

AFTERCARE COMPETENCY FRAMEWORK

A CARE NETWORK INITIATIVE
TO ADVANCE THE CAPABILITIES
OF THE AFTERCARE SECTOR

Adapted from Skills Framework for Social Service

Proudly Presented By: CARE Network Review Workgroup 1 Members
from SACA, SANA, ISCOS, CCSS, PFS, AMP, Greenhaven, SSI, SPS, YRSG

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AFTERCARE COMPETENCY FRAMEWORK

THE AFTERCARE COMPETENCY FRAMEWORK (ACF) is designed specifically for Caseworkers in the Aftercare sector. Adapted from Skills Framework for Social Service (SFwSS), the ACF follows the "Social Worker" track closely, with adjustments made to contextualise the framework to the competencies required of aftercare caseworkers.

This framework brings greater depth, definition and elaboration to the Knowledge and Ability statements listed in the SFwSS, and identifies other critical competencies, knowledge areas and techniques that would benefit Aftercare caseworkers in their work with ex-offenders. The ACF has been carefully reviewed, validated and endorsed by Senior Practitioners across various agencies in the sector.

Apart from the training courses listed in the training roadmap provided by SSG, a list of relevant training courses from various training institutions have been compiled and categorised according to the competency domains. Agencies may take reference to this list when selecting courses to send their staff to.

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"WHO IS THE ACF FOR?"

ALL CASEWORKERS

The ACF aims to help both new and experienced caseworkers gain a deeper understanding of the key competencies and skills required for their job. It also strives to help them identify areas that they can receive further training in.

SUPERVISORS

The ACF aims to help supervisors identify areas of strength and improvements within their staff, and send them for relevant training courses to upskill them.

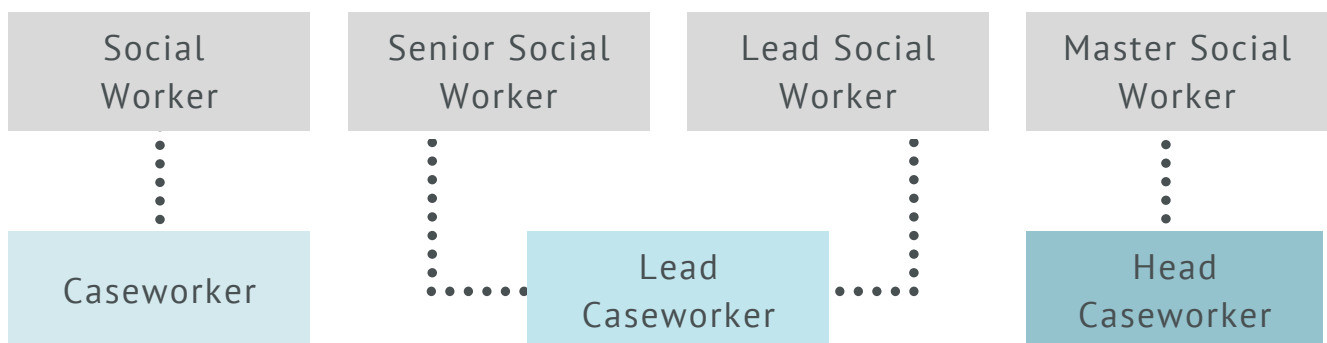
HR PRACTITIONERS

The ACF may act as a reference guide for Aftercare agencies looking to build capabilities in their caseworkers and identify training courses to send their staff for.

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"WHAT IS MY JOB ROLE?"

3 main job roles in Direct Practice have been identified - Caseworker, Lead Caseworker and Head Caseworker. A matching of job functions and role responsibilities was done between social workers and aftercare caseworkers.



Caseworker

- Conduct intake assessments and provide casework and group work interventions
- Document, maintain case files, prepare individualised service plan, progress and closure reports for clients
- Participate in research development/evaluation projects led by lead/head caseworkers *(if applicable)*
- Embrace and act upon the organisation's values

Lead Caseworker

- Perform, direct and oversee case plans, manage and evaluate programmes
- network with other agencies and tap on community resources for clients
- Lead research/programme development and evaluation projects *(if applicable)*
- Supervise junior caseworkers

