

18 - 20 April 2018
University of Edinburgh



**8th European Conference
of Social Work Research**
Book of Abstracts



THE UNIVERSITY of EDINBURGH
School of Social and
Political Science

SOCIAL WORK 
at Edinburgh University | KNOWLEDGE INTO ACTION SINCE 1918

**8th European Conference
of Social Work Research**
Book of Abstracts

School of Social and Political Science
University of Edinburgh

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Welcome to the 8th European Social Work Research Association Conference

I am delighted to welcome you all to The University of Edinburgh. The European Social Work Research Conference has a very special place in the social work research calendar, not just in Europe, but across the world. Although the conference is relatively youthful – this is only the 8th conference – it has already built a reputation as the conference that showcases the very best of current research in social work, and, at the same time, builds the research networks and alliances that will bear fruit in the years to come. We are especially pleased that the conference is located at The University of Edinburgh this year because we are celebrating our centenary – 100 years of social work at Edinburgh – and this conference allows us to connect our centenary celebrations with a wider examination of the role of social work and social work education, now and in the future. We hope that everyone who attends will take advantage of coming to one of the most beautiful cities in the world; this truly promises to be a memorable few days for us all.

With very best wishes,

Vivienne Cree

FAcSS, Professor of Social Work Studies,
The University of Edinburgh
Co-chair of the local committee.

International Review Panel

Aila-Leena Matthies
Ana Marija Sobočan
Anthon Sand Jørgensen
Barbra Teater
Brian Taylor
Campbell Killick
Caroline McGregor
Chaya Possick
Chu-Li Liu
Claudia Olivier-Mensah
Cristina Albuquerque
Darejan Dvalishvili
Didier Reynaert
Dorte Caswell
Elena Allegri
Elina Pekkarinen
Elizabeth Frost
Emilio Jose Gomez Ciriano
Francisco Branco
Gašper Krstulović
Guy Enosh
Hannele Forsberg
Helena Neves
Helle Cathrine Hansen
Ian Shaw
Iovu Mihai-Bogdan
Jan Willem Nieuwenboom
Janet Anand
Johan Boxstaens
Johanna Hietamäki
John Gal
Jorge Ferreira
Judith Metz
Karen Winter
Katarzyna Jagielska
Kate Jonathan
Kate Leonard
Kathrine Vitus
Kerstin Svensson
Kirsi Juhila
Kristel Driessens
Line Søberg Bjerre
Maija Mänttari-van der Kuip
Maja Laklija
Maja Lundemark Andersen
Maria Amaro
Maria Irene Carvalho
Maria Roth
Marjo Kuronen
Mark Smith
Marketta Rajavaara
Mary Brigid Shannon
Michelle Novelle
Mie Engen
Mieko Yoshihama
Mikko Mäntysaari
Mirja Satka
Monica Kjørstad
Urban Nothdurfter
Paula de Sousa
Pelle Korsbæk Sørensen
R.F.M. van den Hoven
Rasmus Birk
Alessandro Sicora
Silvia Nicoletta Fargion
Sissel Seim
Solveig Sagatun
Staffan Höjer
Stefan Köngeter
Suzy Braye
Tabin Jean-Pierre
Teresa Bertotti
Tim Vanhove
Tony Evans
Ulla Rantakeisu
Vjollca Krasniqi

Conference Programme: Wednesday, April 18, 2018

Time	Activity	Room
08.00 - 18.30	Registration	Appleton Tower
09.00 - 15.30	Pre Conference Activities	George Square Campus
16.00 - 17.00	<p>Opening Session: Viv Cree Chair of the Host Conference Committee Christina Boswall Dean of Research, College of Arts, Humanities and Social Sciences, University of Edinburgh Elaine Sharland Chair of ESWRA Iona Colvin Chief Social Work Adviser/Scottish Government</p> <p>Entertainment by Edinburgh University Singers</p>	George Square Lecture Theatre
17.00 - 18.00	<p>Keynote: Professor Bill Whyte</p> <p>Doing social work in a global and local context: the role of research</p>	George Square Lecture Theatre
18.00 - 18.20	Refreshments	
18.20 - 19.30	ESWRA General Assembly	George Square Lecture Theatre
19.30 - 21.00	<p>Welcome Reception</p> <p>Edinburgh City Council and the University of Edinburgh</p>	Playfair Library Hall, Old College

Conference Programme: Thursday, April 19, 2018

Time	Activity	Room
08.00 - 08.50	Writing Workshop	
09.00 - 10.00	Keynote: Professor Susan Kemp Social Work in Turbulent Times: Looking Back to See Ahead	George Square Lecture Theatre
10.00 - 10.20	Refreshments	
10.20 - 11.50	Parallel Session A (90 min)	George Square Campus
11.50 - 12.00	Short Break	
12.00 - 13.30	Parallel Session B (90 min)	George Square Campus
13.30 - 14.45	Lunch Poster session (Appleton Tower) Advisory Board Meeting	George Square Campus
14.45 - 16.15	Parallel Session C (90 min)	George Square Campus
16.15 - 16.25	Short Break	
16.25 - 17.55	Parallel Session D (90 min)	George Square Campus
17.55 - 18.15	Refreshments	
18.15 - 19.15	Keynote: Professor Mekada J Graham Researching Identities on the Move: Narrative Methodologies and Creative Inquir	George Square Lecture Theatre
19.30 - 23.00	A Scottish Evening , food, drink and ceilidh (NB separate ticket required)	Assembly Roxy, Roxburgh Place

Conference Programme: Friday, April 20, 2018

Time	Activity	Room
08.00 - 08.50	Writing Workshop	
09.00 - 10.00	Keynote: Dr Sahar Al-Makhamreh Researching Social Work in Situations of Conflict: Transitional Challenges and Opportunities	George Square Lecture Theatre
10.00 - 10.20	Refreshments	
10.20 - 11.50	Parallel Session E (90 min)	George Square Campus
11.50 - 12.00	Short Break	
12.00 - 13.30	Parallel Session F (90 min)	George Square Campus
13.30 - 14.45	Lunch Poster session (Appleton Tower)	
14.45 - 16.15	Parallel Session G (90 min)	George Square Campus
16.15 - 16.25	Short Break	
16.25-18.00	Closing Session	George Square Lecture Theatre

We are using several buildings around a pedestrian/near-pedestrian area at the University's George Square. The longest distance to cover between buildings takes around 3 minutes door to door. The buildings are Appleton Tower and 50 George Square (connecting to David Hume Tower Lower Ground). Plenary sessions are held in the George Square Lecture Theatre.

Catering (during refreshment and lunch breaks) will be served in the same buildings as the parallel sessions. Participants can grab food either in the building they have just attended talks in, or transit to the building where their next parallel takes place and enjoy their food or refreshments there.

Keynote speakers



Dr Sahar Al-Makhamreh

Al-Balqa Applied University
(BAU) Princess Rahma University College, Jordan

Biography

Sahar has been a lecturer on the BA social work programme at Al-Balqa Applied University (BAU) Princess Rahma University College in Jordan since 2005. Sahar has also been a Head of Department and Assistant Dean for Developing and Planning at BAU. Dr Almakhamreh is one of the co-founders of the Jordanian Association of Social Workers. Sahar is also currently leading and managing the establishing of a Professional Diploma in social work with migration and refugees, and a Masters programme at the German Jordanian University. Dr Almakhamreh is a member of a Founding Committee, 'MENA Civil Society Network for Displacement – UNHCR, representing at Jordan higher Education at regional level. In addition, Sahar is a member of many national committees for developing national strategies and changing laws in Jordan. Furthermore Dr Almakhamreh has worked and lead on many international projects in developing social work. Dr Sahar Almakhamereh has published widely internationally and continues to do so.

Abstract: *Researching Social Work in Situations of Conflict: Transitional Challenges and Opportunities*

Jordan is considered one of the most postmodern and stable Middle Eastern countries, although surrounded by politically unstable neighborhood countries. Jordan has a long history in hosting influxes of refugees, as it has received the highest number of refugees, and acts as a transitional and final destination to refugees. Most of the refugees in Jordan, amounting to around 80%, presently live in inner-city accommodation. Only 19-20% are based in camps. I will explore from a researcher's perspective issues relating to refugees and displacement, and who are in a country of transit/final destination. I am also going to discuss the researchers' skills and roles – as an insider/outsider, and the sensitivities and challenges present, as well as wider opportunities when addressing notions of refugee hood.



Professor Mekada Julia Graham

College of Health, Human Services and Nursing
California State University Dominguez Hills

Biography

Mekada J. Graham is Professor of Social Work and Chair currently working at California State University Dominguez Hills in Los Angeles, USA. She was born in East London, England where she grew up and has lived most of her life. Her research interests span broad areas of contemporary issues on equality and social justice with a focus on ethnicities, 'race', gender, childhood studies, migration as well as reflective practice in social work education. She is currently working on a research project Global Perspectives on Social Work and Preventative Care Education Across Borders with University of Southeast Norway in Porsgrunn employing narrative inquiry approaches to social work education.

She has published widely in the UK and USA including a special issue on migration and social work with Professor Charlotte Williams, a Special Issue for the British Journal of Social Work entitled: 'A World on the Move: Migration, Mobilities and Social Work' in 2014. Two recent books - Social Work in a Diverse Society, published by Policy Press/University of Chicago Press co-authored with Professor Charlotte Williams. Her new book, Reflective Thinking in Social Work. Learning from Student Narratives (2017 Routledge) considers narrative research, self-inquiry and student narratives as learning stories.

Abstract: *Researching Identities on the Move: Narrative Methodologies and Creative Inquiry*

In recent years, new areas of qualitative research have emerged bringing deeper context to ethnographic projects by employing multiple layers of data to uncover the complexities of modern life tied to a reflective outlook. Taking a postmodern approach, this presentation delves into the application of narrative inquiry to open up different mediums across disciplinary fields to uncover different sources about the stuff of life allowing for real experience to come alive in a unique way. This layering of approaches employs creative tools such as drama, novellas, performance and autobiography to capture emotion and sensory understandings of self as a way of bringing voice and experiences to social

work theorizing.

In this keynote, I explore self-inquiry and social work student narratives from around the world to open up a blend of critical reflection, personal accounts, lived experiences and identities as learning stories binding the personal to the wider society. The narratives bring together a patchwork of experiences, feelings and emotions revealing a more complete view of student journeys through social work education. These reflective processes are intertwined with identities, social positioning and personal narratives from a global perspective. Personal narratives are highlighted as first-generation students bring stories of hardship, privilege, their families, hopes, lived experiences and community activism from diverse ethnic backgrounds. This approach also offers provides spaces of learning from an 'insider' perspective of self-inquiry and contexts in which we practice. The presentation will draw on a recent book, *Reflective Thinking in Social Work - Learning from student narratives*.



Professor Susan Kemp
University of Washington
USA University of Auckland, NZ

Biography

Susan P. Kemp PhD is Professor of Social Work at the University of Auckland School of Counselling, Human Services and Social Work and Charles O. Cressey Endowed Professor at the University of Washington School of Social Work, Seattle. Her research interests focus on place, environment and community as foci of social work practice; low-income children, youth and families; public child welfare; and social work history and theory. Dr. Kemp's scholarship is deeply informed by her practice experience as a community-based child welfare social worker in New Zealand and a consultant to urban community agencies in the United States. She is co-author of *Person-Environment Practice: The Social Ecology of Interpersonal Helping* (Aldine de Gruyter, 1997), and co-editor of *The Paradox of Urban Space: Inequality and Transformation in Marginalized Communities* (Palgrave Macmillan, 2011), and *Communities, Neighborhoods, and Health: Expanding the Boundaries of Place* (Springer, 2011). Her current work engages questions related to urban environments, marginalized populations, and spatial justice, including social work's early history of urban environmental activism. A founding member of Urban@UW, a transdisciplinary hub for urban research and practice, she also serves as national co-chair of the American Academy of Social Work and Social Welfare's Grand Challenge for Social Work, Create Social Responses to a Changing Environment.

Dr. Kemp has been honored with visiting professorships at Columbia University in New York and Hokusei Gakuen University in Japan. In 2011, she received the Richard Lodge Prize for distinguished contributions to research and scholarship in social work, and in 2017 was elected a Fellow of the American Academy of Social Work and Social Welfare.

Abstract: *Social Work in Turbulent Times: Looking Back to See Ahead*

Globally, social work researchers and practitioners are navigating turbulent and transitional times, in a world at once fundamentally connected and worryingly fractured. At such times, the contextualizing lens of history can provide helpful guidance, both encouraging and cautionary. My subtitle for this keynote, "looking back to see ahead," is borrowed from Helen Harris Perlman, who in a book of the same title reminded social workers that "if we look to the past as a way seeing more clearly and penetratingly its meanings and uses for our near present and future, it may serve us well." In making a case "for" history, however, it is vital that we consider not only what it has to teach us, for better or worse, about the dilemmas of the present and possibilities going forward, but what kinds of histories and historical research, grounded in which knowledges, we consider sufficient for the times we live in and the future we are trying to envision. My aim is thus to explore the potential for a reinvigorated historical imagination in contemporary social work science and practice, drawing from historical research (my own and that of social work history colleagues around the world), recent immersion in transdisciplinary questions, teams, and projects, and a personal biography of and inclination toward transnationalism. And what better place to do this than at the University of Edinburgh, as its renowned social work program celebrates its centenary year.



Professor Bill Whyte
University of Edinburgh

Career History

Bill Whyte has worked as a generic social work manager with special responsibility for managing court, adult and youth justice services; as a field social worker in the Lothians area of Scotland; and as a residential care worker in a former List D School. He became a Lecturer in Social Work in 1983, working part time for five years in the Royal Edinburgh Hospital as a social worker and later as an independent local authority chair of child protection. He established the first national Masters (MSc) programme in Advanced Social Work Studies in Criminal Justice (which ran from 1991-2008), which was funded by Scottish Government, when Scotland re-established specialist probation (criminal

KEYNOTE SPEAKERS

justice social work) provision. He was Director of the Criminal Justice Social Work Development Centre for Scotland from 2001-2013, based at the University of Edinburgh, which was also funded by Scottish Government to promote research and best practice in criminal and youth justice social work.

Bill Whyte was awarded a CBE in the 2015 New Year's Honours List for services to youth justice.

Current Research Interests

Bill Whyte's current research activity involves Restoration in Serious Crime (RISC); supporting young people make positive transitions to the community from institutional provision; and Young People involved in serious and organised crime. His recent research has also involved Children and Young People subject to MAPPA in Scotland; Children and Young People involved in sexually harmful behaviour. He has recently provided research consultancy for colleagues at Ipsos Mori, the University of Stirling and the University of Glasgow in their evaluation of the Scottish Government's Reducing Reoffending Change Fund published in 2016 and for Ipsos MORI, who undertook an evaluation of the Caledonian System (domestic violence) funded by Scottish Government in 2016.

Bill has been Principal or Co- Investigator in many commissioned research projects including for example

- Restoration in Serious Crime (RISC) (2012-2013) Scottish Government funded
- Routes out of Prison (2010-2012) phase 2, Big Lottery funded
- Routes out of Prison (2007-2009) phase 1, Scottish Government funded
- Parenting Orders (2007-2009) Scottish Government funded
- Community Reparation Orders (2005-2008) Scottish Government funded
- Children in trouble with the Law in Europe (2000-2001) EU funded
- Children' Hearings (1996-1999) Scottish Executive funded
- Mental Health Officers (1987-1990) Scottish Executive funded

Abstract: *Doing SW in a global and local context: the role of research*

Global definitions of social work portray social work as a profession which 'promotes social change and development, social cohesion, and the empowerment and liberation of people' (IFSW 2014) and having a radical role in promoting rights and responses to inequalities and a focus on the collective as well as individual responsibility. Such definitions may in themselves be viewed as aspirational, self promotional or simply as over ambitious. However the growing impact of international treaties and associated standards e.g UNCRC and its associated guidance and monitoring system, as well as European Standards such as Child friendly Justice, are setting benchmarks for service provision and practice that have real life implications for social work that cannot be detached from issues of social policies, social structures and inequalities in respective jurisdictions. This raises challenges, theoretical, ethical and empirical on the operation of social work within its socio- cultural context, on paradigms for practice and the role of research in providing a critical perspective on the current place and purpose of social work and its direction of travel towards international obligations. This paper will explore developments in Scottish social work over the last 50 years to examine these issues.

Theme

Social work in transition: challenges for social work research in a changing local and global world.

Sub-themes

Social work in changing political landscapes (e.g. Brexit/Scottish Independence referendum; other political developments across Europe)

Social work in contexts of social upheaval and changing communities (e.g. with refugees and asylum seekers; in the aftermath of conflict; in poverty)

Research methodologies and methods to meet the needs of social work in a changing world (including knowledge exchange/theory to practice)

Social work education in transitional contexts and social work as transitional practice (exploring transitions and innovations in social work practice in social work practice and for service users locally and globally)

Social work history, identity and practice in changing times and across varied contexts (family; sexuality; disability; ethnicity etc.)

Programme Slot A: Thursday 19 April, 10.50-11.20

Abstract ID	Title
A1	Methodological challenges: action research
500	Community-Based Participatory Research to Promote Community Capacity Development: Principles, Practices and Challenges
532	The Resilient Social Worker? A Practitioners' Research Report from Scotland
577	The Resilient Social Worker? A Practitioners' Research Report from Scotland
679	The Resilient Social Worker? A Practitioners' Research Report from Scotland
A2	The Resilient Social Worker? A Practitioners' Research Report from Scotland
500	Community-Based Participatory Research to Promote Community Capacity Development: Principles, Practices and Challenges
532	The Resilient Social Worker? A Practitioners' Research Report from Scotland
577	The Resilient Social Worker? A Practitioners' Research Report from Scotland
679	The Resilient Social Worker? A Practitioners' Research Report from Scotland
A3	The Resilient Social Worker? A Practitioners' Research Report from Scotland
500	Community-Based Participatory Research to Promote Community Capacity Development: Principles, Practices and Challenges
532	The Resilient Social Worker? A Practitioners' Research Report from Scotland
577	The Resilient Social Worker? A Practitioners' Research Report from Scotland
679	The Resilient Social Worker? A Practitioners' Research Report from Scotland

Presentations

A1 Methodological challenges: action research

Chaired by: Dr A.N. Other

Room:

A1 **Abstract ID: 500**
Community-Based Participatory Research to Promote Community Capacity Development: Principles, Practices and Challenges

Hye-Kyung Kang, Seattle University

Background and Purpose:

Community-Based Participatory Research (CBPR) has been recognized as an effective method for researchers to work collaboratively with, rather than on, marginalized communities to address community-identified concerns (Minkler & Wallerstein, 2003; Wallerstein & Duran, 2006). It aims to build equitable academic-community partnerships where community members participate in the research process as full partners with academic researchers. Furthermore, CBPR values developing relevant local knowledge and sharing research outcomes with the communities so that the research knowledge is used to produce action to benefit the communities (Alvarez & Gutierrez, 2001). Because of these principles, CBPR is well aligned with the social justice and empowerment principles of social work (Alvarez & Gutierrez, 2001). However, the practice of CBPR with marginalized communities demands researchers to examine how to apply it in a way that promotes these principles. This paper offers an opportunity for critical appraisal of CBPR approach by beginning a dialogue with an exemplar from the United States (US).

Summary of the presentation:

This paper presentation will discuss the process and lessons from a CBPR project in which a university-based researcher and a community-based non-governmental organization (NGO) partnered with Bhutanese refugee youth in King County, Washington State, to investigate social and mental health needs, as well as hopes and strengths, of the local Bhutanese refugee community. As one of the most recent refugee groups in the US, Bhutanese refugee communities struggle with high rates of suicide and depression. These concerns are exacerbated by economic hardships due to sharply declining government aid and lack of job opportunities. Thus, the project had an additional objective: to build community capacity by providing research training and experience for recently migrated Bhutanese refugee youth. In this project, Bhutanese youth participant-researchers (YPRs) were provided with stipend, training, and support to collaborate with the researcher and the NGO staff as full partners to form research questions, conduct interviews and data analysis, propose action recommendations based on the results, and determine dissemination strategies. Through this process, YPRs gained pertinent knowledge and skills and developed alternative narratives of community needs and resilience from the community's perspective. In addition, this research helped to strengthen intergenerational relationships between Bhutanese youth and elders. The researcher also learned vital lessons about opportunities and limitations of CBPR. This paper discusses the challenges, benefits, and lessons from this project.

Conference theme:

This paper addresses a conference theme in that it illustrates how the CBPR research method can meet the needs of social work in a changing world by not only to uncover pertinent answers to critical questions but also to develop lasting community capacity by investing in a marginalized community's youth.

Implications:

This paper demonstrates that social work research is always situated within contexts of historical and structural oppression. Explicitly acknowledging both research and researchers' location in relation to these systems of oppression is necessary in promoting social work's commitments to social justice. This is particularly important when the aim of research is to meet the needs of social work in a changing world..

A1**Abstract ID: 532****The Resilient Social Worker? A Practitioners' Research Report from Scotland**

Katerina Valenti, City of Edinburgh Council; Ms. Louise Allan, City of Edinburgh Council; Chris Jack, City of Edinburgh Council

Background and Purpose

In a recent Community Care and Unison survey, 80% of the 2,032 social workers who responded said they had suffered emotional distress during the course of a single day; this percentage has increased since the 2014 survey (Hardy, 2017).

Resilience is discussed frequently in social work education and workplaces in relation to service users but it less common for social workers to consider how resilience can be applied to themselves (Beddoe et al., 2013). Emotional exhaustion, caseloads over the limit, serious concerns and long working hours are some of the factors that contribute to practitioners' vulnerability resulting in them becoming more susceptible to burn out (Cooper, 2017).

Recently, we have found that in our practice team there has been a high turnover of staff with now 50% being newly qualified social workers (NQSW). This has had a detrimental impact on staff morale as there were long periods of time between staff leaving and staff being recruited, resulting in the remaining workers carrying a larger case load. In some circumstances, NQSWs are being allocated complex, challenging cases that they do not have the resilience to be able to cope thus, promoting them to move onto a different choice of employment. Beddoe et al. (2013) discuss that there has been significant attention to the factors that impact on staff retention at the front line social workers. If newly qualified social workers are more protected and supported in their first year, post-qualifying, this raises the chance of becoming a more resilient practitioner. This in turn can produce less high turnover and having the opportunity to become a more competent, confident social workers. The resultant skilling-up can create the basis for positive outcomes for clients.

There has been research carried out in the UK which puts emphasis on the resilience factors for social workers (Kinman & Grant, 2011). However, there has not been the same level of attention to this topic in Scotland. The Scottish Social Services Council (SSSC) have acknowledged that there needs to be changes to the way NQSWs are supported in their first year in practice (SSSC, 2017).

This presentation will report on the views and experiences of the factors that contribute to the resilience of the NQSW in Scotland and discuss any uniquely Scottish factors in the process. We will also reflect on the interviewers' experiences of conducting research whilst, at the same time working as a frontline Child Protection Social Workers.

Bibliography:

Beddoe, L.; Davys, A, & Adamson, C (2013) 'Educating Resilient Practitioners', *Social Work Education*, 32:1, 100- 117

Cooper, J. (2017) 'Social workers face more emotional distress and verbal abuse each day', *Community Care*, available at: <http://www.communitycare.co.uk/2017/03/23/social-workers-face-emotional-distress-verbal-abuse-day/>

Hardy, R. (2017) 'How social workers can build their emotional resilience', *Community Care*, available at: <http://www.communitycare.co.uk/2017/04/10/social-workers-can-build-emotional-resilience/> Accessed [08/10/2017]

Kinman, G & Grant, L. (2011) 'Exploring Stress Resilience in Trainee Social Workers: The Role of Emotional and Social Competencies', *British Journal of Social Work*, 41, 261–275

Scottish Social Services Council (2017, 10, 09). Retrieved from Review of the degree in social work: <http://www.sssc.uk.com/workforce-development/our-current-work/review-of-degree-in-social-work>

A1**Abstract ID: 577****A Study of Social Work Intervention Using Action Research Method in Social Work Education**

Mahesh Chougule, Solapur University

This article is based on the author's own experiences in using action research as an innovative approach to student centered learning pedagogy in social work education and research. This conference paper presents the action research methods and process followed in fieldwork settings in Social Work education in India. It will provide examples of collective learning experimentation using social work action research method in the field work training, and describe challenges and advantages of action research especially in rural community development. In addition, the way in which action research is applied in social work research and fieldwork settings will be described; and author will present the framework developed to enable social work educator and students to understand and maximize action research and its usefulness in fieldwork practice and social work research. That is, how action research can be used to identifying community problems, securing people's participation and community involvement and identifying relevant and feasible problem solving strategies. The impact of action research on rural community development is discussed in the paper thoroughly. Co-relationship between social work research, action research and fieldwork practice has been examined. The center focus of the research is on how students completing their Masters in Social Work are prepared, trained and empowered through action research during their field work in rural community development area. The paper describes the 30 action research projects used in different five villages in last five years and its impact on rural community development.

The foremost purpose of this article is to locate out the use of action research in the conduct of social work research and fieldwork practice.

Key words: Action research, fieldwork, student centered learning, social work education

A1 Abstract ID: 679

Learning from 'black swans'. A pathway approach to value the contribution of outreach work to persistent inaccessibility.

Hans Grymonprez, Ghent University

'Research methodologies in social work research should meet the needs of social work' states the conference theme. Therefore, the perspective of service users will always be relevant, even from those who do not seem to fit in any social arrangement. From fieldwork in an outreach team in Belgium, we selected two homeless persons for whom, despite repeated and assertive efforts of multiple agencies, case-management and outreach approaches, the realization of fundamental rights and human flourishing seems to be out of reach. These cases illustrate not all homeless trajectories are clear cut nor straightforward (Anderson & Tulloch, 2000; Fitzpatrick et al., 2013). For some homeless, solutions are not tailor-made and even outcomes of evidence based interventions are difficult to predict on an individual basis (Adair, 2017). This raises questions on the contribution of social work, i.c. outreach work, to a persistent social problem as homelessness.

Our theoretical framework is based on different approaches of social work, differentiating between a residual and a structural approach of social work (Bouverne-De Bie, 2016; Grymonprez et al., 2017). These approaches deploy different views on non-participation of homeless in relation to a broad range of societal resources, but also to the focus and meaning of social interventions. Therefore, social work research must repeatedly bring in the voice of the homeless, certainly the 'black swans'; those who do not seem to fit in any social arrangement. Biographical research has shown to be fruitful to understand tensions between the needs of homeless and service discourses which shape interventions and underlying assumptions, problem definitions and power relations (Clapham, 2003). Based on earlier field notes and recordings of outreach staff meetings and observational fieldwork, intervention registers and interviews with outreach workers, we reconstructed a contextualized timeline of two years of contacts between these homeless, outreach workers and other service agents. As such, we were able to grasp the dynamic nature of their curly and ambiguous pathway. Thereafter, we held biographical interviews with our homeless respondents. Events on the timeline were discussed according their memory, ability or willingness to recall these events. Central topics were their sense of human dignity, their experience of (un)accessibility and the contribution of outreach interventions to both. Although outreach work might be conceptualized as an additional and even corrective kind of intervention to 'manage access' (Grymonprez et al., 2017), we will argue that outreach interventions might also contribute to a structural understanding of such trajectories; as they contribute to a better understanding of those interventions that bring or don't bring added value to human flourishing and a sense of accessibility, as experienced by homeless people.

A2 The social work education curriculum in research focus

Chaired by: Dr A.N. Other

Room:

A2 Abstract ID: 17

eLearning in Social Work Education at Crossroads: Perceptions from Spain and the United States

Laura Racovita-Szilagyi, Southern Adventist University; Mioara Diaconu, Western Michigan University; Domingo Carbonero Muñoz, Universidad de La Rioja; Ann-Marie Buchanan, Lincoln Memorial University

Background and purpose:

eLearning has become a tool to provide access to education for multiple segments of the population, which otherwise would have little to no access to it. While other academic disciplines have integrated it in their curricula early on in the digital revolution, in many countries,

social work education is just beginning to utilize and understand the opportunities and challenges web-based learning may bring to their programs (Blackmon, 2013; Phelan, 2015). Research has shown that eLearning, could be effective, provided there is opportunity for student engagement and reflection (Madoc-Jones & Parrott, 2015). However, some academics perceive that eLearning leads to poorer learning outcomes than traditional classroom teaching experience (Allen & Seaman, 2013). As a result, the objective and the research questions of this collaborative research study revolved around understanding what are the challenges and opportunities for eLearning in the United States and Spain by using a constructivist theoretical approach (Noble & Rusell, 2013)

Methodology:

A quantitative non-experimental research design with a non-probability convenience sampling method was used in this study. A list of all faculty members teaching in online or hybrid social work programs in Spain and in CSWE accredited social work programs in United States of America (USA) was compiled. Recruitment of the study participants was conducted via emails containing a link to the online instrument. Considering that there were no similar research studies conducted in social work education to date, the data collection instrument was a new survey. The reliability of the two scales in the instrument was determined through the Cronbach's alpha score, and both scales in this study scored above the $p > .7$ threshold. Descriptive statistics were run to ascertain the perceived challenges and opportunities of eLearning in social work education in Spain and the United States.

Results show that the Spanish subsample emphasized the provision of educational opportunities to larger number of students as well as professional development and teaching innovation strategies. The US-based social work educators place high importance on providing opportunities for the underserved populations. When discussing the perceived challenges to online teaching, in the Spanish sample three scale items scored as important: the rapid change in technology, the time it takes to prepare online courses, and the belief that practice courses should not be taught online. US-based social work educators did not agree with any of the statements that indicated perceptions of challenges to eLearning or online teaching.

