"Didn't they teach you that at varsity?"
A scoping review of continuing professional development for enhancing work readiness of newly qualified social workers

Faculty of Humanities
Fakulteit Geesteswetenskappe

Leanne Jordaan
Prof. Stephan Geyer
27 September 2023
Online presentation

Make today matter

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
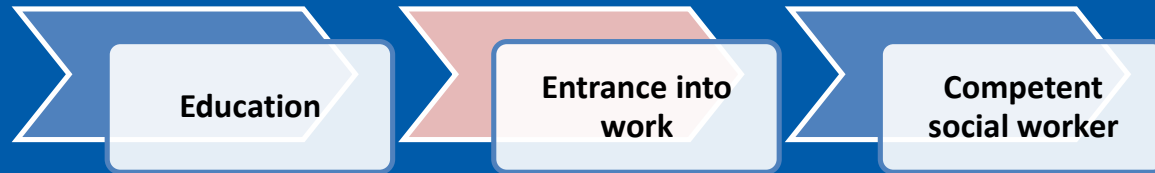YUNIBESITHI YA PRETORIA

OVERVIEW

1. Research context

2. Scoping review: PRISMA-ScR

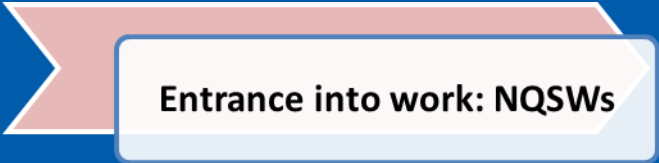3. Findings

4. Implications for practice

1. RESEARCH CONTEXT

- "Didn't they teach you that at Varsity?"

- The complicated question: *When* should *who* teach *what*?

- Developmental process model (Carpenter, Shardlow, Patsios & Wood, 2015)

Education	Entrance into work	Competent social worker

- Social work qualification is the beginning of a learning process; requires:

  - Successful transitioning into the work place and;

  - Continuing support and development (Grant, Sheridan & Webb, 2017)
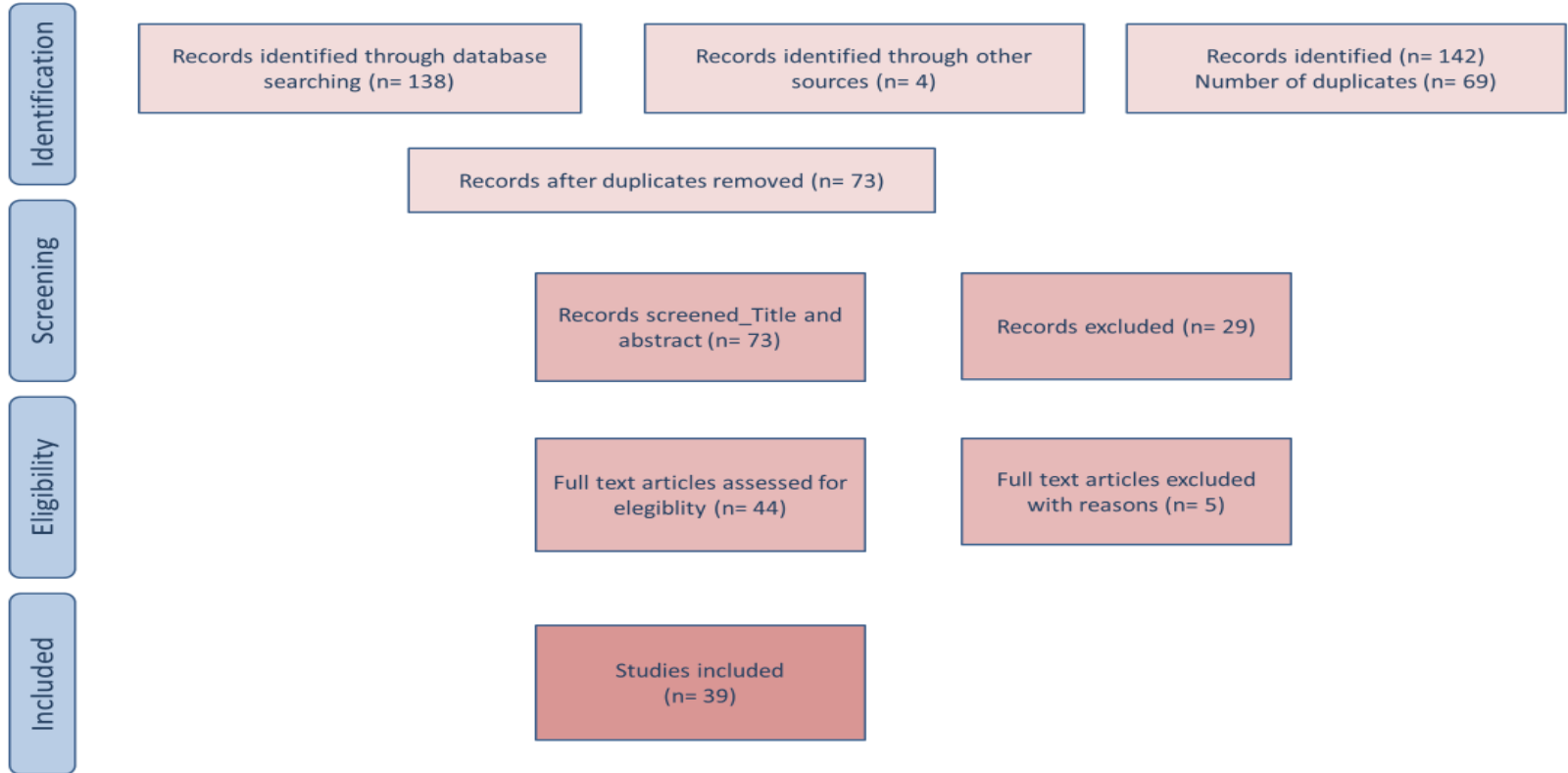
1. RESEARCH CONTEXT