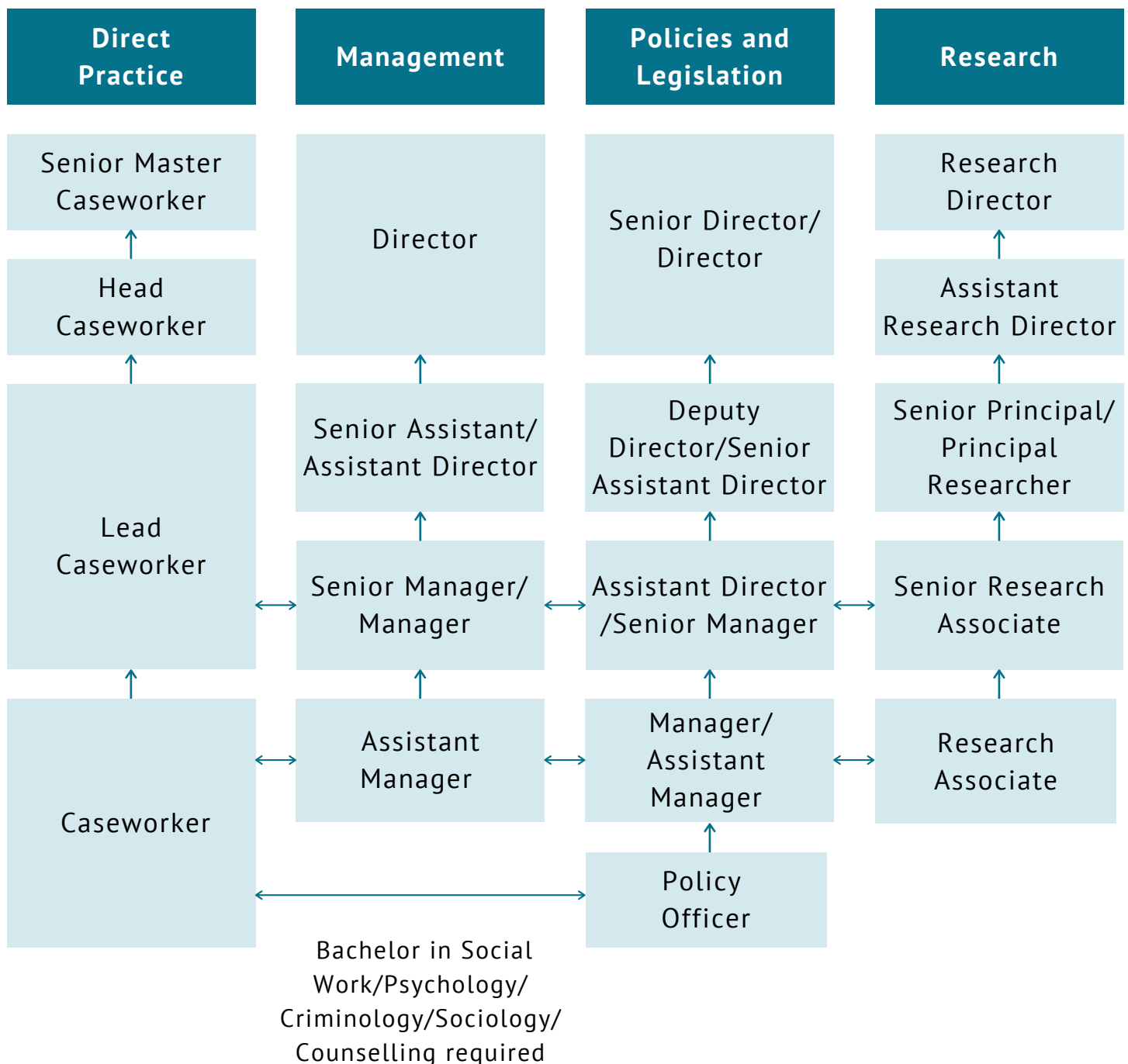
Head Caseworker

- Oversee the delivery of social and casework services by case workers to ensure high standard of practice
- Develop, review and implement case plans and outreach activities
- Manage and evaluate programmes and volunteers
- Chart direction and provide leadership for networking
- Utilise community resources for clients
- Provide clinical supervision to caseworkers

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"WHAT ARE MY CAREER PATHWAYS?"

In view of the revised job roles for Aftercare practitioners, slight amendments were made to the Career Pathways mapped out for Social Service professionals in SFwSS. The minimum requirement for Aftercare caseworkers has extended to include the following areas of study: Social Work, Psychology, Criminology, Sociology and Counselling.



A GUIDE TO USING THE ACF

The ACF aims to remain aligned to the national framework (SFwSS) while identifying additional relevant competencies required of Aftercare Professionals.

Senior practitioners with vast experience in the Aftercare sector further identified other specific domain knowledge, techniques and skills that would be beneficial for practitioners working with ex-offenders to have.

In this guide, you will find the following information:

- ✓ **Distinct Knowledge in Aftercare;**
- ✓ **Generic Knowledge and Techniques Applicable to Aftercare Casework;**
- ✓ **Technical Skills and Competencies (from SFwSS) that are contextualised to the Aftercare sector**



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DISTINCT KNOWLEDGE IN AFTERCARE

Two areas of distinct knowledge were identified as unique to the Aftercare sector. Having a good grasp of the following two knowledge areas would provide the foundation for caseworkers to understand their clients:

- 1 Criminal Justice System and Rehabilitation Landscape
- 2 Aftercare Rehabilitation Models (e.g. RNR and Desistance Model)

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GENERIC KNOWLEDGE & TECHNIQUES APPLICABLE TO AFTERCARE CASEWORK

Senior practitioners have also identified other generic knowledge and techniques that professionals may use when managing ex-offenders. While these are not specific to the Aftercare sector, the issues facing offenders (e.g. Drug/Alcohol addictions, Damaged family relationships etc.) often require these skills.

In light of COVID-19, many agencies have brought their casework and support group sessions on virtual platforms. Caseworkers should also be equipped to conduct sessions online and help clients orientate to virtual meetings.

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- Drug Addiction Management
 - Motivational Interviewing
 - Cognitive Behavioural Therapy
 - Suicide Intervention
 - Family Therapy and Engagement Skills
 - Trauma-Informed Practices
 - Mental Health Issues
 - Use of Technology (Online Sessions)

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TECHNICAL SKILLS AND COMPETENCIES

The following competencies have been identified as core skills required of Aftercare caseworkers.

Direct Practice Skills	Casework	Case & Care Planning Casework Evaluation Casework Intervention
	Group Work	Group work & Assessment Planning Group work Evaluation Group Work Intervention
Indirect Practice Skills	Advocacy	Advocacy & Representation
	Research Practice	Research Data Collection and Management
	Programme Development & Implementation	Social Service Programme Social Service Programme Evaluation Social Service Programme Implementation
	Professional Practice	Collaborative Practices Across Disciplines and Sectors Diversity Awareness and Management Emergency Response and Crisis Management Ethics, Values and Legislation Practice Supervision Professional Consultation Reflexive Practice Resilience and Self-care Social Sector Policy Influence Stakeholder Management Trends Evaluation and Application

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The SFwSS provides a broad overview of the core competencies required by Social Service professionals, which are further elaborated with Knowledge and Ability (K&A) statements for each competency at various proficiency levels. In a bid to further contextualise the SFwSS for the Aftercare sector, several senior practitioners within the sector reviewed and added greater elaboration to the specific K&A statements.

For example,

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Methods to assess clients' level of functioning, risks & needs • Principles of assessment methods • Case Planning principles and guidelines • Casework theories ◦ Rehabilitation theoretical models ◦ Biopsychosocial Framework • Reflective practice theories • Guidelines for case referrals • Contract and goal setting for clients • Stakeholder engagements and partnerships ◦ Resources & services available to aid in ex-offenders' rehabilitation • Issues facing families of offenders	• Assess clients' level of functioning, risks and needs ◦ Conduct assessment & formulation of offenders' risk & rehabilitation/ reintegration needs using aftercare theoretical models • Manage clients' associated risk & protective factors ◦ Engage families to conduct holistic assessment / support the rehab & reintegration needs of clients • Assess system intervention for clients ◦ Assess needs of families of offenders & system intervention for clients • Conduct case planning with clients based on standard guidelines & professional assessments ◦ Assess client's stage of change & formulate relapse prevention plan ◦ Guide client to develop individualised service plan / case plan utilising relevant theoretical models ◦ Apply rehabilitation theoretical models to develop individualised service plan / case plan to support clients' needs • Set clear contracts and goals with clients • Assess needs for escalation of cases • Maintain case recordings • Take appropriate actions to manage ethical dilemmas, escalating to supervisors as appropriate • Engage stakeholders for case planning • Choose strategies to formulate viable plans for client

In the above example, there are K&A statements in black and blue.

