Over **20,000** social work professionals **committed** to the highest **standards** of **practice** and **ethics.**

Developing Capabilities Statement for Social Work with Adults with Learning Disability

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Background

- **Department of Health and Social Care**

  - Capabilities Statement for social work with adults with learning disability
  - Continuous Professional Development Framework
  - Evaluate the Capabilities Statement for Social Work with Older People
  - Capabilities Statement for autism

Overview

- Literature Review

    - Social work and learning disability: policy, research, and practice issues

- Developing the Capabilities Statement

    - Methodology

Policy

Valuing People (2001)
- Rights, choice, independence, inclusion
- Services: housing, employment, health
- Role of social work unexplored but centred in CLDT

Valuing People Now (HM Government, 2009)
- Restatement of Valuing People
- Needs of BAME service users
- Autism
- Workforce: multi-agency – 'social care' instead of 'social work'

Transforming Care
- Winterbourne View
- Focus on deinstitutionalisation but perhaps relatively small numbers?
- Distinct policies on workforce development

Transforming Care – workforce development

- [Learning Disabilities Core Skills Education and Training Framework](#)

- 19 Subject areas with three tiers applicable to different professions

Within each subject, the learning outcomes are presented for relevant tiers. The learning outcomes are intended to provide a clear focus on what a learner should know, understand or be able to do following completion of any learning activity. The framework is incremental i.e. tiers 2 and 3 assume that learners possess the skills and knowledge at preceding levels (to minimise unnecessary repetition).

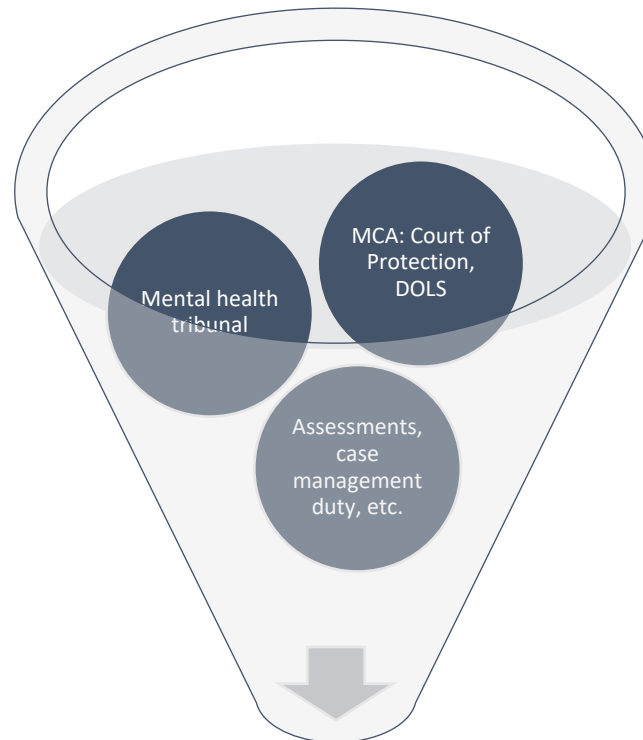# Learning disability and social work research

- ## Integration

  - Focus on how to integrate teams and (financial) benefits
  - But little focus on the unique contribution of social workers (Boahen, 2016)

- ## Community learning disability teams (Farrington et al, 2015)

  - Functions and composition
  - Effectiveness
  - Perhaps by-product of deinstitutionalisation debates?

What do social workers do?

- **Genericism within specialist teams? (Boahen, 2016)**

MCA: Court of Protection, DOLS

Mental health tribunal

Assessments, case management duty, etc.

Generic?

- **Evidence from integrated mental health teams**
  - Social workers valued for their understanding of law, social model and support systems (Abendstern et al, 2014)

- **Perceived professional hierarchies but clear impact through:**
- **Social model (Bailey and Liyanage, 2012)**

  - Although I would have said the team didn't work from a medical model in the first place, I think having the SWs present has moved the team further towards a more social model of care because the SWs will say 'have you thought about this, have you thought about that' so it opens it up wider so I would have said that having SWs on board has improved patient care (OT 2

Specialist or generic?