Entrance into work: NQSWs

- Newly Qualified Social Workers (NQSWs): 0-2 years on entering workplace

- Vulnerable stage

- **"Baptism of fire"** & **"Thrown into the Water"** (Bates, Immins, Parker, Keen, Rutter, Brown & Zsigo, 2010; Segev, Hochman & Shai, 2022)

- NQSWs require additional support and development initiatives (Hunt, Tregurtha, Kuruvila, Lowe & Smith, 2017; Jack & Donnellan, 2010; Tham & Lynch, 2019)

1. RESEARCH CONTEXT

Entrance into work: NQSWs

- Research aim: ***To identify and map support initiatives for addressing the professional development needs of NQSWs during their transitional phase for enhancing work readiness.***

- Arksey and O'Malley framework (Arksey & O'Malley, 2005)

- *Prisma-ScR*: 39 articles; 2011-2023; journal articles; 16 nations; longitudinal, mixed methods; quantitative and qualitative

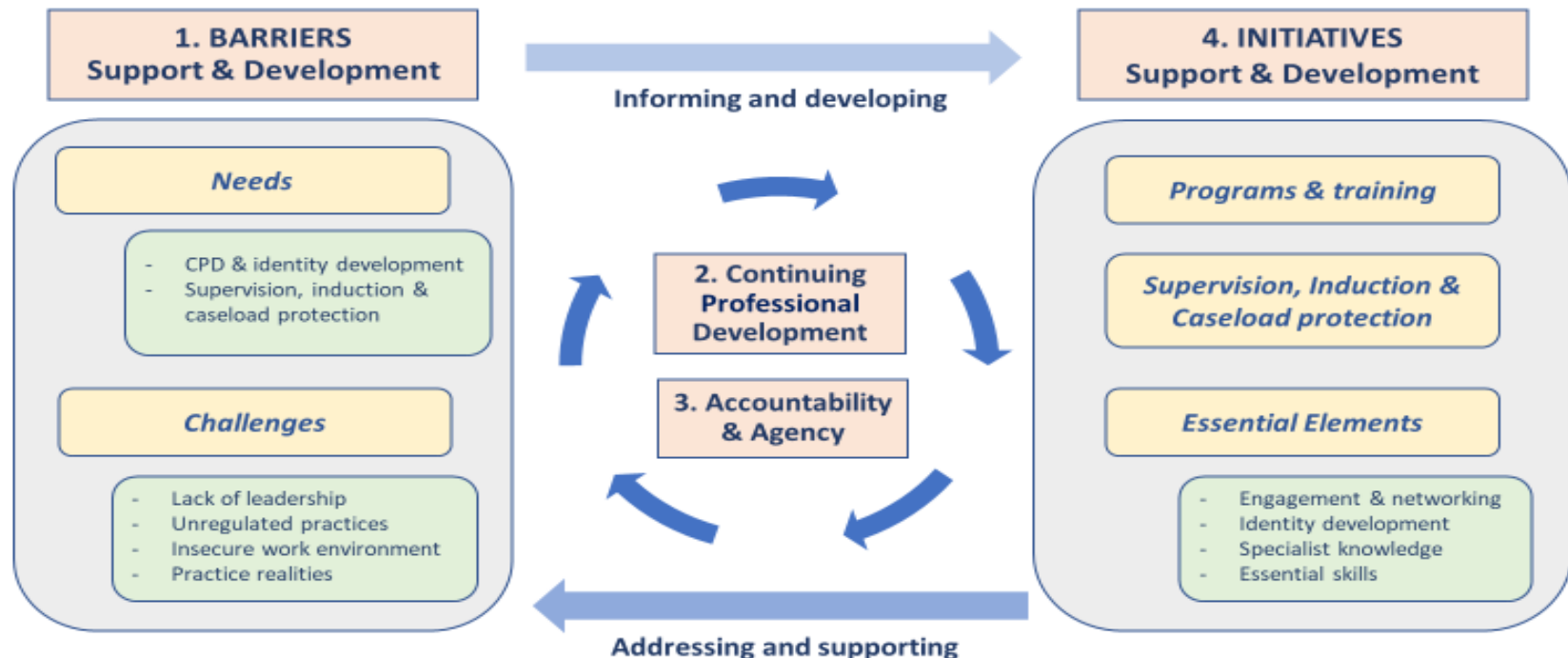- *Views*: NQSWs, managers; experienced social workers, educators and students

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

2. SCOPING REVIEW: PRISMA-ScR

PRISMA-ScR flow diagram:

Identification
- Records identified through database searching (n= 138)
- Records identified through other sources (n= 4)
- Records identified (n= 142) Number of duplicates (n= 69)
- Records after duplicates removed (n= 73)

Screening
- Records screened_Title and abstract (n= 73)
- Records excluded (n= 29)

Eligibility
- Full text articles assessed for elegiblity (n= 44)
- Full text articles excluded with reasons (n= 5)