- The Black K&A Statements are taken directly from the SFwSS.
- The Blue K&A Statements are inputs from Senior Practitioners within the Aftercare Sector. It aims to:
 1. Provide greater context to the SFwSS K&A statements
 2. Add more elaboration and greater definition
 3. Contextualise the framework to take into account common issues offenders & ex-offenders face specifically

COMPETENCY FRAMEWORK FOR AFTERCARE CASEWORKERS

PROFICIENCY LEVEL: 3



Casework: Case & Care Planning

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Methods to assess clients' level of functioning, risks & needs • Principles of assessment methods • Case Planning principles and guidelines • Casework theories ◦ Rehabilitation theoretical models ◦ Biopsychosocial Framework • Reflective practice theories • Guidelines for case referrals • Contract and goal setting for clients • Stakeholder engagements and partnerships ◦ Resources & services available to aid in ex-offenders' rehabilitation • Issues facing families of offenders	• Assess clients' level of functioning, risks and needs ◦ Conduct assessment & formulation of offenders' risk & rehabilitation/ reintegration needs using aftercare theoretical models • Manage clients' associated risk & protective factors ◦ Engage families to conduct holistic assessment / support the rehab & reintegration needs of clients • Assess system intervention for clients ◦ Assess needs of families of offenders & system intervention for clients • Conduct case planning with clients based on standard guidelines & professional assessments ◦ Assess client's stage of change & formulate relapse prevention plan ◦ Guide client to develop individualised service plan / case plan utilising relevant theoretical models ◦ Apply rehabilitation theoretical models to develop individualised service plan / case plan to support clients' needs • Set clear contracts and goals with clients • Assess needs for escalation of cases • Maintain case recordings • Take appropriate actions to manage ethical dilemmas, escalating to supervisors as appropriate • Engage stakeholders for case planning • Choose strategies to formulate viable plans for client

Casework: Casework Evaluation

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Methods to evaluate clients' level of functioning, risks & needs • Tools to monitor and review clients' progress	• Implement evaluation methods • Review clients' level of functioning, risks & needs ○ Evaluate risk concerns such as substance abuse relapse, suicide, self-harm ○ Review needs of families of offenders & system intervention for clients • Evaluate casework intervention outcomes ○ Evaluate client's progress with relapse prevention plan ○ Track clients' progresses under programme via progress report (RNR or BPS framework) & any other forms of documentation

Casework: Casework Intervention

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Casework intervention processes • Multi-disciplinary collaboration • Roles and responsibilities of case worker • Ethics relating to casework interventions • Report writing for casework • Organisation's standards of care and protocols for responding to crisis situations • Facilitation techniques • Support groups and mechanisms • Experiential & interactive counselling approaches & practices ◦ Basic cognitive & social learning with offenders, such as in EPICS • Ethics related to counselling	• Choose strategies to formulate viable plans for clients • Apply conflict resolution techniques • Collaborate in intra-case and inter-agency case conferences • Take appropriate actions to manage ethical dilemmas, escalating to supervisors as appropriate • Write social reports • Manage crisis situations in accordance to policies & procedures • Conduct closure of cases upon achieving sustainable service outcomes for clients • Obtain resources to deliver casework interventions ◦ Engage families to support the rehabilitation & reintegration needs of clients ◦ Discuss and broker community resources for clients • Implement appropriate counselling techniques with individuals & families ◦ Facilitate clients to construct their own relapse prevention plan

Group work: Group Work Assessment & Planning

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Theories & techniques for planning and practising group work ◦ Relapse prevention planning • Clinical skills in areas of practice • Principles of group dynamics, group formation & group conflict management • Assessment principles, methods & frameworks ◦ Relevant rehabilitation theoretical models • Criteria for assessment of group appropriateness • Risk factors impacting group work	• Assess needs of clients and their suitability for group work • Assess dynamics and patterns of group behaviour • Plan group work programmes, psychoeducation & support groups ◦ Planning programmes to address RNR & relapse prevention • Identify potential issues, risks & conflicts that may impact group work ◦ Client safety considerations in group formation (e.g. ensuring prog is free from influence of pro-criminal subcultures/gangs/ drugs) • Implement key principles of effective group work development & planning ◦ Articulate group work outcomes

Group work: Group Work Evaluation

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Evaluation principles, methods & frameworks for group work • Organisational guidelines, regulations & legislation impacting evaluation of group work • Group dynamics & behaviours	• Monitor & modify group work to address issues of target groups • Evaluate group work outcomes with internal & external stakeholders ◦ Evaluate group work based on rehabilitation theoretical models • Analyse data for potential gaps & improvements in group work ◦ Document evaluation & improvements in reports

Group work: Group Work Intervention

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Theories that inform group work practice • Theories & techniques for planning & practising of group work processes • Communication techniques appropriate for synthesising groups • Various issues that impact on group work ◦ Drug/gang subcultures • Life stage development, limitations & abilities of clients ◦ Supporting ex-offenders in recovery • Resource requirements for conducting group work sessions • Principles & practices of group dynamics • Risk assessment & management in group work • Managing conflict in groups	• Obtain resources to deliver group work • Form groups appropriate for group sessions ◦ Running support groups • Conduct group interventions for specific outcomes ◦ Conduct group interventions to support desistance (e.g. to support narrative identity change, build social capital, increase hope for prosocial living) • Articulate & monitor group work outcomes • Motivate clients to promote participation & address barriers to participation • Promote healthy group dynamics • Manage inter-group conflicts during group sessions • Identify & manage risks in group work ◦ Client safety (esp. issues with gangs/drugs, members who have slipped into drug/criminal behaviours)

Advocacy: Advocacy & Representation

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
- Theories, models and methods for working with individuals, groups & communities - Restorative justice e.g. Victim Empathy Program - Principles that balance the rights of individuals, groups & communities with the interests of society & requirements of practice - Theories & methods of promoting personal, social & emotional well-being - Options available to clients to meet their collective needs - Community resources & organisations to work with - Advocacy skills: to advocate for beneficiaries - Legislation, regulations & policies specific to the sector - Knowledge of Penal Code and Criminal Procedure Code - Contemporary issues & trends in the society	- Plan & undertake consultations with clients to identify & describe issues of concerns - Provide feedback at agency level / specific client populations - Define advocacy scope, processes & conditions in consultation with clients - Identify individuals & organisations who may offer partnership in the advocacy roles - E.g. CARE Network, Communities of Practice, Institutes of Higher Learning, grassroots divisions, religious organizations, government and other non-governmental agencies