All social workers

Groups/teams of social workers

PCF

Knowledge and Skills Statements

Capabilities Framework for Older People

Alcohol and other drugs

- **Specialist practice seen through a generic prism – e.g. PCF (BASW 2018)**

Tensions in configuration

Medical models	Social models
Realist underpinnings: • Aetiology • Prevalence • Causes, treatment, and 'cure'?	Constructionists: • Epistemology (Goodley, 2001) • Construction of category and oppressive consequences (Oliver, 1992; 1998)
Quantitative • Missing social dimensions and impact of professional power • Lack of user voices	Qualitative • Focus on user perspectives and unclear about aggregate needs • Are social workers friends or foes? (Trevillion, 2007)
Role of social workers as key professionals unexplored	Role of social workers as key professionals unexplored

Learning disability observatory

- **Learning Disabilities Public Health Observatory**

  - 930,400 adults with learning disabilities in the population, however only 252,446 children and adults are registered in health systems (Hatton et al, 2016). Of these,
  - 124,000 receive support from local authorities and most of them lived with their families and friends.
  - Fewer receive services than live in the community

Mortality and health inequalities

- **13 to 20 years earlier for men and 20 to 26 years younger for women (Hatton et al, 2016)**

- **40% (28% if behaviour that challenges is excluded) of people with lived experience of learning disability in the UK experience mental illness (National Institute for Care Excellence, 2016)**

- ***premature deaths* 'that in (13%) the person's health had been adversely affected by one or more of the following: delays in care or treatment; gaps in service provision; organisational dysfunction; or neglect or abuse'. (LeDeR, 2018; p. 7)**

Increasing life expectancy

- **30% increase in adult with learning disability aged over 50 and 164% increase in those aged 80 or over by 2030 (Turner and Barnard, 2014)**

- **Different accommodation settings but:**

  - 18-64-year olds adults with learning disability living in residential and nursing care is reducing, it is increasing for those aged 64 and over

People from BAME communities

- **Increased prevalence of intellectual disability but lack of current data**

  - Poverty and structural discrimination

  'exposure to socio-economic adversity (and associated material and psychosocial hazards) prenatally and in the early years impairs cognitive development and will consequently increase the incidence of I/DD' (Emerson, 2012; p221)

