years and over?
- Are kinship care options always better than 'out of family' placements when considering short term care?
- How important is ethnic matching when making placement decisions?
- Under what circumstances is residential care preferable to foster care?

Supplier – Research in Practice

Integrated practice on the front line

Integrated practice on the front line

Course Aims

This exercise is based on the Change Project handbook by Liz Garrett and Sal Lodge.

You will enter a virtual work place with several offices. Each office contains information, tools, videos and quizzes on different aspects of integrated working.

Study time: 45 - 60 minutes

Outcomes

The exercise covers:

- Policy context of integrated practice
- Theoretical framework of integrated practice
- Improving integrated practice
- Involving service users, governance, evaluation and action planning

Supplier – SCIE

Interprofessional and inter-agency collaboration (IPIAC)

An introduction to interprofessional and inter-agency collaboration

Course Aims

These e-Learning resources are freely available to all. They provide audio, video and interactive technology to assist in exploring the nature of interprofessional and inter-agency collaboration and in improving collaborative practice.

Study time: 50-60 minutes

Outcomes

This resource will help you to develop and review your understanding of:

- What is meant by 'interprofessional and inter-agency collaboration' (IPIAC)
- Why IPIAC has grown in importance
- The kinds of evidence that informs IPIAC
- Key policy and legislation and their timeline

Supplier – SCIE

Interprofessional and inter-agency collaboration (IPIAC)

Professional identity and collaboration

Course Aims

These e-Learning resources are freely available to all. They provide audio, video and interactive technology to assist in exploring the nature of interprofessional and inter-agency collaboration and in improving collaborative practice.

Study time: 50-60 minutes

Outcomes

This resource will help you to:

- Understand the concept of professional identity and its importance in the relationship between professionals.
- Consider similarity and difference between professionals.
- Explore 'models of practice' as particular illustrations of similarity and difference.
- Think about the benefits and challenges for interprofessional and inter-agency collaboration (IPIAC), that can result from professional difference.
- Reflect on how some of the challenges to models of practice and professional identity may be met constructively.

Supplier – SCIE

Interprofessional and inter-agency collaboration (IPIAC)

Building relationships, establishing trust and negotiating with other workers

Course Aims

Study time: 50-60 minutes

Outcomes

This resource will help you to:

- Consider the importance of constructive relationships in the context of collaborative working
- Identify and discuss the interpersonal skills and attributes that contribute to collaborative working
- Consider the factors that impinge on collaborative working relationships
- Evaluate and develop your own interpersonal skills in collaborative working

Supplier – SCIE

Working together to assess needs, strengths and risks

Course Aims

Study time: 50-60 minutes

Outcomes

This resource will:

- Introduce you to the process of interprofessional assessment of needs, strengths and risks
- Provide the opportunity to consider the contribution that different professionals can make to the process of assessment
- Enable you to develop your understanding of assessment using a family case study which draws on the views of a range of professionals and those of family members

Supplier – SCIE

Interprofessional and inter-agency collaboration (IPIAC)

A model of practice and collaboration

Course Aims

Estimated study time: 50-60 minutes

Outcomes

This resource will help you to :

- reflect on the nature and complexity of social work and social care practice by considering the different people who may be involved
- think of 'direct work' with people who use care services and their supporters and carers as being at the centre of your practice
- recognise that 'direct work' does not take place in isolation but is affected by a range of other important relationships and interactions
- manage the complexity of these multiple relationships by using a 'model' that groups them into 'spheres' of practice and interaction
- view these spheres as the context or medium in which collaboration is achieved by you and others
- think about how the model applies to practice

Supplier – SCIE

Interprofessional and inter-agency collaboration (IPIAC)

Working collaboratively in different types of teams

Course Aims

Estimated study time: 50-60 minutes

Outcomes

This Learning Object will help you to:

- Identify different types of teams
- Consider how different types of teams impact on interprofessional working
- Identify the different roles necessary for successful team working
- Identify your own role within the interprofessional team
- Think about how you can develop your team working skills.

Supplier – SCIE

Interprofessional and inter-agency collaboration (IPIAC)

The practitioner, the agency and inter-agency collaboration

Course Aims

Estimated study time: 50-60 minutes

Outcomes

This resource will assist you to:

- think of the organisation/agency in which you work as part of a network of organisations/agencies, professions and services
- appreciate that each organisation, including your own, shapes the roles of its staff, supplies resources and sets the boundaries of services
- understand the interdependence of agencies and their practitioners in achieving the range of support that people who use care services may require
- recognise that inter-agency collaboration ranges along a continuum, from cooperation based on mutual objectives to collaboration structured by regulated procedures
- appreciate that procedures provide a framework for practice but they rely on people to make them work by applying expertise and values and negotiating outcomes.