Programme Development & Implementation: Social Service Programme Development

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Support needs of clients & community stakeholders • Research & evidence-based approaches ◦ Applied research, theoretical framework & client profiling techniques to develop new programmes for users (identified according to research topics) • Methods for programme development ◦ Evidence-based practices to guide programme development, such as guiding principles • Methods for client needs assessment • Inclusive practices & their impact on service provisions • Available community resources and/or funding schemes • Methods to determine resources required for programmes • Strategies for programme promotion & publicity • Legislation relevant to social service programmes • Client-centred service principles & practices • Asset Building & Community Development to advocate & support community asset building for ex-offenders to improve reintegration potential ◦ Awareness of systems and broker community resources through interventions/programmes • Best practices in programme development ◦ Applied research, theoretical framework & client profiling techniques to evaluate current programmes • Logic model	• Assess clients' social, emotional, psychological & cultural needs • Define programme outcomes & methods to achieve them • Apply evidence-based approach to developing programmes • Incorporate inclusive practices, cultural & social considerations of client groups into programme development ◦ E.g. Inclusion of former ex-offenders as volunteers and contributors to programme development • Identify & tap on appropriate community resources and/or funding schemes ◦ E.g. Tapping on volunteers, ex-offenders, religious groups • Conduct environmental scanning on the existing client landscape, community needs & programmes available • Coordinate needs assessment with other social service professionals • Determine manpower, resources & training required for delivering programmes ◦ Plan publicity for programmes

Programme Development & Implementation: Social Service Programme Evaluation

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Programme evaluation criteria ◦ Outcome and Process evaluations • Research & emerging trends in social service programmes ◦ Criminal justice system & the rehabilitation landscape. • Planning considerations & documentation for programme evaluation	• Use applicable criteria to evaluate programmes • Assess gaps and areas of improvements to adapt & modify programmes • Evaluate settings & environment to improve programmes • Determine needs for service provisions & planning for future developments • Propose improvements to programmes based on best practices ◦ Document evaluation & share findings with stakeholders at relevant platforms, such as Learning Journeys, Workplan Seminar, academic journals.

Programme Development & Implementation: Social Service Programme Implementation

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Theories of motivation • Programme objectives and outcomes • Programme implementation strategies ◦ Applied research, theoretical framework and client profiling techniques to implement programmes • Programme resource requirements and implementation procedures • Drivers and barriers to client participation • Methods for developing promotional strategies and information materials and outreach platforms • Methods for gathering information on the client's stage of development and level of participation • Conflict resolution skills and procedures • Principles and practices of event management • Information on allocable resource availability	• Implement and monitor programme content, activities and schedules • Address individual needs of client in the delivery of the programmes • Develop and implement processes to recognise client achievements • Develop and implement promotional strategies to drive participation • Mobilise the community stakeholders and resources for programmes • Guide clients in conflict resolution process to resolve client issues during the programme • Identify possible barriers and provide solutions to programme participation • Monitor safety of programme staff & participants • Adapt individual communication approaches and programme activities to tailor to client's needs and cultural context • Coordinate the allocation of resources for programme execution, including logistics and manpower ◦ Managing and deploying volunteers to assist programme implementation

Professional Practice: Collaborative Practices Across Disciplines & Sectors

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Social service sector networking procedures • Sources of current & relevant research, information & ideas from collaborative networks ◦ Knowledge about CARE Network platform & initiatives ◦ Map for Case Management • Techniques to document networking & resource sharing activities with collaborative networks • Various styles & methods of communication • Social service sector referral processes • Methods for developing professional relationships with social professionals • Principles of collaborative practice • Conflict resolution techniques	• Contribute in intra and inter-agency case conferences as part of collaborative teams • Assess current & relevant research, information & ideas from collaborative teams or networks • Conduct referral processes • Develop professional relationships with multidisciplinary professionals ◦ Attachment / Secondment opportunities across CN agencies • Establish common goals for multi-disciplinary teams • Contribute to social service sector forums • Establish positive working relationships with people in collaborative teams • Deal with disagreements & conflicts in professional relationships • Facilitate networking, cross-training & resource-sharing activities for collaborative teams ◦ Participation in Learning Journeys / Community of Practice (CoP) for aftercare sector ◦ Facilitate information exchange within collaborative teams to deliver care or case plans

Professional Practice: Diversity Awareness & Management

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Cultural, racial & ethnic groups & their beliefs and practices • Awareness of individual cultural identity & values in relation to professional practice • Relevant diversity & inclusion theories & frameworks • Range of diversity & inclusion issues • Policies & procedures to deal with discriminatory behaviours	• Understand individual's & others' assumptions with respect to cultural & other differences • Recognise the possible issues & impacts of individual and cultural diversity on interactions & in relation to culture, race, religion & sexuality • Demonstrate sensitivity to diversity & inclusiveness, & adopt a non-judgmental stance in professional activities • Assist to identify diversity & inclusion needs in programmes and services ○ Employ culturally appropriate skills & techniques in professional practice

Professional Practice: Emergency Response & Crisis Management

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Roles and responsibilities in the designated groups or stations in the emergency response & crisis management plans • Details of emergency response & crisis management plans ○ Be familiar with SOPs, especially working with individuals with suicidal intent, intoxicated & violent clients • Critical organisation & service functions • Business continuity plans • Types of data sources to evaluate improvements for emergency response & crisis management plans • Infrastructure that are available to clients in crisis	• Assist in the coordination & integration of emergency response, crisis management & recovery activities • Execute individual roles within the emergency & crisis management plans to respond to disruptive events • Assist in the execution, validation & improvement of emergency response & crisis management exercises to ensure organisational readiness • Collaborate with other organisations to execute contingency plans during emergency or crisis situations ○ Work within statutory guidelines in managing crises related to ex-offenders ○ Document emergency response & crisis management and recovery activity data to facilitate follow-up actions

Professional Practice: Ethics, Values and Legislation

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Types of ethical issues & dilemmas & their impact on clients, caregivers & professional practice • Methods for addressing ethical issues & dilemmas ◦ Contractual requirements to funding agency (e.g. whether there is duty to report breaches of supervision terms) & issues related to limited confidentiality ◦ Be familiar with guiding principles of own agency • Ethical Principles Screen (EPS)	• Assess ethical implications and apply decision-making processes to resolve ethical dilemmas ◦ Application of Ethical Principles Screen (EPS) • Advocate for the needs of the clients, ensuring their safety, security, well-being & inclusiveness • Assess potential workplace hazards & risks to ensure a safe and secure environment • Maintain duty of care & inclusive workplace practices ◦ Report ethical issues & misconduct

