**Forth Valley Impact on Parental Substance Use Training Pathway Guidance V.1.2.**

Identified Practitioners complete the following SDF Training ELearning modules via the SDF website; Drug Awareness and Overdose prevention, intervention and naloxone, blood borne viruses and attend the 2 day SDF **Everyone Has a Story: Children Affected by Parental substance Use Training**

Team Leaders to deliver a 7 –minute IPSU Briefing to all their teams

Foundation Level - Knowledge

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| At the initial meeting with Parent/s/carer/s the Social worker/Substance use worker will give and talk through the IPSU information leaflet and a blank copy of the IPSU assessment template and answer any questions from the parent/carer. |

The Social worker/Substance worker who is completing an IPSU assessment with a family is mentored/ buddied by existing IPSU trained practitioner

Social worker/Substance use worker attend IPSU & Guidance ½ day face to face training

The offer of mentoring/buddying continues as long as the worker completing the assessment requires this input

Intermediate

Level – Competent & Skill

The newly IPSU trained worker becomes part of the mentoring/Buddying pool after they have completed 2 IPSU assessments. This is signed off by their Team Leader to confirm the worker is proficient to be a mentor/buddy.

Worker attends IPSU Practitioner Forums to share best practice

Proficient Level

* Competent

**Definitions**

**Foundation Level**

To ensure workers across teams understand the IPSU framework. A 7- minute IPSU briefing will be shared by the Team Leader and answer any questions. This briefing should be given as part of a new workers induction. Best practice would be for a practitioner to complete the above ELearning modules and training provided by SDF before embarking on a case where there is parental substance and using the IPSU assessment with a family.

**Intermediate Level**

An introduction to IPSU podcast is part of the IPSU Training & Guidance and can be used as a point of reference for practitioners to refer back to as and when needed. Best practice would be for practitioners to attend the IPSU Training & Guidance and signposted to an approved existing IPSU proficient mentor/buddy who supports the new practitioner through their first IPSU assessment with a family. The mentoring/buddying process can be as a point of contact and/or attend the assessment visits with the family. The new practitioner and mentor/buddy agree how long the mentor /buddy will be of support to the new practitioner. This is discussed with the mentor/buddy and the new practitioners Team leader.

**Proficient level**

2-hour IPSU Practitioner Forums will be calenderer into the Multi-Agency Public Protection across the Lifespan Training calendar for trained IPSU practitioners /mentors/buddies to attend to share best practice, consult on cases and offer support and guidance.

**Competences & Knowledge and Skills**

Having a “competence” means being competent in undertaking a particular task, using acquired knowledge and skills, underpinned by appropriate values. Competences are the overarching key strands of a worker’s contribution to child protection and adult support & protection that should be able to be evidenced. “Knowledge” is familiarity with something, such as facts and information (including being aware of issues, recognising concepts and having sufficient understanding to apply the knowledge to associated tasks). “Skills” are the abilities someone has to enable them to achieve and demonstrate a competence.

Version1.2

04/08/22