- **Health inequalities**

  - Latter diagnosis
  - '*Misinformation and bias concerning consanguineous (first-cousin) marriages as a cause of impairment*' (Mir et al, 2001)
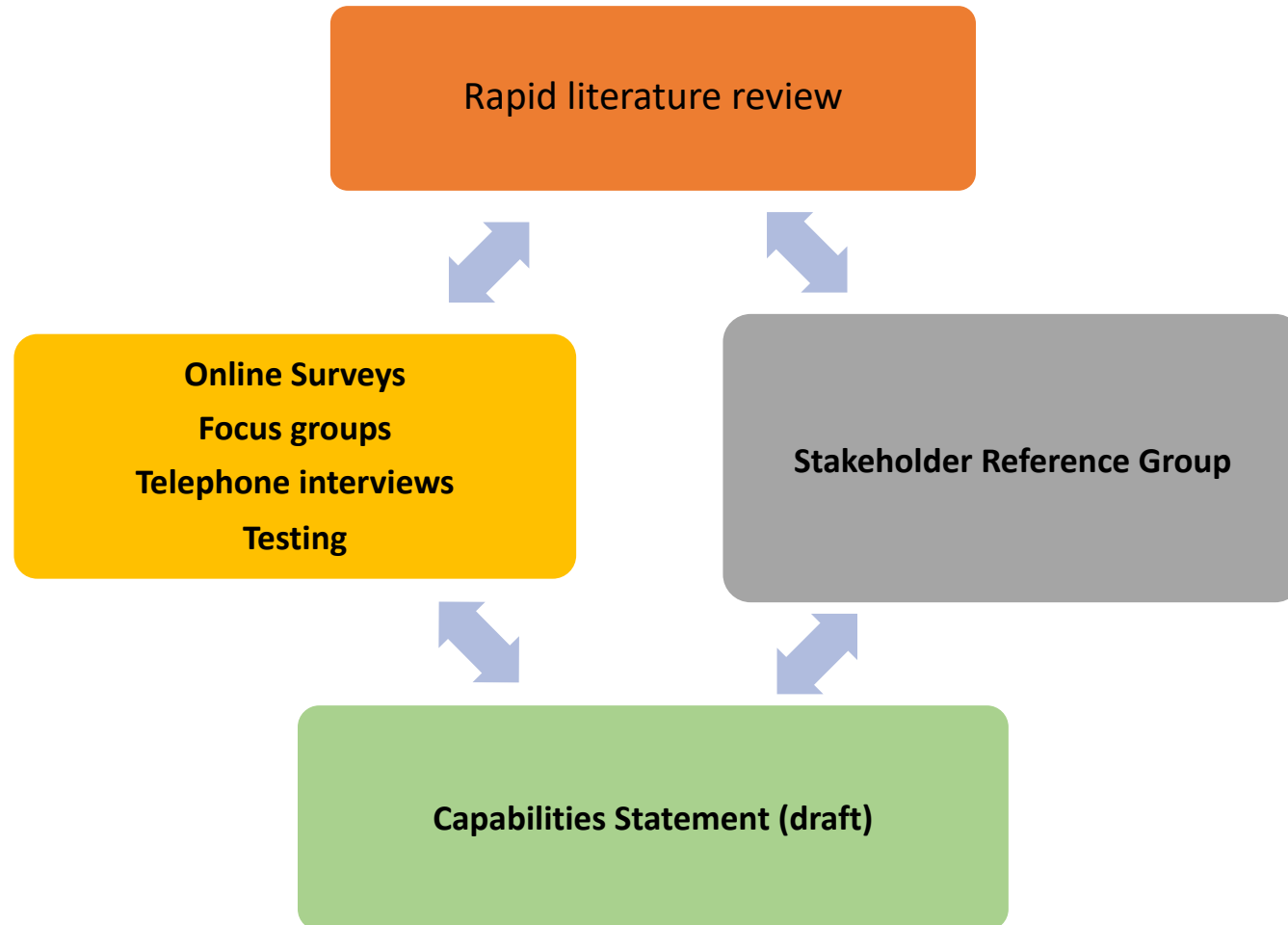 - 'Hostile environment' and denial of access to healthcare

- **Cultural issues**

  - 'The look after their own'
  - Understanding of configuration of services

Services – key issues for social work

- Community and asset based approaches
- Skilled workforce: commissioning, social work, user engagement
- Specialist advocacy services (Fulton and Richardson, 2010)

Lit review conclusion

- **Little social work research in learning disability:**

  - What role do social workers perform?
  - How do they achieve this?
  - User perspectives