Recommendations emerging from this study target administrators and decision makers in the academic context pertaining to the challenges perceived by the faculty regarding online teaching which can be mitigated by assigning specific financial and human resources for the development of online courses and allowing faculty lighter teaching loads when teaching distance courses. While the European subsample for this study came from Spain, it is important to recognize the role Spanish professors could play in pioneering inter-university collaborations that foster professional growth in distance education in the context of the larger European countries' and global partnerships.

A2 Abstract ID: 59 **Human Sexuality: Views and Perspectives among Cypriot Social Workers**

Gregory Neocleous, University of Nicosia

International literature indicates that human sexuality is a topic that has been studied and presented extensively over the last several decades. The fact that research on human sexuality is extensive delineates the level of scientific curiosity to explore a particular aspect of human nature that for many is still considered taboo. As a result of the systematic research that has been conducted and continues to be carried out, a rich amount of literature refers to the entire spectrum of human sexuality. Within this context, the current article focuses on research on human sexuality within the context of social work.

This article presents the first survey conducted in Cyprus in relation to the knowledge and perceptions of social workers and social work students on issues related to human sexuality. With the use of a sample of 155 participants, the researchers attempted to identify the major areas of human sexuality that concern Cypriot social workers and social work students. A variety of closed-ended questions, which resulted from two focus groups – one with professionals and the other with students, were given to all the participants whose response was found to be of vital importance for this study, as well as for future research. The study has revealed the necessity for further training and education on human sexuality issues for professionals and students in social work. A need for more studies, especially comparative studies in order to construct a more comprehensive view on this matter in comparison to social work programmes in other countries, was also found.

A2 Abstract ID: 107 **Academia, Social Work and Social Policy: What Can We Learn from Faculty Engaged in Social Policy Formulation?**

John Gal, Hebrew University of Jerusalem; Idit Weiss-gal, Tel-Aviv University

The social work discourse perceives the engagement of social workers in policy processes as a crucial form of professional undertaking and it has become an integral component in the curricula of schools of social work. As a result, the engagement of the faculty of schools of social work in policy formulation has been the subject of a growing body of research. This study seeks to contribute to this research effort by enhancing our knowledge on the forms that the policy engagement of social work academics takes (its domains, strategies, impact, and partners) and the factors associated with this type of activity. The study is based on structured interviews with 24 members of the faculty of eight schools of social work in Israel, all of whom are actively and continuously involved in the policy process.

The findings of the study reveal that the participants are motivated to engage in policy by ideology and values and that they do so despite their perception that there is a lack institutional support for this type of activity. The social work academics engaged in policy report that

they manage to successfully combine their policy-related activities with their teaching and research and to find opportunities to further this agenda within their schools. The study also indicates that the social policy formulation process in Israel itself offers opportunities for the policy engagement of social work faculty.

The study contributes new knowledge regarding the dynamic that leads to social work faculty becoming policy actors within an organizational framework that does not encourage, or that only minimally encourages, involvement. Interviews with academics involved in policy formulation underscored the importance of the nexus between personal motivation, features of the academic-organizational environment, and patterns of the policy formulation process. Faculty who participate in policy formulation do it mainly out of inner motivation, reinforced and maintained by means of three mechanisms: (1) Their ability to integrate their areas of research or teaching and their involvement; (2) Their activity within school of social work frameworks that provide them with opportunities (or facilitate the development of opportunities) and partners (colleagues, students, professionals); (3) Institutional norms that encourage policy makers to consult with faculty and invite them to participate in policy processes, which give motivated faculty members the opportunity to be involved.

The study's findings also broaden our understanding of the potential contribution that social work faculty can make to policy processes. The interviews indicated that, within the range of faculty involvement areas, the innovation role was especially prominent. The faculty members were found to be advancing new ideas, interventions or services in the course of policy formulation.

A2 Abstract ID: 259 **Loss, death and dying in the context of social work studies in Austria**

Johanna Hefel, University of Applied Sciences Vorarlberg

Background

The research is concerned with loss, death and dying within the context of social work using the figuration of science, practice and academic studies. Scientific literature provides the orientation, identifying professional social work within research, practice and education. In this regard the exploration and visualisation of loss, death and dying identifies itself as a subject matter for social work on three distinct levels: Within the framework of social work education, within social work science and its related scientific disciplines and within social work practice.

Social meaning and practices involving the experience and survival of loss, death and dying are subjected to historical changes. The power and influence of religious authorities and traditions are diminishing, whereas the financial and economic paradigms are becoming increasingly meaningful. Discourses concerning suicide, assisted death and the commodification and medicalisation of loss, death and dying have a vital significance within the conflicting fields of help, control and power.

Methods

The goal of the research is to gain theoretically grounded empirical findings concerning how future social workers are prepared, accompanied and educated within the context of a generalist undergraduate education regarding the themes of loss, death and dying. This is attained within the framework of a comprehensive qualitative survey of the Austrian social work undergraduate curriculum. The question is asked whether, and in what manner, loss, death and dying - as defined by practice, research and education - forms a part of the curriculum.

Results

The analysis of the four dimensions of social work action, knowledge acquisition, skills and action competence, communication, and personal and social competence demonstrates that, apart from an extremely small number of exceptions, loss, death and dying is restricted to the field of suicide and suicidal tendency in the current curriculum. The findings point to a current trend: The viewpoint occurs primarily from a medical and psychological perspective and does not prepare students for social work activities in a variety of differing fields of action.

Conclusions

The findings suggest that a broadening and deepening of the current social work curriculum concerning the themes of parting, loss, death and dying is required with respect to an adequate professional activity as a social worker and the development of a genuine identity.

A3 Researching the history of social work

Chaired by: Dr A.N. Other

A3 Abstract ID: 127 Women in the Academy: A Case-Study of Social Work Education in Scotland

Vivienne Cree, University of Edinburgh; Fiona Morrison, University of Stirling

Social work has traditionally and continues to be a female dominated profession. Women's contribution to social work practice is mirrored in the academic sphere, where women make up the majority of social work academics. This paper reports on the emerging findings of a study carried out from 2017-18 that aims to build new knowledge about gender in the academy by using a case-study of women in social work education in Scotland. Funded by the Carnegie Trust, the research uses qualitative and quantitative methods.

We draw on statistical and demographic data on social work academics in Scotland and qualitative interviews with social work academic women. In our paper, we focus on qualitative evidence about the experiences of women in social work education in Scotland, locating this within wider research literature on gender norms, patriarchal structures, caring responsibilities, and neoliberalism in the academy. Through our analysis, we identify what has helped and hindered social work academic women's participation and progression in higher education. We conclude by offering strategies (individual and collective) that might improve the position of women across the academy in the future.

The subject of women in the academy has been of considerable concern for many years. Recent studies across the global North demonstrate that while women now outnumber men in most universities, gender differences continue to exist across salary, rank and duties. Not only this, cultural, economic and social barriers remain for women. This paper makes a new contribution to help advance understandings of the persistent problem of gender (in)equality in the academy.

A3 Abstract ID: 141 Looking Backward and Forward: Challenges for Social Work Practice Research in the U.S

Jeanne Marsh, University of Chicago

Background and purpose:

Throughout its history, the profession of social work in the U.S. has organized meetings to reflect on its mission, goals and trajectory. It is the purpose of this paper to update these reflections by examining social work practice research in the current context and addressing the questions: (1) What are the central roles of the profession in direct practice social work? (2) What does the profession of social work bring to this area that is unique or essential? (3) What should social work research and scholarship look like to support direct practice social work?

Approach:

Social work is considered from the perspective of theory and evidence of professionalization processes more generally. In other words, social work is viewed as one profession in a system of professions where professions represent an increasingly important social institution in the 21st century for organizing and exercising control over expert knowledge and skill. We will look at the structure and function of direct practice social work and examine where it may compete favorably or unfavorably with other helping professions. We look at the specific tasks of direct practice social work as well as the extant knowledge base supporting and informing these tasks. We use labor market data, National Association of Social Work membership data and international comparisons of the social work knowledge base to analyze the centrality of social work in the delivery of social services to individuals, families and groups.

Findings and recommendations: Among the findings of the analysis are the following: Well-trained direct practice social workers are in demand in the U.S.; evaluations of intervention models where social workers are involved increasingly show improvements in impact and reductions in cost; little is known about the processes that result in improved quality and reduced costs of service delivery by social work practitioners. Recommendations for social work scholars and researchers in the U.S. including expanding their focus beyond randomized controlled designs and outcome research to process studies and the development of measures of social and economic need.

A3 Abstract ID: 250 Social work history in Denmark – changes in knowledge/identity in social work at residential care centers

Inge Bryderup, Aalborg University

The paper presents an ongoing (and almost finished) sociological historical study of changing times and development of forms and contents in knowledge in social work in the period from 1900-2010 in Denmark. The focus is on social work with children and young persons placed at residential care centers.

With a Grounded Theory inspired approach the study identifies the development of forms of knowledge and the content in knowledge. The empirical analyses take the point of departure in two kinds of data – documents and interviews. The documents analyzed are based on legislation and other written materials about courses, training and education. Also the many journals and periodicals in this area are analyzed with the aim of presenting debates about the need for knowledge in the period from 1900-2010. In addition ten ‘old pioneers’ with long experience in social work in the area have been interviewed – managers, first principals, first students etc.

The study is based on a critic of the theories about knowledge for working (too much) with oppositions (theoretical contra practical knowledge, tacit contra spoken knowledge, expert contra everyday knowledge, knowledge-in-action contra knowledge on paper etc.) and for focusing on forms of knowledge often not including analyses of the content in knowledge.

The findings in the study identify the historical development of four forms of knowledge which are part of the identity of social work today. The oldest one is value based forms of knowledge (religion, ethics, social engagement etc.) that exists in the whole period with different focus and different rhetoric. Experience based forms of knowledge (based on interaction, learning by doing) are emphasized as very important especially until 1940’s. Skills based forms of knowledge (knowledge about sport, leisure time activities, craft, needlework etc.) become important from 1930’s. Scientifically based forms of knowledge (psychiatry from 1940’s, psychology from 1950’s, sociology from 1970’s, neuro science from 1990’s) becomes more and more important and the influence on social work has changed much through the ages.

The study also identifies a historical development concerning the content in knowledge from an interconnected focus on the target group and the aim (child saving) to a focus on the target group and the aim and the intervention/methods (treatment and integration/inclusion etc.).

A3 Abstract ID: 462

The radical turn of Portuguese Social Work during the democratic transition (1974-1976)

Pedro Silva, UTAD/CETRAD/ISCTE-IUL/JYU, Portugal

The transition from dictatorship to democracy in Portugal in the 1970s provides the socio-historical background for this paper. Its focus is set in the period of 1974-1976 that was to be known as the Revolutionary phase. In the morning of April 25th 1974, a military coup run by mid rank officers brought down a half-century right wing, conservative, colonialist dictatorship. During the subsequent two years, a series of progressive political programmes, direct democracy practices, collective mobilisation and widespread grassroots initiatives multiplied all over the country, only to be curtailed after the approval of the 1976 Constitution that paved the way to democratic, institutional and political normalization. The main purpose of the paper is to examine the participation of social workers during the Revolutionary period. That participation, especially the activist imprint that underscored the immersion of social workers in the Revolutionary process, is to be analysed in light of the international critical and radical social work thinking of the time. It is explored the hypothesis that the formulas proposed in the early 1970s by Anglo-Saxon radical social work were being enacted by a few Portuguese social workers as result of the political opportunities opened by the change of regime, though without any foreseeable direct connection between the latter and the former. A literature review of key radical social work authors from the USA and the UK in the 1970s form the conceptual and theoretical baseline that allows the comparison with the Portuguese experience. The latter, will be assessed through the use of a batch of 12 in-depth interviews with social workers involved in progressive programs and openly engaged with grassroots mobilizations, the use of primary sources such as internship practice reports and students’ field notes as well as secondary sources. The historiography of the participation of social workers in the 1974 Revolution is essential to disclose and record this important, yet relatively short, period of professional experimentation. The experiences of Portuguese social workers can offer a valid input to the debate on the possibilities of contemporary radical social work as they provide a window to see: (i) how professionals dwelled in the midst of complex political, economic and social change; (ii) how technical devices were placed in unusual intervention contexts and circumstances; (iii) how they managed to interact with publics that, very often, saw social workers as agents of social and political control and how they negotiated their professional role within the dialectics of revolutionary change; (iv) the inherent tensions between professional peers. The above mentioned challenges and tensions are consistent with present-day efforts to put in place radical social work approaches (Lavalette, 2011). Arguably, this memory can provide a contribution to consider the contemporary re-enactment of a radical agenda in Social Work, an endeavour sought by an increasing number of academics and professionals (Ferguson & Woodward, 2009; Ioakimidis, 2016; Lavalette, 2011b; Turbett, 2014) in face of novel (when not very old) configurations of power and oppression relations in a globalized era and in times of neo-liberal dazzle.

A4 Social work research in Asia/Pacific countries

Chaired by: Dr A.N. Other

Room:

A4 Abstract ID: 47 Finding a Voice in Hong Kong Chinese Families through the Umbrella Movement

Petula, Sik YingHo, University of Hong Kong; Stevi Jackson, University of York; Sui-Ting Kong, Durham University

Background

Social work is an ethical practice that pursues both social justice and social care. Rather than being entirely compatible, these two types of virtues create splits among Hongkongers during the Umbrella Movement. The mass protest, in the form of 79 days of occupation, was part of a wider struggle for democracy and genuine universal suffrage in Hong Kong. It took place in three key locations, and was criticized by non-participants and bystanders for lacking care for the livelihood of ordinary people. These diverse political views triggered political debates in the otherwise apolitical family life practices, shedding light not only on the need to theorize how family lives are affected in changing political landscape, but also opportunities to examine the role of social work in times of political upheavals.

Method

Our methodology evolved as we sought ways to understand the impact of the Umbrella Movement on Hong Kong citizens' practices of intimacy and family. The data that inform this presentation derive from three sources: two sets of interviews with five paired men, who were strangers to each other, conducted before and after the occupation; a mixed gender focus group with five men and six women and another with five young women activists. We recruited participants through personal networks and tried to ensure that our small sample was as diverse as possible. Thematic analysis of verbatim was conducted.

Analysis

Our study shows that orientations to the Umbrella Movement tended to coincide with attitudes to family life. Both those who had participated in the occupation and those who did not made explicit reference to the generational and gendered hierarchies that shape Hong Kong Chinese familial culture, while the bystanders were more accepting of the status quo. They frequently employed a familial idiom, common in Hong Kong when referring to the Beijing government, the ultimate powerful master, as 'Ah Yae' (阿爷), paternal grandfather, thereby referencing the traditional patriarchal and patrilineal characteristics of Chinese families.

Rather than compliant to the silencing patriarchal family structure that resonates both the public and private spheres of life, movement activists experienced an epistemic break, giving them both a new perspective on, and an impetus to question, that authority. Many of them told stories of personal transformation that enabled them to challenge or at least passively resist the constraints families imposed upon them, which contrasted with the friendship, solidarity and new perspectives on the world that they experienced in the occupation. The epistemic break also powerfully incurred 'emotional reflexivity' by which a participant disassociated his present self from the past autocratic boss at work and at home, so as to seek for a more preferable and democratic form of family structure and practices.

Analysis suggests possibilities for social work to reconcile the tensions between social justice and social care by realizing 'situated ethics of social justice' through (1) democratising family practices, (2) supporting families to deal with the tension and conflicts manifesting in political upheavals and (3) supporting the development of new modality of family to embrace political differences.

A4 Abstract ID: 268 Managing identity in a host setting: School social workers' strategies for inclusion in Aotearoa New Zealand

Elizabeth Beddoe, University of Auckland

Policy and legislative changes in child welfare in Aotearoa New Zealand position have positioned school professionals as significant contributors to a collaborative response to child maltreatment. Social workers who work in New Zealand schools, via a government-funded programme, have a key role in responding to potential child maltreatment in the school setting, but little was known about how they work collaboratively with other professionals. An exploratory qualitative study focused on school professionals' process when responding to child maltreatment. One component of the three-phase study involved semi-structured telephone interviews conducted with 20 school-based social workers to explore their experience of working alongside principals and teachers in primary schools. Many challenges were reported including power imbalances; resource issues, especially inadequate time given their placement in multiple schools; marginalisation, and

inconsistent understanding of the social work role and process. Social workers reported strategies to manage these challenges and a sense of pride and identity was apparent in these practitioner accounts, underscored by tactics of patient relationship-building and undertaking activities to build respect for social work knowledge and skills

A reading of Bourdieu's discussion of social distinction suggests social work is often perceived as a profession lacking the confidence of the "distinguished possessor" of capital and more of the anxiety and uncertainty of the "pretentious challenger" (1984, p. 251). A professional capital framework, that positions school-based social workers as 'guests' in a host setting, similar to the placement of social workers in health care, is useful in understanding these dynamics and how social workers choose to respond. Experiences of challenges to expertise and confusion about the role of social work are not unique to New Zealand social workers (Sherman, 2016). This study suggests that preparation for school social work might usefully focus on interprofessional working and in particular support the development of conscious, principled yet pragmatic relationship-building skills to bridge the gap between the teaching and social work professions and improve the welfare of children.

Bourdieu, P. (1984.) *Distinction: A Social Critique of the Judgement of Taste* trans. Nice R). London: Routledge & Kegan Paul

Sherman, M.C. (2016) 'The school social worker: A marginalized commodity within the school ecosystem'. *Children & Schools*, 38(3), pp.147-151

A4 Abstract ID: 482 **Transnational Social Work: Engaging the Profession in Aotearoa New Zealand (or, "You've got all the cases, and can't park them anywhere, and then the new person coming in just gets hammered.")**

Allen Bartley, University of Auckland; Elizabeth Beddoe, University of Auckland; Shajimon Peter, University of Auckland

There is growing national and international evidence that the increasing transnationalism of the social work profession has not been matched by a readiness of the profession's key stakeholders to prepare adequately for the challenges of an increasingly transnational workforce. This presentation reports on the first stage of a New Zealand-wide participatory action research project involving all the significant stakeholders in the social work profession to develop an agreed-upon set of standards and expectations of context-specific cultural transitioning programmes for overseas-qualified social workers in New Zealand. The initial phase was a national stock-take across the profession of activities undertaken to address the challenges of the transnational professional space. Specific objectives of this phase of the research included:

- How do the stakeholders in the New Zealand social work profession understand the contribution and needs of transnational social workers practising in New Zealand?
- What is actually being done across the profession to facilitate the successful integration of transnational social workers into local professional contexts?

The stakeholders involved in the research included the professional bodies, social work employers, and transnational social workers from around New Zealand, who participated in a series of group interviews in major centres across the country.

Thematic analysis of the data from the stock-take phase of the research reveals a surprising convergence of views and experiences across the various participant groups, and highlights the pressing need for concerted action across the profession in Aotearoa New Zealand to generate a robust, profession-wide set of standards for the cultural transitioning of transnational social workers. The findings are due to be reported back to stakeholders in a series of regional knowledge fora early in 2018. In addition to reporting the detailed findings of Phase 1 of the study, this presentation will also include initial findings from those knowledge fora, which are intended to facilitate action to build consensus across the New Zealand profession for the development and articulation of profession-wide standards and expectations for orientation and continuing professional development to meet the cultural transitioning needs of transnational social workers.

A4 Abstract ID: 502 **Complexity and connection: reclaiming family support work in New Zealand**

Irene de Haan, University of Auckland

Main points of the presentation

Child welfare legislation introduced in New Zealand in 1989 was celebrated for its incorporation of indigenous decision-making processes and support for community-based solutions for helping families who find life a struggle. Lately however, government funding contracts have favoured individualised 'child-focussed' services targeting children deemed 'at risk'. These programmes cannot adequately respond to the complexity of families' lives and the heterogeneity of their stories.

However, some non-profit organisations have managed to hold onto and even develop their responsive strategies for supporting families in their local communities. This presentation draws on a recent symposium bringing together 20 participants representing 10 such organisations, all with a reputation for excellence. The symposium was a knowledge exchange project exploring practical detail about what makes family support work successful. Each organisation prepared a set of slides explaining their 'kaupapa' (mission), practice models and strategies they use, and practicalities of how they work, i.e. the detail of what they actually do. Cultural diversity was a feature of the symposium. Participants included representatives of agencies working in Maori, Pacifica, Asian and Pakeha (NZ European) contexts. With participants' agreement the symposium was videoed, capturing the spirit as well as the substance of participants' presentations, especially their comments about what works 'on the ground'. An extract from the videoed presentations will be included in the presentation to illustrate attitudes that underpin how

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the organisations work in practice.

Influences on child welfare practice in New Zealand include a widening gap between the wealthy and those experiencing relentless financial strain - and worsening accommodation problems and homelessness. In current New Zealand policy rhetoric, phrases like 'family support', 'prevention' 'belonging' and 'holistic community-based services' have been replaced by phrases like 'child-focussed', 'social investment', and putting 'a child's need for a stable, loving family at the centre'. This portends a shift towards quicker permanent removal into foster care, anathema to values inherent in the 1989 legislation as a result of Maori powerfully articulating the injustices of children's removal from families whose difficulties are deplored, not understood or addressed. Understandably, many families avoid social workers, or any professionals. Symposium participants expressed an alternative approach to their work, based in ability to hear families' stories and understand their experiences.

How the proposed presentation addresses one or more of the conference aims and themes

The proposed presentation offers a hopeful perspective on retaining social work values in a climate that increasingly mitigates against empathic, responsive social work practice. The presentation is relevant to the conference themes about changing communities and about practice in changing times. It also showcases a practical knowledge exchange methodology.

Conclusions from and implications of your presentation

The symposium revealed commonalities in successful practice in the family support field, including: strategies for minimising barriers to engagement; 'holding professional boundaries without professional distance'; and building constructive relationships. It brought to light practice wisdom that is deep, well worked out and clearly articulated. This is the core of the presentation.

A5 Researching criminal justice social work

Chaired by: Dr A.N. Other

Room:

A5

Abstract ID: 113

Criminal identities in transition: The role of social work in shaping non-offender identities

Eve Mullins, University of Edinburgh; Steve Kirkwood, University of Edinburgh

Background and Purpose:

Research and theory shows that identity change plays an important part in the process of desistance from crime (i.e., the transition from an offending to a non-offending lifestyle). Yet how does such identity change happen? Criminal justice social work has a potentially significant role in supporting peoples' shift in identity from 'offender' to 'non-offender'. However, very little research has examined how such identities are shaped, even less about how social work intervention promotes this transition. Previous research has used qualitative research interviews and narrative analysis to explore the role of identity in desistance, focusing on the stories people weave to provide a coherent, integrated identity. Narrative identity is explicitly contextual and developed through social interaction. However, research interviews rarely acknowledge how the interview and interviewer influence accounts. Furthermore, this does not explicate how social work intervention contributes to the development of a non-offending identity. Using discourse analysis and conversation analysis, this study explores how narratives of desistance develop in interaction between social workers and clients of groupwork programmes for addressing offending behaviour.

Methods:

Video recordings of 17 groupwork sessions from three programmes for addressing offending behaviour were analysed: the recently implemented groupwork programme for addressing sexual offending in Scotland, 'Moving Forward: Making Changes'; the previous sexual offending programme (Community Sex Offender Groupwork Programme); and the Caledonian's Men's Programme, addressing domestic abuse. These programmes work with adult men convicted of sexual or domestic abuse offences who are legally compelled to attend. Detailed transcriptions of the video recordings were analysed using the qualitative methods of discourse analysis and conversation analysis, enabling close examination of talk-in-interaction. The presentation examines how offending or non-offending identities featured in the interactions, including how they were presented, reinforced or challenged, to explore how social work practice shapes such identities, potentially contributing to desistance from crime.

Results:

This study demonstrates the way social workers and clients of the groupwork programmes actively construct and negotiate identities through their talk. Aspects of identity which are considered to promote desistance, i.e. expressing hope for the future, being agentic, and presenting a core moral self, are evident in conversation as people offer advice, present accounts or provide encouragement, for example. Other elements such as rejecting the label 'sex offender' or minimising offences are more delicately treated, accounting for the context and risk whilst maintaining engagement.

Conclusions:

Analysing the talk-in-interaction using this methodology allows a unique insight into the 'black box' of social work practice, exposing how identities are negotiated and constructed in the talk between social workers and clients, in this case identities that may contribute to the transitional process of desistance. It demonstrates how practices such as pro-social modelling and relationship building actively promote desistance narratives and non-offender identities, providing evidence of the origins of such identities. Furthermore, this study enables a real life look at practice, highlighting what communication strategies work and which don't in engaging clients. Applying this knowledge can help shape effective social work training and inform theoretical work on desistance from crime.

A5**Abstract ID: 301****A proposed prevention perspective of Cognitive Behavioural Therapy in Alleviating Cyber Blackmail Problem**

Mohamed Elsherbiny, Sultan Qaboos University; Ms. Raya Al Maamari, Sultan Qaboos University

Cyber blackmail is considered a type of electronic crime and most dangerous crime. Global attention has been given to the problem because it is a large international crime that are cross-continent in most countries around the world. Additionally, special focus is given after the increase of the problem. An increase in cyber blackmails have been reported around the world. Statistics show that blackmail and extortion have jumped by 143.6%.

Blackmail is focus on the element of coercion implicit in the threat and a broad range of threats, so it effects many aspects of victim life (psychologically, financially and socially), thus dealing with blackmail, is very stressful. Social work can play an important role in preventing such problem through awaring people how to deal and prevent such problem. So, the aim of the current study is to propose a preventive perception of cognitive behavioral perspective in alleviating cyber blackmail.

Quantity research was utilized using social survey method. A sample of university students (391) was chosen randomly. Electronic questionnaire was used for data collection.

The results indicated that the causes of the problem are the spread of technology, the elimination of cultural barriers between the sexes, high psychological pressure that led the youth to the internet as an alternative means of emptying their energies, emotional emptiness, and lack of awareness in dealing with technology. Regarding the negative effects of blackmail, the increasing rates of family disintegration, divorce, destruction of the victim's personal life, increased feelings of fear and a tendency towards social isolation. Concerning the awareness of university students about the problem, it turned out that a large number of the sample had no knowledge of how to deal with the problem.

Thus, a proposed preventive perception was presented of cognitive behavioral therapy in reducing black mail.

A5**Abstract ID: 578****Functional Family Therapy for behavioural problems in delinquent youth: An Overview of Review Evidence**

Clio Weisman, The University of Birmingham; Paul Montgomery, The University of Birmingham

Functional Family Therapy is a manualised family-based intervention program designed for youth with behavioural problems. It has been implemented among youth at risk for, or presenting with, behavioural problems such as delinquency, violence, substance abuse, sexual perpetration, conduct disorder, and oppositional defiant disorder. It may be an alternative to incarceration, or as a re-entry program for, youth returning to the community from institutional settings.

All available literature databases and grey literature sources were searched as well as expert contacts made. Data were synthesised and are presented narratively as they were not suitable for meta-analysis.

526 abstracts were found, of which 140 of which were identified as possible reviews; 94 full texts were retrieved and 38 met all inclusion criteria and were evaluated for overall quality, scientific rigour, quality of evidence used and potential bias.

When examined as a whole, the reviews describe effects of FFT in inconsistent terms, though no review reports harmful or detrimental outcomes. There were no clinically significant differences between groups in any of the outcome domains, including family functioning or decreased internalising and externalising behaviours. The recidivism rates reported ranged from 11% to 67%.

Findings also suggest that the existing studies have not consistently provided a thorough examination of the evidence. The secondary research is problematic in its inconsistencies and lack of standardisation, which may cause difficulties in ascertaining the veracity of many of the claims made.

A5 Abstract ID: 772 “There’s all kinds of complicated things you’re aware of... when you’re sitting in the room with two people one of whom you know has battered the hell out of the other” - Restorative Approaches to Domestic Violence

Robin Sen, The University of Sheffield

This paper links to the sub-theme of exploring transitions and innovations in social work practice.

The use of Family Group Conferences (FGCs) has gathered recent momentum in the UK in care and protection contexts with a number of government funded Innovation Projects implementing or extending its use (Spring Consortium, 2017). This article draws from data gathered as part of a wider evaluation of an Innovation Project (Mason et al., 2017) which examined the most extensive use of the FGC model in the UK in a city whose stated goal is to become a ‘Restorative City’. In this paper the focus will be on the use of FGCs in situations of domestic violence, one of the primary foci of the Innovation Project funding in the city in question.

The evaluation of the FGC service was mixed-method and multi-modal, taking place over an eight month period. The methods adopted included:

- An analysis of administrative data held by the service for all children and families referred to the service in the 2014 and 2015 years;
- 15 days of practice observation in the FGC teams over three months;
- Repeat practice discussions with co-ordinators about their work over a 12 month period;
- The development of ten case study of families who were tracked over the observation period;
- Structured and repeated focus groups with co-ordinators convened at three points over the study;
- Semi-structured interviews (n=39) and questionnaires (n=66) with FGC co-ordinators and managers;
- And, Structured telephone interviews with adult family members who had previously worked with the FGC service on their experiences (n=36).

The paper will present a three part typology of the use of FGCs in cases of domestic violence developed from the data: Pragmatic; Resolution-focussed; and Restorative. The application of restorative approaches in situations of domestic violence offers promise but is also heavily contested. Restorative approaches suggest the possibility of allowing victims’ voices and experiences to be heard in a way that formalised court processes do not; of providing appropriate redress for the harm done; and of providing a process whereby perpetrators meaningfully take responsibility for their violence such that they are reintegrated into the community and the likelihood of recidivism is reduced. However it has also been argued that they may take insufficient account of the nature of intimate partner violence as a repeat offence, often involving overt and subtle forms of coercion and control that are embedded in a relationship, and which are targeted on a specific individual who has had a long-term connection to the perpetrator.

