

The specialised training of social workers involved in the implementation of sanctions and measures

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“Social work uses the resources of society or creates new ones to respond to the needs and aspirations of individuals and groups, and strives to promote social justice.

...

The functions of social work are:

1. Helping people, groups and communities to develop their capacities in such a way that they can solve individual and collective problems.
2. Promoting the faculty of free choice, adaptation and development of people.
3. Advocating for the adoption of fair social policies and for the establishment of new services or alternatives to existing socioeconomic resources.”

Col·legi Oficial de Diplomats en Treball Social de Catalunya, 2000

Code of ethics

Introduction.....	5
Structure of the training.....	6
Specialised training.....	7
Selective initial training.....	7
Lifelong training.....	7
Refresher training for common competences.....	7
Refresher training for competences by fields of work.....	7
In depth training.....	7
Cross-disciplinary training.....	8
Training activities for common competences	9
1. Institutional competence	10
Training in institutional competence	11
2. Communication	12
Training in communication.....	13
3. Prevention and resolution of conflict	14
Training in prevention and resolution of conflict.....	15
4. Organisation and management of time	16
Training in organisation and management of time.....	17
5. Coordination and team work	18
Training in coordination and team work	19
6. Initiative and creativity	20
Training in initiative and creativity.....	21
7. Resistance to pressure	22
Training in resistance to pressure.....	23
8. Management of information	24
Training in management of information	25
9. Networking	26
Training in networking.....	27
Training activities by fields of work	28
10. Planning social intervention.....	29
Victim services	
Assessment of needs and drafting of an intervention plan	30
Prisons and juvenile justice	
I. Assessment of social needs	31
II. Design and planning social intervention programmes.....	32
Assessment teams	
Social assessment in the penal process.....	33
11. Social intervention	34
Victim services	
Social intervention with the victim.....	35
Prisons and juvenile justice	
Social and family intervention.....	36
Assessment teams	
Forensic social intervention in oral proceedings	37

INTRODUCTION

This is an explanatory guide to the way in which the Centre for Legal Studies and Specialised Training (CEJFE) conceives and structures the specialised training of social workers in the field of correctionals.

The guide contains the basis of the annual training programmes which make up the specialised training available at the Centre for this group of professionals.

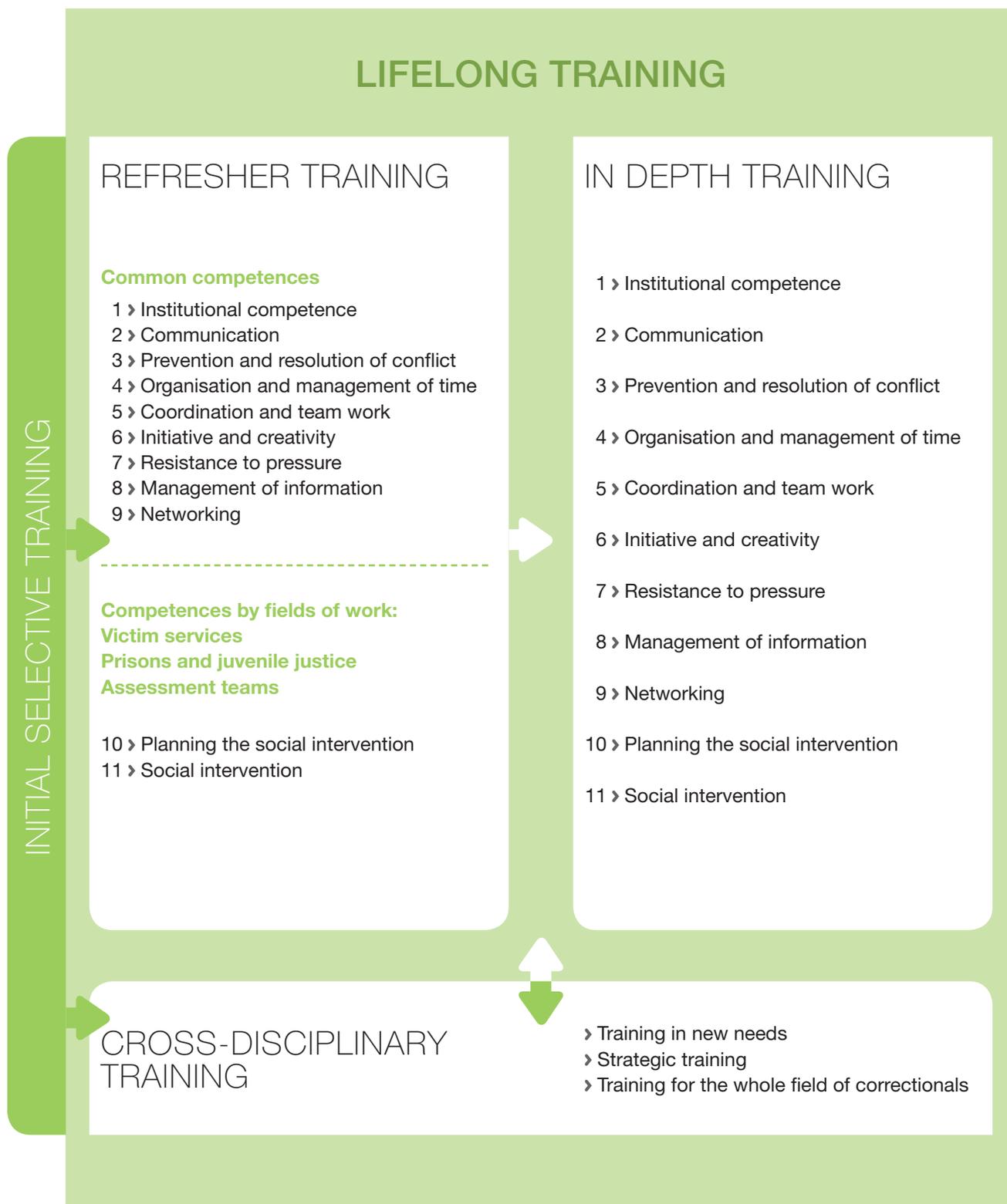
The specialised training of the social workers is based on 5 basic principles:

1. Permanent consideration of human rights and international recommendations for training staff working in the field of correctionals.
2. The social workers' mission in this field of work:
 - › Providing social care for people who come into contact with penal law (defendants, offenders, victims and witnesses). Intervening with them in their personal environment, while providing mechanisms for advice, information and orientation and entry into society and work, in accordance with the legal requirements inherent to the institution.
 - › Informing the legal body, through the established institutional circuit, of the personal, social and family situation of the people involved in any stage of the penal procedure in order to assist with the taking of judicial decisions.
3. Adaptation of the training to the requirements of the work place from the perspective of excellence (professional competence).
4. The willingness of service of the Social and Criminological Research and Training Department of the CEJFE, in order to adapt the specialized training to the changing needs of the Prison, Probation and Juvenile Justice Services, and promote their strategic projects.
5. A commitment to improvement, updating and innovation which means that this guide is in permanent evolution.

Moreover, we should point out that the reference framework for the planning and implementation of the training activities included in this guide is the current regulation of training set out in the following documents:

- › General agreement on the working conditions of the staff in the field of application of the general negotiating table of the administration of the Catalan government.
- › Agreement on the working conditions of prison staff.
- › Catalan Lifelong training fund.

STRUCTURE OF THE TRAINING



SPECIALISED TRAINING

Selective initial training

The incorporation of any professional into the field of correctionals requires specialised initial training. This is based on the professional competences contained in this document. Its purpose is for social workers to acquire the knowledge, procedures and attitudes that make them competent at their work place. The initial training has the following basic structure:

- › **One theoretical and practical block**, with different subjects, which develops the contents that make it possible to acquire the knowledge necessary for carrying out the tasks of social work professionals in the field of correctionals.
- › **One work procedures block**, to work on the professional competences of social workers from an eminently practical perspective.

Lifelong training

Refresher training for common competences

Refresher training for common competences consists of 9 activities for all the social workers working in the field of correctionals, which are:

1. Institutional competence
2. Communication
3. Prevention and resolution of conflict
4. Organisation and management of time
5. Coordination and team work
6. Initiative and creativity
7. Resistance to pressure
9. Networking

All the social workers are advised to carry out the training activities that make up this block or to select the ones in which they have no previous training or need a refresher.

Refresher training for competences by fields of work

Refresher training for competences by fields of work consists of a variable number of training activities that deal with the following competences:

10. Planning social intervention
11. Social intervention

These activities have quite specific contents, closely linked to practice in a specific field of work. By *fields of work* we mean: victim services, prisons and juvenile justice and penal technical advice.

Victim services

10. Assessment of needs and drafting of an intervention plan
11. Social intervention with the victims

Prisons and juvenile justice

10. Planning the social intervention
 - 10.I. Assessment of social needs
 - 10.II. Design and planning social intervention programmes
11. Social and family intervention

Assessment teams

10. Social assessment in the penal process
11. Forensic social intervention in oral proceedings

All social workers working at one of the postings indicated are advised to follow the courses specific to their post or area.

In depth training

This consists of a variable number of training activities or ideas for looking in greater depth into the basic competences.

The contents are mainly procedural (learning to do). For example, this guide suggests some in depth activities for each competence, which appear in the last section of the files for each of the basic activities.

It is advisable to carry out the in depth activities concerning a particular competence on completion of the refresher training course.

Cross-disciplinary training

Training focusing on new needs

This is the annual programme that provides a response to a change in the work context that requires training (legislative or regulatory change, change in the profile of the population, etc.).

Strategic training

This goes with the strategic projects of the management centres that require training for their introduction.

Training focusing on new needs and strategic training usually consist of activities aimed at a particular group of professionals, and it is each directorate that decides which persons have to do them.

Cross-disciplinary training for the whole field of correctionals

Moreover, the training programmes of the Social and Criminological Research and Training Department may provide training activities with generic contents of interest to any professional in the field of correctionals, which are offered as free choice activities.

The aim of the training activities that deal with each competence is for the students to perform the behaviours associated with it and attain the knowledge, capacities and aptitudes that go to make it up.

Next, for each professional competence (common or associated with a field of work), there is a list of the files that define the objectives and the contents of the refresher and in depth training activities related to each competence (usually a standard length of 20 hours each).



Training activities for common competences



1. INSTITUTIONAL COMPETENCE

Give a reasoned explanation of the specific work environment: legislative, regulatory and ethical framework, profiles of the population to be dealt with, range of professionals involved and team tasks, and work processes and procedures specific to the social worker in the field of correctionals. Show a positive attitude or predisposition to carry out the professional task in this environment.