Professional Practice: Practice Supervision

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Instructional techniques & methods for working with professionals & clients • Current practices in a transdisciplinary context • Code of ethics in professional practice	• Identify different domain knowledge across transdisciplinary approaches in providing guidance and feedback • Articulate with specific details, examples & observations to support learning when providing guidance • Recognise professional limitations & seek external guidance in domains outside of professional practice or capacity ○ Review feedback received to improve professional practice

Professional Practice: Professional Consultation

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Professional role in relation to social service professionals & other stakeholders • Transdisciplinary collaboration & relationships in achieving shared goals • Process of providing professional knowledge & advice • Evidence-based theories, research & practices related to professional practice	• Influence peers & stakeholders within organisation with professional perspectives • Communicate clear & relevant information about different forms of treatment, approaches & interventions. • Explain the theoretical framework, methods & theories relating to professional practice • Explain client issues in simple & understandable terms for the clients & other professionals • Discuss evidence-based interventions & assessments & their intent & objectives with social service professionals & stakeholders ○ Articulate role & working capacity of the profession to other social service professionals in systems they are working with

Professional Practice: Reflexive Practice

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Methods to critically examine assumptions underlying individual actions & the impact of those actions on clients and professional activities • Professional development requirements of professional bodies governing one's professional practice • Methods to identify areas for improvement in professional development and practice • Training opportunities & resources for professional development • Theories & methods for reflexive analysis • Methods for introspection & intersubjective reflection	• Demonstrate ability to handle complexities and sensitivities of client issues in professional practice • Practise adequate self-assessment & monitoring • Reflect on personal and professional effectiveness in professional practice & in engagements with other social service professionals • Identify & assess assumptions & implicitly biases underlying actions & experiences of self, clients or other professionals • Assess objective & subjective approaches to make sense of client experiences & situations • Assess & discuss professional developmental needs ○ Plan learning development according to professional requirements & proactively seek supervision, consultation or relevant trainings

Professional Practice: Resilience & Self-Care

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Coping strategies for handling stressful situations • Emotional & practical support systems & resources within the organisation • Symptoms & indicators of stress from professional practice • Techniques for reframing negative experiences	• Identify individual strengths, weaknesses & vulnerabilities and recognise limitations in professional practice & competence • Assess overall health and well-being & identify personal & occupational risks & stress indicators • Exercise proactive self-care & consultations with peers or supervisors • Apply prescribed assessments & procedures to develop & review individual self-care plans • Apply coping strategies to reduce or regulate stress ○ Reframe negative experiences to reduce or regulate the level of stress

Professional Practice: Stakeholder Management

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Stakeholder impact analysis techniques • Effective communication skills	• Determine importance & influence of stakeholders on work progresses • Implement plans to assist in adaptation of new policies, programmes & processes • Implement communication plans to ensure stakeholders are updated on new developments, policies, programmes & processes • Seek opportunities to build relationships to facilitate work progress • Employ engagement techniques to manage stakeholders impacted by new policies, programmes & processes • Manage day-to-day public relations

Professional Practice: Social Sector Policy Influence

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Structural, political & other social factors which affect the clients • Basic methods for policy analysis • Research & information gathering skills on policies • Methods for conducting internal and external environmental scans to keep abreast of latest developments, changes & initiatives in the ministry & social sector • Methods to balance the rights of the general community & the rights of people with specific needs • Relevant regulatory, legislative & legal requirements • Relevant government policy development forums & processes	• Collect on-the-ground information to gauge impact of policies • Identify the relevant policies & their programmes • Demonstrate awareness of policies relevant to the service delivery • Conduct internal & external environment scans to keep abreast of latest developments, changes & initiatives in the ministry & social service sector • Communicate formally about service needs ○ Advocate in relevant government policy development forums & processes

Professional Practice: Trends Evaluation & Application

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Current services & programmes within the social sector • Contemporary issues & trends in the social sector • Legal, policy & procedural frameworks • New developments within the social sector both in Singapore and overseas • Principles & practices of knowledge and evidence-based research	• Conduct environmental scans to keep abreast of latest developments & trends • Apply research findings to identify current issues & design new practices within the social sector • Implement knowledge- and evidence-based models & methods to develop & improve own practice ◦ Apply techniques for conducting evidence-based research

Research Practice: Research Data Collection & Management

KNOWLEDGE STATEMENTS	ABILITY STATEMENTS
• Aims & methodology of the research studies • Data collection methods & protocols for research studies • Informed consent processes • Ethical & legislative requirements for research data collection and management • Database platforms or systems for research data entry, storage & consolidation • Processes for research data disposal • Strengths & limitations of data collection & management methods	• Recruit participants & partners for research studies • Brief & debrief participants according to ethical, legislative & organisational requirements • Conduct informed consent process for participants • Administer data collection protocols according to the requirements of the research study • Guide and/or train junior research staff in recruitment & briefings & participants • Guide and/or train research assistants in administration of data collection protocols, informed consent forms & data storage • Review collected data to ensure they are accurate, complete, & verifiable from source documents • Develop format or structure to collect & manage various forms of qualitative & quantitative data, in accordance to research requirements • Extract research data, keeping appropriate records of findings & resolutions & raising concerns when necessary • Store research data records from research studies safely & securely