Supplier – SCIE

Interprofessional and inter-agency collaboration (IPIAC)

Key policy and legislation with implications for interprofessional and inter-agency collaboration (IPIAC): a timeline of examples 1968-2008

Course Aims

Estimated study time: 50-60 minutes

Outcomes

This timeline gives a selective chronology of examples of policy, commissioned reports and legislation in England and Wales that contain important implications for social work and social care in relation to interprofessional and inter-agency collaboration

Supplier – SCIE

Law and social work

Introduction to law

Course Aims

These e-Learning resources are freely available to all users and, through audio, video and interactive uses of technology, bring alive key aspects of the law applied to social work practice.

Please note that these resources were updated in April 2009 to bring it in line with the most recent policy and legislation.

Estimated study time:

Why study law? 15-20 min

Introductory case studies 20-30 min

Odd one out 10-15 min

Outcomes

These materials will raise awareness of:

- the importance and relevance of Law
- the many ways that Law impacts upon our lives and work
- the importance of Law to social work practice
- the connections between Law and social work values

Supplier – SCIE

Law and social work

The body of law

Course Aims

Estimated study time:

Each of the 7 video sections 10 min each

Total time 80 minutes

Outcomes

The Body of Law will make you aware of:

- How law is made
- How social issues may be reflected in the legal rules
- How the legal rules reflect the society of which they are a part
- The relationship between national and international jurisdictions
- The role of the judiciary and of case law
- The separation of powers

Supplier – SCIE

Law and social work

The law-practice relationship

Course Aims

Estimated study time: 45-60 mins

Outcomes

These materials will raise awareness of:

- The complexity of the relationship between law and social work in practice
- The breadth of legal knowledge necessary for effective practice
- The fact that law cannot be seen in isolation from values, and must be subject to critical analysis
- How different options for practice balance legal rules, moral rules and individual and collective rights.

Supplier – SCIE

Accountability and intervention

Course Aims

Study time: 45-60 mins

Outcomes

Accountability and intervention sets out to explore the impact of law on how social workers work, in particular:

- how legal rules influence the process of decision-making (rather than the content)
- how social work values influence our approach

Supplier – SCIE

Law and social work

Courtroom skills

Course Aims

Estimated study time: 100-120 mins

Outcomes

Court room Skills aims to:

- identify messages for effective courtroom practice
- develop your understanding of the different roles in courtroom settings
- help you manage your authority and role more effectively
- develop your skills in negotiating out of court and in giving evidence
- develop your knowledge, skills and confidence about cross examination

Supplier – SCIE

Courtroom scenario

Course Aims

Estimated study time: 80-100 mins

Outcomes

Courtroom scenario will help you to:

- Perform confidently in relation to court process and systems
- Appreciate good practice when giving evidence in chief
- Develop your understanding of, and skills in responding to, cross-examination
- Identify your involvement in the court room as a positive element of practice

Supplier – SCIE

Law and social work

Win a million!

Course Aims

Estimated study time: 15-20 mins

Outcomes

These materials will help you:

- acquire and consolidate knowledge of specific legal rules
- develop a critical perspective on those rules
- describe the location of specific legal rules

Supplier – SCIE

Social work intervention

Course Aims

Estimated study time: 40-60 mins

Outcomes

Social Work Intervention sets out to make you aware of:

- the legal rules that create the framework for social work intervention
- the different points of intervention – initial referral and screening, assessment and care planning and review and assessment

Supplier – SCIE

Law and social work

Experts by experience

Course Aims

Estimated study time: 60-80 mins

Outcomes

Experts by experience will:

- Introduce you to how service users and carers have experienced legal interventions by social workers
- Identify how experts by experience identify good and poor practice by social workers
- Present what experts by experience suggest are the essential knowledge, skills and values that social workers should have and how they should use them
- Present key messages for social workers on what is really important for service users and carers when legal interventions are being used.

Supplier – SCIE

All in a day's work

Course Aims

Estimated study time: 50-60 mins

Outcomes

All in a day's work will:

- help you to reflect on what approach, or combination of strategies, you adopt to being a social work law practitioner
- enable you to undertake an assessment of your social work law knowledge

All in a day's work presents a series of tricky situations. For each you will have to decide what action you would take. Your knowledge of legal the Law as it relates to each situation will also be tested.

Supplier – SCIE

Managing risk, minimising restraint

Exploring restraint

Course Aims

These e-Learning resources are freely available to all. They provide audio, video and interactive technology to assist in exploring the nature of managing risk and minimising restraint when working with older people in care homes.