Behaviours associated with the competence

- › Guiding one's own actions, taking the mission of the institution as a reference.
- › Accepting that the professional function in the framework of the implementation of sentences and measures entails a major control role.
- › Planning and intervening bearing in mind the institutional conditioning factors (regulations, sphere and space of intervention, institutional demand, functioning of the institution, sharing functions and roles, etc.).
- › Fulfilling the professional commitments agreed with others (managers, colleagues or users).
- › Discovering and using the instruments and circuits available to the institution to obtain information.
- › Using the models for documents established by the institution (protocols, templates, etc.) making use, if necessary, of the available technological resources.
- › Obtaining and reporting information about the users, preserving the confidentiality of the data, according to legal and ethical criteria.
- › Adapting the intervention in accordance with the profiles of the users.
- › Relating to institutions, entities, professionals and users, aware of the institutional image projected and of the professional role.
- › Adapting behaviour to new situations (change of posting, profile of the user population, legislative framework, new priorities, strategic objectives, new technological resources, etc.).
- › Taking part in periodic training activities and refresher courses.
- › Acknowledging one's own professional space and respecting the professional space of others.
- › Being receptive to constructive criticism of one's own actions.
- › Being willing to undertake measures to improve and taking part in institutional processes designed for that purpose.
- › Showing a critical but constructive attitude towards the institution.

Training in institutional competence

Objectives

Give a reasoned explanation of the specific work environment: legislative, regulatory and ethical framework, profiles of the population to be dealt with, range of professionals involved and team tasks, and work processes and procedures specific to the social worker in the field of correctionals. Show a positive attitude or predisposition to carry out the professional task in this environment.

Refresher training

Contents

1. The field of correctionals: legislative and regulatory framework for intervention with the user population
2. Ethics and human rights in the correctionals
3. Mission and organisation of the services in the field of correctionals
 - 3.1. Penitentiary sphere
 - 3.2. Juvenile justice sphere
 - 3.3. Sphere of reparation and correctionals measures in the community
 - 3.4. Sphere of victim services of the crime
 - 3.5. Sphere of penal technical advice
 - 3.6. Collaboration with social entities
4. The users
 - 4.1. Evolution of the user population
 - 4.2. The sociodemographic profile
 - 4.3. The legal and penal profile
 - 4.4. Profiles of risk/need
 - 4.5. Recidivism
 - 4.6. Victims
 - 4.7. Special intervention groups: juveniles, women, foreigners, religious and cultural diversity, vulnerable groups and range of sexual orientation
5. The role of the social worker
 - 5.1. Mission and tasks
 - 5.2. Limits and possibilities of educational action
 - 5.3. Professional distance
6. Multidisciplinary intervention: main professional figures, tasks and coordination systems
7. Main models of social intervention

In depth training activities in institutional competence

Updating in legislation and regulations

- › Introduction to penal, trial and penitentiary law
- › Course on circulars and instructions in the penitentiary field
- › Legislative updating in juvenile justice

Criminology and penal law

Prevention and treatment of crime

Gender perspective in correctionals

Characteristics of the population

- › Understanding the Maghreb
- › Mental health and correctionals
- › Immigration and correctionals
- › Drugs and correctionals
- › Adolescence and youth as stages of evolution
- › Ethics and penal environment
- › Multiculturality and correctionals

Basic instruments of institutional work

- › SIPC
- › SAVRY
- › RisCanvi
- › JOVO



2. COMMUNICATION

Interact with the users, formulating and giving opinions or information assertively and at the right moment; knowing how to listen to and understand them, while maintaining the role and a proper professional approach.

Behaviours associated with the competence

- › Identifying the right time and place for passing on a particular item of information, holding an interview or carrying out any other intervention.
- › Presenting and classifying each of the interventions: reporting on the terms, the purpose, the objective and the use of the information (asking, if necessary, for the consent of the user).
- › Adapting the register of communication to the characteristics of the users.
- › Listening and giving feedback in communication, in order to show interest and attention.
- › Showing empathy and understanding of the other person's point of view.
- › Using verbal and non-verbal language to show interest and that one is following the other person's discourse.
- › Communicating, keeping a distance between the emotional and professional spheres.
- › Using language in a correct and understandable way in order to be precise in communication.
- › Using non-verbal language properly.
- › Projecting a correct and cordial image.
- › Being discreet and respectful in the handling of the information and the communicative processes.
- › Communicating assertively and empathetically, especially when giving unfavourable information.
- › Adapting the responses to the questions or demands.
- › Communicating with coherence, with a clear criterion and with sufficient argument.
- › Preserving the confidentiality of the data according to legal and ethical criteria.

Training in communication

Objective

Interact with the users, formulating and giving opinions or information at the right moment and assertively; to know how to listen to and understand them, while maintaining the role and with the proper professional distance.

Refresher training

Contents

1. Components of the communication
 - 1.1. Conditions of the environment
 - 1.2. Contextualisation
2. Strategies for optimising communication
 - 2.1. Adapt the register to the interlocutor
 - 2.2. Adapt the responses to the needs and demands
 - 2.3. Active listening
 - 2.4. Non-verbal language
 - 2.5. Assertiveness
3. Communication for specific purposes (information, persuasion, negotiation, prevention of conflict)
4. Communication and maintaining the role
 - 4.1. Professional distance
 - 4.2. Deontological aspects in communication

In depth training activities in communication

Communicative strategies for the resolution of conflict

- › Management and negotiation of conflict
- › Assertiveness and emotional intelligence as tools for prevention and resolution of conflicts

Strategies for optimising communication

- › Assertive communication
- › Techniques of non-verbal communication
- › Oratory and argument

Communication with specific purposes

- › Negotiation
- › Mediation

Communication in accordance with the profiles of the users

- › Communication in multicultural situations
- › Communication in the context of mental health
- › Communication in dealing with society and family



3. PREVENTION AND RESOLUTION OF CONFLICT

Intervene in conflict, responding with coherence and firmness, persuading and making others change behaviour or attitude through professional interaction.