Included
- Studies included (n= 39)

3. FINDINGS

NEWLY QUALIFIED SOCIAL WORKERS
Enhancing work readiness in the transitional phase

1. BARRIERS
Support & Development

4. INITIATIVES
Support & Development

Informing and developing

Needs

- CPD & identity development
- Supervision, induction & caseload protection

Challenges

- Lack of leadership
- Unregulated practices
- Insecure work environment
- Practice realities

2. Continuing Professional Development

3. Accountability & Agency

Programs & training

Supervision, Induction & Caseload protection

Essential Elements

- Engagement & networking
- Identity development
- Specialist knowledge
- Essential skills

Addressing and supporting

3. FINDINGS

1. Barriers to support and development

- NQSWs exit the profession if not "anchored", nurtured and developed (Cane & Tedam, 2022: Galvani & Forrester, 2011)

- A general lack of quality service for NQSWs (Cleveland, Warhurst & Legood, 2019: Lynn Glassburn, 2018: Radey & Schelbe, 2017; Segev, Hochman & Shai, 2022)

- Graduates not always prepared for the realities of the work environment (Huni & Chikadzi, 2014; Kinman & Grant, 2017; Tham & Lynch, 2021)

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

2. Continuing Professional Development

- NQSWs require a supportive environment; characterised by the opportunity to develop (Moorhead, 2019; Stewart & Fielding, 2022; Tham & Lynch, 2019; Thoburn, Canali, Delgado, Neve & Vecchiato, 2021)

