

# Changing Futures Programme Sussex: Professional Practice Standards



Updated: Version 1 - January 2023

This document outlines a set of *Professional Practice Standards* which include skills, knowledge, values, & experience that are beneficial for client-facing support workers.

These *Professional Practice Standards* are intended to be used as a supportive guide when working with people with multiple disadvantage or multiple complex needs within the Changing Futures Programme Sussex. They may also provide a point of reference when thinking about commissioning, recruitment of staff, and staff development for client-facing roles. These practice standards sit beside & complement the *Changing Futures Programme Sussex Principles* document.

This set of standards are suggested as best practice, and it is understood that these may not be possible to achieve all of the time. You may even notice that there are themes evolving in your work, where it feels that it may not be possible to meet these standards, for example, you may notice that it often feels difficult to be 'Meeting people where they are at', and this may be an area for exploration.

Such exploration around themes that you notice could be addressed within reflective practice, peer support sessions or during 1:1 meetings with your line manager and could form part of your personal development as you gain self-awareness or recognise areas for potential self-development.

Each *Professional Practice* area outlines approaches that are trauma informed and beneficial for building professional working relationships with people who are likely to have experienced trauma throughout their lives.

## Professional Practice: Area One

### *Meeting People Where They Are At*

- **Proactive & Patient:** Work proactively with clients whose willingness or ability to engage with support may fluctuate.
- **Facilitators Of Change:** Recognise and respond to where a client is at within the context of the cycle of change, using coaching and motivational skills to support change.
- **Encourage:** Recognise that 'progress' for a client may look different to what we expect or plan for, & celebrate client successes, no matter how small they may seem.
- **Strengths Focused & Structured:** Adopt a strengths-based approach when working with clients; help them to break down their goals into realistic and achievable steps.
- **Flexible & Responsive:** Be flexible & prepared to adapt to a client's changing needs, for example asking what time of day work best for them to meet, and whether they prefer to communicate by phone, text, or email.
- **Risk Navigators:** Be able to risk assess challenging situations and work safely with clients; be prepared to work with clients who may at times be substance affected if it is safe & appropriate to do so.

## Professional Practice: Area Two

### *Encouraging Trusting Relationships*

- **Persevering:** Persevere in building trust with clients, recognising that this can be a slow process.
- **Reliable & Consistent:** Be reliable and consistent with support & contact & be transparent with clients about what can & cannot be offered.
- **Congruence:** Model healthy relationships by proactively seeking restoration and reconciliation if the client/worker relationship becomes strained or breaks down. This also applies to relationships with other professionals.

## Professional Practice: Area Three

### Trauma-Informed Approach

- **Trauma-aware** means expecting that people using your service are likely to have experienced trauma in their lives. Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. Whilst trauma is common, how people respond to it varies. 85% of people with complex needs have experienced complex trauma in their childhood & beyond.

- **Trauma-informed** means that the services provided offers effective support and, above all, that they do not re-traumatise those accessing or working in services.

- **Trauma-responsive** means to grow knowledge and understanding around the impact of developmental / relational trauma, hope and resilience & best practice in terms of trauma-informed & responsive means.

These five T.I Principles provide a guide for workforces:

- **Safety:** Ensuring physical & emotional safety of clients and yourselves wherever possible
- **Choice:** The individual has choice, control & is provided information in a way that makes sense for them
- **Collaboration:** Working 'with' people and not doing 'to' them, thus sharing responsibility
- **Empower:** Being curious and working alongside people so that power is shared
- **Trust:** Maintaining boundaries, being consistent, respectful to yourself and others
- **Cultural Consideration:** Move past cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race, or ethnicity by incorporating policies, protocols & processes that are responsive to the needs of individuals served

## Professional Practice: Area Four

### Advocacy & Joined-Up Working

- **Supporters Of Client Voices:** Support clients to articulate their needs, views & concerns to other professionals & services.

- **Transparent Communicators:** Support clients to understand processes & policies that affect them. Ensuring they have access to the information they need to make informed decisions in a format that they can understand.

- **Constructive Challengers:** Raise and escalate concerns and complaints through the correct channels in a non-confrontational way, focused on positive outcomes for both clients and services. This includes constructively challenging stigmatising practices and inappropriate language when it is encountered.

- **Sympathetic Advocates:** Encourage services to understand a client's challenging behaviour. Be able to acknowledge the impact on the service and also advocate for positive solutions that will meet the needs of both the client & the service.

- **Effective Multi-Agency Workers:** Work in a joined-up way with the other professionals or services involved in a client's support. This requires clear and timely communication, understanding issues around client confidentiality, being proactive in initiating contact with other workers and services, and adopting a 'team player' attitude.

- **Modelling Respect:** Model a non-judgemental & empathetic attitude towards clients when working with other professionals and services.