Behaviours associated with the competence

- › Looking for and keeping up to date important information about the users and the context in order to identify signs of risk.
- › Identifying elements for predicting a crisis, making use of different techniques and instruments.
- › Identifying the urgency and seriousness of a conflict.
- › Appraising the possible advantages and disadvantages of alternative solutions to a problem.
- › Giving priority to a crisis over other tasks.
- › Isolating the incident.
- › Maintaining emotional self-control by avoiding impulsiveness and adopting a tranquil attitude.
- › Using communicative resources for the prevention/solution of the conflict.
- › Listening to and respecting the position of the interlocutor and integrating it into one's own discourse.
- › Putting oneself in the place of the other and anticipating his or her needs and interests.
- › Looking for and explaining, among one's own arguments, advantages that will benefit the interlocutor. Mentioning the benefits the agreements may bring.
- › Giving a proportional response to the conflict.
- › Preventing and/or resolving conflicts using the institutional instruments (disciplinary procedure and security protocols), when necessary.
- › Reporting on the situation to the managers of the centre or service.
- › Calling for the support of other colleagues if necessary.
- › Referring crises that go beyond one's own sphere of action to other units or institutions, being aware and making use of their protocols.
- › Taking decisions quickly and confidently to avoid the escalation of the conflict.

Training in prevention and resolution of conflict

Objective

Intervene in conflict, responding with coherence and firmness, persuading and making others change behaviour or attitude through professional interaction.

Refresher training

Contents

1. Strategies for the prevention of conflict
 - 1.1. Observation of indicators
 - 1.2. Collection and management of information
 - 1.3. Communicative strategies
 - 1.4. Identification techniques for predicting risk
2. Strategies for the resolution of conflict
 - 2.1. Communicative resources
 - 2.2. Actions to control the situation
(isolation of the incident, speed of action, self-protection criteria, restoration of normality...)
 - 2.3. Key points of the negotiation:
stages, tactics
 - 2.4. Mediation
3. Disciplinary procedure and institutional security protocols
 - 3.1. Disciplinary procedure, infractions and sanctions
 - 3.2. Security protocols

In depth training activities in prevention and resolution of conflict

- › Management of conflict
- › Assertiveness and emotional intelligence as tools for the resolution of conflict
- › Prevention of incidents
- › Communicative skills for the resolution of conflict
- › Mediation techniques for the resolution of incidents
- › Negotiation as strategy for the resolution of conflict
- › Conflict in the professional environment
- › Tackling conflict within the family



4. ORGANISATION AND MANAGEMENT OF TIME

Organise the tasks to be performed during the work time in accordance with preset objectives and priorities, while anticipating possible unforeseen situations.

Behaviours associated with the competence

- › Establishing priorities and time limits for performing the different professional activities, considering the range of cases to be dealt with and the objectives with each one.
- › Spending some time every week planning the agenda in accordance with the priorities established.
- › Organising and respecting the individual and group intervention space.
- › Planning the unforeseen events that have a certain predictability.
- › Deciding the urgency / priority of the unforeseen events and reorganising the tasks.
- › Adjusting the professional timetable according to the needs of the services.
- › Establishing important moments of control on the agenda to achieve the partial objectives or the performance of certain tasks.

Training in organisation and management of time

Objective

Organise the tasks to be performed during the work time in accordance with preset objectives and priorities, while anticipating possible unforeseen situations.

Refresher training

Contents

1. Personal organisation: guidelines and mechanisms used:
 - 1.1. Self-observation of the use of time
 - 1.2. Distorting factors in the management of time
 - 1.3. Relation between time and stress
2. Planning and organisation of the activities
 - 2.1. Management of expectations, actions and purposes in a realistic time period
 - 2.2. Definition of objectives and achievement of results
 - 2.3. Tools and instruments for the management and organisation of time
 - 2.4. Assignment of priorities: criteria of urgency and importance
 - 2.5. Predictable unforeseen situations

In depth training activities in organisation and management of time

- › Tools for the management and organisation of time
- › Self-observation and organisational analysis workshop



5. COORDINATION AND TEAM WORK

Take an active part in the achievement of objectives shared with other professionals.

Behaviours associated with the competence

- › Clearly identifying one's own sphere of action and that of the different professionals one is working with.
- › Establishing objectives shared with the other professionals and workers jointly and in coordination in order to achieve them.
- › Assuming one's own responsibilities. Referring to other professionals any demands or actions that fall to them.
- › Sharing and cross-checking the information obtained clearly and flexibly with the other professionals involved in a case.
- › Maintaining smooth and assertive communication with the other professionals.
- › Passing on to the other professionals any relevant and appropriate information, bearing in mind the confidentiality of the data.
- › Reaching agreements in the distribution of tasks with colleagues.
- › Taking part in multidisciplinary actions.
- › Being respectful with colleagues, with their decisions and actions.
- › Preserving the confidentiality of what each of the professionals taking part in team meetings or collegiate bodies has voted or stated.
- › Having willingness and initiative to work with other professionals, and to offer support or ask for help.
- › Listening to the other members of the team and valuing their contributions. Making proposals and taking decisions that take account of relevant contributions.
- › Acting respecting the decisions that are taken in the team.
- › Not allowing personal conflicts to interfere in the professional task.
- › Reporting on the intervention carried out in a case when passing it on to other professionals and asking for that information when receiving it.
- › Looking for suitable spaces for proper coordination. Foreseeing them and specifying them.
- › Using the referral and/or information circuits correctly.
- › Asking the users for permission to carry out any particular coordination they may require.
- › Knowing what information may be given to whom, guaranteeing the privacy principle.