COMPILED LIST OF TRAINING COURSES FOR CASEWORKERS OF ALL PROFICIENCY LEVELS



Training Courses / Certificate	Training Modules and Learning Outcomes	Proficiency				Training provider
		3	4	5	6	
Casework						
Case Management in Practice: Introduction	- Explain case management process in case management practice - Summarise roles and responsibilities of a case worker when working with clients - Explain the importance of working with team members in a multidisciplinary setting - Translate legal and ethical considerations into case management practice	√				Social Service Institute
Case Management in Practice: Conducting Risk Assessment	- Understand general principles of risk assessment when working with vulnerable populations - Understand three types of risk assessment across the stages of social service delivery - Understand roles and responsibilities of social service delivery	√	√			Social Service Institute
Case Management in Practice: Conducting Effective Case Planning and Case Management	- Understand the systematic and integrated approach to case intervention practice in responding to needs of clients - Apply the joint functions, goals of behaviour control and behaviour change in case intervention - Practice skills in on-going monitoring cases	√				Social Service Institute
Case Management: Collaborating with Multi-stressed Families	- Explain the goals of case management in working with multi-stressed families - Explain the principles of the case management process - Explain the qualifying criterions of case management for working with multi-stressed families - Understand the collaborative exploration of various tools, techniques and strategies for assessment and intervention for these clients	√	√			Social Service Institute
Case Management in Practice: Integrated Professional Practice	- Emphasises on the importance of integrated practice - Focuses on skills to integrate the knowledge in earlier modules to practice skills	√	√	√	√	Social Service Institute
Case Management in Practice: Transfer in Expertise (for lead caseworkers)	- Develop skills in undertaking professional supervision - Enhance knowledge and understanding of the teaching-learning-application competency components of professional supervision - Enhance knowledge of theoretical and conceptual approaches to professional supervision - Apply the professional supervision skills to their case practice		√	√	√	Social Service Institute
Professional Certificate in Casework - Engagement and Assessment - Planning and Intervention - Case Review and Evaluation	Module 1: Engagement and Assessment - Apply appropriate methods for reflective practice in relation to principles of casework relationship - Illustrate the casework processes including engagement, assessment, providing intervention and evaluation of practice - Relate the context of casework practice to each stage of the casework process - Apply different modes of engagement to manage clients' resistance - Assess clients' needs for casework interventions - Prepare case formulation using social work and casework theories Module 2: Planning and Intervention - Demonstrate person-centred approach to care planning and interventions for clients - Use different models and approaches for developing care plans - Develop an individualised care plan to support clients' need in accordance to organisational practice - Illustrate ways to engage stakeholders to mobilise community resources based on the individualised care plan Module 3: Case Review and Evaluation - Illustrate the process of monitoring, reviewing and evaluating care plan - Document an effective care plan review - Apply steps to close cases upon achieving agreed goals - Prepare social reports in accordance to organisational practices	√	√	√	√	NSWCF Foundational (Social Service Institute)

Training Courses / Certificate	Training Modules and Learning Outcomes	Proficiency				Training provider
		3	4	5	6	
The Management of Actual or Potential Aggression Foundation Programme	- Use of CPI (Crisis Prevention Institute) Crisis Development Model to identify the level of crisis behaviour - Apply appropriate measures to avoid, decelerate and/or de-escalate crisis behaviour - Use the Decision-Making Matrix to identify the level of risk associate with the crisis situations - Apply disengagement and holding skills as form of physical interventions to handle risk behaviours - Apply the Coping Model in working with clients and staff in the post-crisis situation	√				Social Service Institute
Rehabilitation and Re-integration Needs of Former Drug Offenders	- Identify the challenges an individual with drug addiction faces in order to stay drug-free - Apply the knowledge of coping strategies to support the families of recovering / recovered drug offenders - Apply the knowledge of rehabilitative interventions for recovering drug addicts and their families.	√	√	√	√	Social Service Institute
Helping Family Members Cope with Issues Arising from Incarceration of a Loved One	- Relate the issues confronting the family when a loved one is imprisoned - Adopt strategies to address issues the family is facing - Apply therapeutic interventions for affected family member - Exercise supervision to monitor progress of the family in dealing with their issues	√	√			Social Service Institute
Basic Counselling Skills and Practice	- Identify qualities of an effective para-counsellor - Use of appropriate questioning, probing and problem solving techniques to help individuals	√	√			Temasek Polytechnic
Counselling Skills and Practice: Introduction	- Explain the counselling process when working with the client - Examine the roles of a counsellor and guiding principles of counselling - Apply effective listening skills during counselling - Address barriers of communication in the counselling process	√				Social Service Institute
Counselling Skills and Practice: Intermediate	- Examine the importance of self-awareness of a counsellor as an individual and a professional - Analyse the stages of counselling process in their counselling practice - Illustrate the use of the REBT model in addressing client's issues	√	√			Social Service Institute
Introduction to Report Writing for Social Service Professionals	- Write in a focused and concise manner without significant gaps - Document in an accurate, objective and complete manner - Be conscious about structuring the report with the intended audience, report purpose and type of information to be included in mind - Be aware of the language used on report writing - Know how to support opinions with facts and omit irrelevant information - Limit information written to a need-to-know basis (according to Social Work Ethics)	√	√			Family Resource and Training Centre
Group Work						
Groupwork Skills	- Clear definition of what constitutes a group - Understanding of circumstances where a group work approach would be beneficial - Identify group development and processes - Identify roles played in groups - Identify and assess one's own leadership style, and able to use a range of styles in groups - Clear and confident in one's role as a leader or member in groups - Assess a group's effectiveness	√	√			Family Resource and Training Centre
Professional Certificate in Group Work	Module 1: Apply Group Work Theories and Processes - Apply group work theories when planning for group work sessions - Relate to group work processes when working with clients in a group work setting - Use group work formation skills in forming groups Module 2: Facilitate Group Work Sessions	√	√			Social Service Institute

Training Courses / Certificate	Training Modules and Learning Outcomes	Proficiency				Training provider
		3	4	5	6	
	- Applying facilitation skills to conduct group work sessions - Apply techniques to improve group dynamics - Propose a group work programme evaluation plan					
Advocacy						
Social Policy and Advocacy	- Identify basics of policy formation in Singapore - Explain development and undergirding philosophies to policy formulation - Identify existing policies relating to social service sector - Review strategies to advocate the needs of various client groups	√	√			Social Service Institute
Professional Practice						
Building Emotional Resilience in Caregiving	- Determine the motivations and challenges faced by caregivers - Manage emotions and challenges involved in caregiving - Relate the concept of stress to caregiving - Assess the well-being of caregivers - Demonstrate stress management strategies in caregiving	√	√			Social Service Institute
Resilience and self-care (WSQ accredited)	- Identify importance of resilience to individual and/or organisation - Identify individual strengths, weakness and vulnerabilities and assess overall health and well-being - Recognise personal and occupational risks and limitations and identify stress indicators - Perform self-care strategies and develop and review self-care plans - Manage stress to cope personal changes and challenging situations - Use psychological approaches and relaxation techniques to practice effective self-care	√	√	√	√	Arium School of Arts & Sciences (ASAS)
WSQ Enhancing Resilience and Self-Care Through Effective Stress Management	- Physical Self-Care: Good Nutrition and Exercise - Psychological Self-Care: Managing Stress Well - Personal effectiveness to enhance self-care in workplace	√	√			NTUC Learning Hub
Self-Care from the Inside Out	- Develop their “iceberg awareness” - Manage reactive emotions - Create changes and new patterns of coping	√	√	√	√	Family Resource and Training Centre
Understanding and Applying Social Work Ethics	- Develop awareness of value systems that impact on social work practice - Acknowledge the importance of applying the social work code of ethics on themselves, clients and fellow practitioners - Identify ethical problems and dilemmas that emerge in practice - Understand and apply the ethical decision making model	√	√			Family Resource and Training Centre
Other Relevant Courses						
Post-Diploma Certificate in Drama & Developmental Psychology - Current Issues and Trends in Human Development - Elements of Drama - Facilitation Practices	Module 1: Current Issues and Trends in Human Development - Contemporary psychological issues and trends across the lifespan (e.g. childhood, adolescence and late adulthood) - Local and global development trends and issues - Equipped with relevant psychological perspectives (based on cognitive and social-emotional theories as well as current empirical research) - Able to appreciate impact of such issues on individuals		√			Singapore Polytechnic