## Professional Practice: Area Five

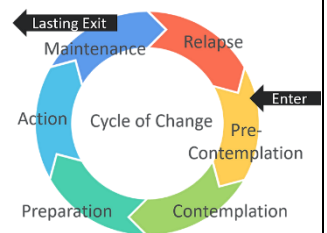
### Reflecting on Practice & Self-Care

- **Practice Self-Care:** Cultivate good health, wellbeing, and resilience by practising self-care in and outside of work thus maintaining capacity
- **Engage With Support Channels:** Be aware of the signs and symptoms of vicarious trauma. Reduce the risk of burnout by drawing on various resources & support networks, including clinical supervision, debriefing after challenging incidents, mindfulness techniques, and utilising peer support.
- **Committed To Development:** Seek out for continuous learning and development, e.g., engaging with training, reflective practice, supervision, webinars, and other resources that strengthen emotional and psychological awareness & understanding.
- **Commitment to Reflective Practice:** Self-awareness is important for keeping staff safe and healthy and for maintaining boundaries. Reflective Practice opportunities provide protected time to learn about yourself and how you practice and should be attended regularly, either as per people's professional registration or role within a team.

## Glossary Of Terms

This *Glossary of Terms* provides definitions for commonly used & technical terms that you might come across when encountering the Changing Futures Sussex Programme and associated organisations & providers.

Coaching	<p>A coach helps the client to achieve their personal best to produce the results they want in their personal &amp; professional lives. Coaching ensures the client can give their best, learn &amp; develop in the way they wish.</p> <p><a href="https://internationalcoachingcommunity.com/what-is-coaching/">https://internationalcoachingcommunity.com/what-is-coaching/</a></p>
Congruence	<p>Whilst difficult to pin down one definition, congruence is where hopes and reality meet, where the ideal and the actual are the same. Congruence is about being open, in particular, open to difference and drawing attention to the here and now, what is going on relationally between people. It can be a helpful way to recognise when things are unequal or insincere.</p>
Cycle of Change	<p>The cycle of change is a model of behaviour change based on research by Prochaska &amp; DiClemente (1983) into smoking cessation.</p> <p>It has since been adopted for a range of health &amp; social care settings. It states that there is a common cycle or set of stages to behaviour change.</p>
Drama Triangle	<p>The drama triangle model originated in psychotherapy and postulates that, in conflicted relationships, people assume 3 basic roles (persecutor, rescuer, and victim) and switch between these roles as they seek to get their (often unconscious) needs met.</p> <p><a href="https://karpmandramatriangle.com/dt_article_only.html">https://karpmandramatriangle.com/dt_article_only.html</a></p>
Learning Styles	<p>There are a number of models of 'learning styles', perhaps the most influential is that of Honey &amp; Mumford, who postulated that there are four basic ways that people prefer to take in information and learn from experiences: Activists, Reflectors, Theorists, &amp; Pragmatists.</p>



<b>Motivational Interviewing</b>	<p>Motivational Interviewing (MI) is an approach used in some forms of counselling. 'MI uses a guiding style to engage clients, clarify their strengths &amp; aspirations, evoke their own motivations for change and promote autonomy in decision making (Rollnick et al 2008).'</p> <p><a href="https://www.rcn.org.uk/clinical-topics/supporting-behaviour-change/motivational-interviewing">https://www.rcn.org.uk/clinical-topics/supporting-behaviour-change/motivational-interviewing</a></p>
<b>Person-Centred</b>	<p>Being person-centred is about focusing care on the needs of an individual. Ensuring that people's preferences, needs, values guide clinical support, and providing care that is respectful of and responsive to them.</p> <p><a href="https://www.hee.nhs.uk/our-work/person-centred-care">https://www.hee.nhs.uk/our-work/person-centred-care</a></p>
<b>Strengths-Based</b>	<p>'Strengths-based practice is a collaborative process between the person supported by services and those supporting them, allowing them to work together to determine an outcome that draws on the person's strengths &amp; assets.'</p> <p><a href="https://www.scie.org.uk/strengths-based-approaches/guidance">https://www.scie.org.uk/strengths-based-approaches/guidance</a></p>
<b>Transference</b>	<p>'Transference is the process of projecting one's feelings toward an important figure in your life onto someone else. If a patient's mother was extremely judgemental to her as a child, and the therapist makes an observation that the patient perceives as judgemental, the patient might lash out at the therapist, transferring the anger she felt toward her mother onto her therapist.'</p> <p><a href="https://www.psychologytoday.com/gb/basics/transference">https://www.psychologytoday.com/gb/basics/transference</a></p>
<b>Trauma-Informed Practice</b>	<p>The key goal of trauma-informed practice is to raise awareness among staff and services about the wide impact of trauma, to prevent re-traumatisation of clients in service settings that are meant to provide support, to develop policies and practices that assist healing from trauma.</p>
<b>Psychologically Informed Environments (P.I.E)</b>	<p>Psychologically informed environments (PIEs) are services that have been designed to take the psychological and emotional needs of people into account.</p> <p><a href="http://pielink.net/">http://pielink.net/</a></p>

*\*The Changing Futures Sussex Programme have utilised materials from Fulfilling Lives Southeast Partnership when compiling this document.*