Training in coordination and team work

Objective

Take an active part in the achievement of objectives shared with other professionals.

Refresher training

Contents

1. The work team
 - 1.1. Definition of team
 - 1.2. Characteristics of a work team
 - 1.3. Evolution of a work team
 - 1.4. Roles and functions of a team
 - 1.5. The social worker's work teams: the social workers team and the multidisciplinary team
2. Team work
 - 2.1. Collaboration and cohesion of the team
 - 2.2. Effective teams: planning and assessment of the task of the team
 - 2.3. Formulation, achievement and appraisals of objectives shared
 - 2.4. Communicative skills
 - 2.5. Common coordination spaces
 - 2.6. Management of information in the team and data protection
 - 2.7. Management of conflict in the team

In depth training activities in coordination and team work

- › Techniques for the management of dysfunctions in the work teams
- › Management of the emotions in team work
- › Techniques of assertive communication for the cohesion of the team
- › Work strategies on multidisciplinary teams
- › Emotional intelligence
- › How to deal with difficulties on the work team
- › Professional roles on the work team



6. INITIATIVE AND CREATIVITY

Be proactive in order to resolve effectively the situations those arise in the everyday professional activity and to make proposals for improvement. Think of new and different solutions to problems or situations required by the work place, the organisation or the user in a changing context.

Behaviours associated with the competence

- › Taking decisions at the right moment.
- › Pointing out opportunities for improvement in the professional intervention.
- › Responding effectively to unexpected situations.
- › Resolving situations without external help.
- › Making positive contributions to the improvement of resources and processes.
- › Proposing changes in the work processes when they do not produce the expected result.
- › Looking for alternatives to situations that may restrict the intervention.
- › Acting to create opportunities and to avoid problems.
- › Adapting without accommodating, maintaining an active attitude to improvement.
- › Attending training activities, reading and using other possibilities for keeping the knowledge and work procedures of the profession up to date.

Training in initiative and creativity

Objectives

Be proactive in order to resolve effectively the situations those arise in the everyday professional activity and to make proposals for improvement. Think of new and different solutions to problems or situations required by the work place, the organisation or the user in a changing context.

Refresher training

Contents

1. Initiative, proactivity and reactivity
 - 1.1. The constructive critical attitude
 - 1.2. Efficiency and efficacy
 - 1.3. Facing complex situations
 - 1.4. Adaptation to the environment
2. Creativity
 - 2.1. Definition and utility of creativity
 - 2.2. Obstacles to creativity
 - 2.3. Self-diagnosis, resistance and potential
 - 2.4. Techniques and instruments that foster creativity

In depth training activities in initiative and creativity

- › Application of creativity in social intervention
- › Workshop for the development and practice of tools for initiative
- › Professional initiative and motivation
- › Creativity and initiative as professional tools
- › Techniques for promoting creativity in work teams



7. RESISTANCE TO PRESSURE

Work with efficacy in the face of environmental pressure, hostility or stress generated in the intervention itself or in the relation with the other professionals. Control emotional reactions and behaviour, avoiding impulsive or hasty responses, and resist the frustration that often occurs in complex contexts.

Behaviours associated with the competence

- › Planning the professional intervention and adapting it to the real possibilities, assuming the conditions of the environment where the intervention takes place and the professional limits.
- › Identifying situations that may cause stress and looking for and using mechanisms for handling it properly.
- › Giving priority to problems, analysing them and tackling them consequentially and knowing how to keep them in proportion.
- › Keeping an appropriate emotional distance from the user.
- › Predicting the user's reaction in difficult situations and preparing strategies to deal with it.
- › Reacting calmly to any relapses suffered by the users, seeing them as part of the process of intervention.
- › Seeking support from other members of the team or the immediate command in difficult cases.
- › Circumscribing conflicts exclusively to the work environment.
- › Using techniques and strategies for the control of stress.

Training in resistance to pressure

Objectives

Work with efficacy in the face of environmental pressure, hostility or stress generated in the intervention itself or in the relation with the other professionals. Control emotional reactions and behaviour, avoiding impulsive or hasty responses and resist the frustration that often occurs in complex contexts.

Refresher training

Contents

1. Factors that generate pressure
 - 1.1. The environment and the organisation
 - 1.2. Interaction with users
 - 1.3. Interaction with other professionals
 - 1.4. Individual factors
2. Analysis of personal factors for coping with pressure
3. Techniques and instruments for the management of pressure

In depth training activities in resistance to pressure

- › Techniques and strategies of personal management in situations of pressure and stress
- › Identify and minimise the effects of stress
- › Professional self-healing
- › Techniques of self-control



8. MANAGEMENT OF INFORMATION

Obtain information from different sources, discriminate what is relevant in accordance with the objectives established and draw the proper conclusions. Explain and transmit the information clearly and concisely, through speaking and writing.