Through exploring the proposed typology the paper will explore challenges and possibilities in the use restorative approaches in situations of domestic violence.

Mason, P., Ferguson, H., Morris, K., Munton, T. and Sen, R. (2017) Leeds Family Valued Evaluation Report, London: Department of Education.

Spring Consortium (2017) ‘Delivering the children’s social care innovation programme’: <http://springconsortium.com/about-the-programme/>

A6 Researching children & families

Chaired by: Dr A.N. Other

Room:

A6 Abstract ID: 10 Agents of change? How much do social workers talk to families about behaviour change?

Rebecca Jones, University of Bedfordshire

Background and purpose:

Social workers are increasingly framed as ‘agents of change’ in UK government policy. This is particularly the case where children are considered at risk of ‘significant harm’ and requiring child protection (CP) services. In such cases, the pressure to employ ‘evidence based, effective social work approaches [...] which support change’ is especially acute (Department for Education, 2015).

This study explores how far this conception of the role accurately reflects what social workers do. It aims to understand the extent to which social workers focus on behavioural change in conversations with parents. We focus on three key questions:

1. What proportion of one-to-one meetings with parents involve a discussion about behaviour change?
2. How detailed are conversations about behaviour change?
3. Where discussion of change is not a focus of the session, what is?

Method:

Between 2015 and 2016, 177 recordings of meetings between social workers and families were collected from seven local authorities in England. Of these, 49 were CP cases; the remainder involved lower levels of intervention (described here as CiN cases). Social workers’ perspectives on these cases were gathered through questionnaires.

The first stage of analysis involved coding the recordings quantitatively using a framework that measures social work skills (see Whittaker et al, 2016). Recordings were categorised based on the level of intervention (CP or CiN), the level of concern reported by social workers, and the extent to which workers engaged parents in conversation about behaviour change. Statistical tests (ANOVA and χ^2) were used to explore relationships between groups and categories.

The second stage of analysis involved thematic coding of 19 high-concern CP cases where change was not discussed. This sub-sample was selected by triangulating the type of case with the social worker’s level of concern, in order to identify cases where one would expect change to feature. This qualitative analysis aimed to explore what social workers focussed on in the absence of having in-depth conversations about change.

Results:

Only 48% (n=85) of all recordings featured detailed conversations about behaviour change. Counter intuitively, detailed discussion of behaviour change featured less in CP cases (43%; n=21) than in CiN cases (50%; n=28). Of the CP cases where behaviour change was not discussed in detail (56%; 28), half involved ‘superficial’ discussion of behaviour change and half involved no discussion of change.

Findings from the qualitative analysis further elucidate the nature of these conversations. For example, in some cases there was a change issue that was outside the control of the parent in the meeting. In other instances, workers appeared to avoid discussion of behaviour change altogether.

Conclusions and implications:

The study highlights a gap between policy and practice, and problematizes the ‘agent of change’ discourse. In reality, practice does not always fit neatly into evidence-based models of intervention. The study suggests that the models we adopt need to accommodate this diversity and social workers need to be supported to practice in a skilful manner.

A6 Abstract ID: 138 The family in the view of Israeli adolescents in foster care

Michal Mahat-Shamir, Ariel University; Bilhah Davidson – Arad, Tel Aviv University; Guy Shilo, Tel Aviv University; Ronit Leichtenritt, Tel Aviv University

Background

Most research conducted on children in foster care has applied a retrospective design, focusing on either the outcomes of this out of home arrangement or the means of enhancing the children’s well-being. Few studies are narrative based, aimed at hearing the unique perspectives of these children. Nevertheless and although the various studies have illuminated various aspects of the child’s perception, most researchers disregard the children’s perception of the family system, which is a deep-rooted and much-venerated institution in Western societies. The presented qualitative study explores the unique views about the family system held by adolescents who have spent years in foster care in Israel. This inductive study is among the few to address the unheard views held, and the salient challenges faced, by adolescents who have not grown up in their biological parents’ home, with a focus on their view of the family.

Methods

To examine the views about the family system held by Israeli adolescents who have spent years in foster care we applied a constructivist-narrative methodology. Such an inquiry recognizes the significance of sociocultural narratives regarding the concept of family and the meaning of the family system in the construction of people’s perceptions. Emphasis is placed on each individual’s unique view, understanding, and experience

Results

Participants’ demonstrated conflicting, polarizing perceptions of the family: (a) family is a genetic system: blood is thicker than water; (b) the

family system is constructed and limited by terminology; and (c) communication is essential to family life.

Conclusions

While the first two themes highlighted the participants' family of origin as their "true family" the last theme emphasized on the foster family as their "true" family system. Synthesis between these views could not be achieved as informants embraced the social expectation perceiving the family as one. Raising social and professional awareness about the difficulties these young people face partly because of an exclusive social view of the family lies in the sphere of interest and the social work professional expertise.

A6 Abstract ID: 284 Parental substance misuse: Risk factors and children's outcomes

Jessica Roy, University of Bristol

Background

Parental substance misuse is a significant public health and child welfare issue across the globe. Children living with parental substance misuse can, however, have widely heterogeneous outcomes and there is a paucity of empirical research to evidence why this may be the case. The paper will report on the findings of an ESRC funded PhD study which aimed to identify the risk and protective factors associated with children's social care outcomes for children living with parental substance misuse.

Methods

The study is a retrospective longitudinal case note study. A sample of 299 children living with parental substance misuse in one local authority in England was followed from the point of referral to children's social care for two years. Data was collected from social work case files in relation to: risk and protective factors, parental substance misuse and children's social care outcomes. Multivariate and exploratory statistical techniques, including cluster analysis, were used to analyse the data. Ethical approval for the study was granted by the local authority and the University of Bristol

Results

Cluster analysis indicated that there were five distinct children's social care outcome typologies within the sample. Bi- and multi-variate statistical analysis indicated that both the type and recurrence of risk factors were significantly associated with children's outcome typologies. Risk factors associated with children's social care outcomes included: household stability; parent/carer engagement with children's social care; parenting capacity; and the local authority team in which the child lived.

Conclusions

The study's findings suggest that children's outcomes in this population are associated with both the type and chronicity of parental and environmental risk factors. The findings indicate that the variation in children's outcomes cannot be sufficiently explained by substance misuse factors alone. The implications for social work practice and policy will be discussed, specifically in relation to risk assessment. Additionally, the potential use and value of cluster analysis in social work research will be considered.

A6 Abstract ID: 472 Family-coaches 03: supporting young families with multiple problems. Exploring innovations in social work practice through family-support by an inter-professional team.

Bie Melis, Karel de Grote University College

Background and purpose:

In combating rising child-poverty and with the knowledge that poor families with multiple problems often fall through the mesh of the welfare nets, the city of Antwerp and the centre of social welfare (CAW) started a new project: 'family-coaches 03'. They aim to support poor multi-problem families, with children between 0 and 3 years, to achieve a smooth connection with the school system. The unique concept combines specialist and generalist service organizations by bringing mentors from various social services together in an inter-professional network. The project also distinguishes itself from other youth-care services by the generalist approach and the long-term commitment of coaching the families.

The city has chosen to support this new concept by launching an action research. Karel de Grote Hogeschool and University of Antwerp are partners in this research. University of Antwerp (UA) focusses on the networking of an inter-professional team. Karel de Grote Hogeschool (KdG) looks at the methodical translation and the impact on the families.

Methods of KdG research

The researcher works in close collaboration with the practitioners in an effort to improve and legitimize the quality of the coaching. Thereby using a four-stage model of 'Van Yperen & Veerman' (2008) for the classification and development of effective interventions in youth care.

- Via participative observation and focus discussions with the team, we reveal the relationship between the project goals and the motivation of the team-members to participate in the project. We register their motivation and knowledge, but also the needs to realize the project goals.
- We implement theoretical frameworks to support the interventions. The power model of Rapp and Goscha (2006) and the principles of the wraparound process (Bruns, Ms. 2004) provide these theoretical added values.
- By following 10 cases by means of regular in-depth interviews, we look at how the 'family-coaches' implement the concept and the theoretical frameworks. In a later stage we will interview the parents about their experiences with this new form of support.
- Based on a measuring scale, in which parents give a "satisfaction score" to different life domains, the evolution of the clients continue to be charted periodically. This evolution is made visible in graphic representations. (Depauw & Driessens, 2013). The measuring instrument was drafted in cooperation with family-coaches to also serve as a tool in the individual counseling alongside the global impact measurement.

First results

After a first year, the measuring scales show an increase in the satisfaction of the parents on the different life domains. Counselors experience general social work as a significant expansion of their work possibility, but they also indicate that the inter-professional team is necessary for sharing the knowledge on different domains. They emphasize the need for a very clear intervention-model to align the specific goals and practices of family-coaches in comparison with their tasks in their so called "parent organization".

A7 Social work research in Europe

Chaired by: Dr A.N. Other

Room:

A7 Abstract ID: 68 Violence in Social Work Practice: The Polish Experience.

Marcin Boryczko, University of Gdansk

Introduction:

The matter of safety of social services in Poland is an urgent issue for at least two reasons. Firstly, because it has never been in the centre of attention, and consequently, the empirical data regarding e.g. the hazards in the working environment of social services in Poland are rudimentary. Secondly, because of the current dynamics of societies' development. They manifest themselves in such phenomena as the income gap between different population groups or the unprecedented level of mobility. The aim of the research was to study the extent and the dimensions of factors threatening the safety of social services staff, using the example of the occupational group of social workers.

Objectives:

- What is the opinion of social workers about their safety at work?
- What forms of violence do social workers encounter?
- Which factors would the social workers describe as difficult and/or threatening to their safety while performing their professional duties?
- Under what circumstances do the acts of violence on the part of clients occur most frequently?

Methods:

The study was based on purposive sample of Polish social assistance workers who filled in an on-line survey, encouraged by the institutions that participated in the study, such as Federation of Social Workers, websites and for a devoted to social workers' issues. Relatively wide sample of almost 780 respondents was gathered. Basic descriptive statistics was used as a tool for analysis and visualization of data.

Results:

Almost 80% of interviewees declares they feel threatened by their clients. Nearly 100% of the interviewees stated that they witnessed violence in their workplace, while 80% admits that they have suffered from different forms of violence. Therefore, unsurprisingly, over 80% of respondents fear field work involving entering their clients environment. The findings also confirm a thesis regarding strongly hierarchic nature of relations in social assistance centres. When responding to the question: Does your superior praise their staff? 2.6% of the answers indicated that the superior did it very often, 13.7% pointed to "often", 55.6% to "sometimes", and 28.1% to "never". Unfortunately, the image of superiors is equally unfavourable in the context of the statement: The majority, i.e. 35% of respondents, declared that their superiors blamed problems on them

very often. Slightly less, 26.5%, considered it happened “often”. The nature of relations between social workers and their superiors may offer an answer as to why were the acts of violence reported so rarely.

Conclusions:

The study allows not only to define the scale of the problem of lack of safety of social assistance centres personnel, but also, in longer term, it will contribute to elaboration of a programmes of countermeasures against e.g. violence towards social workers and family assistants. The results will contribute to improving the quality of social services in Poland. It will lead to possible formulation of effective preventive programmes and standards to eliminate threats in the practice. This issue is highly important in the context of internationalisation and Europeanisation of social work and social policy.

A7

Abstract ID: 96

Child poverty in Denmark: Balancing adult work discipline and child welfare in social work?

Stina Krogh, Aalborg University; Iben Nørup, Aalborg University; Betina Jacobsen, Aalborg University

Active welfare state reforms have been implemented all over Europe. Though the specific design of active welfare state reforms vary between the countries the majority of the reforms include elements of benefit reductions in an attempt to make work pay and increase the individual incentive to take up work as well as an increased conditionality which stresses the individuals willingness to participate in activation to work in order to receive benefits. Many of the reforms also increase the threat of sanctions if the individual is not making sufficient effort to look for work or improve his or her workability. These policies are often referred to as ‘work first’ or activation policies.

Among the Scandinavian countries Denmark is the country that has gone farthest when it comes to implementing active welfare state reforms and work first based policies targeting vulnerable unemployed. Traditionally Denmark has been considered a country with rather generous social benefits. This is particular the case when it comes to benefits given to families with children. But with the recent reforms the financial security of vulnerable families has changed. In particular single parents and families where both parents are receiving social assistance are affected financially by the reforms. For some families this means a relatively large reduction in social benefits.

In other word the financial situation of vulnerable families has changed and with that also the conditions for doing social work with vulnerable children. Though the financial situation of the family has always played a role, material poverty among children has not previously been a common phenomenon in Denmark. This means that preventing the negative side effects of poverty has become a much more relevant task in social work with vulnerable children. At least if social workers are to work holistically with the child as the legislation determines.

Based on a mixed methods approach combining a large survey among almost 2000 frontline workers (FLWs) and 40 qualitative interviews with FLWs (social workers, nursery school teachers, school teachers and health carers) and drawing on the results of a recently submitted PhD. thesis on social work practice the paper analysis to which extend the FLWs doing social work have adapted to the changes in the financial situation of many vulnerable families.

The results shows that despite the policy changes that has been going on for more than a decade frontline workers still pay very little attention to material poverty in their social work with vulnerable children. The results also shows, that material poverty are overlooked on more than one level. Firstly, little attention is paid to poverty as a driver of vulnerability. Secondly this leads to a practice, where the social work and the initiatives aiming to reduce child vulnerability focus on the factors within the child’s immediate environment such as the relation between child and parent, and thirdly it leads to a social work practice where the often conflicting goals of the active labour market policies targeting the parents and the (preventive) social policies targeting the children are not recognized.

A7

Abstract ID: 157

Legal mobilization by welfare recipients in Switzerland

Gesine Fuchs, Lucerne University of Applied Sciences and Arts

In the context of the activating welfare state, also cantonal and communal authorities in Switzerland assign welfare recipients to workfare programs. Program selection and assignment rates vary highly between the regions, and evaluations of impact and success are rare. Thus, it remains often unclear if the occupation in workfare programs makes sense for social or professional integration and constitutes “reasonable work”. Social assistance authorities do sanction non-attendance with benefit cuts. However, in states with a democratic rule of law such decisions by public authorities are subject to judicial review in terms of legality or proportionality. Do welfare recipients challenge such assignments and sanctions in court, and are they successful?

Sociological scholarship has shown that such the mobilization of the law is an ambitious, demanding and rare reaction to grievances and perceived individual and collective injustice. Welfare recipients face especially high hurdles in the access to justice in terms of legal consciousness, expertise and available legal aid. Furthermore, material and procedural law as well as hegemonic discourses can serve as an additional obstacle to legal mobilization.

In this paper, I ask which situations around workfare programs lead to legal mobilization, and which issues are especially contentious. What are the legal results and how do courts construct the claimants in their rulings? What are the influences of public legal aid, judicial information and civil society support for potential claimants?

The study is part of an ongoing research project on “Working under the conditions of social welfare” in Switzerland and uses a sample of cantonal and federal court rulings since 2005 on workfare programs. These sources are complemented by expert interviews with (legal) support initiatives for welfare recipients.

Preliminary results show that mostly recipients with many resources (e.g. education) go to court. Courts themselves are reluctant to substantially examine the reasonableness of programs, but take a positive impact of programs for granted or self-evident. They are prone to deny neediness and tend to confirm the sanctions. On the policy level, this calls for more evaluations on the impact of workfare programs.

A7 Abstract ID: 203 **Implementing a new model for Follow-up of Low Income Families in Norway. What is new and what is already regular practice?**

Anne Grete Tøge, Oslo; Ira Malmberg-Heimonen, Oslo and Akershus University College; Marianne Rugkåsa, Oslo and Akershus University College

Introduction: The Norwegian Directorate of Labour and Welfare (NDLW) has developed a national model (the HOLF model) for systematic follow-up of low income families. The main goal is to reduce and alleviate child poverty. Following the manual and guidelines, the HOLF model structures the family coordinators' follow-up process and entails the use of specific tools and principles. However, the family coordinators are highly skilled social workers, illustrating the need to compare the HOLF model elements to pre model practice. What dimensions of follow-up work can we expect to improve?

The data consists of a survey conducted among 58 family coordinators prior to the implementation of the HOLF model. We assess the level of four of HOLF model elements, working alliance, documentation, coordination of services and whole family approach.

Methods: The data consists of a survey conducted among 58 family coordinators prior to the implementation of the HOLF model. We assess the level of four of HOLF model elements, working alliance, documentation, coordination of services and whole family approach.

Results: Preliminary results indicate that family coordinators and the families have a good working alliance and carefully document the follow-up process. However, coordination of services is less frequent, and they seldom apply a whole family approach.

Conclusion: Due to the high level of relational skills and good documentation of the follow-up process prior to the HOLF model, one cannot expect the intervention to improve these dimensions of social work practice. However, the prevalence of coordination of services and whole family approach are less pronounced, which permits possible effects. Further, the HOLF manual governs the follow-up process, and might therefore produce a more systematic utilisation of the already prevalent skills.

A8 Researching the social work profession

Chaired by: Dr A.N. Other

Room:

A8 Abstract ID: 193 **Regulation, risk and blame culture in social work**

Dr. Rick Hood, Kingston University and St Georges, University of London

Background and purpose:

In an increasingly unpredictable political and institutional climate, social work faces a number of regulatory challenges. Often overlooked in the quest to appease the regulators is the nature and purpose of regulation itself. The concept has multiple meanings and applications within the public sector, where agencies have to meet the requirements of many different stakeholders. Over recent years, regulation has become focused on a relatively narrow range of activities: managing risk, inspecting on specifications, ensuring compliance with standards, and holding professionals to account when things go wrong. This presentation will examine the links between regulation, risk and blame culture in social work, using examples from the English context. It will point to alternative forms of regulatory practice, and explore their potential benefits for the profession.

Summary of the main points:

PRESENTATIONS

- Blame culture is linked to regulation through the preoccupation with risk – public services regulate (or manage) societal risks but in doing so expose themselves to institutional risks because of the limits of regulation.
- Scandal-reform cycles are common in social work and have contributed to increasingly prescriptive forms of regulation, characterised by an emphasis on audit, inspection, compliance and control, while multiple layers of regulation are also becoming the norm
- Current models of regulation are often predicated on a series of flawed assumptions. One is that measures to tackle societal risks should be designed in the manner of ‘customer services’. This conflates protection with prevention and leads to a focus on monitoring and improving business processes, rather than on building relationships with people and communities.
- Regulators also tend to act on an overly simplistic story of human error. This leads to a ratcheting effect of punitive consequences, procedural recommendations and anxiety about institutional risk.
- Alternative models of regulation avoid these pitfalls by focusing on the specific harms to be reduced in particular communities. There are some interesting case studies of what regulators can achieve by changing their focus in this way.
- Social work’s regulatory role is rendered more complex by the need to address societal risks that are invisible (happen behind closed doors) or are committed by people who seek to evade detection.

Link to conference aims and themes:

This presentation fits in with the conference theme around social work in changing political landscapes. Regulation of social work has been an ever-present feature of government social policy, but is often characterised by misjudged efforts to create certainty and predictability in the face of volatile conditions.

Conclusions and implications:

- If we see regulation as being about reducing public harms rather than about protecting ourselves from human error, promoting adaptability and innovation becomes more important than enforcing compliance with specifications and standards.
- Changing our approach to regulation should encourage a shift in social work towards managing societal risk rather than institutional risk, which is the key mechanism for tackling blame culture.

A8

Abstract ID: 199

The organizational journey of the “indsatstrappen” (the Staircase of interventions) - from mindset to methodological tool. A challenge to frontline workers

Birgitte Theilmann, Aalborg University; Maria Bülow, Aalborg University; Erik Laursen, Aalborg University

In Denmark as in other European countries there is considerable political attention to key concepts like preventive work and early detection in relation to vulnerable children and young people. There is an implicit political assumption that preventive work and early detection reduce both the number of children being in vulnerable life circumstances and the level of their vulnerability as well as the overall expenditures of the municipalities in the area. At the same time methods, tools, ideas and mindsets, which successfully have worked in specific contexts in the public sector seems to have a tendency to be spread to other public institutions across national, geographical and contextual boundaries.

The objective of this paper is to discuss the implications of the organizational journey of “indsatstrappen” (the staircase of interventions) – from its origin as a mindset used as a platform for deciding relevant interventions and placement in foster families for vulnerable children and young people by social workers in a Swedish context to a transformation into a methodological tool used by preschool teachers, teachers, healthcare workers and social workers in the cross disciplinary work in Denmark.

Our case includes the implementation of the conceptual model in a large Danish municipality with 4500 employees. From the political administrative level, through the professional management level and to the level of the frontline workers, who all directly or indirectly are professionally engaged in vulnerable children and as a consequence of this necessarily must implement “indsatstrappen” in their work as it is decided by the political administration to use “indsatstrappen” as an overlay for professional work with vulnerable children.

Preliminary findings based on qualitative interviews with the political and administrative management in a municipality in Denmark in which the “indsatstrappen” has been implemented as a part of a new policy focusing heavily on prevention and early detection of vulnerabilities indicates that “indsatstrappen” is thought to be a “common language” for the frontline workers with different professional backgrounds as well as it is thought to be a tool for focusing on actions that minimize interference in the lives of vulnerable children.

Current findings are followed up by 16 individual as well as 12 group interviews with the frontline workers with different professional backgrounds with the purpose of examining the importance of using the “indsatstrappe” as a professional strategy in the performance of their professional core area. Results based on the analyzes from the interviews will be discussed as different perspectives on the frontline workers possibilities to attribute meaning to the translation of “indsatstrappen” from mindset to methodological methods, which contributes to new understandings of reasons for barriers between frontline workers rather than new understandings of common language.

We argue that a successful and meaningful application of the “indsatstrappe” requires a translation, which is consistent to a recognizable and professional practice for the frontline workers – otherwise the transformation tends to create further barriers in the crossdisciplinary cooperation.

A8 Abstract ID: 227 **Traces of social work between Germany and mandatory Palestine: Pre- and post-immigration biographies of Jewish practitioners as a case study for professional reconstruction?**

Dayana Lau, University of Trier and the Martin-Luther-University Halle-Wittenberg; Ayana Halpern, Hebrew University of Jerusalem

When social work emerged as a profession in the first decades of the 20th century, a transnational circulation of ideas and agents was a central feature[1] for building and developing national welfare systems and professional discourses. The proposed paper intends to examine these transnational circulations through the history of early social work between Germany and the Jewish community in Palestine[2] along the first half of the 20th century. By taking a biographical approach into the specific paths of practitioners who were educated in German-speaking countries, immigrated to mandatory Palestine and engaged themselves into welfare work, we are deconstructing the professionalization of social work as a transnational occurrence.

Accordingly, research questions are as followed: What were the contributions, networks and new identities evolved in translating social work in Palestine? Which consistencies and frictions accompanied this process? And what new knowledge can be gained with regard to social work as a transnational project in a historical and gender[3] perspective (e.g. the dynamic between emancipation of women and building of nation states)? Insofar, the paper meets the conference's fifth theme: 'Social work history, identity and practice in changing times and across varied contexts'.

The paper draws on different materials in German, Hebrew and English from archives in Germany and Israel, biographies, autobiographies and interviews. This diversity yields a suitable base for analyzing transference of knowledge, mapping networks and typifying the specific functions of the key figures.

Firstly, we will present a collection of over 70 biographies of widely forgotten social work practitioners from a quantitative point of view, including the process of gathering and forming a scientific database. Secondly, based on a key-figure approach developed within the scope of researching social movements[4], we will present a qualitative analysis and typology of key figures, each providing a unique contribution in deconstructing and recreating social work in the Jewish community of Palestine.

Tracing social work evolution under a conflicted reality of national and political instability and forced, as well as ideological, migration enables a better understanding of social workers' identity as professionals, as nation builders, and as immigrants/refugees under distress who must find flexible solutions. Some included different modes of engagement into the profession, such as educational work, which illustrate the close connections between social work and social pedagogy, two traditions which are considered to have been separately developed. Other aspects of professional reconstruction in light of the historical, political and gender context will be outlined.

[1] Healy, Lynne (2001): International social work. Professional action in an interdependent world. New York. [2] This paper focuses on the Jewish community in mandatory Palestine. Further studies would do well to examine social work within the Arab community at that time (cf. Soliman, Hussein Hassan (2013): Social Work in the Middle East. New York.

[3] Most Jewish practitioners in mandatory Palestine were women, whereas men were mostly welfare policy designers.

[4] cf. Leistner, Alexander (2016): Soziale Bewegungen. Entstehung und Stabilisierung am Beispiel der unabhängigen Friedensbewegung in der DDR. Konstanz.

A8 Abstract ID: 312 **Behind political ideas of welfare and productivity. Exploring ontological models and forms of exclusion in changing times**

Pia Ringoe, University of Aalborg

Keywords:

Ontological Models, Inclusion/Exclusion, Welfare politics, Social Problems, Social Work

Abstract:

The aim of this presentation is to promote reflection on how political ideas of society, welfare and social work are informed by knowledge about the ontology of human beings and social problems and, how forms of exclusion are embedded in changing political ideas of welfare. The intention is to highlight the way in which various elements of the problem complex of man become visible at different times over the course of history. Political ideas of welfare, and social work, are based on shifting types of knowledge about man and society. Historically, welfare policies have aimed for inclusion, but have also marginalized 'the deviant', in the attempt to construct a common societal identity as 'the norm'. In this presentation I offer an analytical understanding and exploration of the historical construction of a social political narrative about how best to ensure a population consisting of 'productive individuals' and of how these narratives have led to shifting understandings, explanations and exclusions of knowledge of 'the unproductive individuals' (www.menneskesyn.aau.dk). Through a historical analysis the ontological models behind the political ideas of productivity will be identified which have been significant in the shaping of the local Danish welfare state but also the global developments.

The shifting ontological models become greatly influential concerning the role and responsibility of the state, the design of welfare policies, the technological solutions, and consequently the role and function of social work. This argument is explored and illustrated through a historical analysis with point of departure in the Danish context focusing on:

PRESENTATIONS

1. How political ideas of welfare historically relate to ideas of productivity as an unyielding focus on enabling inclusion on the labour market for the purpose of ensuring prosperity/economic growth and possibilities for welfare in an increasingly globalised competitive market
2. How continuous objectives to ensure economic growth and the 'productive standard' have had a historical subtext of shifts in the ontological models, i.e. understandings, explanations, and definitions of human conditions and problems, their causes, solutions, and transformation processes, and how forms of exclusion are related to these forms of knowledge
3. How science and social work can contribute to the reconstruction of broader and more nuanced views on human conditions, exclusion, and ultimately social problems.

In the last part of the presentation, I will question how science and social work can contribute to the development of ontological models based on integrative, nuanced view on the dialectics between society, human beings and social problems in the future across varied contexts (family; psychiatry; disability; community work, social work with unemployed people etc.)

A9 Researching youth

Chaired by: Dr A.N. Other

Room:

A9 Abstract ID: 448 Young people that need support to participate in education and work

Maritza Gerritsen, HAN University of Applied Sciences; Lisbeth Verharen, HAN University of Applied Sciences

Transitions in care and education in the Netherlands, including austerity measures are leading to changes in support for adolescents who have barriers to participate in education or work. Adolescents with a support need, no longer go to special schools or sheltered work environments but participate in regular education or jobs. Not long ago lifelong dependency on social welfare was more or less axiomatic for this group of adolescents. Nowadays they receive the support they need from their informal network supplemented with support from their teachers and professionals in the local context to be able to succeed in regular education and finding a job. What do these transitions mean for this group of vulnerable young people? What are their experiences with these changes? What do they need from their professional support system? How can professionals in education, care and social work collaborate in order to give the best support? And to what extent do the methods the professionals use, fit the expectations and the experiences of the adolescents?

Based on 35 narrative interviews that were retrieved during multiple student research projects at HAN University of Applied Sciences, a qualitative analysis was made of statements the adolescents made about their way of life, their possibilities and their experiences with professional support. The analyses make clear that this group of vulnerable adolescents wishes to live a life as normal as possible and there is an intrinsic need to gain progress in life. Their goals are based on a more or less traditional framework of values: paid work, independence and sharing their life with people they love. On the otherhand, they need support that fits their real possibilities and expectations to reach that goals.

Important competences for professionals are: being present and acknowledgement of both what is and what is not possible in the specific situation of the adolescent. The transitions in care and education in the Netherlands are leading to shorter and less intensive professional support. The adolescents experience difficulties in receiving the right support because often there are several professionals from different organisations involved. Furthermore, these adolescents are often less time given to experience what kind of work is really suitable in their specific situation. This leads to more failure experiences.

Finally, there is not enough cooperation between teachers, social workers and the informal network of the adolescent to give the best preparation on participation in society. Regarding employment, the analyses led to the conclusion that moving from a volunteer job to a paid working environment is hard to achieve. One of the factors mentioned is the lack of support the young employee experiences in adjusting the work to what is possible in his situation and the feeling to have to start all over again in finding the right support to be able to reach a sustainable situation.

Research is needed to gain insight in what the role of social workers can and should be in this new support system for adolescents whose participation in education and work is not self-evident.

A9 Abstract ID: 465 Youth work and prevention. A conceptual framework.

Jolanda Sonneveld, Amsterdam University of Applied Sciences; Judith Metz, Amsterdam University of Applied Sciences

Background and purpose.

In Northwest European Welfare states there is a growing debate on the need for the professionalization of youth work practice. Aim of professional youth work is the personal development of young people and the strengthening of their participation on all levels in society (Metz, 2011). Characteristic of the professionalism of youth workers is that they use an open approach in contact with the target group (Metz, 2016).