Training Courses / Certificate	Training Modules and Learning Outcomes	Proficiency				Training provider
		3	4	5	6	
	Module 2: Elements of Drama - Basic building blocks of drama - Common terminology and use of appropriate drama techniques, tools and strategies - Able to identify purpose and outcomes Module 3: Facilitation Practices - Discover ways to structure facilitation that enable effective dialogue and sharing of perspective - Understand role of facilitator in identifying appropriate strategies, techniques and exercises for different age-ranges and levels of ability - Aware of learners with different needs and how to create inclusive learning experiences - Able to facilitate simple drama activities					
Post-Diploma Certificate in Applied Drama with Community Psychology - Collaborative Playbuilding - Community in Context - Working Through Processes	Module 1: Collaborative Playbuilding - Adopt reflexive approach, experience process of playbuilding through use of different stimuli, improvisation and drama games - Understand dramatic forms and styles - Able to structure and facilitate simple devising processes Module 2: Community in Context - Physical, social and mental health issues within communities of individuals - Understand fundamental principles affecting individuals' and communities' quality of life - Concepts and principles of diversity and inclusivity - Issues of local communities in context of their multi-level environment Module 3: Working Through Processes - Understand how to use stimuli to start dialogue and how drama exercises can be used to build trust, and how improvisation games can be used to explore creative solutions to platforms - Toolkit of drama games and exercises and able to apply it in own professional capacity when working with children, youth or the elderly		√			Singapore Polytechnic
Essential Counselling Skills: Theory and Practice 3 day training course	<u>Day 1:</u> Introduction to counselling - Essential skills: attending, listening, empathy, questioning - What makes a good counsellor? - Counselling process - Barriers in counselling process Introduction to different counselling theories and approaches - Different theories: Family Therapy, Attachment, Behaviour, Cognitive Introduction to Self-Awareness - Self-awareness - Therapeutic relationship <u>Day2:</u> Systemic Therapy Approach: Skills Learning - Situation when Systemic Therapy approach will be suitable - Case Conceptualisation - Introduction to Genograms/Family Tree - Introduction to Hypothesising and Formulation - Limitations - Intervention skills <u>Day 3:</u> Solution-Focused Therapy Approach: Skills Learning - Situations when Solution-Focused Therapy approach will be suitable	√	√			Orego Pte Ltd

Training Courses / Certificate	Training Modules and Learning Outcomes	Proficiency				Training provider
		3	4	5	6	
	- Case Conceptualisation - Intervention skills Common Counselling Situations You Will Encounter - Situations where you have to take a position: ethics, domestic violence, abuse - Working with specific client groups: children, youths, couples and families, mental illness: depression, anxiety, ADHD					
Introduction to Behavioural Insights (BI)	- Apply BI to improve work processes and service delivery - Common process frameworks in BI - Foundational knowledge on how people behave and think		√	√	√	Temasek Polytechnic
Analysing Data on Human Behaviour	- Equipped with a comprehensive set of statistical techniques for analysing quantitative research data using Jamovi, a free statistical platform - Conduct data analysis for a range of personal and work purposes using Jamovi		√	√	√	Temasek Polytechnic
Crime and Punishment	- Identify the causes of delinquency with clients and develop appropriate strategies and programmes to help their clients; - Evaluate their current processes and formulate new intervention measures; - Understand gang subcultures and refine therapeutic approach in addressing their client's criminogenic risks; - Use early intervention methods to break the cycle of violence.	√	√			National University of Singapore
Family in Rehabilitation Work	- Identify the key structural and/or functional factors at work in the clients' families - Decide on what changes may be helpful for the family to help assist in the Rehabilitation of the offender - Recruit the family's support in maintaining the change in lifestyle in the offender.	√	√	√	√	National University of Singapore
A Critical Review of Mental Health Diagnosis, Treatment and Social Work Practice	- Identify the service gaps and develop opportunities for collaborations; - Use appropriate screening tools to look out for signs and symptoms of mental illnesses; - Use of 4P model in their assessment; - Include guidelines from DSM V while working with clients.	√	√	√	√	National University of Singapore
Identification and Treatment of Schizophrenia Spectrum Disorders in Adults	- Understand the disorders' clinical features, course and prognosis, and treatments (pharmacotherapy and psychosocial therapies) - Identify the social, psychological, and biological factors that contribute to the development of the disorder but also impact on its outcome - Analyze both the risk and protective factors that aid in the timely identification of clients at high risk of schizophrenia spectrum disorder for secondary prevention - Understanding the diagnosis of schizophrenia using the Diagnostic and Statistical Manual of Mental Disorder (5th ed.; DSM-5; American Psychiatric Association, 2013) - Formulation of effective treatment plans - Develop ways to support personal recovery in individuals with schizophrenia spectrum disorders using a recovery-oriented approach to mental health practice - Introduction to other topics on medication adherence, positive risk taking, and hope in working with this population	√	√	√	√	National University of Singapore