Behaviours associated with the competence

- › Identifying the purpose of the information in each case before starting the process of looking for it. According to the purpose, gather the relevant information and order it.
- › Obtaining relevant information through different techniques, resources and sources: review of the file, interviews with the users, home visits, coordination with professionals of the network, etc.
- › Cross-checking the information.
- › Persevering in the search for information and avoiding asking the user for information which is already available and cross-checked.
- › Not looking for information that unnecessarily invades the privacy of the person and/or has nothing to do with the professional sphere or the objective of the action.
- › Selecting the information received in accordance with its validity, urgency, importance and connection with the job, and discarding any that is irrelevant, biased or false.
- › Preparing and carrying out the interviews properly: arrange the day, time and place, set the objectives and the people to be called, prepare a script and manage the time well.
- › Informing the interlocutor of the objective of the search for information.
- › Respecting the interlocutor at all times and relating to him, while being aware of the institutional image that is being projected.
- › Adapting the communicative register to the interlocutor.
- › Avoiding the use of inappropriate labels to classify the users.
- › Recording the information and keeping it up to date on the proper supports, and indicating the source of the information and the person who has collected it.
- › Being discreet and respectful in the handling of the information, aware of the possible repercussions.
- › Coordinating the gathering of information with the other professionals.
- › Passing on the information with rigour and objectivity.
- › Passing on information which is necessary and suitable for the objectives, and giving an integral vision of the subject without making value judgements.
- › Informing with pertinent arguments, with coherence, precision, clarity, organisation and structure in the discourse.
- › Preserving the confidentiality of the data and the source according to legal and ethical criteria.
- › Stating the sources of information in the reports.
- › When passing on or receiving a case, informing or asking for information about the intervention carried out.

Training in management of information

Objectives

Obtain information from different sources, discriminate what is relevant in accordance with the objectives established and draw the proper conclusions. Explain and transmit the information clearly and concisely, through speaking and writing.

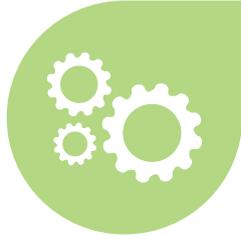
Refresher training

Contents

1. The context of the information, destination and purpose
2. Data protection
 - 2.1. Basic questions
 - 2.2. Limits of the coordination and transmission of the information
 - 2.3. Impact of the new technologies
3. Techniques of gathering information
 - 3.1. The interview with the subject and with the immediate social environment
 - 3.2. Other sources of information: reports, files, questionnaires, etc.
 - 3.3. Coordination with other agents
 - 3.4. Obtaining information through informal spaces/systems
4. Writing up the information
 - 4.1. Basic rules for the drafting of documents (objective, receiver, information to be supplied, order of the information, review of the content, etc.)
 - 4.2. Technological resources and models of documents linked to the service
5. Techniques of oral expression in formal contexts
 - 5.1. Identification of the communicative context
 - 5.2. Structure of the information in the discourse
 - 5.3. Paralinguistic resources: voice, intonation, rhythm, etc.
 - 5.4. Non-verbal communication

In depth training activities in management of information

- › Workshop for writing documents
- › Institutional computer systems and the management of information
- › Workshop in speaking techniques
- › Speaking in public
- › Communication by telephone
- › Oral information in legal contexts
- › Practical methodology in the drafting of reports
- › Linguistic criteria and terminology in the legal field



9. NETWORKING

Search and use the network of social resources that may be useful for achieving the objectives set with the users.

Behaviours associated with the competence

- › Looking for information about the users from the services that have dealt with them previously and which may have relevant information.
- › Looking for or identifying social resources for determining the requirements and possibilities they offer.
- › Visiting the social resources to meet the professionals and their specific services at first hand.
- › Drafting and updating one's own agenda of resources and contact persons, according to the geographical area where the work is done and the most frequent characteristics and needs of the users.
- › Establishing common lines of action, negotiating and reaching cooperation agreements with professionals from other organisms and services.
- › Proposing the creation of permanent mechanisms for cooperation with the other services and organisms.
- › Nurturing relations with the social resources (doing referrals properly, being serious about the agreements reached, reporting on the evolution of the cases one has dealt with, responding when necessary, etc.).
- › Sharing relevant and appropriate information with other professionals, bearing in mind the confidentiality of certain data.
- › Recognising one's own professional space and respecting the professional space of others.
- › Respecting the sphere of action of each service or resource.
- › Referring the users and/or their families to the social resources, entry into work or training which is suitable for their needs.

Training in networking

Objective

Search and use the network of social resources that may be useful for achieving the objectives set with the users.

Refresher training

Contents

1. Characteristics and potential of the community work
2. The participation of external services in the work plan
 - 2.1. Definition of the specific spheres of intervention
 - 2.2. Commitments which can be met by the external services
3. Key elements in the referral of cases
 - 3.1. Commitments: the receiving institution, the home institution and the users
 - 3.2. Return of results
 - 3.3. Notification of relevant changes during the process
4. Coordination with external professionals
 - 4.1. Objectives of the coordination
 - 4.2. Information and confidentiality
 - 4.3. Monitoring mechanisms
 - 4.4. Close of the coordination
5. Using and passing on the information in the service itself
 - 5.1. Confidentiality of the information obtained
 - 5.2. Strict use of the information required for the case
6. Resources portfolio
 - 6.1. Basic intervention resources
 - 6.2. Specialised resources
 - 6.3. Third sector resources

In depth training activities in networking

- › Visits to resources
- › The basic social services portfolio
- › Resources of the social and health network
- › Data protection in networking



Training activities by fields of work



10. PLANNING THE SOCIAL INTERVENTION

Design, monitor and assess social intervention plans with the users and their social and family environment, making use of instruments and techniques of the profession.