- **There is urgent need for increased social work research:**
  - Complexity of living circumstances
  - Discrimination – early mortality
  - Overlaps with children and adult services
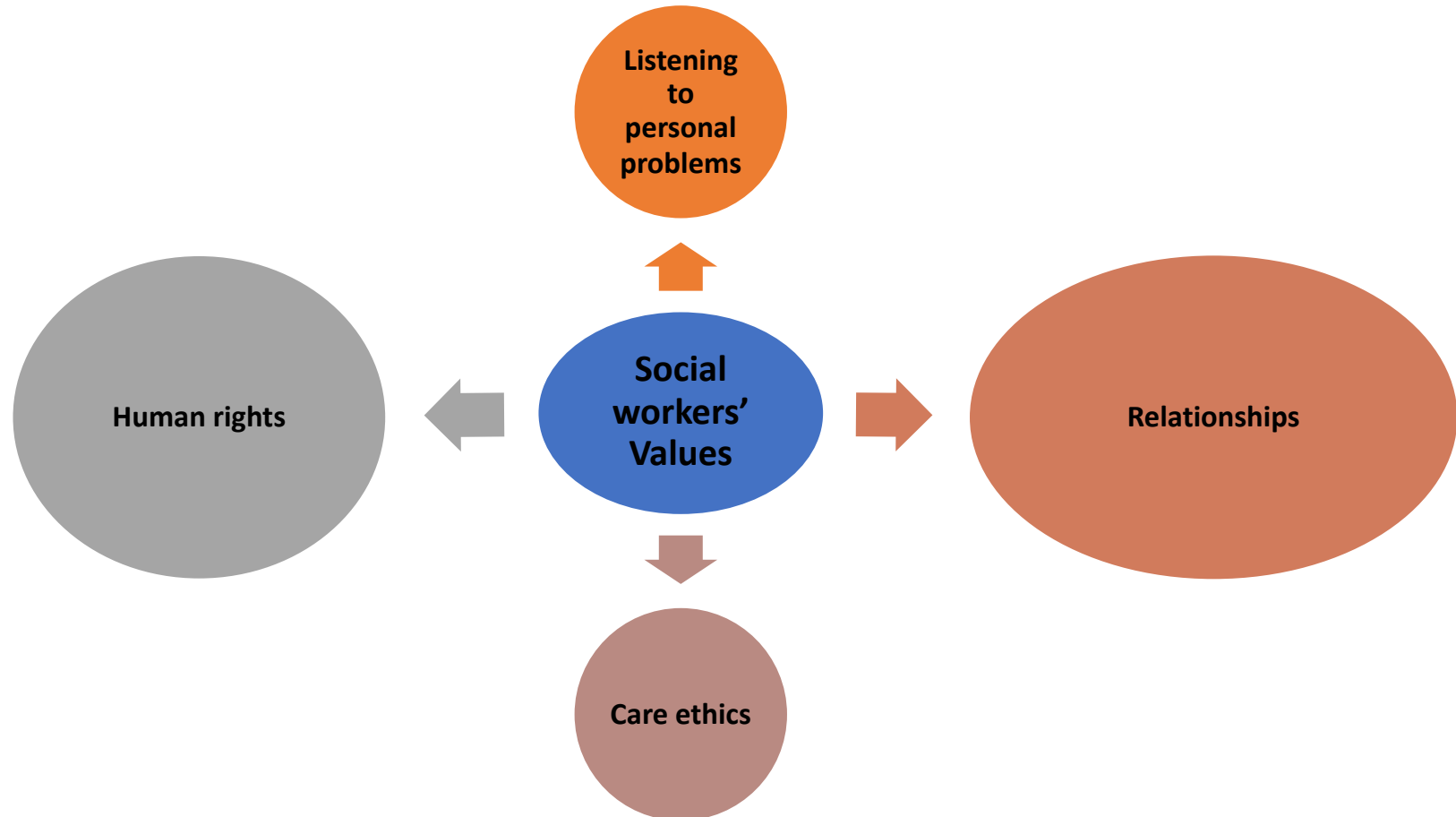 - Needs of BAME people, etc.

Methodology

Rapid literature review

Online Surveys
Focus groups
Telephone interviews
Testing

Stakeholder Reference Group

Capabilities Statement (draft)

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Findings

People with lived experience

What is the distinctive role of social workers working with adults who have learning disabilities?

Mental Capacity	Communication	Independence
Assessment	Relationships	Safeguarding

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Top areas of knowledge needed for social workers working with adults who have learning disabilities

Knowledge of human rights in relation to practice with people with learning disabilities

Understanding of wider legislation, national policy in learning disability (including the Care Act 2014)

Understanding of the life course needs of people considered to have a learning disability