Youth work organizations pursue further improvement of quality and transparency in their work towards clients and governance. Also political developments require to demonstrate the added value of youth work to active citizenship. Due to the lack of systematic methodological development in youth work and the complex, dynamic and interactive nature of youth professional's way of acting professionally, the knowledge base of youth work has been poorly developed. To professionalize youth work it is required to make explicit and substantiate the methodical way of acting professionally. In this paper, we will present a conceptual model for youth work underpinned with practice based evidence and literature.

Methods

The conceptual model is based on a mixed method design of literature review, document analyses, observations, in depth interviews with youth workers (77), and questionnaires (259 with youth that participate within youth work and 270 with youth that stay in the same neighbourhoods and do not participate within youth work). We focused on four methods (Group Work, Individual Coaching, Information & Advice and Ambulatory services). By using practical knowledge we developed a perspective on professional youth work. Data is collected in 8 different youth work organisations in Amsterdam, Utrecht and Zaandam in the Netherlands. The results of the research were validated in focus groups with youth workers and researchers.

Results

The result is a conceptual model of the methodical way of acting professionally by youth professionals. Methodical way of acting professionally can be described as a multi-methodic approach and consists of thirteen methodical principles. These principles are the guiding principles which are the basis of the methodical way of acting of social professionals in contact with the target group. There are indications that a combined use of the four different methods contributes to personal and social development of youth, social network support for youth, social participation of youth and referring youth to appropriate social support.

Conclusion and implications

With this conceptual model we made an important step in the development of a body of knowledge of professional youth work. It is a promising framework for youth work that allows to legitimize the profession and make knowledge transferable. Because the model is based on the integration of different studies, further research is needed to test this model. In the study Power of Youth Work started last May we examine (with 2000 young people) the added value of a multi-methodical way of acting professionally by youth work professionals on the psychosocial development, the social network, and the social participation of young people (adolescents) and finding suitable support for young people from 10-23 years.

A9 Abstract ID: 664 **This is abuse? :The voices of young women on the meaning(s) of intimate abuse**

Ceryl Davies, Bangor University, North Wales University of Lincoln, England

BACKGROUND:

The problem of gender-based violence (GBV) continues unabated, though our understanding of this issue has grown over the years, there has been limited focus given to the voices of young women. Traditionally, the normative role of young women within their intimate relationships has conventionally been associated with passivity and respectability. The understanding of young women's meaning(s) of their role, identity and the abusive behaviour within their own intimate relationships, including the implications on their wellbeing is limited.

AIM:

The fieldwork was completed in three stages, firstly, the advisory group stage, when two groups of young women assisted the researcher to design the research tools, secondly, the survey stage and finally, the interview stage. Using a symbolic interactionist approach, this study explored young women's understandings of what it means to have a healthy relationship, the negotiations of their identity and behavioristic their intimate relationships. The aim of this presentation is to focus on the key findings from the qualitative stage.

METHOD:

A regional study completed across seven secondary schools in North Wales. An attitudinal survey (n=220) was used to explore the shifting landscape of teenage intimate relationships, with a particular focus on their gendered attitudes. A series of semi structured interviews were completed to gather in-depth information from 25 young women aged 16-18 years old, on their experiences of intimate relationships, focused on the progression of these relationships and the patterns of abuse. This included an exploration of the use of new media technologies, gendered patterns of online and offline abuse, the nature of coercive behaviour and the psychological harm inflicted by such abuse, including the impact of everyday forms of harassment and sexual bullying in schools and beyond.

FINDINGS:

A thematic analysis identified two key points: firstly, the impact of gendered expectations on young- women's abilities to navigate the 'unchartered territory' of young intimate relationships. Secondly, within a perceived 'post-feminist' society, young women continue to face

PRESENTATIONS

challenges when negotiating their feminine identity, in particular sexual 'double standards'. Despite their ability to share attitudes focused on gender equality, they demonstrated limited empowerment and space to draw upon this understanding within their intimate relationships.

CONCLUSION/RECOMMENDATION:

The findings has relevance for policy and practice, with the study contributing to an emerging field of literature exploring the nature of young intimate relationships focused on the manner in which young women negotiate the conflicts inherent in the contemporary constructions of gender. The findings suggest the importance of a comprehensive educational approach focused on promoting gender equality and healthy relationships.

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B1 Methodological challenges: action research

Chaired by: Dr A.N. Other

Room:

B1

Abstract ID: 62

Using Participatory Action Research with Street Connected Youth

Shorena Sadzaglishvili, Ilia State University; Maya Jambazishvili, Ilia State University; Ketevan Beridze, Social Service Agency Georgia

The phenomenon of street youth is global, alarming and escalating. It is a problem of both developed and developing countries but is more prevalent in the low income and middle-income countries (WHO, 2009). Georgia's transitional economy caused impoverishment of numerous families, which drove many children to the streets. It is estimated to be about 1,600 children who live and work on the streets in Georgia (Wargan & Dershem, 2009)

Since 2011, the Government of Georgia is responsible for delivering the state funded quality of services for street connected children through day-care centers and 24-hour transition centers. The last year statistics showed that dropout rate of children is very high for both 24-hour centers (20%) and day-care centers (50%).

By using a child centered approach, the authors envisaged to reveal real narratives of children, their intrinsic interests and motives, their level of happiness (The Faces Scale of Andrews & Withey, 1976) and self-confidence. To overcome stigmatized thinking about "the street children" being 'different' from regular children of the same age, we compared so called "street children" to their peers in typical households in the same area where centers for street connected youth are also located.

Data were collected by Photovoice Method (Wang & Burris, 1994) with 19 children between the ages of 8 and 15 (9 street connected children and 10 home-based children) to gain an integrated introduction to their present lives and the future. Participants used a digital camera to take 15–20 photographs each of positive and negative aspects of their lives. Their visual data were supplemented by interviews and field observations. In this study overall, 303 photographs were taken by children (135 by street children and 168 by home-based children). Participants selected which photographs (10 photos by each) to review and discuss with the researcher.

The study revealed that social connectedness to friends was central for both groups. Street connected children were more focused on the process of entertainment/play (e.g. assembling a puzzle, play football, parkour) while home-based children preferred to display photos with their friends. Schooling was not popular for both groups, however, only street connected children selected pictures of tutors in positive contexts. Both groups were critical towards ecological problems (e.g. air pollution) and expressed their didactic attitudes through their photos (e.g. smoking is bad). Both groups considered religion in the positive contexts. In total, street connected children and home-based children mostly constructed and assigned meaning to "their lives" in positive ways (82% and 74%), home based children showed less happiness and more self confidence compared to street connected children. The main difference between street connected children and their home-based peers was found during the fieldwork. Street connected children had difficulties to return camera to researcher timely (they deleted photos, lost the camera). In general, street connected children showed lack of responsibility and trust while fulfilling their assignment.

The study provides implications for intervention programmes aimed at improving street connected children's intrinsic motivation to attend services.

B1

Abstract ID: 320

Social Work Research in Post-Disaster Context: Participatory Inquiry through PhotoVoice

Mieko Yoshihama, University of Michigan

Background/purpose:

Major disasters exacerbate pre-disaster inequities and intensify the vulnerability of women and other marginalized groups. Thus, disaster policies and responses should incorporate the experiences and perspectives of those who are marginalized. In what ways can social work

research capture the lived experiences of the socially marginalized and lift and amplify their voices toward the creation of more inclusive disaster policies and responses? Using the PhotoVoice Project as a case example, this paper examines the role and potential of participatory action research in the aftermath of major disasters.

As a nation that experiences many disasters, Japan has a strong government-centered disaster prevention and response system; however, disaster policies and programs made limited reference to gender. Little research has focused on women's experience of the disasters in Japan, and few studies have used participatory methods of investigation. Addressing these gaps in policy and research was urgently needed.

A summary of the presentation: The 2011 Great East Japan Disaster—a magnitude 9.0 earthquake, massive waves of tsunami, and nuclear accidents—attracted a great number of domestic and foreign researchers. Citizens, as well as members of governmental and non-governmental organizations had been sought out for information, participation, and collaboration of all kinds, and many indicated that they did not wish to be “studied” any more. Heeding their feedback, a group of researchers and activists including the authors began PhotoVoice Project in June 2011, three months after the Disaster. This ongoing participatory investigation engages the very women who have been affected by the disaster in examining and documenting the disaster's consequences, analyzing the social processes that contribute to the widening disparity and vulnerability, and formulate strategies to improve disaster policies and responses. Over 50 women of diverse backgrounds have participated, taking photographs of their lives and communities; discussing and analyzing the disaster's consequences in the socio-cultural-political and historical context; and disseminating their photographs and associated voices (messages) in an effort to improve disaster policies and responses. In its 7th year, the Project is ongoing and expanding.

Addressing conference aims/themes: This presentation addresses one prevalent form of social upheaval, natural and technological disasters. It investigates the effectiveness of a participatory action research methodology to respond to the diverse and changing needs of individuals and communities affected by such calamity, especially those who are socially marginalized. The presentation also examines the methodological and ethical challenges unique to participatory action research in the post-disaster context.

Conclusions/implications: The participants' photographs and voices, a rare record of the Disaster from the perspective of the very individuals affected by the calamity, provide critical analyses of social issues that affect disaster prevention and management, as well as visions for change. The project also has served to expand participants' capacities and spurred them to action, illustrating the participatory and action-oriented nature of the PhotoVoice methodology. The participants are ordinary citizens and all women, whose perspectives have not been conventionally incorporated in academic or policy discourse. Close collaboration with local non-governmental organizations was critical to the project's sustainability.

B1

Abstract ID: 376

Action Research Approach to Post-graduation Transition and its Challenges

Gorana Panic, University of Jyväskylä/Kokkola University Consortium Chydenius

The International Association of Schools of Social Work's 2010 census recorded dramatic growth of institutions offering social work education worldwide. In Bosnia-Herzegovina (BiH), where the study takes place, the expansion of the new university social work programs had started in 2000, following post-war and post-socialist transitions. Demands of neoliberal transformation, shortage of social workers with the university degree, the involvement of international actors in social work education, as well as, the ubiquity of ethnic divisions within the country had created favourable context for establishing more social work schools. Today, with four universities offering the social work degree, there are certainly more opportunities to study social work in BiH, followed by increased number of yearly-enrolled students and graduates. However, far too little attention has been paid to challenges of transition upon graduation experienced by graduate social workers (GSWs), especially when it comes approaching post-graduation transition in a transformative way.

This paper is based on my doctoral dissertation in progress - critical and responsive action research. Its dynamic and nonlinear study design started with exploration of a present-day situation of graduate social workers based on their direct experiences. The aim of the study is to generate critical understandings in collaboration with GSWs of the challenges they encountered after graduation, as well as to identify possible alternatives in response to the given circumstances. Research participants were recruited from a single social work school, using purposive sampling strategy. First semi-structured interviews were conducted in 2014 with nine social workers. Interviews were analyzed using data-driven thematic analysis, and then its core themes were used as a ground for planning informed action, and further development of action research cycles over 2015-2016 period.

Research participants reported on various challenges experienced upon graduation – from obstacles encountered already in finding internship placement, difficulties in obtaining professional exam, to bleak job prospects. Some of them did not only remain in perennial job seeking in social work, but they were pushed into precarious jobs outside of social work profession and university qualification. Others were caught into “transition loop” within social work profession, doing repeated internships and other unpaid work obscured as “voluntary work”. Each of them were trying to find individual solution for their situation, as if it was matter of personal trouble. Despite existing challenges in post-graduation transition, along sharing common circumstances and interests, resistance to given situation by GSWs in form of bottom-up collective action was not found. Following that, in 2015 and 2016, action cycles were developed around the concept of collective action with GSWs.

This presentation highlights action research approach in challenging post-graduation transitions, as well as challenges posed to action research in the context being studied. Moreover, it shows importance of taking transformative approaches to the issues in the context of “perpetual transitions” and perennial crisis such as Bosnia-Herzegovina, and development of social work at Europe's semi-periphery.

Keywords: action research, transition, alternatives, social work education, social work graduates, Bosnia and Herzegovina

B1

Abstract ID: 433

Pathways to co-impact: participatory action research for social change

Sarah Banks, Durham University

Background/purpose

Participatory action research (PAR) involves people with direct experience or interest in the topic under study in all or some of: research design, data collection, analysis, dissemination and implementation, with a view to creating social change. It may be undertaken by service users/ members of community groups by themselves, or in collaboration with 'professional' researchers.

PAR is increasingly popular as community-based groups desire to highlight priority needs to target scarce resources and advocate on behalf of people on the margins of society. Funders are also concerned that research has social and economic impact, and the direct involvement of community-based researchers in PAR enhances the likelihood of benefits to society and economy beyond academia.

This presentation introduces 'co-impact' as an alternative to the dominant concept of impact, based on a traditional model of the research process as moving from identifying topics/research questions; through research design, data collection, analysis and dissemination of findings; to generation of impact. This assumes a linear process, with impact generated at the end as a result of the findings, viewed as an identifiable event that can be observed, measured and evaluated.

Action research challenges this linear model, as social and economic change occurs throughout the research, which goes through recursive cycles as preliminary findings feed into the systems being researched, changes are made and further research undertaken. Participatory research adds an additional dimension, as change may occur in individuals and organisations as a result of engagement in doing the research, regardless of the findings. Often part of the rationale for participatory research is empowerment and capacity-building of community-based co-researchers, as well creating organisational and social change.

Summary of main points

The presentation will discuss what is meant by 'research impact', introducing the concept of 'co-impact' in PAR. Different kinds of co-impact will be distinguished, including 'participatory impact' (change amongst co-researchers during the research process); 'collaborative impact' (individual, organisational and societal change resulting from a collaborative research process); and 'collective impact' (impact based on several organisations strategically aligning their goals to bring about change). Recent UK community-based research projects will be used as illustrations, including 'Debt on Teesside' (action research examining debt in low-income households) and 'Imagine – connecting communities through research' (a community-university partnership project on civic participation and community development).

Links to conference aims/themes

This presentation relates to the theme: research methodologies/methods to meet needs of social work in a changing world, including knowledge exchange.

Conclusions/implications

In PAR there is a need to:

- Rethink linear, donor-recipient models of impact, instead seeing impact as embedded in cycles of action-research, when distinctions between researchers, researched and research users are blurred.
- Recognise that impact comprises more than simply take-up or use of findings; it includes micro-impacts, such as changes in the thinking and practices of co-researchers.
- Develop approaches to involving community partners in defining and evaluating impact, including utilising and adapting established models of participatory evaluation.
- Develop alternative models of conceiving and evidencing impact as 'co-impact', taking account of participatory, collaborative and collective impact.

B2 The social work education curriculum in research focus

Chaired by: Dr A.N. Other

Room:

B2 Abstract ID: 278 Meeting points for Social Work and Social Policy: Curricula analysis and pedagogical experiences in the Portuguese context

Francisco Branco, Catholic University of Portugal; Prof. Maria Inês Amaro, ISCTE - University Institute of Lisbon

Background and purpose

The relationship social work-social policy is a foundational nexus of social work profession, present in the thought of the more prominent pioneers. Despite the different visions and approaches adopted facing the social and urban question, that relationship shaped the emergence of social work as profession (Branco, 2016).

Although their strongly contextualized nature (Healy, 2005 and Payne, 2006) and the different visions of social work purpose, the occupational reality nowadays configures social work as policy-based profession (Poppe & Leighninger, 2011; Amaro, 2015).

With this background, Social Policy is intimately connected with Social Work and consists on one of the major issues for Social Work education. It is through social policy teaching that social work students can develop not only competences in social policy analysis and policy practice, but also the critical reflexivity about their professional purpose and the political dimension inherent to social work values.

Nonetheless, it seems that different approaches to Social Work education address differently social policy teaching and its significance and place in Social Work curricula. Equally, not always social work students seem to be aware of the relevance of these two fields nor motivated for social policy learning, appearing that it is not evident why social policy is relevant for social work.

The research will explore how social work and social policy meet in educational settings and analyse innovative pedagogical experiences in order to shed light on how social policy is being taught to social work students and how innovation at this regard can increase awareness of the critical importance of the connection between both disciplines.

Methods

This research is part of an on-going action-research experience which is in development since 2015 in the field of Social Policy teaching to Social Work students.

The analysis will be based on the Portuguese experience. A curricula analysis is being undertaken in Portuguese universities in order to understand if, how and by what means social policy is integrated in social work curricula. A particular attention it will be paid to the curricula design, the courses syllabus and the learning approaches. Also case-studies will be developed concerning experiences of a "Policy Practice Lab", and "Students Debates" strategies, including the analysis of contents, results and students and professor testimonies.

These empirical studies are supported by a more comprehensive literature revision on teaching social policy.

Results

So far, we have been analysing the potential and limitations of the 'Policy Practice Lab', the "Students Debates" strategy (Keller et al., 2001) and enlarging the research corpus to portraying how social policy appear in Portuguese social work curricula.

Conclusions and implications

The action-research experience evidence emphasises the relevance to conceptualise, to experience and to evaluate new active learning strategies in social policy teaching.

With the new stage of research and the enlarging of research corpus we aim to contribute to a more effective social policy teaching and to disseminate innovative and creative pedagogical practices.

Key words: Social Work education, Social Policy teaching, Policy Practice Lab, Social Work and Social Policy

B2**Abstract ID: 386****Professional regulation for social work across Europe: a comparative examination of equity, transparency and control in fitness to practice proceedings**

Aidan Worsley, University of Central Lancashire; Jadwiga Leigh, University of Sheffield; Ken McLaughlin, Manchester Metropolitan University

This paper examines the personal and political changes that the recent and ongoing transitions in UK social work professional regulation – particularly around fitness to practice - have invoked. Between 2012 and 2018, social work in England will have had four different professional and regulatory bodies guiding and structuring its operations in an unprecedented era of central government control. Placing these changes in a European context, the paper focuses on how professional regulation around fitness to practice is constructed across Europe and what level of comparability in terms of experience and disposal can be determined.

Building on a trio of published peer reviewed journal articles, utilising external desk research, government and freely available public data, we outline the historical shifts of regulation, as the UK profession made its journey via the General Social Care Council, The College of Social Work, Health and Care Professions Council and the forthcoming Social Work England body currently under construction. Examining data (including notes of hearings) from the professional body website, we explore the 'make-up' of those social work practitioners subjected to fitness to practice proceedings where organisational issues (as opposed to personal behaviour) led, or were linked to referral, identifying common themes and attributes to the cases. Using data collected from semi-structured interviews with practitioners subjected to thematic analysis, we shall then report on the personal impact of these proceedings, including the considerable emotional toll which led to almost half of the respondents either consider suicide or have suicidal thoughts. What learning can we take from these experiences for professional regulation?

From there, the second half of the paper will examine the political context of professional regulation as, in England, central government work to develop a new body: Social Work England. How ought our experiences thus far, as a profession, influence this transition? Placing this in a European context, facing Brexit, we can examine what characteristics social work professional regulation takes on across Europe - and to what extent comparable practice issues are dealt with in an equitable way in different countries. In particular, three themes will be explored across key European settings; the role of organisational issues within the working structures of social work practice (the link, for example, between workload pressures and fitness to practice), the cost and efficacy of representation for those going through these proceedings and the emotional toll taken on those threatened, through these processes, with the removal of their licence to practice. Our conclusions seek to identify good practice in regulation to inform future transitions in social work professional regulation.

Aidan Worsley, Kenneth McLaughlin, Jadwiga Leigh; A Subject of Concern: The Experiences of Social Workers Referred to the Health and Care Professions Council, *The British Journal of Social Work*, (2017)0, 1-17.

B2**Abstract ID: 434****Exploring BME attainment gaps within social work and social care education**

David Nilsson, Kingston University and St Georges, University of London; Keith Davies, Kingston University and St Georges, University of London; Susan Watson, Kingston University and St Georges, University of London; Kathleen Henderson, Kingston University and St Georges, University of London

This presentation reports on an exploration of attainment gap issues for Black Minority Ethnic (BME) social work and social care students at a university with higher than average BME numbers. Promoting equality is fundamental to the ethics of our international profession (IFSW, 2017). Discovering an ongoing BME attainment gap within professional education is therefore particularly disconcerting for educators when they are also registered social workers and this potentially presents challenges in formulating objective interventions. The literature on BME attainment gaps identifies the multidimensional nature of issues believed to contribute to this problem (e.g. Berry & Loke, 2011; Sanders & Rose-Adams, 2014; Cotton et al, 2016). Intersectionality issues may include race/ethnicity and factors such as socio-economic status, gender, age, culture and religion (Stevenson & Wheelen, 2013). Researching this issue is also fraught with definitional problems (Singh, 2011) and theoretical differences (e.g. Lillis & Scott, 2007). Key approaches aimed at addressing BME student success have included multiculturalism, affirmative action, supporting transition, and addressing the role of culture (Stevenson & Wheelen, 2013).

Limited literature exists currently on attainment gap intervention specifically within social work education. Rai (2004), one of the few authors in the UK to examine BME attainment issues in social work education, identifies issues of language history and identity as significantly important for academic writing. Her research identified students concerns with identifying the 'hidden codes' represented by academic conventions. The predominance of 'essayist literacy' (Lillis, 2001) potentially further contributes to the challenges for BME students with more limited linguistic choices.

Professional courses within higher education also face particular challenges when balancing professional requirements and academic standards with the ethical imperative to ensure anti-oppressive practice.

This presentation addresses conference theme four, Social work education in transitional contexts and social work as transitional practice, in that the profession of social work and universities that provide social work education are both conceptualised as being in 'transition' as they evolve to respond to changing demography. The presentation will firstly offer a conceptual framework for examining BME issues, and secondly will outline particular identified opportunities and challenges faced by academic staff examining these issues within university settings. Lastly we will provide a range of suggestions for strategic interventions based upon our own exploration of experiences within our Social Work and Social Care Department. Several hypotheses are explored including the possibilities of curriculum and assessment bias, tutor support, literacy support, professional literacy expectations, utilisation of online learning platforms, and transitional issues into higher

education for first generation BME students. Available university demographic and achievement data will be explored as part of this process.

This presentation also seeks to contribute to the conference conversation about 'social work history, identity and practice in changing times and across varied contexts (ethnicity)(theme 1) and to have relevance for other providers of social work higher education courses across Europe as they consider issues such student engagement, support, and non-discriminatory assessment.

B2

Abstract ID: 759

Professional identity of social work – comparison of Czech Republic and Slovakia

Katarina Levicka, University in Trnava; Dominika Uhnakova, University in Trnava; Jana Levicka, Trnava University in Trnava

Background and purpose:

Professional identity of social workers is influenced by several factors. One of them is also the national context, including in particular the legislative and operational conditions in which social work is carried out. The aim of our research was to compare the professional identity of social workers from the Czech Republic and Slovakia, formerly one state. These countries have a common history of formation of social work as a profession. However, there are some differences between nationalities, but also between the legal conditions for the realization of social work. That is why we were wondering if these specifics will also be reflected in the professional identity of social workers. In particular, we have tracked the degree of identification with the profession of social work or representation of the role of social work in the countries concerned.

Methods:

A quantitative study was conducted, using a questionnaire designed to measure professional identity. The questionnaire focused at four areas: satisfaction with the profession, pride in the profession, the values of the profession and the perception of teamwork. The survey was attended by a total of 1370 participants who work as social workers. The printed form of the questionnaire was distributed to organizations and institutions where social workers are employed, e.g. to social services facilities, offices and departments in state sector, non-profit organizations, hospitals, etc. Participants could also fill in the online version of the questionnaire.

Results:

The degree of professional identity was different in the two countries surveyed. A higher degree of identity was found among social workers from the Slovakia. Differences between social workers are particularly evident in the roles they occupy, with workers from the Czech Republic playing a larger role as a counselor than workers in the Slovak Republic. On the contrary, the role of a therapist is represented in the Czech Republic to a lesser extent than in the Slovak Republic.

Conclusions and implications:

The completed study confirmed that local conditions have an impact on identification with the profession of social work. As important we perceive in particular the legislative specificities that determine the conditions for the realization of this profession, thus shaping its understanding among the executors themselves. Despite the fact that the Czech Republic and Slovakia have a similar history of the development of social work as an independent profession, its understanding is also greatly influenced by the way in which social work is represented and explained by its first domestic representatives, especially by academics educating other generations of practitioners.

B3 Ethical issues in research

Chaired by: Dr A.N. Other

Room:

B3

Abstract ID: 252

Beyond 'No-Touch Policies': Findings from an ethnographic study of the uses of touch in residential child care practice.

Lisa Warwick, The University of Birmingham

The topic of touch in residential child care is informed by a wide range of factors, including: a long history of abuse scandals, a contemporary context in which adult-child contact is increasingly interrogated and considered suspect, concerns over the appropriateness of touch for children and young people who have previously experienced abuse, and more recent debate (and counter-debate) over 'no-touch policies' wherein the absence of touch in residential child care has been highlighted as problematic. The use of touch in residential child care practice in the present is informed by a convoluted past and should be understood as a practice situated within changing times. The topic is emerging as an area of interest within residential child care literature, however, no sustained observational research evidence regarding how touch is

used in practice has been systematically collected. This paper therefore presents research findings from a 6-month ethnographic study – using participant observation, semi-structured and ethnographic interviews – of a residential children’s home, explicitly designed to address this gap in literature. In particular, the study was designed to explore what young people and residential workers thought about touch, how young people and residential workers navigated the use of touch in practice and any (in)congruence between the two. The fieldwork took place in a children’s home in England, approved to accommodate young people, both male and female, between the ages of 13-18. There were 25 participants in total (6 young people, 19 adults) and data were analysed thematically. The most significant research finding was that touch is unavoidable in contemporary residential child care practice. Accordingly, discussions surrounding ‘no-touch policies’ are frivolous and impracticable in the shared living and working spaces of residential child care. Further findings include that touch was often instigated by young people, rather than adult workers; that the amount of touch used varied significantly according to young person and adult; that multiple aspects of touch were informed by gender and gendered assumptions regarding both caring and sexuality; and that several conflicts and myths surrounding the use of touch in practice existed. In sum, uses and interpretations of touch are multifaceted: most significantly informed by the quality of relationship between the toucher and the touched. This paper concludes by discussing the practice and policy implications regarding the use of touch in residential child care: starting with the dismissal of the idea that ‘no-touch policies’ could ever feasibly be implemented, that touch must be understood as relational, and that choice regarding touch for children who have experienced abuse is crucial. Ideas for future research developing the topic will also be briefly proposed with regards to developing further research knowledge in this area.

B3 Abstract ID: 266 **Ethics are everywhere but nowhere! The role of the social worker in adoption**

Anna Gupta, Royal Holloway University of London; Brid Featherstone, Huddersfield University

In 2016/2017 the presenters conducted research commissioned by the British Association of Social Workers (BASW) into the role of the social worker in adoption in the UK with a focus on ethics and human rights. This project involved the use of a range of methods, such as interviews, focus group discussions and questionnaires. In addition seminars were held where different stakeholders engaged in dialogue with each other about adoption, ethics, human rights and social work. Almost 300 participants and 10 organisations contributed to the Adoption Enquiry. Of these participants, social workers and social work managers made up the largest group (just over a third); birth family members were the next largest group, then adoptive parents and adopted people. In addition legal personnel (lawyers and judges), academics, and related professionals participated in the Enquiry. A thematic analysis was conducted and the themes examined using the following framework developed out of engagement with literature on ethics and human rights:

- How was adoption discussed? Was it in terms of its rightness or wrongness in an absolute sense?
- Or was a more situated form of ethics used so that it was discussed in terms of its use in specific ways or in specific policy and practice contexts?
- How was the role of the social worker in relation to adoption discussed and evaluated? What aspects were highlighted as of particular concern ethically?
- Did respondents identify, directly and indirectly, human rights issues in relation to adoption and the role of the social worker?
- How did the researchers understand and locate the evidence presented in the context of the literature on ethics and human rights?
- Were there significant gaps in the discussions?

In this presentation we outline the remit and format of the Adoption Enquiry, reflect on the methods used, and present findings particularly focusing on how ethics were discussed. In some respects ethical issues were visible and named, but in other respects were absent (for example codes of ethics or specific ethical schools of thought). Drawing upon the work of Banks we argue for a situated view of ethics that places dilemmas and decisions in a broader social, political and cultural context and sees responsibility in a wider, more relational sense, beyond the isolated individual decision-maker. We also suggest that Weinberg’s work, in particular her exploration of the concepts of moral distress and ethical trespass, are useful for opening up possibilities for understanding and reframing many of the issues raised for social work in the current contexts of child protection and adoption policy and practice. Of crucial importance is the need to open up safe spaces for constructive dialogue between social workers and across stakeholder groups about the complexity of practicing ‘ethically’.

B3 Abstract ID: 420 **The ethics of consent and consensus in community social work**

Jeroen Gradener, Amsterdam University of Applied Sciences; Mike Kreek, Amsterdam University of Applied Sciences

The purpose of the presentation is to address the ethical aspects of consent and consensus in nowadays community social work. When engaging with local people, community workers face two challenges: (1) How can I get local people to agree to work with me; and (2) How can I get local people to engage in collective efforts? These questions reflect the search of community workers for a mandate from the local people, which enables them to be and stay engaged over time to improve neighborhood livability. Here, two perspectives have to be negotiated and renegotiated: the (sometimes highly variable) perspective of the community, and the perspective of the community worker

with his or her own intentions. In this negotiation, according to Berger and Luckmann (1967), a new “symbolic universe” needs to be created, one that is an expression of both the aspirations of the neighborhood and those of the community worker. This universe is the normative foundation for consent in terms of consensual action as a mutually agreed upon collaboration between the active neighborhood people and the community worker.