Study time: 20-30 minutes

Outcomes

By the end of this module you should be able to:

- Restraint can be a difficult issue in care homes, and the word means different things to different people.
- There are many different types of restraint, ranging from active physical interventions to failing to assist a person.
- Minimising the use of restraint is important, but sometimes it will be the right thing to do.
- Knowing the individual, valuing the views of relatives and working as a team will help reduce the need for restraint.

Supplier – SCIE

Managing risk, minimising restraint

Decision-making processes

Course Aims

Study time: 20-30 minutes

Outcomes

By the end of this module you should be able to:

- How staff, residents and relatives view risk and risk-taking will influence decisions about restraint.
- Being positive, working as a team and keeping good records will help to make good decisions about the use of restraint.
- Knowing about the alternatives to the use of restraint and having some basic knowledge of the law on restraint is important.
- A careful five-step process can help when making difficult decisions about restraint.

Supplier – SCIE

Managing risk, minimising restraint

Creating a positive culture

Course Aims

Study time: 20-30 minutes

Outcomes

By the end of this module you should be able to:

- Create a positive culture of care to lessen the likelihood of care staff needing to use restraint.
- Use good communication to help negotiate the many different and often emotive views of everyone involved in a decision to use restraint.
- Provide learning and development opportunities that help promote a learning culture and support better decision-making about restraint.
- Develop a positive physical care environment to help reduce the need for restraint.

Supplier – SCIE

Parental Drug Misuse

Parental Drug Misuse

Course Aims

Based on the research in practice publication, Parental drug misuse - a review of impact and intervention studies by Jo Tunnard. This exercise uses quizzes and case studies to help you to understand the research messages behind parental drug misuse.

Study time: 45-60 minutes

Outcomes

Learning Objectives:

- To understand the effects and different characteristics of different drugs.
- To understand the impact of parental drug misuse on different aspects of the lives of children and families.
- To understand the messages of research into parental drug misuse.

Supplier – RESEARCH IN PRACTICE

Personalisation

What is personalisation and where did it come from?

Course Aims

Key areas covered:

- What personalisation means and where it comes from.
- Legislation, policy and theory influencing the personalisation agenda.

Outcomes

Key learning points form this module:

- Find out how much you already know about personalisation
- Understand what personalisation means and where it comes from
- Familiarise yourself with legislation, policy and theory influencing the personalisation agenda

Supplier – SCIE

Personalisation

Putting personalisation into practice

Course Aims

Key areas covered:

- Service user and practitioner's perceptions of personalisation.
- Supporting an individual through the personalisation process.

Study time: 30-40 mins

Outcomes

This module will help you to:

- You will consider the possible benefits and drawbacks of personalisation
- Review practitioner's perceptions of personalisation
- An opportunity to reflect on service user experience
- Develop skills in supporting an individual through the process
- Identify future learning/training requirements
- Reflect on your learning in relation to personalisation

Supplier – SCIE

Poverty, parenting and social exclusion

Poverty is ...

Course Aims

These e-Learning resources are freely available to all users and, through audio, video and interactive uses of technology, bring alive key aspects of poverty, parenting and social exclusion with particular reference to children and families.

Study time: 20-30 mins

Outcomes

This learning object will help you to:

- Describe some of the practical ways in which poverty and social exclusion affect the lives of families with children in the UK
- Describe some of the emotional and psychological impacts of poverty and social exclusion on the lives of families with children

Supplier – SCIE

Choices... what choices?

Course Aims

Study time: 20-30 mins

Outcomes

Following the completion of this learning object, students will be able to:

- Develop your understanding of the ways poverty and social exclusion impact on the lives of children and families in the UK
- Describe some of the support services and networks that can help families living in poverty

Supplier – SCIE

Poverty, parenting and social exclusion

What is 'povertyism'?

Course Aims

Study time: 20-30 mins

Outcomes

Following the completion of this learning object, students will be able to:

- Develop your understanding of the ways poverty and social exclusion impact on the lives of children and families in the UK
- Describe some of the support services and networks that can help families living in poverty

Supplier – SCIE

Service user perspectives on good practice

Course Aims

Study time: 20-30 mins

Outcomes

This learning object will help you to:

- Understand how good practice with families living in poverty is built on positive professional attitudes
- Understand how fundamental attitudes, such as respect and trust are valued by parents
- Explore some of the steps practitioners can take to promote positive relationships with parents

Supplier – SCIE

Poverty, parenting and social exclusion

Values, parenting and professional roles

Course Aims

Study time: 20-30 mins

Outcomes

This learning object will help you to:

- Develop an understanding of the values that you bring to working with families in poverty
- Reflect on how these values might impact unhelpfully on understanding parental behaviour
- Become aware of your responsibilities for ethical practice as supported by your professional codes of conduct

Supplier – SCIE

Incorporating an understanding of poverty into assessments of children and their families

Course Aims

Study time: 40-50 minutes

Outcomes

This learning object will help you to:

- Develop your understanding of the ways poverty and social exclusion impact on the lives of children and families in the UK
- Describe some of the support services and networks that can help families living in poverty

Supplier – SCIE

Poverty, parenting and social exclusion

What resources can you access to help you support families?