Person-centred assessment support and care

Knowledge and understanding of learning disability and autism

Mental capacity law and procedures

Knowledge and understanding of learning disability and mental health

Social Worker capabilities

Enabling life course transitions

Person centred assessments, analysis, and decision-making

Respect for inclusivity, diversity and equality

Interprofessional practice

Professional practice leadership

Specialist communication skills relevant to people with learning disabilities

Ability to weigh complex ethical issues

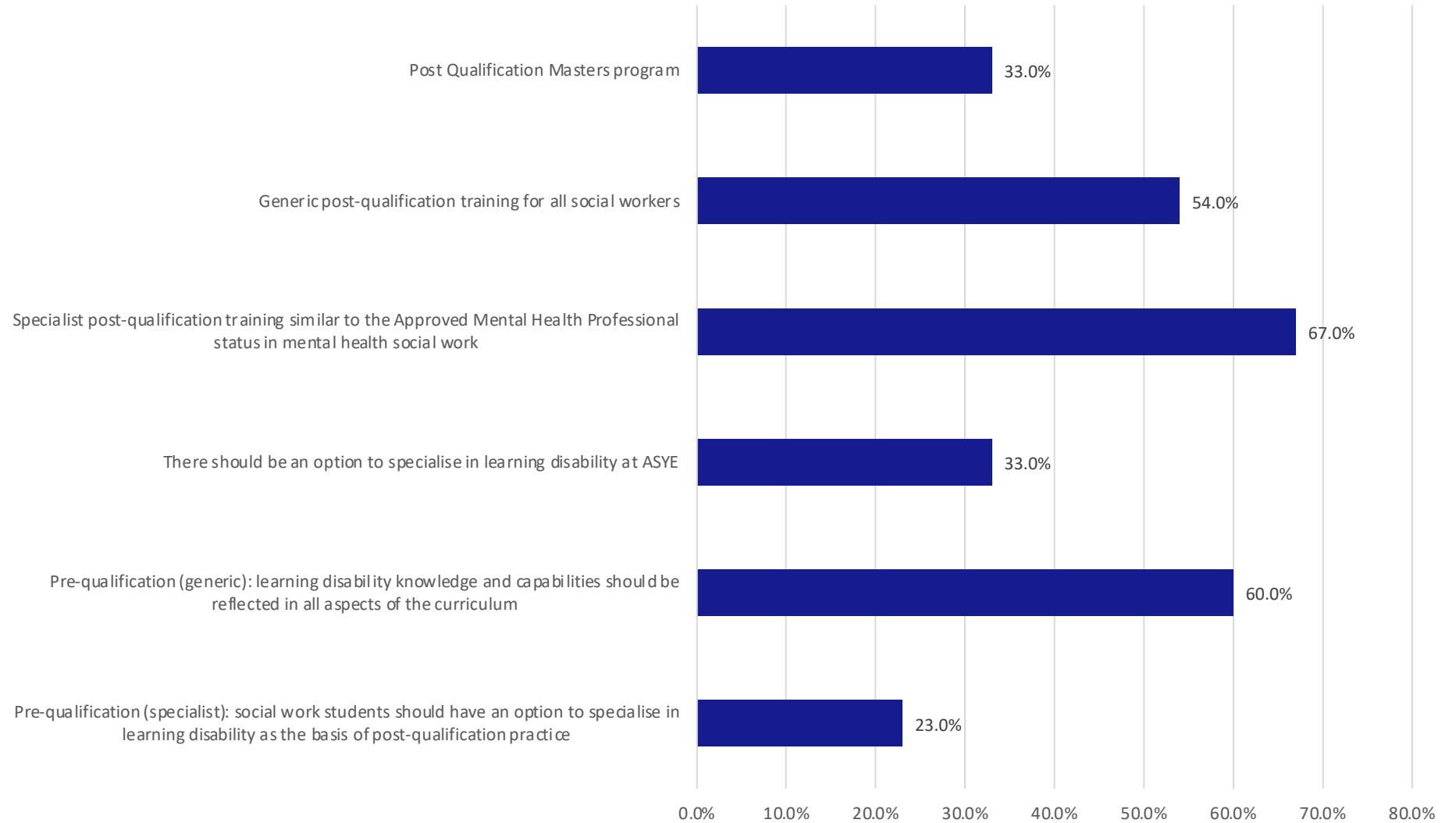Supporting people to live independently in the community

Strengths based social work

Relationship-based practice

Effective advocacy

Professional curiosity and critical challenge

Critical analysis and reflection

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Continuous Professional Development