Creating and sustaining this ‘symbolic universe’ is not an easy task, with risks for the community worker to fail to merge his or her own professional interests with those of the neighborhood. In this presentation we will address how community workers instigate obtain such a shared symbolic universe as a requisite for consensual action. Here, we draw upon a number of case studies, from the Netherlands, South Africa and the United States involving in some cases professional and in other voluntary neighborhood workers.

Based on both topic and focus group interviews, as well on critical incident analysis, we will furthermore identify the ‘ethics’ of neighborhood work as rooted in consent of the local community. This consent both represents a strategic and instrumental condition for neighborhood workers to be able to function professionally. Consent also reflects the basis for an intensive and mutual engagement between the community worker and the neighborhood. The strategies of community social workers to create, expand and – ion necessary= restore consent will be presented are labeled as “applied phronesis”: dialogical encounters tapping into “peoples’ practical wisdom in dealing with both routine decisions and unexpected contingencies” (Flyvbjerg, Landman, & Schram, 2012, p. 48). Different types of applied phronesis will be presented, each of them linked to the specific interests, morals and knowledge of the local community.

This presentation contributes to the development of knowledge in how to work in, and with highly, versatile and “superdiverse” communities, with a great variety of cultural norms, and material and moral interests.

B3 Abstract ID: 565 **Normative and lived ethics in research with asylum seeking children and young people**

Riikka Korkiamäki, University of Tampere

Since the year 2015, approximately three and half million people have applied for asylum in the European Union countries. Nearly one million of those are children and young people under 18 years of age. The rapidly changing situation has created new needs for knowledge for social work practice and research: what should we know and understand about the life of these children and young people to provide them with support, wellbeing and quality of life in their host countries.

Alongside research on social service systems and social work practices, social work research is involved in relaying the experiences, feelings and needs of the asylum-seeking children. Consequently, debates on appropriate research methods and ethics have emerged (Block et al. 2013; Hopkins 2008; Kuusisto-Arponen 2016). Researchers (e.g. Kohli 2005; Kaukko et al 2017; NiRaghallaigh 2013) are finding traditional methodological approaches and understandings of research ethics insufficient, which calls for reconsideration of standardized methodology and formalized ethical guidelines and invites reflexive and relational approaches to ethics and methods in research with asylum and refugee background children and youths.

This paper studies how social work research can meet the newly emerging need for knowledge regarding asylum seeking and refugee children and young people in a respectful and sustainable way. In the paper, the contradictions and interfaces of (1) ethical review standards and (2) the particularities of the children’s past and present experiences are investigated with the concepts of normative and lived ethics. On the one hand, ‘normative ethics’ refers to the requirements of standardized ethical review procedures and their practical implementation. On the other hand, the concept of ‘lived ethics’ captures the relational and embodied performances that take place in the encounters between researchers and participants. It is suggested that the normative ethics produce certain kinds of actor positions that are renewed, reconstructed or transformed in the field research process where the ethics are lived together with the research participants.

The paper draws from a postdoctoral qualitative research with 29 asylum-seeking young people in Finland (Academy of Finland project SA285592, 2016-2018). After briefly presenting the conceptual background, examples from the research study will be given, firstly, to demonstrate the subject positions produced by the formal ethical review process. Secondly, through interview extracts and research notes it is illustrated how these positions are relived and/or renegotiated in the embodied interaction between a researcher and the participating young people. Finally, it is suggested that more attention should be paid to the lived ethics when conducting research with asylum seeking and refugee children and young people, and in social work research in general. While the normative ethical codes are needed to safeguard the children from harm, mistreatment and more emotional stress, they are not capable of governing the lived relations, feelings, emotions and expectations that emerge during and because of the actual encounters. In addition to research practice, the concept of lived ethics can be useful to social work practice, where the embodied encounters may direct the course of everyday life in a new country.

B4 Gender issues in social work research

Chaired by: Dr A.N. Other

Room:

B4 Abstract ID: 43 Breaking the Silence and Re-writing the Script

Carlette Groome-Matthew, Tobago House of Assembly

This paper examined the role of drama in the lives of four women. The researcher concluded that drama can be an avenue of healing and could be an effective means of social work intervention in communities as well as female empowerment. The participants in the study were able to, through the dramatic process; re-write their life's scripts by resolving paradoxes and conflicts related to the themes unearthed. The research examined the role of drama in the lives of four women living in volatile communities in Jamaica, who were each exposed to violence in one or multiple forms. The women were trained by Sistren Theatre Collective in the use of drama for education (edutainment) and were actresses in Sistren's street theatre drama group. Using their own personal and collective experiences, they used drama to raise social consciousness at the community level, about violence and other issues affecting women.

The study employed a narrative case study approach and was grounded in a constructivist paradigm (Schwandt, 1994). This paradigm was coupled with a basic interpretive qualitative method (Merriam, 2002) and the concept of the reflective practitioner (Schön, 1987,1991) provided the foundation for the analysis. Through individual conversations with the women, themes of abuse, resilience, self-esteem, and empowerment arose sharply. The women explored drama and understood it to be instrumental in healing different aspects of their lives. They were able to reclaim their voices which were once silenced by violence, through the immersion of themselves into the various characters. It also afforded them the opportunity to confront issues which were considered "taboo", thereby creating a safe space for discussion and expression. The researcher concluded that owing to the fact that drama is an integral aspect of the Caribbean culture, it can be used as an appropriate method of social work intervention.

B4 Abstract ID: 347 Girls' work: (How) does it contribute to the agency of girls in vulnerable circumstances?

Cynthia Boomkens, Amsterdam University of Applied Sciences; Judith Metz, Amsterdam University of Applied Sciences

Background and purpose

Governments in Northwest European welfare states promote 'active citizenship' (Verhoeven & Tonkens. 2013). Young people living in these welfare states face the assignment to develop their individual strength in order to be able to fulfill the expectations following from active citizenship. For girls living in vulnerable circumstances is this extra hard. Besides the transition to adulthood (Dunne et al., 2014; Metz, 2011), these girls face a form of marginalization as a result of deprivation or of a lack of skills, capabilities or possibilities and contradictory role expectations. Girls' work is a method of professional youth work that support girls with their identity development, so they are better capable of shaping their own lives now and as adults. Question that I will address in this paper is to what extent girls' work contributes to the development of individual strength of girls living in vulnerable circumstances. Individual strength is conceptualized as Bandura's agency(2006),that consist of four properties: intentionality, forethought, self-reactiveness and self-reflection.

Method

The paper is based on an online questionnaire that was administered to 393 girls who participate in 59 girl's work activities within 8 youth work providers in the Netherlands. The girls have the age between 10-23 years (Mean = 13.68, SD = 3.27) and live in deprived neighborhoods. Although 92% is born in the Netherlands, 74% has a mixed cultural background. From the girls who participate in secondary school, 72% follows vocational education and 28% higher education. Participation in girls' work is measured by the duration of participation in girls' work: less than 6 months, between 6 months and 1 year, between 1 and 3 years, more than 3 years. Because there is no scale available that measures the concept of agency according to Bandura (2006), we constructed it ourselves. Based on the exploratory factor analysis and reliability analyses, the scale has 13 items and is measured on a five point Likert scale ($\alpha = .833$).

Results

This study shows that participation in girls' work contributes to the development of intentionality of girls living in vulnerable circumstances ($F(3,391)=4.60, p = .004$). Furthermore, girls who received an individual approach are better capable to reflection upon their actions and the consequences of their acting than girls who only participated in group activities ($F(2,391)=3.10, p = .046$).

Conclusions and implications

The findings suggest that participation in girls' work contributes to the intentionality of girls in vulnerable circumstances, the first property of agency and an important step in the development of active citizenship. When vulnerable girls know who they want to become and how they would like to participate in society, they are able to shape their personal, social, civic and economic life (Bandura, 2001). In order to reach that, girls need to learn how to act upon their personal intentions. The findings, however, didn't show that girls' work contribute to the other properties of agency, suggesting that to support girls to shape their own lives, girls' workers need to contribute more to the other levels of agency

B4 Abstract ID: 438 Whose prison sentence is it? An evaluation of the 'Visiting Mum' scheme which supports children when visiting their mother in prison

Alyson Rees, Cardiff University; Eleanor Staples, Cardiff University

Background

The exact numbers of children affected by maternal imprisonment in the UK are unknown but the Prison Reform Trust (2015) indicate that around 66% of women in prison have dependent children under the age of 18 and at least a fifth were lone parents before entering custody. They also estimated that, in 2010, more than 17,240 children were separated from their mother through imprisonment (Prison Reform Trust, 2015), but only 9% of these children were cared for by their father while their mother was imprisoned. This is in contrast to 90% of mothers caring for children when fathers are imprisoned. Thus, children experience huge upheaval, often have to move home, change community and school. In Wales there is no women's prison and so women serve their sentence in England, at a further distance from home. Children have to travel great distances to visit their mother. 'Visiting Mum' was set up to provide support to Welsh mothers and children.

Method

The evaluation of the 'Visiting Mum' scheme involved a wide range of qualitative data collection. Three focus groups were held in the prison with children age 7-11, 11-15 and 16-18 years (n=12); visual and creative methods were used to facilitate their participation, including the use of sandboxes and timelines. Semi-structured interviews were undertaken with mothers in prison (n=17), those released from custody (n=8), carers (n=4), volunteers (n=4), social workers (n=10), prison personnel (n=3) and staff involved in the Visiting Mum scheme (n=4). All interviews and focus groups were transcribed, coded and analysed. Quantitative data was collected regarding the risk of self-harm and suicide, prison adjudications and re-offending for those women involved in the scheme.

Findings

The findings identified that the scheme reduces the anxieties of children; most children worry about how their mother is coping. Children feel less intimidated by the prison environment and the scheme improves the quality of the visiting experience. Children believe that the scheme has helped to preserve and in some cases strengthen their relationship with their mother. Children receive very little, if any support outside of the 'Visiting Mum' Scheme. Women feel that their mental health is improved; self-harm and adjudications are reduced for those accessing the service. Most mothers engage in remote parenting from prison, this is seen to be helpful for family re-integration upon release.

Beyond findings related to the scheme itself, the data revealed the way mothers experience a 'spoiled identity', and that the nature of the mother-child relationship means that the effects of a mother's sentence upon children can result in significant 'secondary prisonisation'.

Conclusion and implications

The study reveals a group of hidden, vulnerable children, about whom little is known and for whom there is no national strategy or support. Women released from prison face significant obstacles in picking up their mothering role. A prison sentence, regardless of how short, remains indelibly etched on the lives of children and mothers. The sentencing of mothers and the identification and support for children require reform of policy and practice.

B4 Abstract ID: 451 Reflecting on 'Mothers Apart': what have we learnt from this partnership project since 2014?

Linda Bell, Middlesex University; Sarah Lewis-Brooke, Middlesex University; Rachel Herring, Middlesex University; Lynne Lehane London Borough of Tower Hamlets; Sioban O'Farrell-Pearce, Middlesex University

Researchers and practitioners reflect here on our 'Mothers Apart' action project, based on a partnership between staff at Middlesex University (London) and the London Borough of Tower Hamlets. Debates about supporting birth parents whose children are removed due to child welfare concerns have been reported internationally. By 2014, several UK initiatives had been set up to support parents (particularly mothers) who experience removal of their children, including successive removals; similar initiatives trying to empower parents whose children experience out of home care have been reported elsewhere (e.g. in Norway, Slettebø, 2013).

As we previously reported at ESWRA conferences these developments led to London Borough of Tower Hamlets staff exploring possibilities for providing support to mothers experiencing successive and permanent child removal. These staff then approached researchers at Middlesex University to join them in a partnership action project, in which mothers' own experiences were considered a key element (Bell et al, 2016).

Project stages:

We interviewed 10 mothers in the borough who had experienced successive child removals. We conducted a literature review and visited similar initiatives as project background (all funded by Middlesex University).

Tower Hamlets staff then set up and funded a pilot support initiative ('Hummingbirds') for mothers experiencing loss and grief due to child removal, involving individual and group support, and drawing upon experiences of mothers we had interviewed (see Lewis-Brooke et al, 2017).

After the first cycle of 'Hummingbirds', Middlesex researchers interviewed staff working in the initiative and held an initial focus group with five women participants. Another focus group allowed us to further reflect on the initiative's progress. We identified similar issues to those revealed by Slettebø and colleagues (2013), for example: issues of power and control during group support; differing perspectives of participating mothers and workers; deep feelings of loss experienced by mothers; possibilities for involving fathers; significance of professional intervention alongside peer support.

Working in partnership on this action project has raised interesting issues about research processes, managing expectations and addressing project outcomes, as we discuss in our presentation.

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B5 Researching child protection

Chaired by: Dr A.N. Other

Room:

169: Social Worker Experience of Fatal Child Abuse

Lee Pollard, Sheffield Hallam University

This research project is an interpretative phenomenological analysis (IPA) of the lived experiences of four social work practitioners who have been directly involved in cases of fatal child abuse. The research examines how the tragedies impacted upon the workers in both personal and professional capacities and locates those experiences within the relevant organisational context and political context. The study reveals that all the workers were significantly affected in different ways by the tragedies and although there is some evidence of good practice, their emotional and support needs were largely ignored by the organisations in which they practiced. The study reveals that following the children's deaths, the support and supervision the social workers received was often inappropriate and inconsistent and the Serious Case Reviews that were undertaken further contributed to the isolation and blame already being experienced by the workers involved. The study introduces a new concept developed by the author. Termed the "personification of systemic failure", this concept highlights how such factors as media responses, organisational culture, working practices and the Serious Case Review system, combine to provide a means by which systemic failures are minimised and ignored in favour of attributing blame to the actions or inaction of individual social work practitioners.

357: Doublethink and the Doublebind: negotiating the protection/participation dichotomy in working with child sexual exploitation

Michelle Lefevre, University of Sussex; Kristine Hickle, University of Sussex

Professionals working in the field of child sexual exploitation (CSE) continue to struggle to find a way of ensuring young people's rights to participation and autonomy are heard and respected alongside their rights to safety and protection. There is a need to increase understanding not only of how and why professionals struggle to address these sometimes competing rights, but also how some practitioners find a way of working which feels respectful and acceptable to young people, whilst also addressing statutory safeguarding responsibilities. For professionals, making sense of why constrained options and ambiguous choices have led a young person to exchange sexual contact for benefits such as drugs, money, affection, or protection can be emotionally, intellectually and ethically challenging; they need to simultaneously respect their right to a say in decision-making and planning, and yet at times over-ride this to ensure safety. Grasping and integrating these

countervailing poles appears to constitute a threshold concept in effective work with young people at risk of CSE.

This paper explores these issues through consideration of data within a two year action research project in which a new child-centred framework for addressing CSE was piloted and evaluated in three multi-disciplinary sites in England. Data was collected from a range of professionals across all three sites and included: 28 inter-views, 19 observations of key strategic and operational meetings, and 261 online surveys.

Participants across all three sites were trained to recognise and meet the needs of young people experiencing CSE. However, across the data, professionals spoke of 'no-win' scenarios which left them in a 'double-bind', whereby acting protectively on behalf of a young person might alienate them, encouraging them to engage in further risky behaviours. The profound ontological, ethical, emotional and intellectual dilemmas around simultaneously 'seeing' young people's vulnerability and 'hearing' their voices and choices seemed to require a process of 'doublethink' on the part of professionals - 'The power of holding two contradictory beliefs in one's mind simultaneously, and accepting both of them' (Orwell, 1949). The complexity of this, following high-profile professional failings in CSE (e.g. Rochdale, Rotherham, Oxfordshire) was at times so troubling that there was a tendency for individuals and systems to retreat into a 'protection at all costs' mindset, with young people's right to privacy and autonomy inevitably made secondary, in a rather unproblematised fashion. Yet some participants could recognise the challenging nature of the double-bind and worked to achieve a more integrated position whereby voice and autonomy were given sufficient weighting alongside protection and guidance. Achieving a more integrated position of promoting all young people's rights required transformational learning and containing work contexts: manageable workloads gave time for relational practice to build trust; high quality supervision provided emotional support, a space to think and learn from cases, and a safer way of 'holding' risk; strategic leadership ensured the multi-disciplinary system surfaced disciplinary tensions and found a way of holding the competing tensions across a professional group.

362: Key Elements of a 'whole family' intervention for families experiencing domestic violence and abuse

Nicky Stanley, University of Central Lancashire

Background and purpose:

'Whole family' interventions for families living with domestic violence and abuse (DVA) are emerging and some international practice examples are available. This study reports a process evaluation of a pilot delivered in Northern England that aimed to work with all members of families experiencing DVA.

Methods:

The evaluation involved analysis of detailed accounts of practice from learning logs and case work-books as well as interviews with practitioners and family members.

Results:

The voluntary nature of families' involvement with the pilot, together with an explicit service philosophy of 'meeting families where they are at' appeared successful in engaging families. The Domestic Abuse Navigators worked flexibly, seeing family members together and separately, but there was evidence of lower levels of confidence in work with perpetrators. Co-work enabled skills to be transferred to other professionals and social workers increased their use of risk assessment tools in DVA cases. However, there was uncertainty as to whether interagency communication improved across local agencies and joint protocols and tools were slow to develop.

Conclusions:

This study is one of the first evaluations of 'whole family' interventions in DVA and it illustrates how, when additional resources and organisational support are made available, a non-blaming approach which families find engaging can be developed.

B6 Researching people with disabilities

Chaired by: Dr A.N. Other

Room:

471: Good social work practices with disabled adults and elders who live at home: more than provisions' delivery.

Francesca Corradini, Catholic University of Milan; Maria Luisa Raineri, Catholic University of Milan; Giulia Avancini, Catholic University of Milan

Background and purpose

In Italy, three main factors set the scene of social work practices with disabled people.

PRESENTATIONS

(1) Population is aging even more than that in other European countries, with an increasing number of elderly people with high care needs. (2) Italian social policies for elderly and adult disabled people are community- care oriented, but, within this framework, two different directions are followed. At local level, social services units are engaged in planning and providing personal care. But they struggle because of welfare funding cuts, which particularly affect local authorities. At a state level, dependent persons are eligible for economic benefits, without restrictions on how they can use that money. (3) This, combined with wider international dynamics, encourages private recruitments of unqualified paid caregivers, usually from East Countries.

So, the problems that social workers are daily coping with are progressively changing, and so the practices needed to address them.

The study explored these changes. Our hypothesis was that, in addition to traditional social work practice for standard provisions delivery, social workers are making other important and delicate contributions to maintain and improve the life quality of disabled elderly people. The purpose of this research was to identify these changing practice areas.

Method

The research was carried out in a district of Northern Italy of 72.000 inhabitants.

Semi-structured interviews were conducted with the five district social workers assigned to assist people with disability: each one was asked to describe some cases which s/he thought are examples of good practice. 32 case stories were collected, transcribed and processed through a thematic analysis.

In a second step, 10 cases were chosen and 10 group interviews were conducted for each one of them, with the participation of the main people involved (for example: the service user, his/her caregiver, other family's members, health and social care professionals). So, various points of view about each case were also collected and analyzed.

Findings

Results show that "good case" does not mean "simple case". Most people who asked for help from social workers had both physical and cognitive or psychiatric disorders. Many people were alone, or with their families and caregivers in severe life difficulties.

According to these case stories, social workers navigate bureaucracy and act as case managers (albeit not formally recognized) to combine, in a difficult puzzle, public provisions, voluntary services and private resources of the disabled person. At the same time, they consider the needs of other family members, to preserve or to improve relationships that play an important role for people wellbeing.

Interviewed social workers felt, and were viewed, like they are a key person for their clients, with a direct personal supporting role. This is in tune with an approach that goes beyond the applying of proceedings for standard provisions delivery. Such an approach considers relationships, collaboration, trust, respect of self- determination and promotion of interpersonal ties as pivotal elements for building an effective helping process.

625: Scotland for a while. Polish migrants as carers of people with disabilities: Preliminary research report from focus groups in Livingston and Edinburgh

Piotr Krakowiak, Nicolaus Copernicus University Torun; Beata Borowska-Beszta, Nicolaus Copernicus University Torun; Urszula Bartnikowska, Warmia and Mazury University; Katarzyna Ćwirynka, Warmia and Mazury University

This paper presents preliminary research results from an ethnographic and comparative research project (Spradley 1979 1980, Hammersley, Atkinson 2000, Angrosino 2010, Green, Thorogood 2004, Geertz 2016), planned for the years 2017-2020 in Scotland and Poland. The first research aim was to provide an in-depth understanding of carers' perceptions of their work. The specific problem of the part of the research analysed for the purpose of this presentation was to answer the question: How do Polish carers of the people with disabilities employed at homes in Scotland perceive their work? The second aim was to examine focus group interviews as the qualitative method of data collection within migrants from Poland. The purposive sample consisted of 50 adults, both sexes, aged 20-50 implemented legally as carers (social work assistants/caregivers) of people with disabilities in Scotland. The participants were Polish economic migrants working in Edinburgh, Livingston and were recruited in education, cultural and religious communities of Edinburgh & Lothian's. In the study the maximum variation samplings (heterogeneous sampling), and critical case samplings (Patton 1990, Kunzel, 1999) were implemented. The research team conducted 5 focus group interviews in Livingston and Edinburgh in 2017. During the data collection the researchers tried to adhere to ethical norms: all participants – prior to the interviews – gave their clear oral consent (Green & Bloome, 1997) to having the interviews recorded, transcribed, coded, stored and presented in the report. All focus group interviews were transcribed (Rapley 2010), analysed using the techniques of coding and categorization (Gibbs 2010, Flick 2010), domain analysis (Spradley 1979, 1980), and generating cultural themes (Spradley 1979, 1980, Ryan & Bernard 2003). In order to maximize the reliability of the research, the authors applied triangulation of the sources of data (Creswell

2009, Flick, 2010) and paid attention to negative cases, considering alternative explanations.

Results: The informants treat Scotland as a temporary place of living described as for a while, which can last up to 'a dozen or so' years. They treat the legal work of carers as higher in the hierarchy of jobs available for Polish migrants in Scotland. Such employment gives satisfying earnings. On the other hand, problems and barriers include: (1) using the English language (or, more precisely, the Scottish dialect), (2) cultural differences in the concept of care in Poland and Scotland, and (3) problems in relationships with family members who also are partial carers. Conclusions and implications: (1) There is a need to educate migrants from Poland on cultural differences related to the concept of care and support in Scotland. (2) Further research conducted among Scots, care recipients and supporters would be of great value in order to also understand their perspective of care. (3) Focus group methods of inter-viewing FTF or online is suitable for conducting research with purposive sample of Polish migrants in Scotland.

705: Challenging normality - hegemonic perspectives under scrutiny

Jutta Hartmann, Alice Salomon Hochschule Berlin; Barbara Schäuble, Alice Salomon Hochschule Berlin

Being professors with different specifications concerning diversity (gender/queer, race/migration) at a University of Applied Sciences, we presently are researching how hegemonic perspectives can be challenged in different fields of social work.

Social work's field of action comprises a large variety of different fields of practice. One common denominator is – apart from the tradition of standardizing and normalizing – that they represent results of social-politic compromises as well as an 'archive of social conflicts'. Within these, hegemonic positions are dominant. On this backdrop Social Work's standard programmes mainly focus on able-bodied, heterosexual and white German clients, thus excluding many other people.

But there are a lot of new approaches, too. How do they actually challenge normality and how do they nevertheless still transport hegemonic ways of thought? Do they basically centre on discrimination or how do they challenge social reality and power structures as well as Social Work's practice from a post-migrant or post-heteronormative perspective?

With selected examples from our research we want to give an idea about how practice concepts contribute to diverse ways of living (in terms of gender, sexuality, migration etc.) as social and cultural reality. We want to present a common speech and theory drawing from two research projects.

We will present ideas from the research project Viel*Bar, (Hartmann) which has been exploring the unique potential of the model project "All Included - Museum and School for sexual and gender diversity" in order to utilize it for a scientifically informed professionalization of educational work. "All Included" aims at working with children and youth on the variety of sexual and gendered ways of living using formats of museum education. This particular educational setting offers great opportunities for studying capacities, challenges and approaches which accompany the teaching-learning-setting and processes with regards to contents and methods. The empirical approach has been realized by triangulating qualitative methods, at the same time a participatory approach of action research allows for a direct qualitative improvement of the pedagogical work that is examined. Viel*Bar has been generating new insights in the field of social, political and museological education on gender and sexual diversity.

And we will focus on a second research (Schäuble) about professional conflicts in the field of refugee support work as a ground for contesting migration policies and nationally restricted social policies from below. Coming from discussions about social work's tendencies towards a neglecting and punitive practice, the project decided to focus on those social workers daily practices that seek to broaden options for clients and social workers. The project drew its insights from an interview study with motivated social workers. We will discuss the results as contributions to a theory on how post-perspectives and ethical/professional orientations fuel a professional readiness to engage in conflicts.

742: The impact of personal assistance on relationships between disabled parents and their children

Nicola Jones, University of East Anglia

PRESENTATIONS

Estimates suggest that approximately 12% of Britain's parents are disabled, and that 1.1 million households with dependent children have at least one disabled parent (Morris and Wates, 2006). Whilst growing numbers of disabled adults have active roles and responsibilities in raising children, they experience significant disadvantage and a wide range of barriers which inhibit their ability to parent (Office for Disability Issues, 2008). Existing literature about disabled parents highlights concerns about their capacity to parent and reveals a presumption that their children may become 'young carers' (Drew 2009). More recently, consideration has turned to the unmet needs of disabled parents, and how these may be best supported. This has coincided with the transformation of adult social care and implementation of personal budgets. A popular use of this funding is to pay for the services of a personal assistant (PA) (Waters and Hatton, 2014). Research suggests that personal assistance may be particularly suited to disabled parents (Olsen and Tyers 2004); it may also prevent children from becoming carers, however, very little research has been conducted into the lived experience and ongoing impact of this unique support relationship.

OBJECTIVES

This study will provide specific insights into the role of the PA in supporting parent-child relationships and:

- gain a comprehensive and nuanced picture of the varieties of experience;
- examine how the interactions of individual characteristics, approaches to communication, parenting styles and structures of employment influence outcomes for families and individuals.
- identify key factors which shape positive and enduring support relationships.

DESIGN

Qualitative methods are being used to examine the relationships between disabled parents and their children, exploring the significance, influence and meaning of the PA role in the intimate arena of family life. 30 participants were recruited across three equal sample groups: disabled parents, children, and PAs. Views were gathered by means of semi-structured interviews. Face-to-face meetings were held with disabled parents, and discussions with children were based around age-appropriate activities. Telephone interviews were conducted with PAs.

RESULTS/IMPLICATIONS FOR PRACTICE

Thematic analysis is ongoing. Early findings highlight the complexity, intensity and fluidity of relationships within families using PA support, and reveal the dichotomies and tensions embedded within these. Data suggests that parenting with personal assistance can enhance a loving and stable home environment, enabling disabled people to express their parenting choices, and enriching the lives of their children. Many support relationships are positive and helpful, however parents and children can worry about the long-term sustainability of these, and disruption to their lives when PAs leave. Negative relationships can also develop; these have the potential to be disempowering and create a barrier to parenting. Findings from this study can help inform honest discussions about the management and meaning of personal assistance relationships in family life; this will better prepare parents, children and PAs for their encounters, leading to more positive and enduring partnerships.

B7 Social Work with Older People 1

Chair:

Room:

324: Ethical issues in self-funded care for older people

Mo Ray, University of Lincoln; Lizzie Ward, University of Brighton; Denise Tanner, University of Birmingham; Llinos Jehu, University of Birmingham; Claire Markham, University of Lincoln; Phil Locke, University of Brighton

The numbers of older people funding their care in England has significantly increased within a context of transformations in statutory social care, the Care Act 2014 and the impact of austerity and cuts to public funding for care. Older people's perspectives of self-funding are virtually invisible both within a policy and research context. Instead debates are traditionally dominated by managerial concerns of resource allocation and the commodification of care. This paper presents preliminary findings from a three-year project funded by the Well- come

Trust and located in Brighton and Hove, Solihull and Lincolnshire. The project sets out to understand the lived experiences of older people as they navigate the processes of purchasing care services as well as the perspectives of key stakeholders, such as social workers and the social care workforce. The study is underpinned by an ethic of care and the principles of co-production. Older citizens are involved in the design, fieldwork and interpretation of the data. A series of knowledge exchange meetings in each of the three research sites are planned as a key element in the research process. The knowledge exchange groups bring together older people, commissioners, providers, social work and social care practitioners and academics to develop a dialogue between different perspectives and are an important way of generating understanding by learning together. The focus of this presentation is to reflect on the development of the knowledge exchange meetings and the iterative relationship between developing fieldwork with older people who are paying for their own care and the stakeholders involved in the knowledge exchange process.

335: Looking for needs. Teaching critical reflection in social work with the elderly

Sofie Ghazanfareeon Karlsson, Mid Sweden University

In recent decades, neoliberal reorganisation of the welfare state has influenced both the practices in social work and the organisation and context of social work education. This has resulted in social work emphasising managerial goals, strongly influenced by New Public Management, and social work reduced to a reified set of skills devoid of theory, context and critical analysis.

Developing pedagogical tools in order to improve students' self-reflexivity and critical knowledge is thus crucial to social work education, if we want to live up to the values of social work; promoting social change and social development and understanding vulnerability.

The focus of the current study was on uncovering and challenging power dynamics in 106 social work students' aid assessments in elder care at a university in Sweden. How do students, with a focus on critical reflection, understand and interpret the concept of social rights and assess needs in three vignettes of senior citizens? The reflexive process was conducted in three steps, according to Schön (1987) and the results from written material and group discussions of the study were analysed by means of a content analysis by focusing on repetitions, dominant themes, similarities and differences in response.

