Using
SHARE in Practice Learning
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Outline of Workshop

• Brief Introductions
• The What, Why and How of SHARE
• SHARE and Social Work
• SHARE and Practice Learning
• Reflective Exercise
Central to the SHARE model
WHAT IS SHARE?

• Multi-sensory model for social work
• Wide application both to practice and practice learning
• Five interconnected components:
  Seeing
  Hearing
  Action
  Reading
  Evaluation
The SHARE model is:

- Values based
- Multi-sensory
- Stakeholder informed
- Theory informed
- Research informed
- Contemporary
- Creative
- Applicable to a wide range of situations
- Currently being used in exciting ways
What does the word “SHARE” mean to you?
What does the word "SHARE" mean to you?

- Giving and receiving?
- Information sharing and knowledge sharing
- Shear – division of a resource
- The digital share
- More in common
- Sharing and belonging
- Sharing and kindness
- Sharing and wellbeing

Additional notes:

- More in common
- Sharing and kindness
Social work theory and SHARE

- Hopeful approach
- Strengths based approach
- Restorative approach
- Relational approach
- Systemic approach
- Holistic approach
What do you SHARE with students?

- Practice wisdom & experience?
- Personal things about yourself?
- Social work knowledge and theory
- Emotions?
- Top Tips?
- You own student experience?
- Organisational knowledge/processes/policies?
- Organisational culture?
Central to the SHARE Model
Why now?

- More than 70 years social work and social work education experience between us
- Dissatisfied with current models
- Concerned about growing misrepresentation even within the profession (social media)
Why now?

- More than 70 years social work and social work education experience between us

- Maybe we had something useful to contribute?

- All our different but similar interests brought together in one book?

- All committed to accessible (but theory informed) creative approaches to social work education
• over reliant on certain key (i.e. rather outdated) texts?
• No critique of these texts
• Often written by white middle class men
• Didn’t seem to capture a variety of voices or represent a globalised world

• Dissatisfied with current models

• Didn’t always take account of the complexities of today’s society
• Marketisation/monetarisation of models that promise a lot but don’t always deliver
• Focus on one model at expense of other equally good models?
• Strong voices on SoMe pushing a one narrative model
• Strong voices squashing dissenting voices
• Strong voices stipulating who is qualified to talk about social work or not
• Strong voices pushing an anti academic/theory position
• Growing divide between C&F social work and adult social work?

• Concerned about growing misrepresentation even within the profession (social media)

Only frontline child protection social workers can talk about social work

“Oh isn’t social work awful…”
Bridging the gap
Central to the SHARE model
Google Images of “SHARE”
SHARE in Social Work

• Assessment
• Risk assessment and defensible decision making
• Collaborative working
• Continuous Professional Development
• ASYE
• Induction for new staff/students
• Supervision
• Planning a placement
• Assessing a student in practice
SHARE in Social Work

• Assessment

Seeing - What have you seen? Be descriptive? What have you observed? What haven’t you seen? Does this ability to draw a conclusion? What haven’t you seen? Does this impact on your ability to draw a conclusion? How do you see risk in this situation. Do others see it in the same way?

Hearing - What have you heard? From who? (consider the validity of feedback from others) What position are they coming from? Who haven’t you heard? Why? What do others need to hear?

Action – What have you done? What have others done? What impact has this had on the identified risk? What have people done to try and manage the risks? What impact has this had?

Reading – What have you read? What have you recorded? What have other people written?

Evaluation – What conclusions have you drawn from above? Why are you drawing these conclusions? Are other stakeholders drawing the same conclusions? How do you know?
Seeing - What observations has the practice educator undertaken of the students' practice (both formal and informal?) What other have key stakeholders observed the student do? What do you see in the student (strengths, areas for development)? What does your student see in their practice/development?

Hearing - What do you hear (Language, accent, knowledge or lack of?) What does the student hear in supervision? What does the student hear about social work? What are the barriers to listening for you and your student? What does the student hear from service users?

Action – What has the student done on placement? What have you done? What have others done with the student? What has the student not done? What will I do with colleagues and service users feedback about the student?

Reading – What have you read of the student’s work? What have they written on placement. What is the quality of their written reflections? What is the student reading to support their learning? What are you advising the student to read? What are the barriers to reading?

• Assessing a student in practice

Evaluation – Draw on evidence from the above four domains? Is it consistent between the domains?? Is it equally weighted? Does the evidence compliment or contradict against each component?
Learning Needs

For example development of assessment skills

See - Observe other workers undertaking an assessment

Hear - Talk to service users about their experiences of assessment. Talk to colleagues about experiences of undertaking assessment

Action – Ask questions when shadowing another worker. Then take on some aspects of the assessment, then do one independently

Read – Read assessments undertaken by other colleagues. Read about assessment practice. Write an assessment and seek feedback.

• Planning a placement

Evaluation – Undertake a self-evaluation of your assessment skills. What did you learn? What was challenging? What will you do differently next time?
Reflective Supervision Tool

Seeing - What have you seen?

Hearing - what have you heard?

Action - What were your actions?

Reading - What reading have you done?

• Supervision

Evaluation – What are you evaluations/conclusions?

Decision
I heard someone in the office talking about a service user in a way that made me feel uncomfortable.....
<table>
<thead>
<tr>
<th>S</th>
<th>What have you seen? What haven’t you seen? What might you have lost sight of? How would you describe your vision in terms of this situation? What would a good outcome look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>What have you heard? From who? What haven’t you heard? Whose voice is the most influential? Why? Have you fully heard all the key stakeholders? I found it hard to get my voice heard in the meeting, it felt that the teacher was dominating the conversation ......</td>
</tr>
<tr>
<td>A</td>
<td>What have you done? What impact has it had? What have others done? What impact has that had? What hasn’t been done?</td>
</tr>
<tr>
<td>R</td>
<td>What have you read? Previous case notes? Other professional reports? Research? Theory? Legislation?</td>
</tr>
<tr>
<td>E</td>
<td>How are you evaluating all of this? What is important? What isn’t? How do you feel? What impact does that have? What’s worked well? What hasn’t? What are the facts? How do you know?</td>
</tr>
<tr>
<td>D</td>
<td>What decision have you reached? Why? How do you need to take that forward? When will you review the impact?</td>
</tr>
</tbody>
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SHARING______________________________ Date ____________________
Current Uses of SHARE in Practice Learning

• Student used the model to structure her portfolio
• PE used the model when assessing a student who failed
• PE used the SHARE reflective tool as a way for the student to take ownership of a shared agenda for supervision
• I have developed it as a research proposal tool
Reflective Question?

• Is this a model you could use in your work as a practice educators and/or social worker? If so, how?
Final Comments

• SHARE is a theory rich, interconnecting component model
• SHARE can be applied in all areas of social work practice
• Promotes a hopeful and positive approach to social work practice
• Recognises reciprocity and promotes kind and sharing relationships
• Do let us know how you use SHARE in your practice or any new ideas you have (website in development)