Behaviours associated with the competence

- › Collecting and analysing the users' demands, needs and possibilities for improvement, while identifying the priority intervention areas.
- › Giving priority to the users deficiencies, needs and capacities and the social and family environment, and appraising his or her specific capacity for response.
- › Defining and recording clear, attainable objectives, adapted to the needs detected, the personal and social and family characteristics of the users, and the possibilities and limits of the framework of intervention. Identifying indicators for assessing those objectives.
- › Foreseeing all the effects of the different professional actions before carrying them out, and deciding the most suitable alternative.
- › Timing the progress of actions realistically and taking account of the length of the measure or sentence.
- › Carrying out the pertinent actions at all times, according to the process of each user and his or her environment.
- › Involving the users in their respective processes and clearly informing them of the consequences of the fulfilment or breach of the commitments acquired.
- › Coordinating with the other professionals involved in the intervention.
- › Reviewing the established work plan and the commitments acquired with the users periodically, adapting the objectives and actions in accordance with any changes that might have occurred.
- › Assessing the results of the intervention and the objectives attained, also bearing in mind the appraisal made by the user.

Training in planning the social intervention

Assessment of needs and drafting of an intervention plan

Objective

Assess the needs of individual victim services and design the intervention plan.

Refresher training

Contents

1. Limits and possibilities of the intervention
 - 1.1 The legal framework and internal regulations (intervention protocols)
 - 1.2 The organisational context and the functions of the teams caring for the victim
 - 1.3 Institutional coordination: public prosecutor's office, courts, alternative penal measures, technical penal advice team, prisons, government offices, etc.
 - 1.4 Social and psychological support resources network
2. Analysis of the needs of the victim
 - 2.1. Detection of personal, social, psychological, economic, legal needs. Distance between the demand and the real needs
 - 2.2. Detection of the risk to life (new aggressions)
 - 2.3. Other situations that require emergency interventions
3. The drafting of intervention plans
 - 3.1. The involvement of the user in the specification of the intervention plan. Willfulness as a framework of intervention.
 - 3.2. Drafting of objectives adapted to the needs and possibilities of social, psychological and judicial intervention
 - 3.3. The agreements with the victim: a dynamic process
 - 3.4. Specification and timing of individual actions and strategies. Assessment indicators
 - 3.5. Institutional tools at the service of the planning. Specific data base

In depth training activities in assessment of needs and drafting of an intervention plan

- › Methodology of the planning
- › Double victimisation
- › Emotional management and self-healing
- › Assessment of needs in victims with psychic disability
- › Assessment of needs in child victims
- › Gender perspective

Training in planning the social intervention

I. Assessment of social needs

Objectives

Detect the users' individual needs. Share and cross-check the information obtained with the professionals connected with the case. Use the institutional assessment instruments properly

Refresher training

Contents

1. The structured assessment of risk
 - 1.1. Risk-need-responsiveness model
 - 1.2. Methodological aspects
 - 1.3. Multidisciplinary assessment procedure: the role of the social worker
 - 1.4. Institutional structured appraisal instruments: RisCanvi, SAVRY
 - 1.5. Obtaining data from computer applications: JOVO, SIPC

2. The semistructured interview
 - 2.1. Characteristics
 - 2.2. Different interview situations
 - 2.3. Sources of information
 - 2.4. Variables that intervene in the interview
 - 2.5. Verbal and non-verbal aspects
 - 2.6. Techniques for fostering communication

3. Assessment of the needs of individuals and the social environment
 - 3.1. Appraisal of the family, educational, health and economic spheres
 - 3.2. Identification of emergency situations
 - 3.3. Detection of needs in coordination with the social services

In depth training activities in assessment of social needs

- › Social assessment and diagnosis
- › Semistructured interview workshop
- › The SAVRY computer application: use and possibilities
- › The RisCanvi computer application: use and possibilities

Training in planning the social intervention

II. Design and planning social intervention programmes

Objective

Design, develop and assess intervention programmes with the users, making use of instruments and techniques of the profession.

Refresher training

Contents

1. Why do we have to plan?
 - 1.1. Characteristics of a good planning process
 - 1.2. Identification of the main difficulties
2. The global context of the planning
 - 2.1. Potential of the users
 - 2.2. Characteristics of the social and family environment
 - 2.3. Responsibilities and possibilities of the service itself
 - 2.4. Cooperation with external resources
3. The planning of social intervention programmes
 - 3.1. Individual intervention plans
 - 3.2. Objectives, contents, methodology and timing
 - 3.3. The involvement of the users
 - 3.4. Work on the multidisciplinary team and the validation procedure
 - 3.5. In-house resources and external resources
 - 3.6. Assessment indicators
 - 3.7. Assessment of the process and results.
 - 3.8. Return to the people concerned

In depth training activities in design and planning social intervention programmes

- › Social intervention planning workshop
- › Resources of the intervention network
- › Design of the individual treatment programme and curricular itineraries
- › Design of plans for intervention with juveniles

Training in planning the social intervention

Social assessment in the penal process

Objective

Assess the people involved in penal processes and design the optimal methodology for intervention with the users.

Refresher training

Contents

1. Limits and possibilities of the intervention
 - 1.1 The legal framework and internal regulations (intervention protocols)
 - 1.2 The functioning of the legal bodies
 - 1.3 Institutional coordination:
 - public prosecutor's office, courts, prisons, victim care teams, alternative penal measures, basic social services, health resources, educational centres and the Child and Adolescent Care Department
 - 1.4 Social and health resources portfolio
2. Planning of the expert assessment
 - 2.1. Operational definition of the judicial assignment
 - 2.2. Formulation of diagnostic hypotheses about the case
 - 2.3. Specification and terms of the actions, citations and coordination
 - 2.4. Specific computer applications for the planning
3. Forensic social assessment
 - 3.1. Techniques of social interview
 - 3.2. Indicators for social assessment:
 - maltreatment, children at risk, gender violence, drug addiction, etc.
 - 3.3. Credibility of victims and witnesses

In depth training activities in social assessment in the penal process

- › Updating in interview models
- › Assessment and social diagnosis
- › Updating in sexual violence
- › Updating in domestic and gender violence
- › Updating in drug addiction
- › Profiles in criminal investigation



11. SOCIAL INTERVENTION

Carry out the social intervention plans, with the users, their family and social environment, to guide them towards the previously established objectives, making use of instruments and techniques of the profession.