Findings show that in the first two steps of reflection, students interpreted needs expressed in the vignettes out of prejudice and assumptions on ageing taken for granted. This resulted in a majority of the students interpreting the older persons' expressed needs and obvious living conditions in an unintended or unnoticed way. In the third and final step of the reflection, taking part in the group discussions, where students tried to adopt an aware critical self-reflection approach, they became concerned and reflexive about their interpretations, as they used both their knowledge of intersectional approach and theories of critical social work.

This study shows the possibilities social work education has in terms of working with pedagogical exercises to increase students' awareness, insight and critical knowledge, and how important this is, as it can help us and the people we encounter in social work reduce oppression and counteract neoliberal changes. In a time when social work is affected by neoliberal managerial solutions to social problems, working with a critical self-reflection approach in social work education is more important than ever.

374: OLDER MEN AT THE MARGINS: A STUDY OF OLDER MEN'S EXPERIENCES OF SEEKING SOCIAL ENGAGEMENT AND COMBATING LONELINESS IN LATER LIFE.

Paul Willis, University of Bristol; Patricia Jessiman, University of Bristol

Background and aims: Social isolation and loneliness are prominent concerns for older populations in the UK and these concerns are currently heavily publicised across popular news media. Studies have estimated that the prevalence of loneliness amongst the over 65s has remained largely constant in the past five decades with between 6-13% reporting feeling 'often' or 'always' lonely (Victor, 2011). Estimates of the prevalence of social isolation for older persons vary between 11-14% (Windle et al., 2011). A greater percentage of older men (50+) report moderate to high levels of social isolation in comparison to older women, and older men are less likely to have monthly contact with friends compared to women (Beach & Bamford, 2015). Yet there remains a dearth of research into social interventions that seek to alleviate loneliness and social isolation in later life, particularly amongst diverse groups of older men. This paper reports on a qualitative study that aims to identify ways of alleviating loneliness and reducing isolation for older men (65+) across four hard-to-reach and marginalised groups: 1) older men living in rural areas who are single or living alone; 2) older gay and bisexual men who are single and living alone; 3) older men who are carers for significant others; and, 4) single older men (65+) who do not belong to the above three sub-groups. The research was

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conducted in partnership with Age UK with the broader objective of informing the development of group and community-based services for diverse groups of older men.

Methods: Over the course of 2017, 80 men (20 from each of sub-group) took part in a semi-structured interview which included a social convoy mapping exercise to identify the scope and strength of their social networks, as well as any participation in formalised interventions. Through purposive sampling, participants were recruited via existing groups and community-based services seeking to alleviate loneliness and isolation for older people in South and South West England.

Findings and conclusion: In this paper we present initial thematic findings from the project, and discuss how these contribute to our understanding of the ways in which marginalised groups of older men experience social isolation and loneliness. We also describe the methods older men adopted to maintain social engagement and social participation in later life. These include participation (and the barriers to participation) in formalised interventions targeted at reducing loneliness. Finally, we discuss the implications for social work with older people and the role of adult care social workers in identifying indications of loneliness among older men from marginalised groups and supporting men to maintain social networks in later life.

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388: How Are People with Dementia Involved in Care-Planning and Decision-Making? An Irish Social Work Perspective

Sarah Donnelly, University College Dublin

In recent years there have been policy and practice advances in the protection of the rights of clients with dementia in Ireland, and internationally. There is, however, little evidence about whether these policies and principles are effective if traditional paternalistic approaches to decision-making are being challenged (Donnelly et al., 2016). In Ireland the recently passed the Assisted-Decision Making (ADM) (Capacity) Act (2015) will lead to the introduction of robust, statutory framework for supportive decision-making. This means that people with dementia will no longer be assumed to lack capacity to make decisions, including decisions about their care. These are the legal and policy contexts in which the following study took place.

The study involved two cross-sectional phases of data collection. The first was an on-line survey of social workers across the Republic of Ireland, eliciting responses about the nature of caseloads and decision-making responses during the month of June 2015 (N=38 social workers reporting on the experiences of 788 older people). In addition, semi-structured telephone interviews were conducted with social workers working in the nine Community Health Organisation areas in Ireland (N=21). Quantitative survey data was analysed using SPSS statistical software to produce descriptive and bivariate results. The qualitative analysis utilised an interpretive, inductionist approach (Kuczyński and Daly, 2002).

People with dementia were found to be high users of social work services, accounting for 44.5% of the client group. Social workers reported that there were no standardised approaches to how Health and Social Care Professionals (HSCPs) involved people with dementia in care planning and decision-making. Overall, they clients were more likely to be excluded from decision-making processes due to: (i) assumptions that they lacked capacity; (ii) family members preferences that the person was not involved; (iii) communication difficulties; (iv) time constraints; (v) little or no opportunity given; or (vi) the person delegated decision-making to others. Good practices were identified through multidisciplinary team approaches and formal care planning meetings facilitated by social work practitioners.

These findings indicate a great deal of variability in how people with dementia participated in decision-making around their care. Importantly, they suggest that services are not well prepared to meet the stringent expectations about supported decision-making that is implied by the implementation of the Assisted Decision-Making Act (2015). This highlights a training gap and the need for appropriate guidance and education for social workers and HSCPs. The findings also suggest that a thoughtful approach to working with families can enable people with dementia to have more fuller involvement in decision-making about their lives.

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B8 Researching asylum seekers and refugees

Chair:

Room:

524: Unaccompanied Refugee Minors' transit experiences: a cross-country research

MARINA ROTA, Ghent University; Oceane Uzureau, Ghent University; Malte Behrendt, Ghent University; Sarah Adeyinka, Ghent University; Ine Lietaert, Ghent University; . Ilse Derluyn, Ghent University

According to the European Migration Network Annual Report 2016 on Migration and Asylum, the number of asylum applications submitted by unaccompanied minors (UAMs) in the EU that year reached 62,453. 90% of them concerned children aged 14-17. Although forced migration is known to considerably impact Unaccompanied Refugee Minors' (URMs) psychological wellbeing, little is known about the longitudinal psychological impact of URMs' transit experiences during their flight.

The objective of this research is therefore to study the psychological impact of experiences occurring during URMs' flight in relation to past traumatic experiences in the home country and to daily material and social stressors in the host country. Special focus will be placed on the observation of the diversity of their experiences while fleeing from home as well as the evolution in their wellbeing.

This project uses an innovative methodology by combining different approaches in a mixed-methods and multi-sited, cross-country longitudinal design. It takes place in four different countries (Libya, Italy, Greece and Belgium) with interlinked studies. In each country a combination of qualitative and quantitative methods of social work research is being used, including participant observation, in depth interviews and self-report thematic questionnaires of 100 URMs per country, aged 14-17. The initial interviews are taking place in diverse settings, including first reception centres/"hotspots", detention centres and shelters for URMs. Follow up interviews with the same minors, some of whom may be residing in a different country or centre, will take place for a period of 18 to 24 months.

The speaker will present outcomes of the first part of the research, bringing to light the flight experiences of URMs in different settings and countries (transit or first entrance and destination), contemporary psychological wellbeing status, and the minors' expectations and hopes for their future. She will also introduce the methodology used, focusing on the practical implications, obstacles and challenges faced and steps taken to overcome them. Additionally, another feature of the project concerns the required profile for researchers in such projects, including their qualitative and quantitative research skills, practical field work experience with UAMs, and ability to approach and motivate minors to participate.

541: Meeting the Challenge of Brexit: Improving Social Work Practice with Recent Migrant Families in the United Kingdom

Siobhan Laird, University of Nottingham

Recent migrants, defined as those with less than five years residence in their host country, have been identified in the research literature as most at risk of insecure housing, overcrowded accommodation, low wage employment and ineligibility for welfare benefits or public services. As the United Kingdom negotiates departure from the European Union and in the light of the explicit and more covert policy positions being adopted by the British government, already restricted entitlements are likely to be further limited after Brexit. This study employed a critical case research approach to examining a sample of Serious Case Review reports involving migrant families. Such reviews are conducted whenever a child who is known to health or social care agencies or universal public services is killed or seriously injured, in order to learn lessons for the prevention or reduction of contributing factors. Although these Serious Case Reviews investigate extreme instances, precisely for that

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reason they often foreground normally hidden, yet underpinning, assumptions and processes in relation to work with migrant children and their families. A systematic analysis of this sample of Serious Case Reviews revealed a range of inadequacies in social work practice with migrant families. These revolved around welfare entitlements, substandard accommodation, housing instability, child care arrangements, language barriers, cultural competence, and the impact of deprivation. This paper concludes by exploring how social work practice can be improved to meet the new challenges of intervention with both EU and non-EU migrant families residing the United Kingdom with fewer welfare entitlements and more restricted rights after Brexit.

600: Family, religion and integration - Implications of female refugee minor's religious practice in family care homes

Elin Ekström, Jönköping University

This study aims to explore how religion affect both the interaction between unaccompanied female refugee minors in Sweden and their assigned family homes, as well as their integration in a Swedish secular society based on protestant heritage.

As the number of unaccompanied refugee minors arriving in Sweden increased between 2014 and 2015, from about 7000 to 35 000, the welfare services in Sweden faced new challenges that affected both newly arrived immigrant youth and those who were already in the care of the social services. Girls and young women have so far been underrepresented in both the Swedish media debate and academic research. Thus, little is known of what experiences, challenges and opportunities they face after arriving in Sweden. They are often placed in family care homes rather than residential care units.

Family care homes are an important supportive structure for integration, but also a complicated social arena, bordering on both the private and the public sphere, being inhabited by strangers in a supposedly private, homely setting.

According to previous research, religion can play an important role during migration and integration into new societies. From the perspective of the Social services in Sweden, religion is considered as a private matter and thus, something that is dealt with at home or in the family. Though, for a child placed in a family care home the family might not be considered as private. Furthermore the rest of the family may have other views on religion than the unaccompanied minor(s).

The research questions for this article are; how does religion and religious practices affect relations and inter- actions between the minor and the family home?

Methods

This is a qualitative study based on in depth interviews with 15 young women age 15-20 who arrived in Sweden as unaccompanied minors. The informants originate from different countries in the MENA region, they make up a heterogenous group as they speak different languages, have different cultural and socioeconomic back- grounds and different experiences of migration. However, they share some common traits made up by their experiences of interacting with the Swedish society and Swedish authorities.

Results

Preliminary results from the study show that these young women are striving towards being a part of what they perceive as Swedishness. Still they don't want to give up their religious identity, even though they can give several examples of facing obstacles in merging these identities.

Conclusions and implications

For professionals in social work understanding the role religion plays in the interaction between a minor and their family care home might contribute to finding family care homes that can become sustainable solutions for the minor. It can contribute to avoiding conflict and replacement which uproots the youth and instead contribute to finding a safe, well-functioning space that facilitates empowerment and integration.

626: Everyday life of accompanied minors in asylum centres in Switzerland

Clara Bombach, University of Zurich

In Switzerland accompanied minors depend on the asylum status, social benefits and also places to live of the adults, often mother and/or father, they fled with. In comparison to unaccompanied minor asylum seekers, those who are accompanied do not have access to special regulations, particular child-centered support by professional staff of carers. Until today, although accompanied minors are the vast majority of children fleeing, according to UNHCR (2016) the vast majority of the 28 million minors, they are not at the centre of interest of recent research and little is known about their everyday life and well-being (Eisenhuth 2015, World Vision & Hoffnungsträger Stiftung 2016). Recent debates shed light on the limited scope of action of the children living in big groups of families and single men in factory halls outside city centres, in housing that is not child-appropriate and does not take into consideration the particular needs of children (Widmer 2016, Muri 2017). A study from Germany comes to the conclusion that asylum centres are not “appropriate places to live and grow in” for children (World Vision & Hoffnungsträger Stiftung 2016). According to UNICEF (2016) in the countries they arrive after fleeing they are often exposed to discrimination, xenophobia, unfair treatment and mobbing.

In my PhD I am examining the everyday lives of children in Swiss asylum centres. Childhood theoretical concepts in regards to subject and context are the basis of the analysis of asylum centres as particular places and environments of growing up (Meyer 2012). The field is approached via an ethnographic life-world perspective, a social area analysis will be conducted with the support of the children, in interactive workshops children outline their understandings of how they live, what they experience in their everyday lives (Honer 1993, Muri 2014). The theories of social places, power and knowledge by Foucault as well as Goffman's analysis of the “total institution” are the basis of analysis. Concepts and theories and socio-spatial research from cultural sciences (e.g. Muri 2008) as well as theories of life worlds and places and environment to grow up in appropriate for children (Thole 2000, Meyer 2012) guide the analysis of interviews with children, parents and professionals.

In the oral paper I'll present preliminary results from interviews with social workers and volunteers working with children and families in asylum centres in Switzerland, who share their experiences of working in a fastly changing and highly political field lacking of standards, concepts and financial support for their often contradictory orders and aims as Jurczik (2016) shows.

B9 Researching the social work profession

Chair:

Room:

753: “Voluntary work: it's all about recognition”

Mariëtte Verhagen, University of Applied Sciences Fontys

Background and purpose:

The Dutch welfare state is in transition. Dutch policymakers dictate new roles for social workers and citizens. Someone who needs assistance must first seek help from the people around him. Only when fellow citizens can't provide any assistance a social worker is needed. This is laid down in a law called the Wmo, a law that stimulates active citizenship in the form of informal care and voluntary work. Volunteers are defined as active citizens helping others within an organized environment not being paid and doing it voluntarily. There is another law that intervenes with this so called Wmo. This law is called the Participation law and its main focus is stimulating labor participation and social participation for citizens with a great distance to the labor market. Voluntary work is seen as an important mean for reaching this goals. Recent studies indicate that the current generation of volunteers is characterized by a huge diversity of backgrounds, motives and skills. What does all these developments mean for organizations caring for vulnerable people who has to cooperate increasingly with volunteers?

Research method, results & conclusions:

Our research (2012–2015) focused on the way volunteers and social workers interpret their own and each other's role in a community centre for group-oriented day-to-day activities for vulnerable clients. This qualitative research consisted of 15 participative observations and 30 in-depth interviews with cooperative professionals, volunteers and clients. The outcomes of this exploratory research showed us the importance of recognition and appreciation in the cooperation between volunteers and social workers. It seems important to realize that from both sides it's a relationship of giving and taking.

Content paper presentation

This presentation starts with a story based on a participatory observation. An example of someone who starts as a volunteer within a care

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institution, but it doesn't work out as expected. . . Social workers and volunteers may have a different interpretation of the role and value of a volunteer and these different perspectives can adversely affect their mutual relationship. There are many grounds for confusion and frustration nowadays. A theory that helps us understanding this more, is the theory about framing and feeling rules (Hochschild based on Goffman). These framing and feeling rules influence the interactions between people and the way they play their part in daily life, for example as a volunteer cooperating with a social worker. Thereby framing rules define the emotional meaning of situations, whereas feeling rules define how we should feel in different situations. The current generation of volunteers has other expectations than before, but also organizations have different expectations and conditions. In this paper session we will explore the way in which we saw role tensions and role confusion between volunteers and social workers. How can they work together in a way everyone can contribute at his or her own way? Because isn't that what everybody wants in the end: being recognized as a human being with a worthy contribution to the whole?

790: When do employers hire people from vulnerable groups in ordinary jobs? Transitions in social work towards partnerships between the employment system and private/public workplaces

Mikkel Bo Madsen, Metropolitan University College; Ulla Søbjerger Nielsen, Metropolitan University College

In the highly developed Western democracies, large numbers of people with social and health related problems and other vulnerabilities seem to be unable to gain a foothold in the labor market. In many ways they risk social and economic marginalization. Even though many people from these groups aspire to job and labor market integration, several decades of active labor market policies have largely failed in providing jobs for the vulnerable.

Even though there is a general lack of research on effective employment measures targeted people from vulnerable groups, recent research seems to indicate that regular workplaces can play important roles in the task of integrating vulnerable people in the labor market (Ekspertgruppen om udredning af den aktive beskæftigelsesindsats, 2015; Graversen, 2012).

Politically, the idea of involving the workplaces closely in the active labor market policies targeted vulnerable groups has been embraced in Denmark as well as in other developed welfare states (Ingold & Stuart, 2014).

Not much is known in detail, however, about how workplaces and workplace activation may help people from vulnerable groups to approach the labor market or even get a job. What are the potentials, the barriers and the conflicts? What tasks and roles can the workplaces undertake?

In the present research, we have investigated 66 non-standard hiring processes ending with the hiring of a vulnerable long term unemployed person for a permanent full time or part time job in a private or public workplace. In our research we ask how the hiring came about? What assisted its success? And what barriers were there?

From the empirical evidence we show that the taking on of an employee is best understood as the culmination of a relatively long process or sequence of events. The hiring process is characterized by financial, legal and other forms of support from the employment system and socially by employers, co-workers and other actors. This article contributes empirically and theoretically to the understanding of these supported hiring processes. Empirically, we illustrate which factors assist a hiring on ordinary conditions and which barriers have to be overcome before a hiring decision is made to take on the potential employee for a permanent position. Theoretically, we offer a conceptualization of supported hiring processes versus market based hiring processes. Our theoretical offering combine sociological theory on hiring processes (e.g. with grounds in Granovetter (1973, 1995; Quinto Romani & Larsen, 2010)) and newcomer socialization theory (Ashforth, Sluss, & Saks, 2007; Kammeyer-Mueller, Wanberg, Rubenstein, & Song, 2013).

The article addresses the conference theme of social work in transitional contexts and social work as transitional practice, exploring the increasing trend for welfare states to carry out employment oriented social work in partnership/cooperation between private/public enterprises. Further, the article discusses potential power problematics and conflicts that may arise when workplaces undertake tasks and operations, which professional social workers in the employment services usually perform.

796: "Don't you know, they're talking 'bout a revolution" – discourses of power, language, identity and substances

Håvard Aaslund, Oslo and Akershus University College

Background and purpose:

In times of austerity the Norwegian government, as well as many European countries, calls for extended volunteerism and user participation in social work and social policy. Parallel of this, several new interest groups in the field of drugs and substances have emerged in Norway and across Europe. The focus seems to be quite similar; harm reduction, participation and policy change. But the discourses are of quite different natures. What discourses are apparent in the field of user participation and substances? How are these discourses enabling or suppressing participation and change?

Methods:

The study is framed within a participatory action research methodology. The aim was to start a resident man- aged temporary housing project for people with a problematic relation to substances. At the same time the ambition was to study challenges and possibilities in the process. The project includes a volunteer center, homes and several social entrepreneurship projects. An early focus was to change the

language and public perception of people with a problematic relationship to substances.

The research design is developed in collaboration with professionals, interest group representatives and participants in the project. Data is gathered by participatory observation, interviews and document assessment over a period of three years, covering project initiative, planning, and implementation. Analysis is conducted by the author and validated in cooperation with participants.

Results:

By raised consciousness the main barriers were identified as the “social work language” and “the institutionalized mindset”. Both were seen as barriers to achieving the project goals. This galvanized a process of identity work to change the language and identity of the participants, both through concrete information and language work, and by setting the example they wanted the public sphere to see. At the same time, several discourses existed side by side in the process. Some more dependence-oriented and some more human rights-oriented. This led to constant discussions and negotiations in the process.

Conclusions and implications:

The study shows the importance of work to raise consciousness and identity work in projects aiming at participatory democracy and innovation. It also highlights the importance of discourses in social work, and how social work discourse can be counterproductive in facilitating participation and democracy, even if policy is set out to implement such goals. Also, research can cement undemocratic power structures and patterns of participation if not critical about language and categories used.

818: Securitising Social Work: safeguarding, extremism and radicalisation.

Jo Finch, University of East London ; david mckendrick, Glasgow Caledonian University

This paper relates to the theme of social work in changing political landscapes, not least social work policy and practice in times of terrorism and extremism. The global threat of terror related atrocities continue to affect many countries worldwide and Europe has seen a growing number of terrorist attacks.

In the UK, the PREVENT policy, one strand of the UK’s overall counter-terrorism policy, has had a difficult history, with Thomas (2010) referring to it as failed and friendless and other commenters referring to the policy as toxic (Versi, 2016). In 2015, the Counter Terrorism and Security Act became statute and requires many front line professionals, including social workers, teachers and prison officers for example, to work within the PREVENT agenda, which aims at identifying those at risk of radicalisation and extremism, and second, prevent people from being drawn into terrorism.

In light of above, the paper considers a potential new direction of travel in Social Work practice in the UK and we suspect, may be a feature of social work practice in other European countries. We explore what we have referred to as elsewhere as “securitised safeguarding” (McKendrick and Finch, 2017). That is, increasing securitised practices being enacted in social work policy and legislation. We argue that such securitised policies are influenced by Neoliberal and Neo-conservative ideas that perceive particular individuals as “insurgent” (Sabir, 2017) living in areas of the country that are spatially segregated (Wacquant, 2008; Crossley, 2014) and removed from the self-actualising instruments of society. This is particularly evident in the PREVENT agenda, which require social workers to work within the PREVENT agenda, and to “safeguard” those at risk of radicalisation and extremism.

We argue however that far from a traditional welfare safeguarding position, which we argue could be defined as the a traditional tension of coercive power being used in an inclusive and empowering way; social workers instead may be engaging in a form of securitised safeguarding, where issues about national security come before the needs of children and families. The term safeguarding, we argue, has been co-opted into this new policy realm, with powerful state actors applying a narrative of “common sense” (Gramsci) to justify an intensification of restrictive and coercive practices. Such “thin narratives” may serve instead to divert social work away a position which seeks to understand “the impact of injustice, social inequalities, policies and other issues”.

We suggest that now more than ever, in the understandably unsafe environment, many of us live in, with the very real threat of terrorist attacks, that it is vital for social workers across Europe, to reengage with the professions emancipatory roots, and apply critical theory to understand why equality, anti-discriminatory practice and a commitment to a full understanding of people’s lived experience as possible.

B10 Methodological challenges: evidence based practice

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12: Defining Evidence-Based Practice: The Perspective of Practicing Social Workers in the U.S.

Jill Chonody, Boise State University; Barbra Teater, City University of New York

Background and Purpose: Evidence-based practice (EBP) is an essential component of social work and involves the process of considering interventions found to be effective through rigorous research methods, the knowledge and expertise of the practitioner, and the client's values and preferences. It is important to note the difference between EBP as a process (or a verb) and empirically validated treatment or evidence-based interventions (EBI), which is a product (or a noun; Williams & Sherr, 2013). EBIs are specific interventions found to be effective, or "evidence-based" whereas EBP is a process where EBIs are considered a critical aspect of the process, but are weighted against the expertise and client values (Jayne, 2014). Despite the integration of EBP within social work education and the examination of the extent to which social workers engage in the EBP process, an exploration of how they understand and define EBP is lacking. This study sought to garner a better understanding of the way in which practicing social workers defined EBP.

Methodology: Qualitative and quantitative data were collected through an online survey. The responses of 137 social work practitioners who provided a definition of EBP via an open-ended question were analyzed. Content analysis was used to code these responses whereby themes were generated based on participants' definitions. Each response was classified as to whether it was process or product focused, and categories were created for the data by grouping words and phrases that represented similar ideas together.

To contextualize the qualitative responses, three single-item quantitative indicators were used: (1) "To what extent do you consider yourself an evidence-based practitioner?"; (2) "To what extent should practitioners apply the evidence-based practice process in social work?"; and (3) "To what extent did your social work education prepare you to use evidence-based practice in your practice?". These items were analyzed descriptively.

Results: Participants overwhelmingly defined EBP as an intervention or product (77.4%). Only 10.2% defined EBP as a process. Participants who described EBP as a process were more inclusive in their definition, aligning more closely with the meaning of EBP within social work practice. For participants that defined EBP as a product, they primarily included either research methods or outcomes in their definition.

Most notable in the descriptive findings was that those practitioners who described EBP as a process had on average of 20+ years of practice, while those in the "product" category had an average of 12-14 years. Also, those practitioners in the process group had the lowest rating for educational preparation for EBP.

Conclusion and Implications: These findings should be considered in light of the profession's commitment to self-determination and practice that considers the client from a holistic perspective. Presenting the client with treatment options while balancing this against the training and expertise of the practitioner and/or available referral resources within the community are essential to creating a collaborative working relationship. The prevalence of this limited definition in our data suggests that social work education may need to further reinforce the process aspect of EBP.

326: Institutional logic perspective on the implementation of evidence based methods

Inge Storgaard Bonfils, Metropolitan University College

In today's era of globalization, the challenge of translating knowledge into practice is universal. Evidence-based methods, developed in the liberal welfare states of the US, and the UK have spread to other Western countries, and questions regarding how to implement these methods in other welfare systems are raised. One example is the Individual Placement and Support (IPS) approach, developed in the US in the 1980's. IPS is a supported employment method targeted towards people with severe mental health problems. The method is based on the integration of employment services and mental health treatment teams. Although the IPS approach has become a widely recognised evidence-based practice, several studies shows that the implementation of the method is a complex process, influenced by various factors such as; the welfare system, national policy, local organisational strategies, and the attitudes and cultures of the professionals (Bonfils et al. 2015).

This presentation focuses on the implementation of the IPS method in a Danish welfare context. The paper examines how institutional logics theory can be applied to the implementation process. Within the organisations involved in the process of implementation, institutional logics

determine what practices and symbolic constructions are acceptable or unacceptable. Insight from institutional logic theory can explain factors facilitating or challenging the implementation of IPS in Denmark. The study is a multiple case study from four IPS Danish settings, that builds on document-analysis and interviews with stakeholders. Empirical data have been analysed using content analysis.

The study shows how the implementation process is challenged by the institutional logics of the organisation of employment services and the mental health treatment organisations. The traditional employment services are built on a “train-place” logic, which challenges the IPS method's “place-train” logic. Furthermore, traditional employment services support methods that are more generic, challenge the sustainability of a specialised employment service such as IPS. The mental health organisations are dominated by the logic of lean techniques. Time spend on IPS activities are at risk of being defined as waste that should be removed. By telling stories of participant success, IPS can create a logic about the model as a value-adding step, in the process of participant's recovery.

The study points to the importance of considering the context of the welfare system when implementing evidence based methods. This is in line with Meyers et al. (2012) Quality Implementation Framework that shows how successful implementation is determined by the degree of fit between the evidence based intervention and the contextual setting. Research into the institutional logic of the organisational settings, can support knowledge of barriers that should be addressed before implementation begins.

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Meyers, D. C., J. A. Durlak, and A. Wandersman. 2012. The Quality Implementation Framework: A Synthesis of Critical Steps in the Implementation Process. *American Journal of Community Psychology* 50 (34): 462-480. doi:10.1007/s10464-012-9522-x

345: Research Methods founded within ‘knowledge exchange’ and ‘shared practice’ to meet the challenges of Social Work within an adults’ multi-disciplinary context

Julie Lawrence, University of Salford

Background and Purpose

The overall aim of this research study, completed in 2017, was to explore the contribution of social work located within an intellectual disabilities team in England. The context was a statutory adults’ focused multi-disciplinary team, (MDT) which consisted of social workers and allied health colleagues, working in partnership with citizens to augment their health, welfare and overall wellbeing.

Aim of the Presentation

The aim of this presentation is to discuss an important feature of this study, which embraced the creative use of two research methods which complemented each other in order to establish informative results and implications for multi-disciplinary and inter-professional practice. The results focused upon how professionals from different disciplines managed to firstly, work effectively together, and, secondly, maintain their professional identities and boundaries whilst undertaking complex casework on behalf of citizens where intellectual disabilities were prevalent.

Methods

An integral part of the study design (interpretative paradigm) was to ensure that both individual experiences were captured alongside the social interactive features of multi-disciplinary professional practice. The sampling method, therefore, was theoretically consistent with the interpretative paradigm. Research participants who could represent a perspective rather than a population were selected. In terms of ethnicity, colleagues from different cultural backgrounds (other than white British origin) were also included. One participant was of white Dutch origin and another was of Asian origin.

The research participants, which included social workers, (n=9) and allied health professionals, (n=8) were selected purposively, rather than through probability methods, because they offered the research study insight into particular lived-worlds, translated through values, experiences and interpretations. Being able to capture lived-worlds was achieved through the application of an interpretative phenomenological analytical (IPA) lens, combined with the use of the theoretical approach of Communities of Practice (CoP). The IPA approach offered ‘depth and detail’ through individual interviews of the complexities associated with practice in this area, complemented by the social interactive components of CoP.

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Wenger (1998) argued that the social interactive components of CoP consisted of the interrelationships between the macro (the intellectual disabilities service) and the meso (teams) perspectives. The significance and use of this theory was connected to how appropriate concepts such as 'knowledge exchange' and 'shared practice' related to each other, in terms of how the participants engaged with the process of multi-disciplinary working, for the mutual benefits of enhanced professional practice, and for citizens who required individualised services, based upon complex health and social care needs.

Results & Implications for Practice

The key findings established that social workers were able to make significant contributions within this MDT context. Their contributions were underpinned by a strong sense of professional identity, whilst also acknowledging the presence of professional boundaries between different disciplines. An important outcome revealed that all the participants exchanged ideas with other colleagues to share experiences which ultimately improved collaborative practice. This was especially important given the high demands for services, juxtaposed against limited resources, organisational boundaries and high expectations of individuals and their families.

484: Quality over quantity: Interaction can enhance research use in social work, and it doesn't have to be time and resource intensive

Milena Heinsch, University of Newcastle

Background and purpose:

Interaction between researchers and practitioners has been highlighted as a crucial factor influencing research use in practice. However, several studies have emphasised the time and resource intensive nature of this kind of interaction, and the challenges of inadequate support, time pressures and demand overload experienced by both practitioners and researchers. These factors have been identified as key reasons why researchers and practitioners find it difficult to engage in joint activities that foster research use. This paper reports on research, which challenges current understandings of interaction as a time and resource intensive process. The purpose of this investigation was to explore the experiences of social work researchers in engaging with practitioners for the purpose of facilitating research use. It sought to examine how researchers conceived, explained and experienced the research utilisation process, with the central aim of identifying how interaction can best lead to research use in social work.