Category	Percentage
Post Qualification Masters program	33.0%
Generic post-qualification training for all social workers	54.0%
Specialist post-qualification training similar to the Approved Mental Health Professional status in mental health social work	67.0%
There should be an option to specialise in learning disability at ASYE	33.0%
Pre-qualification (generic): learning disability knowledge and capabilities should be reflected in all aspects of the curriculum	60.0%
Pre-qualification (specialist): social work students should have an option to specialise in learning disability as the basis of post-qualification practice	23.0%

Knowledge

- Social and medical models
- Health
- Safeguarding
- Oppression and discrimination
- Legislation
- Context of learning disability services
- Transitions

Personal values and behaviour

- Upholding rights and dignity
- Recognising peoples' strengths
- Being accountable
- Motivating self and others
- Believing in and advocating for human rights

Skills

- Assessment, intervention, care planning
- Communication
- Relationship-based practice
- Safeguarding
- Self-management

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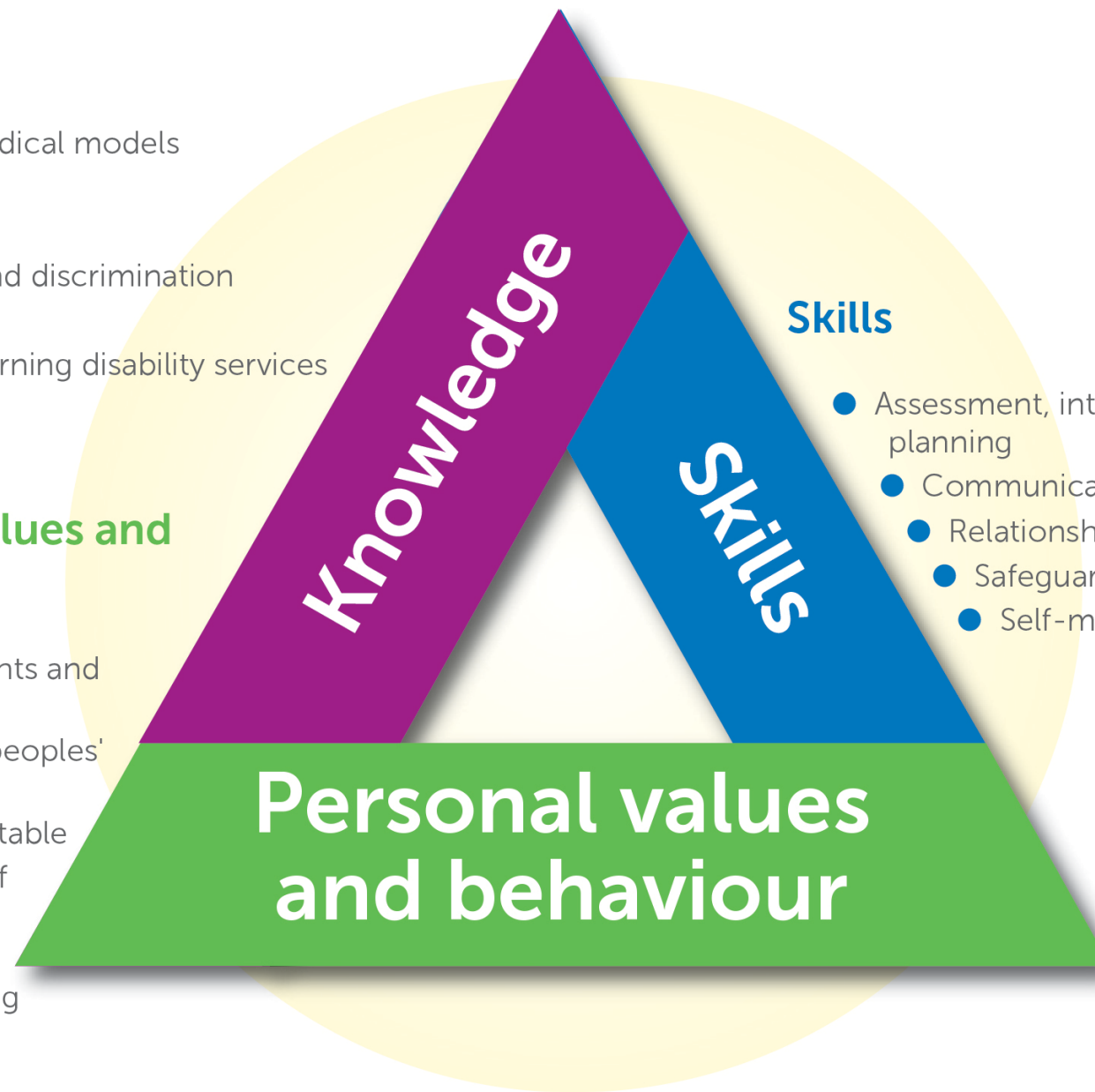
Mapping: Personal values and behaviour