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		3	4	5	6	
Social Policy Analysis and Development	- Analyse social policy in terms of its historical content, goals, values, benefits and services provided and methods of finance - Discuss the influence of social-economic factors on planning and the development of social policy - Examine the goals, values and strategies of social planning and social legislation - Appraise the international perspectives in social policy and dealing with social problem - Evaluate recent policy changes and their impact on current services and clients - Draft a sample social policy		√	√	√	Singapore University of Social Sciences
ASIST-Suicide First Aid	- Increase awareness of their own attitude towards suicide and its impact on the intervention process - Gain knowledge, skills and confidence to deal with persons at risk of suicide to help them stay safe and seek further help	√	√	√	√	Family Resource and Training Centre
Certificate in Supervision for The Social Services (Basic)	- Describe the role and functions of a supervisor - Gain a better understanding of skills & knowledge required in supervision - Be aware of ethical issues involved - Demonstrate more confidence performing the duties and responsibilities of a Supervisor - Identify ways to help supervisors develop as professional workers - Identify possible issues and difficulties in the supervisory relationship - Develop competencies to manage challenges in the supervisory proces - Understand and be able to use some of the knowledge and skill required in supervising - Understand, at a deeper level, the significance of professional accountability - Be encouraged to further his/her professional development and thinking.	√	√			Family Resource and Training Centre
Certificate in Supervision for The Social Services (Intermediate)	- Reflect on their supervision practice since they started practice or after Basic Course attendance - Be aware and cognizant of supervision ethics in the local context - Be aware and be able to deal with ethical issues arising in practice and to deal with them in supervision - Learn selected basic and advanced models of supervision and be able to practise them during the training - Learn about group supervision and practise it during the training - Learn about special topics in supervision like crisis and case management supervision - Learn about creative methods of doing supervision across various areas of practice		√	√	√	Family Resource and Training Centre
Post Graduate Certificate in Clinical and Casework Supervision	- Appreciate and apply the assumptions of Systems Thinking - Develop increased reflexivity - Be cognizant of the influencing factors of the person of the SSPs - Understand and apply Interventive Interviewing - Appreciate and use the Domains of Action especially in working with involuntary clients and/or clients in at-risk situations - Appreciate and apply the Seven-Eyed Supervision Model and Integrated Development Model - The use of parallel and isomorphic processes across clinical and/or casework supervisory contexts - Practise the use of case discussion and video-tape through presentations during group coaching		√	√	√	Counselling & Care Centre
Cognitive Behaviour Therapy: Introduction	- Identify cognitive distortions in clients. - Relate possible challenges in managing cognitive distortions in clients - Explain the 8 steps of developing a behavioural treatment plan.	√	√			Social Service Institute
Cognitive Behaviour Therapy: Intermediate	- Construct CBT case conceptualization for specific case scenarios - Use behavioural change strategies to sustain change in clients - Apply attachment styles to address client's needs - Prepare CBT treatment plans to address clients' needs	√	√	√		Social Service Institute

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		3	4	5	6	
An Introduction to Family Therapy	- Analyse how different models are applied in Family Therapy - Contrast Systemic vs. Individual perspective intervention - Illustrate how the assessment and intervention stages differ across models. - Select techniques of family therapy suitable for addressing various family issues.	√	√	√	√	Social Service Institute
Understanding and Supporting People in Journey of Loss and Grief	- Illustrate how death of a loved one affects an individual and the range of loss and grief experienced - Apply methods of coping and managing loss and feelings to clients - Assess needs of clients relating to the impact of death based on the stages of grief - Determine the warning signs of depression and suicide from loss	√	√	√	√	Social Service Institute
Motivational Interviewing: An Introduction for Social Service Practitioners	- Interpret the theoretical framework underpinning Motivational Interviewing - Apply the Stages of Change when conducting Motivational Interviews - Relate strategies to help clients commit to change	√	√			Social Service Institute
Applied Suicide Intervention Skills Training	- Identify the ways of framing observations of the distress of a person at risk, in exploring invitations - Relate the needs of a person at risk to the caregiver tasks, based on the PAL model - Identify the safety issues and corresponding actions to take, in the development of a Safety Framework	√	√	√	√	Social Service Institute
Mental Illness and Recovery	- Explain issues and challenges faced by people with mental illness in their recovery process - Explain the roles of the professional in the recovery process of clients with mental illness - Use suitable strategies to support clients with mental illness - Prepare a recovery action plan with clients with mental illness	√	√	√	√	Social Service Institute
Management of Family Violence: Supporting Clients in their Trauma Recovery	- Apply trauma-informed approach in explaining client's behaviours - Deploy strategies to enhance safety and well-being of traumatized clients - Equip clients with emotion regulations techniques to manage trauma symptoms - Apply trauma-informed approach with working with caregivers and self	√	√	√	√	Social Service Institute
Suicide Intervention Skills	- Help participants understand the suicide situation in Singapore - Define suicide risk in individuals - Acquire skills in approaching those who may be at risk of suicide.	√	√	√	√	Samaritans of Singapore (SOS)
Motivational Interviewing for Professionals	- Understanding change and how it happens - Spirit of Motivational Interviewing - What to Avoid in Motivational Interviewing - Basic Skills of Motivational Interviewing - Understanding Resistance - Rolling with Resistance	√	√	√	√	NAMS (Addiction Recovery College)
Working with Families Affected by Addiction	- Impact of addiction on families - What stops family members seeking help? - Facilitating Family Meetings (including skills practice with role-play) - Enhanced their helping skills and knowledge, and help them feel more confident about communicating with family members - Have a greater understanding of substance misuse, drinking or gambling problems from a whole family perspective - Develop skills to manage meetings with family members - Feel confident about making appropriate and sensitive recommendations to family members about obtaining information, help and support for themselves	√	√	√	√	NAMS (Addiction Recovery College)

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		3	4	5	6	
Addictions and Mental Health	- Recognise the subtleties that are often overlooked in treatment - Understand how mental health issues and addictive behaviours may perpetuate one other - Identify pitfalls to avoid when working with these individuals - Set basic and achievable clinical goals while coping with the challenges their clients may face.	√	√	√	√	NAMS (Addiction Recovery College)
Family Work Skills	- Articulate and apply key family therapy concepts and skills effective in family work - Make theoretically informed decisions about who to include in family sessions, and when - Collaborate with families to develop an agenda and focus for family work - Facilitate safe, respectful, family-sensitive family intervention - Effectively manage family interactions, including managing difference and conflict - Apply awareness and knowledge of diversity issues to family practice	√	√	√	√	Academy of Human Development
Online Webinars/Courses						
Addiction Work	-	√	√	√	√	Asia Pacific Certification Board
Understanding Family Violence	-	√	√	√	√	Social Service Institute
Introduction to Child Protection Framework	-	√	√	√	√	Social Service Institute
Understanding Depression, Anxiety and Cognitive Behavioural Therapy	-	√	√	√	√	FutureLearn: University of Reading