Behaviours associated with the competence

- › Setting clear, attainable objectives, passing them on clearly and agreeing commitments with the users.
- › Respecting the interlocutor at all times and relating to him while being aware of the institutional image that is being projected.
- › Listening, orienting, motivating and advising with seriousness and reliability, maintaining an attitude of trust in the user's possibilities for change.
- › Giving sound arguments and cross-checked information.
- › Maintaining the orientation towards help in spite of the negative processes or relapses, and looking for new elements of motivation and work.
- › Reviewing the established work plan and the commitments acquired with the users periodically, adapting the objectives and actions in accordance with any changes that might have occurred.
- › Coordinating with the other professionals involved, while identifying and respecting the role of the person acting as main manager of the case.
- › Preparing and carrying out the interviews properly: arrange the day, time and place, set the objectives, prepare a script and manage the time well.
- › Involving the user and the family and permanently reinforcing that involvement.
- › Listening to the user's reasons and positions and trying to understand them from an open perspective.
- › Being close to the users' social and family contexts (visits to their homes, to the associative networks of their environment, etc.).
- › Rechannel the user and/or the family's demands according to the real needs and the work objectives.
- › Encouraging the user and his or her social and family environment to look for alternative resources.
- › Integrating any suitable initiatives and proposals made by the user and/or his or her social and family environment into the intervention plan.
- › Bringing and obtaining feedback about the progress and relapses in the work plan.
- › Maintaining periodical contacts, duly agreed with the user and his or her social and family environment.
- › When ending any intervention, prepare and carry out a closing session with the users to inform them of the relevant results of the assessment done and ask them for their appraisal.

Training in social intervention

Social intervention with the victim

Objective

Carry out actions of support for the victim from the needs detected and the intervention plan designed.

Refresher training

Contents

1. The context of the intervention with the victim
 - 1.1. Possibilities and limits of the intervention
 - 1.2. The space of privacy and protection towards the victim
 - 1.3. The confidentiality of the information: legal and ethical aspects
 - 1.4. Double victimisation
2. The interview with victims
 - 2.1. The setting of the intervention
 - 2.2. Basic techniques of the interview with victims: creation of an atmosphere; listening and other communicative aspects; directivity and flexibility, etc.
 - 2.3. Appraisal of the emotional state of the victim
 - 2.4. Dealing with the anxiety derived from the legal environment
 - 2.5. Adjustment of the victims' expectations
3. Interventions in emergency or risk
4. Basic knowledge of penal, trial, penitentiary and civil legislation
5. Coordination and referral to external resources
 - 5.1. Catalogue of institutional and social network resources
 - 5.2. Limits and commitments of referral
 - 5.3. Cooperation and coordination with resources
 - 5.4. Passing on information
6. Closing the intervention

In depth training activities in social intervention with the victim

- › Techniques of interviewing victims
- › Techniques of interviewing to transform need into demand
- › Methodology of planning
- › Case analysis workshop
- › Workshop for breaking bad news
- › Intervention in emergency or crisis

Specific aspects of the intervention according to the different groups

- › Gender and domestic violence
- › Underage victims
- › Victims of terrorism
- › Victims of violent crimes
- › Victims with mental disabilities

Training in social intervention

Social and family intervention

Objective

Intervene with the users, their family and social environment, to guide them towards the previously established objectives, making use of instruments and techniques of the profession.

Refresher training

Contents

1. The setting of the intervention
 - 1.1. The role of the social worker:
the help relation, professional distance and control function
 - 1.2. Limits of the intervention and referral:
professionals, networks and resources
2. The involvement of the users in the intervention plan
 - 2.1. Real possibilities of the intervention
 - 2.2. Adjustment of the expectations
 - 2.3. Shared responsibility:
the professional role and the role of the users
3. Tools of social and family intervention
 - 3.1. The motivational interview
 - 3.2. Feedback of results and positive reinforcement
 - 3.3. Work in the community environment
 - 3.4. Emergency interventions
 - 3.5. Participation of the social worker in specific intervention programmes
 - 3.6. Work programmes with the families
4. Coordination and referral to intervention network resources
 - 4.1. Catalogue of institutional resources and the social network
 - 4.2. Management and/or referral to resources
 - 4.3. Limits and commitments of referral
 - 4.4. Cooperation and coordination with the resources
 - 4.5. Passing on information
5. Closing the social intervention

In depth training activities in social and family intervention

- › Specialised rehabilitation programmes
- › Intervention in emergencies or crises
- › Motivation and involvement of the users
- › Intervention with families
- › Case analysis workshop
- › Leadership workshop
- › Social intervention in open custody
- › Social intervention with people with mental health problems

Training in social intervention

Forensic social intervention in oral proceedings

Objective

Explain forensic social assessment in oral proceedings clearly and coherently.

Refresher training

Contents

1. Preparation of the oral presentation of the case
2. Knowledge of the mechanics of the trial
3. Review of files, statements and proofs
4. Preparation of the case
5. Rights and responsibilities inherent to the expert's task

In depth training activities in forensic social intervention in oral proceedings

- › Management of the questioning of the task in oral proceedings
- › Management of the pressures of the parties involved in the judicial procedure
- › Handling and arguing strategies in the adversary expert's report