Course Aims

Study time: 20-30 minutes

Outcomes

This learning object will help you to:

- Reflect on the impact of poverty on parental capacity and child development in the context of safeguarding children
- Develop your understanding of resources to support families living in poverty
- Increase knowledge of access to and availability of resources to support families

Supplier – SCIE

How sensitive to poverty and social exclusion are you in your daily practice?

Course Aims

Study time: 20-30 minutes

Outcomes

This learning object will help you to:

- Develop your understanding of the values that you bring to working with families living in poverty
- Reflect on how your values and behaviours might impact on families living in poverty with whom you work
- Explore sensitive ways of working with families that are consistent with anti-oppressive, partnership-based practice.

Supplier – SCIE

Poverty, parenting and social exclusion

How can your agency support you in accessing and using knowledge to be poverty aware?

Course Aims

Study time: 20-30 minutes

Outcomes

This learning object will help you to:

- Understand key aspects of the potential role played by the agency as well as an individual member of staff in maximising understanding and addressing the relationship between poverty, social exclusion and parenting
- Identify the agency and organisational support on which you should be able to count in your work with parents
- Be able to feel confident in exploring, along with colleagues, a number of ways in which your agency can increase its capacity to be 'poverty aware'.

Supplier – SCIE

Quality Matters – Advocacy & Participation

Quality Matters - Advocacy & Participation

Course Aims

The Quality Matters programme of research was commissioned by the Government to examine the impact of the Quality Protects initiative on the quality of services for children in need.

These three modules cover key findings from the research programme, practice examples, recommendations and reflective questions for children's services staff.

Study time: 20 - 30 minutes

Outcomes

This exercise looks at studies into the role of advocates and the participation of young people. The exercise covers:

- Key research findings
- Practice examples
- Recommendations
- Questions for children's services

Supplier –Research in Practice

Quality Matters - Caring & Educating

Quality Matters - Caring & Educating

Course Aims

The Quality Matters programme of research was commissioned by the Government to examine the impact of the Quality Protects initiative on the quality of services for children in need.

These three modules cover key findings from the research programme, practice examples, recommendations and reflective questions for children's services staff.

Study time: 20-30 minutes

Outcomes

This exercise looks at the results of a study into the effective education of children in public care or with emotional and behavioural difficulties. It Covers:

- Key research findings
- Practice Examples
- Recommendations
- Questions for children's services

Supplier – Research in Practice

Quality Matters - Safeguarding & Supporting

Quality Matters - Safeguarding & Supporting

Course Aims

The Quality Matters programme of research was commissioned by the Government to examine the impact of the Quality Protects initiative on the quality of services for children in need.

These three modules cover key findings from the research programme, practice examples, recommendations and reflective questions for children's services staff.

Study time: 20 - 30 minutes

Outcomes

This exercise looks at the results of a study into the effectiveness of child protection practices and procedures in response to children exposed to domestic violence or drug and alcohol misuse within their families. This exercise covers:

- Key research findings
- Practice examples
- Recommendations
- Questions for children's services

Supplier – Research in Practice

Reunification

Reunification

Course Aims

This exercise uses research messages to encourage critical thinking on key factors affecting reunification of looked after children with their families.

It uses material developed by the research in practice Wales College Development Group.

Study time: 30 - 45 minutes

Outcomes

The exercise uses research messages to encourage critical thinking on key factors affecting reunification of looked after children with their families Learning Objectives:

- To get an understanding of key research messages into reunification
- To understand research messages into what happens after reunification
- To be able to apply current research messages to current work

Supplier – Research in Practice

The Mental Capacity Act

The Mental Capacity Act

Course Aims

This has been designed for local authority staff and providers who are likely to come into contact with patients who lack mental capacity, or who have fluctuating capacity.

The course is based at learner level 3-4, with 4 modules, practice questions and a final assessment.

