

Foundation degree in work with communities social work essay



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The Case Study Introduction I am a support worker/project worker in a supported housing unit in Nottingham, for thirteen female young people between the ages of 16 -25 years, which usually referred from Housing Aid; their basic needs addressed in an interview before referral. The service users are homeless there are some with a background of domestic breakdown and some have come out of the care system. After referral from Housing Aid, an initial assessment of need undertaking, covering several needs: physical and emotional well-being and any medication or health concerns. The young person may smoke or even have drug or alcohol issues; these will be on the referral form. The young person's mental health will then be examined there may be additional reports from social workers or schools. High risk service users such as ex-offenders can be referred these cases may involve probation workers. Mary, a service user at the housing project I work in is 18 years old with Portuguese parents who separated. Mary's father lives in the West Midlands and her mother lives in Nottingham. Mary lived with her mother and father and then decided to live with her father. On school holidays, Mary stayed with her mother. Mary assaulted by her father at the early age of 10 years old; he hit her with a belt and with a metal bar, which resulted in Mary placed in care after the involvement of police and social services. Mary's friend, who lives in Wales, is her closest contact but does not see her regularly. She does have other friends; however, she avoids them because of their criminal behaviour (Appendix 1). The needs of young women arriving at the project further assessed after signing a tenancy agreement for accommodation in the project. Each young woman has a self-contained flat within the project with a bedroom, kitchen and bathroom. Most accommodation costs meeting through housing benefits. If the young person

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is working they pay part of the service charge after assessment. Mary came to the UK with her family when she was young. They applied for British citizenship but did not pass it over to Mary. She previously had issues claiming housing benefit, but as she is an EU citizen, she is now eligible for housing benefit. (Appendix1)The educational needs of the young person in numeracy and literacy assessed, Personal and social development and health also taking into account as is the young person's ability to budget their money. Without project intervention, many young people would be homeless and at great risk of exploitation and/or bad health. Young people find the experience of homelessness means it is very hard to reintegrate into society. (www. depauluk. org, 2010)Harrison et al (2010) states youth work informed by a set of beliefs and helps young people to develop their own set of values. From a practitioner's point of view it is important to work with a set of clear values encompassing trust, respect, clear boundaries must be established, and the young person's cultural background should be respected. (Banks, 2001). Authoritarian language avoided, and service users treated with respect and their opinions valued. Schon (1991) noted that the young person is not likely to accept the practitioner's authority but to suspend disbelief in it. To earn the trust the practitioners must take a stand for where they are from and what they believe, value and seek to achieve (www. infed. org, 2004). THE NAOMIE PLANNING MODELThe NAOMIE (Needs, Aims, Methodology Objectives, Implementation and evaluation) is a good practice model for planning, monitoring and evaluating youth work (Table 1). It is a framework used to identify the needs of the young people (Ingram et al, 2001). It includes every stage a project needs to go through and breaks down the planning stage into smaller chunks. This tool worked well for Mary

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because it helped to identify her needs and give a breakdown and indicator on what course of action could be. It has identified some of the barriers in anti-discriminatory practice on working together on issues of inequality, discrimination and oppression (Thompson, 1994). Mary attended weekly support sessions, however, at the time of the first key session, Mary had missed four appointments at Access College, who raised concerns about her behaviour. I learnt Mary had doubts about being able to apply herself to her educational needs, which affected her Job Seekers Allowance (JSA). Her service charges paid by direct deductions from her benefits. Mary will need support in budgeting and has agreed to set up a budgeting plan with her next payment. I agreed to meet with her for I identified motivational interviewing as the best method to move forward (Table 1).

Needs assessment

How you know the work is needed and not duplicating other work

Aims

The overarching point of the project/session

Objectives

Sub goals – steps on the way to achieving the aim

Methodology

The way you will deliver the work or engage young people

Implementation

Doing it

Evaluation

Reviewing it

NAOMIE Model (Table 1) Anti-oppressive model: Thompson PCS Model The theoretical underpinning of the intervention informed by Thompson looks at the person holistically with the PCS Model (1997). Society can and does often oppress young people through institutions which supported by cultural norms and personal beliefs. These institutions can label young people and hinder their development and progress. Thompson's PCS model underpins the referrals and being a support worker I can support Mary with learning tools that challenge oppression, such as the language I use in my person-centred approach (Table 2). According to Thompson's PCS model (1997), personal means the individual. A young person 18 years old placed in care after police and social services involvement. Mary came to the UK with her