Methods: Semi-structured interviews were conducted with 26 Australian social work researchers who had published in social work journals. Five questions related to researchers' experiences and motivations for interacting and collaborating with practitioners, including perceived benefits and challenges. Five questions related to researchers' perceptions of the use of their research in practice, including factors viewed as facilitating and hindering this process. Qualitative data arising from the interviews were analysed using Braun and Clarke's (2006) six phases of analysis as a guide.

Results:

Re- searchers identified interaction as a key factor influencing research use by practitioners. A central finding was that research use results from the quality, not from the quantity, of engagement between researchers and practitioners. The power of interaction as an influential factor in research use was found to lie in the particular ways it combined with the characteristics of individual researchers, the organisation and the research content. Importantly, this process did not have to be time or resource intensive. Participants described building strong connections with practitioners through a single, powerful 'trigger encounter', which was informal, personal and emotive in nature. This challenges previous findings that research utilisation increases the more time and resources scholars invest in engaging with practitioners.

Conclusions and implications:

This research makes a unique and significant contribution to the fields of social work and knowledge utilisation. As a rigorous qualitative exploration of the research utilisation process in social work, it provides a rich and detailed description of researchers' experiences of engaging with practitioners for the purpose of fostering research use. In doing so, it develops current understandings of research use in social work, a discipline which has tended to lack attention to knowledge utilisation processes. In particular, the finding that interactions that facilitate research use may require fewer 'costs' in terms of time and resources than previously thought, has important implications for social work in a rapidly changing world, in which practitioners are under increasing pressure to find innovative, evidence-informed solutions to ever-shifting real-world problems.

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C1 Issues in social work research

Chaired by: Dr A.N. Other

Room:

C1

Abstract ID: 11

Social Work Research and its Relevance to Practice: “The Gap between Research and Practice Continues to be Wide”

Barbra Teater, City University of New York; Jill Chonody Boise State University

Background and Purpose: The social work profession requires a body of scientific evidence supporting the effectiveness of interventions; yet, the social work scientific community, particularly in the United States (U.S.), has inadequately contributed to the profession’s body of evidence. Despite initiatives to enhance the quantity and quality of social work research in the U.S., there is a continual concern over the disconnect between research and practice and the extent to which research is used to inform social work practice. This study explored the current state of social work research in the U.S. in more detail by interviewing social work academics to answer the following research questions: (a) How do social work academics define “research active,” and “social work research?”; (b) To what extent do social work academics perceive social work research to inform social work practice?; and (c) What do social work academics perceive as the barriers and facilitators to producing research that informs social work practice?

Methodology: The above research questions were answered through qualitative data obtained from individual interviews with 18 social work academics and one joint interview with two social work academics. The semi-structured interview guide consisted of 14 questions that explored their definition of social work research and research activity, and perceived relevance of social work research to social work practice. The recorded interviews were transcribed verbatim and the data were analysed along the six steps of thematic analysis as outlined by Braun and Clarke (2006).

Results: The findings revealed 13 themes and six sub-themes that were spread across four separate, but related sections: (a) Definition of research activity and social work research; (b) Extent to which social work research informs social work practice; (c) Barriers to research informing social work practice; and (d) Facilitators to re- search informing social work practice. In particular, there was a lack of consensus on the definition of social work research and the extent to which research influences practice. Barriers to research influencing practice included the: Social work researchers; Social work practitioners; Accessibility of research; and University incentive system, and facilitators included: Asking the question, “How relevant is my research to practice?”; Widen the scope of dissemination; and Writing for your audience.

Conclusion and Implications: Social work in the U.S. continues to lack a clear definition of research, and produces research that only minimally influences practice as described by social work academics. The social work profession should take action to address the research-practice disconnect by strengthening its status as a profession. In particular, the profession needs to establish a clear definition of social work research to which all aspects of the profession adheres, needs to work towards integrating research throughout the social work curriculum, should support academics being trained in effective research to practice translation methods, and should challenge the culture of academic intuitions that favor research impact over practice impact.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101. doi:10.1191/1478088706qp0630a.

161: Using secondary analysis of qualitative data in social work research and practice to explore end of life care for families of people with substance problems.

Gemma Yarwood, Manchester Metropolitan University; Sarah Galvani, Manchester Metropolitan University; Sam Wright, Manchester Metropolitan University; Lorna Templeton, Independent Researcher

Background and purpose:

Secondary analysis of qualitative data (SAQD) is the systematic re-examination of previously collected qualitative data. Similar to international social work practice, it requires methodical information gathering, assessment, decision making and substantiated reporting. Despite these parallels, SAQD is an under explored methodology in European social work research. This paper describes the application of SAQD, drawing on a British case study of families' experiences of end of life care for a relative whose death was associated with substance use. The purpose is to generate discussion about the potentialities of SAQD within European social work research, practice and education.

Methods:

SAQD was adopted to re-examine previously collected qualitative data, partly due to the sensitive nature of research on substance use, end of life care and bereavement. In brief, the process of SAQD included: i) familiarisation with the original study data, ii) developing protocols for data sampling and coding, iii) conducting the secondary analysis, and iv) writing up findings.

Transcripts were accessed from an archived dataset comprised of interviews with 102 adults bereaved through substance use (BTSU). Using SAQD, we re-analysed the interview transcripts with a newly developed focus on end of life care, posing three new research questions of the original data:

- How did families of relatives with alcohol and drug use problems experience the relative's end of life care?
- To what extent were the families' own needs met by end of life care services?
- How did these needs of families change as their relative approached the end of their life?

Results:

SAQD provided an unobtrusive method to examine sensitive experiences without exposing distressed families to repeated interviews. It informed subsequent primary research design - including the recruitment process, interview tool development and the way that interviews were conducted. Researchers' empathic understanding of families' end of life care experiences was enhanced by SAQD, raising their awareness of the unpredictable, precarious nature of studying end of life care. The methodology stayed close to the original text, avoiding over interpretation by the researcher. There are clear parallels with practice which must ensure accurate representation of people's views.

Conclusions and implications:

SAQD in social work research can maximise the usefulness of previously collected qualitative data; allowing the mining of interview data from 'hard to recruit' participants on the sensitive and emotive topics.

SAQD is potentially a cost-effective methodology to develop knowledge and understanding to meet the needs of social work in a changing world. By sharing learning experiences of using SAQD, this British case study is an exemplar of the opportunities available to harness data archiving and data sharing across geographic boundaries to engage in dialogue about end of life, substance use and bereavement.

176: A mixed-method longitudinal study: Predictors of life satisfaction among young people aging out of care facilities in Israel

Tehila Refaeli, Ben-Gurion University of the Negev; Rami Benbenishty, Bar Ilan University; Anat Zeira, Hebrew University of Jerusalem

Background and purpose

Most studies on young people aging out of residential or foster care (care leavers) have examined their situations in various post-care life domains (e.g. education, employment, involvement in risk behaviors). There are consistent indications that care leavers struggle in multiple life domains more than the average for their age group. However, care leavers' subjective well-being, and particularly their life satisfaction, has been neglected. This longitudinal study tests a model predicting life satisfaction of Israeli care leavers based on their personal resources (self-esteem and self-efficacy) and formal and informal social support at several points in time. Additionally, the study explores care leavers' life stories to better understand their perspectives on their well-being and the factors impacting their life satisfaction.

Method

Mixed-methods and longitudinal approaches were used. The quantitative sample included 276 adolescents in their last year of care, 234 of whom were interviewed a year later, and 222 were interviewed again four years after leaving care (overall response rate: 80.4%). Structured and validated questionnaires examined personal resources while in care (including self-esteem and self-efficacy), support from parents and friends during all three waves and formal support at T3. A hierarchical regression was conducted to examine the contribution of personal and external resources to predicting life satisfaction at T3. Sixteen narrative interviews were conducted at T3. Content analysis of the qualitative

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data was conducted by two researchers.

Results

The quantitative findings showed that personal resources (at T1) contributed to life satisfaction four years after leaving care. Specifically, self-efficacy to deal with independent life tasks before leaving care (T1) was strongly associated with life satisfaction four years later. Parental and peer support (T3) also contributed significantly to predicting life satisfaction ($R^2 = 36.2\%$). The qualitative findings highlighted the complexity of care leavers' relationships with their birth parents: while some experienced these relationships as empowering and contributing to their life satisfaction, others see them as a source of their emotional distress. For some, missing parental support is related to their emotional distress, while others felt the need to avoid relationships with their parents in order to protect their life satisfaction. The interviews also demonstrated the potential contribution of other types of resources including siblings, romantic partners and stable formal support from practitioners in residential care and in the community.

Conclusions and implications

The findings suggest that, to enhance care leavers' life satisfaction, social work practitioners should empower them and support them to help enhance their personal resources and particularly their self-efficacy before leaving care. Various interventions should be used in and after care to help birth parents become a source of support for their children. But in cases where there are no possibilities to prevent parental re-abuse, extended family members are another source of support who should be located and reconnected with young people. Future studies should further examine the perceived contribution of the different support resources as potential contributors to life satisfaction and well-being of care leavers.

579: "Categorization and Stigmatization of Parents by Professionals whose children are in Institutions - Case Study"

Anna Maria Antonios, Aalborg University; Maria Alejandra Acosta, Aalborg University; Veerle Meijer, Aalborg University; Claudia Di Matteo, Aalborg University

The welfare state in Denmark allows the state to intervene when necessary, based on citizenship and equality. Specialized institutions aim to work with children with behavioral problems whose parents do not have the capacity to "handle" them to guarantee their well being. One of the challenges that families of institutionalized children face is related to their experiences of stigmatization or labeling in societies. This project was designed with the aim to explain how professionals in a specific institution categorize these families. The research question was: What is the categorization of families and their characteristics made by professionals and what is the impact in their daily practice working with the families?

The methodology was designed based on a hermeneutic perspective ensuring the recognition of the participants in regards to highlighting their own experiences (Age, 2011). Semi-structured interviews were conducted with three professionals working in this institution, two youth workers and a family therapist were selected based on their relationship and role in working with families and children. The research project had an abductive approach. The open ended questions in the interview allowed room for exploration in our main concepts. In addition an exercise was designed to study the categorization of families in the views of the pedagogues, implemented in a meeting between pedagogues (9 respondents). 21 variables were selected that indicate or relate in different levels to the concept of resourcefulness, which professionals classified as having an impact on the resourceful status of the parents.

We analyzed and systematized the data using two main theories: categorization (Bourdieu et al., 1999) and stigmatization (Goffman, 1963). Capitals (social, economic, cultural and symbolic) were used as functions of categorizations made by professionals and the courtesy stigma explained stigmatization (institution, professional views, society views and challenges for the families).

The professionals described the parents as resourceful and non-resourceful. The institutional logic shows that the 'resourceful' parents (having cultural and symbolic capital) is an essential characteristic for the professional to establish a working relationship with them, disregarding other elements such as their income or conditions in society. This thus affects the professionals view on the challenges the families face and their behaviors. The category 'resourceful parent' shapes the collaboration and the way to communicate between professionals and parents and leads to an overemphasis of particular circumstances and traits (Moesby-Jensen and Moesby-Jensen, 2016). Organizational classifications through the use of terms such as "resourceful parents" produce, on the meso-micro level, a common way of communication between professionals, who can share a feeling of 'sameness' within the institutional field (Harrits and Møller, 201).

The research showed how professionals lack awareness, skills and knowledge to relate the individual problems with the social contexts, affected by the "myth of meritocracy" (Davis and Gentlewarrrior, 2015). Therefore, one implication is the importance of guiding professionals

to understand structural reasons behind problems and take action accordingly. In addition, it is important to seek the factors that lead up to parents' changing the set categories and support this process.

60: Introduction of new Model of Students' Practice in Social Work Education – Case of Republic of Srpska as a country in transition

Vesna Sucur-Janjetovic, University of Banja Luka; Andrea Rakanović Radonjić, University of Banja Luka

Bosnia and Herzegovina is a post war and country that has been in political and social transition for few decades. Therefore the social welfare system has been facing many challenges from the organization level, up to the practice of social work in general. Department of Social Work of the Faculty of Political Sciences, University of Banja Luka is the only School of Social Work in the Republic of Srpska (entity of Bosnia and Herzegovina). This Department has been implementing students' practice as mandatory module since it was established in year 2000. As of 2006, the University of Banja Luka initiated the transformation of the education system in accordance with the Bologna Agreement. The Department of Social Work adopted a new Curriculum that anticipated 120 hours of Students' practice. After 10 years, a new process of changing and improving the Curriculum has been initiated, and research was conducted, in order to meet both the needs of practice and academic standards in the field of social work education. From 2006-2016 students were evaluating their practice experience under the mentor's supervision. These evaluations were subject to the evaluation process of current Curriculum, including the Students Practice Module. Additional research was designed in order to assess the opinions of certified mentors on specific aspects of students' practice, the needs of practice and possibilities for improving the education for social workers, respecting the specifics of the context of a transitional society of Republic of Srpska. Special research instruments were designed for the purpose of this research. All mentors were graduated social workers working in all fields where social work services are provided (social welfare sector, health, education, non-government sector etc.). This research included the process of exploring the context of our transitional society, in order to bring innovations in students' practice and practice of social work, especially in the new areas of social work (such as education and health systems). The third dimension of the research was a qualitative analysis of curriculum of Schools of Social Work in the region of Southeast Europe. This paper represents the results of the research, conclusions and consequences that led towards the improvement of Students' practice and Curriculum of the Department of Social Work. The new Model anticipates 300 hours of Students' practice, divided in three years of study, with different and specific learning outcomes.

Keywords—transition, social work education, students' practice, curriculum.

72: Transition into the unknown: German Social Work students doing their internships abroad

Hannah Haßler, University of Kassel

German bachelor students in Social Work are doing internships which can vary from eight weeks up to a year. They are compulsive, but the students are free to choose whether to pass them in Germany or abroad. Due to several reasons (financial, personal, etc.), the number of Social Work students going abroad for their internships currently still is small but growing. Nevertheless, internships abroad represent an enriching experience for the students, who reveal a number of individual scopes of acting and creating the transition from student to trainee in the social work education.

This study focuses the trainees' experiences and their significance for developing their own profession and habitus from a biographical view. The aim is to analyse if an internship abroad, especially the transition from student to trainee, can be seen as a status passage as defined by Glaser and Strauss (1971). The intention is to give an insight in the yet under-researched field of practical education of German Social Work students.

The study combines qualitative and quantitative research techniques in a mixed methods design. First, 68 module manuals of the current German bachelor programs in Social Work are reviewed regarding duration, aims and structure of internships as well as expected competences students are meant to gain. In a second step, these data are compared with the individual scopes of acting and creating during the transition time abroad. Therefore approximately 20 narrative Interviews are planned with former trainees (from 2015 to 2017) from several German universities. The aims of this qualitative analysis are twofold: A) reconstructing the time before, during and after the internship from the perspective of the trainee. B) comparing the experiences and the individual scopes of acting and creating of trainees abroad with each other as well as with the data from the analysis of the module manuals. In a third step, the quantitative part of the study, a standardised questionnaire survey with roundabout 100 participants is planned to verify and specify the qualitative data.

As this is an ongoing study, the conference presentation will provide first results of steps one and two. It is expected to find similarities regarding the students' challenges, i.e. the new culture and living, the local social work practice, their transition from student to trainee as well as their

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future plans. The intention is to collect, categorise and analyse the different experiences. From these results, several proposals for the future development of Social Work education are contributed. An example can be intensive preparation courses regarding international (Social Work) topics (regional studies, culture, politics, social system, etc.) for every student. Up to now, it can be mentioned that international Social Work and collecting practical experiences abroad needs to become an integral and early starting part of the training curriculum of the bachelor programs. Especially the growing significance of internationalisation in Social Work demands improvements of the current university and policy programs.

Glaser, Barney G.; Strauss, Anselm L. (1971): *Status Passage*. Chicago, New York: Aldine Transaction.

98: The nature of knowledge and evidence in child protection: an alternative model for practice

Lynn Kelly, University of Dundee; Sharon Jackson, Glasgow Caledonian University

Background and purpose:

This paper challenges existing approaches to professional learning and proposes that we need to identify new methods and models of sharing knowledge between all who have a stake in the child protection process. For this to occur, we must reconsider our conceptual framework for understanding the ways in which professionals learn. The act of learning in the context of social work practice also demands that we more closely examine nature of the barriers that prevent the effective transfer of knowledge across and between the domains of research, practice and service user knowledge and experience. By drawing upon the connected and dynamic theories of Actor Network Theory and Social Network Analysis, we can consider the wider social and material context of practice and the factors that both enable and inhibit the development and sharing of knowledge.

Methods:

This paper captures the experiences of postgraduate qualified social workers active in the field of child protection. These professionals completed the postgraduate certificate in childcare and protection which included a module entitled: 'Critical Thinking and Evidence-based Practice'. A content and thematic analysis of the student assignments revealed that evidence-based practice is not an effective method for transferring knowledge within social work settings. Rather than undertaking qualitative interviews with students, we recognised that these assignments already contained sufficiently detailed and contextualised data, and decided to draw upon this by means of secondary documentary analysis. The data was analysed using content analysis and thematic analysis. This approach sits comfortably within both essentialist and realist methods, which seek to understand the experiences and the reality of students.

Results:

We found that findings from these students are consistent with the literature: evidence-based practice is not an effective method for transferring knowledge. Barriers to accessing the evidence are manifestly difficult to overcome. Organisational cultures appear to inhibit the individual from personal inquiry, and do little to develop collective learning. Despite rhetoric about learning organisations, it is clear that there is much to be done to actively encourage the creation, sharing and evaluation of new knowledge within social services in Scotland.

Conclusions and implications:

We suggest that in order to better understand and facilitate professional learning we need understand and engage with the complexity of the world of work, learning and doing. We question the validity of current concepts of evidence-based practice and knowledge transfer in the context of child protection practice. Our findings suggest that we should question why we continue to make claims for the importance of evidence and knowledge when there are barriers in place that make it difficult for organisations to utilise this knowledge. The implications of a workforce that is not research literate and not equipped to conceptualise the complex issues of child protection in a critical way are profound. This paper considers attempts to address this lacuna in our understanding and approach to professional learning by outlining an alternative module of knowledge exchange that considers the reality of practice and the barriers to learning that have been identified in the study.

121: Secondary Traumatization Stress Disorder and Vicarious Post Trauma Growth among undergraduate social work students

Ronit Reuven Even Zahav, Ruppin Academic Center; Anat Ben-porat, Bar-Illan University; Tehila Refaeli, Ben-Gurion University of the Negev

Background and purpose: In recent years the question about the implications of providing interventions to trauma's victims and clients who are suffering from severe distress on the social workers has been raised. Studies conducted among therapists have so far examined the negative

and positive implications of such interventions.

In an attempt to describe these types of implications, two concepts were imprinted: Secondary Traumatic Stress Disorder (STSD), which describes the negative consequences and Vicarious Post Trauma Growth (VPTG), which refer to positive consequences. While previous studies highlighted the effects of interventions with populations suffering from trauma or distress on the therapist, there is a lack of knowledge of their effects on undergraduate social work students.

However, undergraduate students in social work programs may be at higher risk for the development of STSD during their fieldwork training due to their low experience and younger age. With regard to VPTG, this phenomenon appears to be less clear especially in situations of indirect exposure to trauma. It is therefore important to examine the existence of both phenomena among undergraduate social work students, as well as to identify the factors associated with these phenomena.

The study examined the rates of student who suffer from STSD and their level of VPTG. In addition, based on the system-ecological point of view, the study examined the contribution of personal factors (mastery of control, self-differentiation and professional commitment), and environmental factors (social support, peer- group support and satisfaction with supervision) to STSD and VPTG.

Method: The research included 328 undergraduate students from three social work programs in Israel: Bar-Ilan University, Ben-Gurion University, and Ruppin Academic Center. Self- report questionnaires were distributed to students. Pearson tests were used for correlations between the research variables. For overall contribution of the research variables to Secondary Traumatic Stress Disorder (STSD) and Vicarious Post Trauma Growth (VPTG), linear regression analyzes was performed.

Results: preliminary findings show that 39% of social work students suffer from minor STSD, about 19% suffer from STSD, and about 15% suffer from severe STSD. There was a significant negative correlation between self- differentiation, mastery of control, social support and STSD. There was a significant positive correlation between satisfaction with supervision and VPTG.

Conclusions and implications :The study reveals a worrisome finding concerning the extend of STSD among social work students. It highlighted the challenges of social work students at the beginning of their professional careers and expanded the understanding of the impact of intervention with trauma victims among them. How- ever, the contribution of personal and environmental factors for lower STSD and higher VPTG highlighted the importance of awareness to this issue. The implications to practice are therefore to allocate resources for de- velopment of preventive mechanisms in the framework of fieldwork and the schools of social work such as adequate supervision.

C2Researching communities

Chaired by: Dr A.N. Other

Room:

30: Living with deprivation: the Life in Spinney Project

Will Mason, University of Sheffield; Kate Morris, University of Sheffield; Paul Bywaters, Coventry University; Jonathan Scourfield, Cardiff University; Brid Featherstone, Huddersfield University

Background and purpose

Social work research demonstrates a strong relationship between poverty and child maltreatment. Families in high deprivation neighbourhoods are significantly more likely to be involved with children's services, compared with families in low deprivation neighbourhoods. Explanatory models propose that poverty bears upon families both directly, through material hardship, and indirectly, through stress, shame and stigma, in ways that adversely affect parenting. Yet, despite some notable examples, little research has elucidated how the effects of deprivation impact upon family life. This paper reports on a co-produced study – nested within a larger UK study of child welfare inequalities – that is exploring the lived experiences of deprivation and its impacts upon families. By bringing together the voices of residents from a deprived neighbourhood and organisations who offer poverty oriented support, we present unique insights into the relationship between deprivation, service use and family life.

Methods

Mixed qualitative methods are being used to capture the everyday challenges of living with deprivation, alongside engaging with the services that offer poverty oriented support. Key community organisations (including a debt advice centre, a community centre and a food bank) have been selected purposefully, based on the fit between their service offer and the research focus. These organisations supported the recruitment of participants who attended co-construction workshops and contributed to the research design - an approach decided upon following consultation with anti-poverty NGO ATD Fourth World. Research findings are derived from indepth case study work with participants, alongside semi-structured interviews with an opportunistic sample of service users.

Results

Research findings augment data from the connected (Nuffield funded) Child Welfare Inequalities Project (CWIP). This UK comparative study identified a lack of critical poverty awareness in social work practice, alongside revealing pejorative social work narratives about deprived neighbourhoods and the residents therein. The in-depth and co-produced data produced by the Life in Spinney Project extends understandings of the nexus between social work, community work and deprivation.

Conclusions and implications

This research contributes to an emerging body of work that frames child maltreatment as a matter of inequality. Our findings offer rare qualitative insights into the lived experience of deprivation and service use. Learning opportunities for policy makers, practitioners in social work and academics (interested in the relationship between poverty and social work) are provided.

58: Trust-based Governance in the Social Services of small municipalities in Sweden.

Kerstin Johansson, Linköping University

This paper is concerned with upheaval ongoing processes in municipality social services due to local and global changes and the idea of trust-based governance in Sweden. There are 290 municipalities in Sweden, around 30 % of them are defined as small (i.e. with a population less than 11000 citizens). All municipalities have different prerequisites for welfare production due to variations in political rule, geographic location, population etc. Added to this is also the system of municipal self-government which serves as a cornerstone of public administration in Sweden.

The paper derives from earlier studies of the implementation of an evidence-based practice in Swedish social work (Denvall & Johansson, 2012, Johansson 2013; Johansson et al. 2015, Johansson et al. 2016) and from the Prop 2016/17: 50 p 99-100 and deals with how (cf. Marsh & Fisher 2007) to promote a knowledge-based and innovative social services local perspective in small communities. The knowledge about small communities and their situation regarding this are rather limited (Erlingsson, Syssner & Ödalen 2015; Pugh et. al 2010) and there are even less knowledge about the Swedish case of social services. Over the last years New Public Management (NPM) has characterized the organization and everyday practice of social work and healthcare (Osborne 2006 p 379). The model of governing public service has been accompanied by the ambition to develop the knowledge base of social work practice. The efforts to promote an evidence-based practice (EBP) have been an explicit part of Swedish social policy for more than 15 years. As a public venture aimed at changing local municipality social work practice it has few predecessors in terms of personnel, finance, or political support. However, the long-term results of these efforts, in terms of NPM as well as EBP, are questioned in several ways (e.g. Hood 1991; Newman 2008). These efforts have been much debated and described as problematic given the exaggerated focus on audit, control and the increasing amount of administrative duties. (Soydan 2010; Bergmark, Bergmark & Lundström 2012; Bohlin & Sager 2011). This motion towards governance informed by mistrust has been observed as unfavourable and new efforts are now promoted from the national government in terms of governing public administration (Prop. 2016/17:50 p.99). In order to achieve this the proposition highlights the concept of trust (tillit) as an alternative way to run the public sector. In contrast to governance by mistrust, control and NPM trust-based governance is connected to the paradigm of New Public Governance (Øllgaard Bentzen 2016) where the governing of public organizations is based on mutual trust between politicians, managers and street-level professionals (cf Lipsky 1980). This brings us to the context of this paper: trust-based governance in the social services of small municipalities and the paper will deal with the question: How is governance conceived and implemented in the everyday practice of social services in small Swedish municipalities?

137: Inequality, place and stigmatization on a modernist housing estate in Edinburgh: Implications for social work

Stephen Hicks, University of Manchester; Vanessa May, University of Manchester; Camilla Lewis, University of Manchester

This paper reports on an AHRC-funded research study, which brought together social work, sociology, architecture and anthropology in order to study residents' experiences of Claremont Court, a 1960s Edinburgh social housing scheme designed by Sir Basil Spence and Partners. The scheme was originally designed to foster a better sense of community and welfare for residents but has been subject to disinvestment and neglect over the years. The research examined residents' experiences and views of the Court, including various sensory aspects. This paper reports on one aspect: how residents experience community, belonging and welfare, with a focus on how the locale has a bearing on human interaction and flourishing.

The study was designed to explore residents' views and practices in various ways, combining methods from architecture and the social sciences, and inspired by Mason's (2011) "facet methodology". During the summer and autumn of 2016, nine dwellings were surveyed using architectural drawing techniques and ethnographic methods, including 17 interviews, eight walking tours and three diary elicitations, were used to focus on sensory and spatial practices and to attend to how people construct community and a sense of wellbeing through their practices in familiar spaces. The data collection was subject to a university ethics committee approval, and informed consent was sought from participants. The textual data were analysed using the qualitative package Quirkos, which will be (briefly) shown during the presentation.

This paper will outline some of our results, focusing on two key areas: (a) how residents made sense of welfare issues in their community (including drug use, dementia, ageing and disability) and what they thought contributed to or promoted better welfare, either in terms of the building or its environs (b) the question of stigma and the Court. Here, we focus on the ways in which stigmatization of both social housing and its residents is produced and resisted. In doing so, we pay attention to the ways in which residents are themselves implicated in both stigmatizing and being stigmatized, either via issues of class, poverty or those deemed in need of social work, often achieved via various micro-distinctions attached to place.

These findings will be of interest to social work for a number of reasons: (a) the combination of academic disciplines and methods using a facet approach provokes new ways of thinking about social work research; (b) social work has much to learn about the workings of community and how welfare issues are perceived when closer attention is paid to sensory, spatial and environmental concerns as they interact with residents' daily practices and movements. Our research shows how the mutual interaction between design intentions and residents' own practices is vital, as there is sometimes a tendency to represent social housing clients as mere 'victims' of their environments in both social work theory and wider discussions of modernist developments.

Reference:

Mason, J. (2011) 'Facet methodology: The case for an inventive research orientation', *Methodological Innovations Online*, 6(3), pp. 75–92. doi: 10.4256/mio.2011.008

140: A Community of Development as a model for developing best practices in social work

Jean Pierre Wilken, Utrecht University of applied sciences

Background and purpose of the proposed presentation

In this presentation, the model of Community of Development (CoD) will be presented. The CoD is the Dutch version of the Best Practice Unit (BPU), launched 30 years ago in the U.K., to improve the quality of care in nursing departments of hospitals. Wilken (2006; 2013) broadened the model for application in (community) care and connected it with the principles of the Community of Practice as introduced by Wenger and applied world- wide (Wenger, 1998; 2002), with the Model of program evaluation of Beenackers (1992) and the methodological framework of design-based research (Van Aken & Andriessen, 2011).

The CoD is thus a model where a community of practice, learning, research and development is formed (Wilken, 2006; Van Gijzel, Koraichi and Vriend, 2011). This model lends itself to research and development in practice. Central to the approach are:

- Critically reviewing current practice;
- Curiosity for the best evidence for improvement;
- Reflective experimentation in practice;
- Measuring results of new approaches. The CoD has a number of principles:
- The CoD is formed by all stakeholders involved in improving an existing practice: professionals, service users and researchers.

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- Knowledge sharing takes place, but also knowledge development. Research and development go hand in hand. There are three types of knowledge resources that are interconnected: professional knowledge, scientific knowledge and experiential knowledge.
- The primary purpose of knowledge development is to improve a practice (or to create a new practice model).
-

A summary of the main points of the presentation

The presentation will highlight the main features of this innovative Research & Development model. These features will be demonstrated with examples of research projects where the model was applied over the past 15 years.