Study time: 45 – 60 minutes

Outcomes

This Module is about identifying and assessing mental capacity and after completion, you'll be able to:

- State the key principles which underpin the Act
- Define both mental capacity and incapacity, and its relevance to your role and responsibility
- Identify implications for people who lack capacity, or whose capacity fluctuates
- Explain why the specific issue, time and context are pertinent - when assessing capacity
- Describe the test for capacity - and apply what is involved

Supplier – Ivysoft

The Open Dementia Programme

What it is and what it isn't

Course Aims

The Open Dementia e-Learning Programme is aimed at anyone who comes into contact with someone with dementia and provides a general introduction to the disease and the experience of living with dementia.

This programme is designed to be accessible to a wide audience and to make learning as enjoyable as possible and so allows users to fully interact with the content and includes video, audio and graphics to make the content come alive. In particular the programme includes a considerable amount of new video footage shot by both the Alzheimer's Society and SCIE where people with dementia and their carers share their views and feelings on camera.

Study time: 20 minutes

Outcomes

Learning aims

On completion of this learning object you will be able to:

- challenge some common myths and negative attitudes about dementia
- describe what dementia is
- list common signs and symptoms of dementia
- describe some of the complex difficulties people with dementia face and some causes of these difficulties

Supplier – SCIE

The Open Dementia Programme

Living with dementia

Course Aims

Estimated study time: 20-30 minutes

Outcomes

On completion of this learning object you will be able to:

- key aspects of the personal experiences of people with dementia
- the importance of recognising the individuality of people with dementia and their unique strengths, preferences and needs
- how a person's life history impacts on how they interact with the world around them today
- the impact of dementia on family and friendship networks
- key aspects of the personal experiences of carers of people with dementia.

Supplier – SCIE

The Open Dementia Programme

What causes dementia

Course Aims

Estimated study time: 20-30 minutes

Outcomes

On completion of this learning object you will be able to:

- Describe the causes of dementia
- List some of the more common diseases and disorders that cause dementia
- Describe some of the similarities and differences between different types of dementia
- Describe the key functions of, and results of damage to, the three most affected lobes of the brain
- Identify some factors that can increase and decrease the risk of dementia.

Supplier – SCIE

The Open Dementia Programme

Diagnosis and who can help

Course Aims

Estimated study time: 20-30 minutes

Outcomes

On completion of this learning object you will be able to:

- Identify reasons why an early diagnosis is important
- Describe the emotional impact of receiving a diagnosis of dementia
- Describe the process involved in diagnosing a dementia
- List some key dangers of labelling people
- Describe the multidisciplinary nature of a robust network of help and support for people with dementia and their families
- Describe a range of medical and non-medical treatments in dementia and know how to access more information on them.

Supplier – SCIE

The Open Dementia Programme

Common difficulties and how to help

Course Aims

Estimated study time: 30-40 minutes

Outcomes

On completion of this learning object you will be able to:

- have a better understanding of the unique nature of every nature of every individual's experience of dementia
- be able to describe ways in which some of the most common symptoms of dementia can affect people's everyday lives
- appreciate how it can feel to be faced with the symptoms of dementia
- be able to draw on a range of strategies to compensate for the difficulties caused by some common symptoms of dementia
- be able to recognise and minimise causes of avoidable difficulties.

Supplier – SCIE

The Open Dementia Programme

The emotional impact of dementia

Course Aims

Estimated study time: 20-30 minutes

Outcomes

By the end of this module you will:

- be able to describe some of the feelings commonly experienced by people with dementia and their relatives
- recognise responses that can be helpful
- recognise that understanding the perspective of a person with dementia is vital to avoid causing emotional distress
- have a deeper understanding of why our communication must be sensitive to the feelings and needs of people with dementia.

Supplier – SCIE

The Open Dementia Programme

Positive communication

Course Aims

Estimated study time: 20-30 minutes

Outcomes

By the end of this module you will:

- recognise factors that can impact on successful communication
- have learnt some new communication techniques that you can use to help people with dementia to express themselves and understand what we are saying
- have a better understanding of how to respond when a person with dementia is expressing a different reality
- understand how to avoid causing distressing situations by recognising and responding to clues about the needs of the person with dementia.

Supplier – SCIE

Under the Influence

Under the Influence

Course Aims

This exercise is based on the Change Project Under The Influence: Working with young people who misuse alcohol and offend by Jeanette Leech.

The exercise looks at the relationship between alcohol and offending in young people and how alcohol use and offending can vary across age groups. It also includes an interactive exercise on talking to young people about their drinking.

Study time: 30 - 45 minutes

Outcomes

Learning objectives:

- To have a clear understanding of the relationship between alcohol and offending in young people
- To understand how alcohol use and offending can vary across age groups and is subject to other factors
- To gain skills in talking to young people about their drinking

Supplier – Research in Practice