Capability Statement – personal values and behaviour	PCF domain	KSS (adults) number
Upholding rights and dignity	2. .Values and Ethics 3. Diversity and equality 4. Rights, justice, and economic wellbeing 5. Knowledge 6. Critical reflection and analysis 7. Intervention skills	2. The role of social workers working with adults 3. Person-centred practi9ce 4. Safeguarding 5. Mental capacity 6. Effective assessments and outcome-based support planning 6. Direct work with individuals and families
Recognising peoples' Strengths and empowering them	2. Values and Ethics 3. Diversity and equality 4. Rights, justice, and economic wellbeing 5. Knowledge 6. Critical reflection and analysis 7. Intervention skills	2. The role of social workers working with adults 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective assessments and outcome-based support planning 7. Direct work with individuals and families
Being accountable	1. Professionalism 2. Values and ethics	8. Supervision, critical reflection and analysis 8. Organisational context
Motivating self and others	2. Values and Ethics 3. Diversity and equality 4. Rights, justice, and economic wellbeing 5. Knowledge 6. Critical reflection and analysis 7. Intervention skills	7. Direct work with individuals and families 8. Supervision, critical reflection and analysis
Believing in and advocating for rights	1. Professionalism 2. Values and ethics	3. Person-centred practice 4. Safeguarding 5. Mental capacity

Mapping: **Knowledge**

Oppression and discrimination	1. Professionalism 2. Values and Ethics 3. Diversity and equality 4. Rights, justice, and economic wellbeing 5. Knowledge 6. Critical reflection and analysis 7. Intervention skills 8. Contexts and organisations 9. Professional leadership	2. The role of social workers working with adults 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective assessments and outcome-based support planning 7. Direct work with individuals and families 8. Supervision, critical reflection and analysis 9. Organisational contexts 10. Professional leadership
Knowledge of legislation	1. Professionalism 2. Values and Ethics 3. Diversity and equality 4. Rights, justice, and economic wellbeing 5. Knowledge 7. Intervention skills 8. Contexts and organisations 9. Professional leadership	2. The role of social workers working with adults 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective assessments and outcome-based support planning 9. Organisational contexts 10. Professional leadership
Context of learning disability services	1. Professionalism 4. Rights, justice, and economic wellbeing 5. Knowledge 7. Intervention skills 8. Contexts and organisations 9. Professional leadership	2. The role of social workers working with adults 4. Safeguarding 5. Mental capacity 6. Effective assessments and outcome-based support planning 9. Organisational contexts 10. Professional leadership
Knowledge of transitions	1. Professionalism 2. Values and Ethics 3. Diversity and equality 4. Rights, justice, and economic wellbeing 5. Knowledge 7. Intervention skills 8. Contexts and organisations 9. Professional leadership	2. The role of social workers working with adults 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective assessments and outcome-based support planning 7. Direct work with individuals and families 8. Supervision, critical reflection and analysis 9. Organisational contexts 10. Professional leadership

Conclusion

- **Present research suggest a desire for a specialist practice framework in learning disability**

- **People with lived experience emphasise moral character over technical skills**

- **Carers emphasis skills, knowledge and ready access to social workers**

- **New issues for Social Work: finances/commissioning, court work (mental capacity), health inequalities**

Questions

- How can the network us take the messages to the region?

- Which part of the system do we need to target and how?

- How cab ADASS at the regional and national level help us to embed it in practice

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