uncommunicative family, and she has left school with low attainment and poor attendance. Within the housing project, Mary has developed relationships with other young people and is making music for enjoyment; within the community she is sharing her thoughts and feelings with different groups. Mary has friends whom she avoids now as they are getting into criminal behaviour. So in relation to Structural, Mary now has a network of divisions such as Connexions, Social Services, Health, and Local Authority. Mary referred to floating support has continuing support from social services. Mary has a leaving care worker, called Susie who visits her from time to time (Appendix. 1)<http://youthworkcentral.tripod.com/PCS.gif>Anti-oppressive model: Thompson PCS Model (Table 2) (REF)By engaging using wider policy objectives it is a person-centred base. Young people will sometimes openly discuss within a safe environment amongst their peers and focus on building one's confidence. To get reassurance within a group, as well as maintaining the learner's concentration is vital for the young person to get away from the labelling of institutions they may have come out of. (Thompson, 1997). As a support worker, I identified links within the project to refer to external agencies, such as social services and welfare agencies. I informed from staff that her key worker had contacted the Department for Work and Pensions (DWP) about her JSA payments stopping due to poor attendance at college. An important skill for this type of intervention is listening or active listening. Verbal and non-verbal skills needed in order to establish rapport and good a relationship between worker and service user. A person-centred approach using listening skills and asking questions helps the service users clarify their own thoughts. In terms of theory, I used communication skills with empathy by getting to know Mary's situation, I ask open questions such as " How is <https://assignbuster.com/foundation-degree-in-work-with-communities-social-work-essay/>

your day going?" I offer refreshments are an informal way to build a rapport relationship (Egan, 2002). I develop the relationship with Mary through on-going one-to-one support. I used these interventions to open up young people to better expression. It can stimulate a young person's ability to connect with the environment around them and nurture positive aspiration, confidence and resilience to manage challenging life circumstances. This legislation which forms social policy is outworked through the project's policies and procedures. In terms of Mary's experience at the project she has been mainly served well. Prevention needs to take place in the context of person-centred support and personalisation, with individuals empowered to make choices and supported to manage risks. As a support worker I review the service user with other members of the staff. We reflect together with the service user using motivational skills. Secondly, I identify what a young person wants and what is possible. Finally, to action the intervention is to plan and choose the right intervention to support the young person in activities to achieve goals about building resilience. The limitations to the intervention and the positive aspects to the intervention I used Motivational interviewing skills and Thompson PCS Model with the service user by negotiating a plan one to one for change. In terms of anti-oppressive practices Mary has had a positive experience by going through the project. I have identified the theory to help me understand the individual or the situation she is experiencing. This has shown a positive and effective outcome for her to be considering she is no longer in the same location as her cultural background. Mary was born in Portugal and as an EU citizen, shown an impact to apply for benefits such as job seekers allowance (JSA) is able to be eligible for housing (Appendix. 1). In terms of social policy, the <https://assignbuster.com/foundation-degree-in-work-with-communities-social-work-essay/>

housing project, as an intervention, working with homeless or temporarily housed service-users throws up a range of problems and challenges. The challenges facing young people by 2020 will require fundamental changes to the UK housing system. Young people are particularly vulnerable in a badly functioning housing system due to their lack of resources and opportunities (www. jrf. org. uk, 2012). Homelessness Act (2002) gives housing authorities the power to carry out homelessness has published a homelessness strategy based on the results of the review (REF). The homelessness strategy ink with other strategies and programmes that address the causes of homelessness (Ref). For example, health, education and employment, whose activities may help to prevent homelessness. The young people who referred from housing aid considered having a priority need for housing under homelessness (www. nottinghamcity. gov. uk, 2012). The Supporting People programme (SP) been central to the development and provision of quality accommodation based homelessness services (www. homeless. org. uk, 2012). SP programme launched under the Labour Government in April 2003. The programme provided support provided through the Housing Benefit system, aimed to supporting vulnerable people to live independently (REF). To improve interventions, investing in multi-agency working partnerships could provide more resources such as funding for young people provision, community care grant provision when a young person is moving onReferencesSchön, D. A. (1991) *The Reflective Turn: Case Studies In and On Educational Practice*, New York: Teachers Press, Columbia University. Thompson, N. (1997) *Anti-discriminatory Practice* (2nd Ed), Basingstoke: Macmillan

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Appendices

The Naomie Planning Model (Table 1) Anti-oppressive model: Thompson PCS Model (Table 2) Case study (Appendix . 1)