- CPD should be feasible and accessible (Beddoe, Ballantyne, Maidment, Hay & Walker, 2020; Manthorpe, Harris & Hussein, 2012)

- Training: short; practice-based; focus on integrating theory in practice (Galvani & Forrester, 201; Kinman & Grant, 2017; Lam, Yan & Liang, 2016; Wells, Animashaun & Gibb, 2017)

3. Accountability and agency

- Mandatory requirements for NQSWs development are lacking and reflect general lack of leadership regarding addressing NQSWs needs
(Beddoe, Ballantyne, Maidment, Hay & Walker, 2020; Manthorpe, Moriarty, Stevens, Hussein & Sharpe, 2014)

- Need for collaborative approach: government agencies/local authorities, non-profit organisations (NPOs) and the private sector
(Grant, Sheridan & Webb, 2017; Hussein, Moriarty, Stevens, Sharpe & Manthorpe, 2014)

4. Support initiatives

- *Programs and Training*

    - Assessed and Supported Year in Employment (UK) and elements within are effective (Baines, 2020; Beddoe, Ballantyne, Maidment, Hay & Walker, 2020; Carpenter, Shardlow, Patsios & Wood, 2015)

    - Agency specific and in-house training platforms enhance work readiness (Lam, Yan & Liang, 2016; Radey & Schelbe, 2017)

4. Support Initiatives

- *Supervision, Induction and Caseload protection*

    - Most countries NOT mandatory; regulated or standardized (Lynn Glassburn, 2018; Radey & Schelbe, 2017)

    - Essential for enhancing effective transitional process (Beddoe, Ballantyne, Maidment, Hay & Walker, 2020; Carpenter, Shardlow, Patsios & Wood, 2015; Hussein, Moriarty, Stevens, Sharpe & Manthorpe, 2014; Manthorpe, Moriarty, Hussein, Stevens & Sharpe, 2015; Radey & Schelbe, 2017; Tham & Lynch, 2019; Thoburn, Canali, Delgado, Neve & Vecchiato, 2021)

3. FINDINGS

4. Support Initiatives

- ***Essential elements***

   Engagement and networking

   - Predictor of job retention (Hussein, Moriarty, Stevens, Sharpe & Manthorpe, 2014) and includes working collaboratively (Hochman, Segev & Shai, 2022; Kearns & McArdle, 2012; Thoburn, Canali, Delgado, Neve & Vecchiato, 2021)

   Professional identity development

   - Central to transitional experience and leads to enhanced integrated personal and professional identities (Hochman, Segev & Shai, 2022; Hunt, Tregurtha, Kuruvila, Lowe & Smith, 2017; Moorhead, 2019)

4. Support Initiatives

- ***Essential elements***

Specialist knowledge

- Generic nature of graduate training, recognize need for advanced specialist knowledge (Cane & Tedam, 2022; Galvani & Forrester, 2011; Newman & Littlechild, 2022)
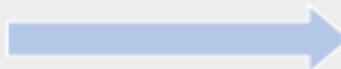
Essential skills

- Need for addressing specific transitional needs; and (Beddoe, Ballantyne, Maidment, Hay & Walker, 2020; Cleveland, Warhurst & Legood, 2019; Hochman, Segev & Shai, 2022)

- Importance of developing practice-based skills (Baines, 2020; Brook & Abbott, 2022; Wells, Animashaun & Gibb, 2017)

4. IMPLICATIONS FOR PRACTICE

INITIATIVES: ESSENTIAL ELEMENTS for DEVELOPING WORK READINESS OF NQSWs

Fire & Water as Challenges → *Air*   *Earth*

Engagement and networking ▷|

Professional Identity Development ▷|

Specialist knowledge
- Effective decision-making (home-visits)
- Communicating with children
- Dealing with racism
- Dealing with alcohol & substance abuse

Essential skills
- Self-care mechanisms: mindfulness; managing overload and burnout
- Resilience: self-efficacy
- Reflection
- Action learning: including Self-managed action learning

Contact information

Leanne Jordaan

Department of Social Work & Criminology

University of Pretoria

South Africa

e-mail: leanne.jordaan@up.ac.za

Cell: *0733673762*