How the proposed presentation addresses one or more of the conference aims and themes

The presentation contributes to the theme "Research methodologies and methods to meet the needs of social work in a changing world (including knowledge exchange/theory to practice)"

Conclusions from and implications of your presentation for practice, policy, or subsequent research. The Community of Development Model integrates the improvement of the quality of social work practice, and different research methods, like action research and design research. It combines different scientific knowledge with practical and experiential knowledge. By sharing our positive experiences with this model, we hope that this methodology will be used in other countries as well.

C3 International social work research

Chaired by: Dr A.N. Other

Room:

33: In Between Institutional and Communal Welfare: The grassroots of welfare clients mothers' in need of public housing in Israel

Tamar Shwartz-Ziv, The Hebrew University of Jerusalem; Edith Blit-Cohen, The Hebrew University of Jerusalem; Mimi Ajzenstadt, The Hebrew University of Jerusalem

In recent years, following the erosion of public housing services under the neo-liberal Israeli governments, we are witnessing the manifestation of activist women grassroots founded by welfare clients, most of them single mothers who work to promote public housing. Besides their protesting activity, examination of their conduct shows that they have created a community based welfare system that supplies assistance and services for homeless women and acts as an alternative to the state welfare system.

This research brings forth the voices of those activist women. In the current study, an attempt was made to describe what sort of an alternative assistance model have the women created? How does the intersectionality of motherhood-poverty-welfare service use shape their experience? And what motivates women who live in poverty to mobilize and unite?

The study is a qualitative-phenomenological research and is based on 15 in-depth semi-structured interviews with welfare-client women, who were active in the women's public-housing grassroots.

The findings reveal the crucial role of the motherhood category as a cause for the transformation from community that receives institutional welfare services to a community that supplies them. Considering the women's distrust in social services and the fear of removing children from home, the women avoid contact with the public welfare agencies and create an alternative welfare system. The latter is based on community network that fills several functions of concrete-material assistance, instructions and rights exhaustion, appealing on institutional decisions and social supervision. This assistance network is based both on geographic-functional elements and virtual social networks.

The presentation will focus on the relationship between the women and the welfare services and how the experience of women's poverty has

a hidden dimension which reflects, among other things, perceptions of 'good motherhood'. The alternative welfare system will be presented, and how the women became a unified community that supplies social services while using inside-community resources.

The research shows that the Israeli government's policy of eroding public housing services leads many of those in need of public housing to homelessness and to perceiving welfare social services as inaccessible. The findings of the study show that the motherhood category is an integral part of the lives of women who struggle with poverty, shapes their relationships with the welfare services and motivates political activity. This is a powerful process which presents an alternative to, and undermines the place of governmental systems such as social workers, who deal with welfare and housing issues. This kind of research provides new possibilities to understand mobilization and organizing processes of welfare-clients and communities. Moreover, it contributes to social work education in the context of gender and poverty.

69: Substance use and mental health among social workers in Canada

Niki Kiepek, Dalhousie University; Jonathan Harris, Dalhousie University; Brenda Beagan, Dalhousie University

Background and Purpose

This study explores health and wellness of social workers in Canada. Social work is a profession dedicated to supporting well-being of individuals, families, and communities, yet little is known about personal experiences of substance use, depression, or anxiety. In a changing political landscape of marijuana legalisation and more liberal public ideals about substance use, it is important to develop an understanding about how substances are currently being used by professionals. This exploratory study is intended to inform future studies that integrate qualitative methodologies.

Methods

A survey was distributed to members of the Canadian Association of Social Workers in 2017. Data collection (n=498) included recent and past substance use, immediate and delayed effects, depression and anxiety screening, and workplace demands, such as exposure to crisis situations.

Results

Preliminary findings indicate that past-year use of cannabis (24.1%), cocaine (4.5%), ecstasy (1.4%), amphetamines (4.3%), hallucinogens (2.4%), opioid pain relievers (21.0%), and alcohol (83.1%) are higher than the general Canadian population. Moderate or severe anxiety, using scores from the GAD-7, were reported by 6.4% of respondents. Major depressive symptoms, using the PHQ-9, were reported by 7.0%. The prevalence of substance use and mental health symptoms is higher, in many cases double, the general population data reported by Statistics Canada. The most frequent reported effects of substances were reduced pain/discomfort, increased energy, improved concentration and clarity, senses and perception altered and heightened, enhanced socialisation, improved sleep, enhanced experience of an activity, reduced boredom, enjoyment/pleasure, feeling calm/chill/relaxed, reduced stress/anxiety, and feeling high/buzzed. Least reported effects included sadness, guilt, being late/tardy, missing school/work obligation, reduced school/sport/leisure/work performance, psychosis, increased pain/discomfort, clumsy/injury/accident, and reduced sexual arousal/experience. Further analysis will be reported about correlations between substance use, mental health indicators, and workplace demands.

Conclusions and Implications

Social worker education often espouses critical and radical perspectives, which may attract a more liberal minded person with regard to using substances. Overall, experiences with substances tend to be positive and enhance daily experiences, while negative consequences are limited. There may be situational factors influencing substance use, including intense work environments and long work hours. Developing an understanding of substance use by professionals affords a more nuanced understanding, potentially challenging popular conceptions of substance use as inherently associated with potential for risk or harm. In the Canadian political landscape of legalisation, there is the potential for increased efforts toward surveillance and professional regulation. To inform a balanced approach to these measures, it is important to understand current use. This research may also contribute to a shift away from individualised interventions towards systemic approaches to reduce the reliance on substances. Recognising that substances can serve a positive and intentional purpose, such as decreased stress and increased energy, it may be possible to structure work environments to be more conducive to overall health and wellness. Finally, by acknowledging substance use as occurring in the professions, more open dialogue can be facilitated, thereby opening opportunities for self-reflection and prevention of escalation to problematic use.

Keywords

Substance use, depression, anxiety, social worker, professional regulation

300: Understanding Child Neglect in Namibia

Victoria Sharley, University of Bristol; Alyson Rees, Cardiff University; Janetta Agnes Ananias, University of Namibia; Emma Leonard, University of Namibia

Child neglect is a pervasive and complex public health issue which has significant cultural variance across diverse social ideologies and traditions. Namibia can be described as a country with wide-spread poverty, but also with significant wealth concentrated in the hands of a few. Namibian people are some of the poorest people in Africa, with more than half of the country's population living below the poverty level. There is a limited literature on child neglect in sub-Saharan Africa and this paper brings new insight into the experience of the Namibian child by exploring how neglect is constructed within the country's own child-rearing traditions. The aim of the study is to investigate the cultural indicators of, and responses to child neglect within Namibia's unique socio-economic demographic, in an attempt to understand how neglect is constructed and positioned within the country's diverse communities.

The study explores the understandings, thoughts and feelings of participants when identifying and responding to children who are suspected to be experiencing neglect. Semi-structured qualitative interviews were employed in two primary schools within three diverse regions of Namibia (n=6): Kavango (North), Khomas (Central) and Karas (South). The participants were identified across different staff role categories including Life Skills Teachers, Head Teachers, School Care-takers and statutory Social Workers. Interviews were undertaken with two school staff members in each school (n=4) and a statutory social worker (n=1) in each of the three regions (n=15). This intended to gain a deeper understanding of child neglect from the perspectives of both education and social care professionals. Interviews were transcribed and thematically analysed. Qualitative findings from the study will be summarised and presented to the conference.

This paper fits closely with the conference theme 'Social work in contexts of social upheaval and changing communities in poverty' and focuses upon the themes emerging from professionals' constructions of child neglect in child protection practice in Namibia. There is currently no known empirical research on child neglect in Namibia and no policy or practice guidance in this area. The study identifies a gap in the conceptualisation of neglect within a Namibian context, and recognises an opportunity for local research to develop culturally-relevant knowledge in the field, rather than assuming transferability of knowledge from Western studies to African countries. Findings will inform preventative and evidence-based practice responses to child neglect for early childhood practitioners and promote the health and wellbeing of children in Namibia.

The study is a collaboration between Social Work Researchers based in Namibia and the United Kingdom (University of Namibia, University of Bristol and Cardiff University) and hopes to provide a platform for future comparative analysis of child neglect between the two countries.

751: Depicting the living conditions of Asylum seekers in Cyprus: constructing a road map for better integration strategies

Stefanos Spaneas, University of Nicosia; Despina Cochliou, University of Nicosia

Many people all over the world are prepared to risk arduous land journeys and dangerous sea crossings to escape persecution or conflict for the chance of a new and safe start in a new country. EU has received vast numbers of displaced populations, mainly from Middle East and Africa due to political changes and wars. The continuous Syrian conflict refuelled the number of applicants for the case of Cyprus. Asylum seekers' applications as of June 2017 are estimated to be around 3000+. Nevertheless, any improvements on the legislative and integration policies, the population of asylum seekers still experiences several daily difficulties. For example, difficulties are noticed in accommodation (limited available space in reception centre or other forms provided by local councils), education (adult learning, language), social services (benefits and care), regeneration (training, employment, financial exclusion), health (access to medical services) and finally but most importantly low access to labour market.

These conditions triggered the initiation of a research study sponsored by UNHCR Cyprus which focused on determining their living conditions. The overall aim was to develop a roadmap for both the government and policy makers to introduce effective and realistic policy measures for better integration outcomes.

The empirical part used a mixed research method to gather reliable and valid data. 600 questionnaires were collected to identify the living conditions of adult asylum seekers and reflect their views about the degree of reformation needed; a systematic random sampling approach was applied to ensure research validity. Qualitative semi-structured interviews (100) were conducted to collect the views of professionals and

representatives of organizations involved in the implementation and monitoring of the asylum and integration process as well as of a sample of asylum seekers.

On the one hand, the group of asylum seekers expressed their disappointment and anger towards the public services, for delays and the poverty status they are living in, while they acknowledged the role of individual professionals and NGOs to help them. Non-existent programmes for education and employment were the most identified difficulties they face. The current voucher system was also heavily criticised as inefficient and unresponsive. Finally, differences were noticed about the level of integration and interaction with the local communities. On the other hand, the professionals, while they identified several multi-layered consequences for the local society, stated the absence of national coherent integration policy and collaboration among the public, voluntary and private sector. They highlighted specific social and organisational challenges which hinder its further development such as the lack of sustainable integration policies along to the need of suggested of specific educational, housing, employment and integration measures for the State to follow such as quick, fair, and accurate processing of asylum requests, early integration measures, effective provision of information, strong incentives and sanctions to participate in the workforce, thoughtful location choices, obligatory acquisition of the host country language and many more. However, that is only the first step in a multifaceted and years-long process of integrating them into society—a responsibility that social workers have also to undertake.

C4 Researching health & social work

Chaired by: Dr A.N. Other

Room:

82: Sexual Violence and Mental Health Units

Marian Foley, Manchester Metropolitan University; Ian Cummins, SALFORD UNIVERSITY

This paper reports the findings of a scoping study that set out to explore the extent of recorded sexual violence perpetrated on inpatients on mental health units. Using Freedom of Information Act (FOI) requests, data was obtained from both Police forces and subsequently Mental Health Trusts on the number of recorded offences of rape and sexual assault by penetration for the five years 2010- 2015. The aim of this research was to investigate the extent of serious sexual violence as defined by the Sexual Offences Act 2003 section one (rape) and two (assault by penetration), against people who were inpatients in a psychiatric unit at the time of the offence. This group included patients who were on section 17 leave from hospital at the time of the offence. The potential impact of sexual violence is such that it must be a priority issue for mental health services. There are two elements to this. The first is that those using mental health services may have been subjected to sexual violence. The second is that in patients may be at greater risk. All patients are owed a duty of care, this extends to ensuring personal safety whilst an inpatient. Risk to self – in one form or another- is the core reason for admission to hospital.

Stenhouse (2013) uses the term “sanctuary harm” to capture the potentially damaging impact of abuse or violence that occurs to patients who have been admitted to a mental health unit. Jones et al (2010) see wards as both safe and unsafe places. It should be noted that people with mental health problems are much more likely to be victims of crime and abuse than the general population. Therefore, the mental health unit might be a safer place, particularly if individuals have good relationships with staff and are familiar with the environment and other patients. Jones et al’s work (2010) indicates that factors such as unfamiliarity with the staff group and witnessing the use of restraint and seclusion were factors that increased anxiety amongst patients. 61% of female patients reported harassment or abuse during an admission to a mixed sex psychiatric ward (Clarke, 2008).

The findings highlight the variation and inadequacy of current recording practices in relation to sexual offences committed against inpatients. There is now substantial evidence of a link between abuse and mental illness but Ellison et al. (2015) argument that we know very little about the extent of victimisation, police responses or how a mental health diagnosis or history influences notions of credibility for witnesses. Our findings certainly provide further support of this ‘gap’ of information in relation to recorded rape and may indicate that complainants with a history of mental illness are less likely to have their allegation recorded as a crime (Ellison et al, 2015). Our findings also suggest that whilst concerns about patient safety are expressed in policy, in practice there was considerable variation in how trusts responded to our request for information and the data they had available to them.

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190: Experiences of People with HIV Seeking Adoption

Tam Cane, University of Greenwich

Background:

In recent years, there has been a significant shift in the area of HIV where it has become a long-term illness due to the efficacy of antiretroviral therapy (ART). This has required social workers to consider adoption applications by PLWHIV. Some people living with HIV (PLWHIV) experience barriers to accessing child adoption services when seeking to adopt children. Others successfully adopted children and report positive experiences. This study was an exploratory study to understand experiences of PLWHIV who accessed adoption services using interpretative phenomenological analysis. The paper recommends better ways of with PLWHIV working to those undertaking adoption assessments.

Methods

The study utilised interpretative phenomenological analysis (IPA) framework. Eight in-depth interviews with PLWHIV who went through adoption were recorded and transcribed. Individual narratives were analysed, and cross-case analysis identified common themes.

Findings:

Findings identified challenges around breaking through the system, reluctance among social workers to assess or support PLWHIV through adoption. Consequently, PLWHIV felt that adoption systems were discriminatory. However, a few of those who successfully adopted children anticipated a future as parents and appreciated positive experiences that they encountered.

Discussion:

Among those who accessed adoption services, they perceived negative experiences as associated with lack of current HIV-related knowledge. Positive experiences were linked with supportive and inclusive services. Adoption for PLWHIV is a socially constructed concept that needs to be better understood. Provision of knowledge about HIV today, close working with those delivering regular HIV monitoring and support to PLWHIV seeking to adopt children may be helpful in addressing some barriers identified in this study.

288: RESEARCHING PUBLIC HEALTH SOCIAL WORK IN TURKEY: ESSENTIAL NEEDS AND CHALLENGES

Tahir Gunes, Bursa Public Health Institution; Tank Tuncay, Hacettepe University

Background and purpose:

The emergence of new and complex social health concerns in Turkey (e.g., service needs of over 3.5 million Syrian refugees) demands that the public health field strengthen its capacity to respond. Transdisciplinary practice is increasingly viewed as a key component of effective public health interventions. The social work profession, with its long-standing involvement in public health and emphasis on strengths and person-in-environment perspectives, has been a partner in many transdisciplinary community-based efforts. However, the current profile and capacity of public health social work (PHSW) in Turkey is not revealed by any research. This study examined the general profile, professional needs and challenges of PHSW practices in Turkey. Contributions of PHSW to the well-being of vulnerable groups were also examined.

Methods:

The convenience sampling method was used in this cross-sectional quantitative study. The total number of Turkish PHSW practitioners were 267 in 2017 across the Country and a sample of 167 social workers working in various governmental public health agencies and in different cities participated in the study.

Results:

The study showed that %51.5 of the participants were male and the mean age was 28.74. Only 17% were had MSW degrees and the rest of them had a bachelor degree of social work. 41.3% of the participants reported that the required level of their bachelor education for an effective practice in PHSW was not satisfying. Only 25.7% of them took courses on PHSW during their undergraduate education, and 10.8% had an internship in the public health field. The average score of the recognizing public health principles of participants was 56.13 (± 5.74) out of 65 points and the average score of the recognizing social determinants of health was 40.07 (± 5.43) out of 70 points. The most vulnerable group identified by PHSW practitioners was found to be "people with disabilities and chronic mental illnesses". However, the vast majority of the practitioners reported that the tobacco/alcohol/substance addiction was the constantly increasing and the most serious public health issue in the Country. The majority of the practitioners were referred as "educators" by the clients they served. The greatest obstacle preventing

the fulfillment of professional roles and duties was reported as “lack of specific job descriptions in the field” with 76.6%. The mean score of practitioners fulfilling basic standards of public health was at the moderate level (44.74±4.24 out of 70). Independent t-test and chi-square test findings showed statistically significant associations among the study variables.

Conclusions and implications: The general profile of PHSW and the relationships between professional characteristics and needs with essential public health variables were unclear in Turkey. This research, as the first study in the PHSW field addressed this gap of knowledge. The urgent need for a better institutionalized PHSW in Turkey addressed and some practice recommendations including, making role definitions more clear, improving the legislations, increasing the professional capacity for the culturally-sensitive practices with especially refugee clients, and improving the curriculum of social work education, were suggested.

310: Using the law in mental health social work practice in a changing national and global context; challenges and opportunities offered by a therapeutic jurisprudence lens.

Simon Abbott, Kingston University and St Georges, University of London

Mental health social workers in England have statutory powers under the Mental Health Act 1983 (MHA) to detain people in hospital for assessment and/or treatment. The stakes in this area of law and social work are high: practitioners deal with important issues concerning individual liberty that have profound implications in relation to the power of the state to intervene in the lives of citizens, where notions of autonomy, protection, coercion and care sit in tension.

At a national level, the numbers of people so detained have reached a 10 year high (NHS Digital 2016), bringing into question how such decisions are made. Internationally, emphasis on the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2011) has led to calls for the repeal of laws that enable someone to be deprived of their liberty because of a disability, including a psychosocial or intellectual disability or mental disorder.

Thus national and global factors require scrutiny of the way in which professionals implement law that permits deprivation of liberty, using a theoretical lens that can assist in understanding and evaluating their interpretation of the legal mandates for professional action. Therapeutic jurisprudence, with its focus on the social agency of law, here provides such a lens

This paper draws on a study of how social workers who are accredited to act as Approved Mental Health Professionals (AMHPs) under the MHA use the law in practice, to consider what challenges and opportunities are offered by therapeutic jurisprudence as a framework for scrutinising social work AMHP practice. Eleven social work AMHPs, purposively selected from three different local authorities in England, participated in the study, which used qualitative in-depth interviews and practitioner diaries to collect case stories about using the law in circumstances where compulsory admission to hospital was a possibility. The use of case stories encouraged participants to provide a rich description of events as they unfolded over time. Practitioner diaries gave insight into how participants interpreted situations and gave meaning to actions and events. Computer Assisted Qualitative Data Analysis in the form of NVIVO was utilized to manage the data, and to support data analysis using framework analysis (Ritchie and Spencer 1994). The analysis drew on Bourdieu's theory of practice (Bourdieu 1977) to suggest that the use of law in social work practice is an embodied social practice.

This paper extends the analysis further, taking therapeutic jurisprudence as the theoretical lens for thinking about social work AMHPs' use of the law. It argues that this offers the potential to bring a person centred and rights based approach, emphasising dignity and a relational approach to using the law.

The paper addresses the main conference theme 'social work in transition: challenges for social work research in a changing local and global world' by illustrating how practice must respond to national and international concerns.

References

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C5 Researching child protection

Chaired by: Dr A.N. Other

Room:

526: Factors related to children disclosure of sexual abuse

hayfaa AlKandari, Kuwait University

The current study aimed at identifying obstacles related to children disclosure of sexual abuse among 141 Kuwaiti of social workers (n = 47), teachers (n = 47) and lawyers (n = 47) of both sexes. A measure of the Factors Related to Child Sexual Abuse Disclosure was prepared and found its psychometric properties to be applicable for a Kuwaiti society. There is a general agreement with 64.5% among social workers, teachers and lawyers that there is a large prevalence of sexual abuse of children in Kuwaiti society. There is also a general agreement with 43.3% among the respondents about their dissatisfaction of services provided to children with sexual abuse. There is a general agreement with 83% among the participants of the need to establish a shelter and therapeutic center for these children. The results also showed that all respondents believe that family and community conditions play a key role for child sexual disclosure. However, social workers and teachers, unlike lawyers, believe that there are certain child's characteristics related to sexual abuse disclosure. These characteristic are the degree of the child dependency on the offender, his age during sexual abuse, his lack of mental and social abilities that would help him to understand the meaning of the abuse, his feeling that there is no justice in the case of complaint, and his respect and appreciation for the offender. Moreover, social workers and teachers, unlike lawyers, believe that the dialogue used by the offender with the child is the most important obstacle related to the offender's characteristics, which prevents the child from detecting sexual abuse. The study recommended that surveys should be conducted on the prevalence of sexual abuse of children in Kuwaiti society, and the necessarily of providing intervention and awareness among families about sexual abuse and its types and sources in order to encourage children to detect and prevent the abuse.

580: Social workers' challenges in assessment of child abuse and maltreatment: Intersections of class and ethnicity

Margrete Aadnanes, VID Specialized University

In this paper, I will present the findings from a qualitative study of child protection caseworkers' challenges in abuse and maltreatment cases. Classifying what constitutes family violence against children have long been a challenge to practitioners as well as to researchers. Although definitions within international public bodies such as the UN's Convention of the Rights of the Child and the World Health Organization lays the ground for a universal understanding, changing global demographics and cultural conflicts challenge such universal classifications at the level of practice. The findings from this study show that initial phases of investigating and assessing reports of abuse and maltreatment, actualized particularly issues of disclosure and classification.

By applying intersectionality as a theoretical framework, the analysis aimed at exploring the meaning of class and ethnicity in child protection work with family violence cases. The study was conducted in a large Norwegian city, where social workers in two agencies representing boroughs with different compositions of socioeconomic and ethnic demographics were interviewed. Research questions were: (1) How was class and ethnicity made relevant in relation to child abuse and maltreatment; (2) what did the caseworkers present as challenges and dilemmas; (3) how did the professionals present their own positions?

Overall findings show how class and ethnicity in different ways affected the assessments and interventions in cases of concern for child maltreatment: Class was particularly actualized as the caseworkers faced families with higher social status than themselves. In these cases, the professionals struggled to gain insight into the family and assess the concern for violence, as the parents were able to resist such interference. As a result, many of the cases slipped out of the hands of the child protection agencies, or they were redefined as cases of neglect instead of abuse. When facing minority ethnic families on the contrary, class was rarely actualized. Rather, ethnicity featured as the main category of difference, as the abuse tended to be defined as a cultural practice related to child rearing, instead of related to the parents' psychological issues or alcohol misuse for example. Although several caseworkers acknowledged that these 'typical' risk factors usually occurred in most abuse and maltreatment cases, regardless of ethnic background, such patterns of classifications nevertheless seemed to prevail.

Focusing on the position of the professionals, the paper contributes to the social work research and practice field by shedding light on how

the categories of class and ethnicity may intersect in ways that affect professional practice with child abuse and maltreatment.

584: Have the financial resources for preventive work impacted on the cost of child protection? – Seven-years-panel data (2008 – 2014) from municipalities of Finland

Heidi Talvenkorpi, University of Eastern Finland

In Finland, efforts have been made through various programs and legislation to respond to the rising costs of child protection. Key aims in child policy have been to prevent child maltreatment and promote child welfare by expanding and enhancing early intervention and family services. International research on the cost-efficiency of services has been increasing. However, this phenomenon has not been studied in any depth in social work in Finland. The purpose of this study is to model the cost analysis in a child protection context. This study was designed to determine by empirical analysis the cost of child protection services, as well as the wider welfare services for children and young people. The main research question is: 'Have the financial resources for preventive work had an impact on the cost of child protection?'

In this dissertation research, the welfare services are classified into primary, secondary and tertiary levels of prevention in the context of child protection. It also explains how the existing statistical data enables the cost analysis from a child protection point of view in Finland. The research finds answers to the main research question and tests the different hypothesis relating to the background of child protection costs. Finally, it draws conclusions on the cost of preventions versus the cost of child protection by using seven-year-round panel data for the period 2008 and 2014. Nationwide panel data consist of the information of municipalities' costs information and descriptive factors, for example, the size of the municipality or geographical location and also the factors which indicate the need for child protection. Data has been collected from public statistics and data analysis is based on quantitative statistical methods, correlation and panel data regression analysis.

Up to this moment, research shows that the cost of welfare services remained fairly stable on a year to year level, especially in larger towns and cities. The statistical data gathered from elementary schools, early years' education and youth work enabled the conduction of a cost analysis, where as in the secondary level services for children and young people, the costs were not recorded in detail. However, the secondary level services costs data was not available in detail, the higher costs were in other services for children and young people, the lower costs were in tertiary level child protection. Also, research will show how permanent the impact between the costs connections of secondary level and tertiary level services is.

The cost of child protection services is heavily interconnected with other child and family welfare services. Impact research on preventative work costs is needed so the child policy makers can maximize the return on investment in the child welfare system. The findings of this study reveal the need for structural social work.

706: Measuring family stress and strengthening family resilience in child protection social work: a comparative analysis

Vivi Antonopoulou, University of Bedfordshire ; Hester Carro, University of Bedfordshire; Fiona Newlands, University of Bedfordshire

Background

Families involved with child welfare services often face significant challenges including family breakdown, substance misuse, or illness and can as a result, experience high levels of stress and anxiety. Being able to engage effectively with parents under stress is a key component of skilful child welfare practice. Here, we investigate how social workers practice with parents with either high or normal levels of stress.

Method

The study used a mixed methods approach including - observations and audio recordings of meetings between families and social workers, interviews with family members, questionnaires with social workers and questionnaires completed by researchers. This enabled us to triangulate the data and include the complexity of differing perspectives. Audio recordings of practice were coded based on an established framework of practice skills. Well-validated instruments, such as the GHQ for stress levels and the Working Alliance inventory were used alongside bespoke questions to explore how high levels of stress might influence practice.

Results

Preliminary analyses for a sample of 250 families revealed that families involved with child welfare services had clinically elevated scores of

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almost 40%, compared to 20% in the general population. Significant differences were found in the quality of working relationship between social workers and parents with high or typical levels of stress (for WAI Goal $t(160)=4.299, p<.001$, for WAI Task was $t(161)=3.945, p<.001$, for WAI Bond was $t(157)=3.897, p<.001$ and for WAI Total $t(152)=3.152, p=.002$). In addition, significant differences were found between the two groups of families in relation to parental assessments of worker helpfulness and the quality of the meeting. Workers also showed more skilled practice with the lower stressed group, although not at the level of statistical significance ($p>.05$). Social workers also tended to be far more concerned about families with high stress than those with lower stress levels ($t(201)=-2.694, p=.008$).

Conclusions and Implications

Engagement with highly stressed families may be particularly challenging for social workers, but levels of concern also tend to be higher for these families. This makes it all the more important to understand how social workers can engage with such families in order to provide effective help and support. The implications on these data in relation to family resilience will also be discussed.

C6 Researching older people

Chaired by: Dr A.N. Other

Room:

39: Widowed Older Adults and Sexuality: Do Grief Counselors talk about loss of Sex?

Margaret Salisu, City

Background and Purpose: The interest in the sexuality of older adults is reflected in the significant growth of literature on sexuality and aging, especially within the last few decades, as well as in the growing interest in this topic in the media. Clinicians, researchers, educators, journalists, and policy makers continue to highlight the importance of sexuality and sexual health in the older population. Unfortunately, the few available studies in this area almost exclusively pertain to older people who are married, thus marginalizing the research on sexuality among older widowed persons. The minimal attention in research provided to the sexual expression of widows/widowers is not unexpected, given the myth regarding the asexuality of older persons in widowhood and silence regarding their sexuality because there is an overall lack of societal recognition of their sexuality. This paper explores grief counselor's experiences of discussing sexuality with bereaved older persons. Participants identified the need for a change of current practice to include the discussion and the initiation of the subject of loss of sex in therapy.

Methods: Ten grief counselors in New York City area were interviewed. The sample consisted of six hospital social workers, two mental health counselors, and two hospice group coordinators. The age range was 31–50 years. The sex and race composition were six males and four females, and seven Whites and three Blacks respectively. The participants were recruited through a listserv database of agencies providing services to the older widowed. Interviews elicited the participants' knowledge of the sexuality of older adults, their perceptions, reflections and interactions, as well as their work with bereaved older widowed adults. Interviews were audio recorded, transcribed, and coded using the NVivo software. The study was guided by the principles of the phenomenological method.

Findings: Sexuality in older widowed adults has been overlooked in treatment, as the subject is rarely discussed. Many participants disclosed that they may be uncomfortable discussing sex with their clients, they worry about adding to the distress of bereaved persons, and identified lack of awareness about sexual issues. Others cited stereotypes and lack of training. Many were amenable to receiving training about older adults' sexuality and the dissemination of communication techniques to support and provide interventions to their clients.

Conclusion and Implications: This study highlights healthcare professionals' lack of recognition of sexuality among the older widowed, as well as the lack of therapeutic support to cope with the loss of sex experienced by the bereaved person. Incorporating sexuality concerns into grief therapy may prevent or ameliorate some mental health issues because undiagnosed or untreated sexual problems often cause or co-occur with depression and social isolation. Understanding, knowing, and acknowledging the sexual concerns of this population may serve to improve communications, which may in turn, foster improvements in the quality of life among older widowed individuals and provide them with support and more freedom to express their sexuality.

155: Successful Aging in Aymaras and Mapuches: Implications for Social Work and Ethnic Diversity

Lorena Gallardo Peralta, University of Tarapacá

Background and purpose

The concept of successful aging (SA) refers to a paradigm that examines the aging process in terms of optimal physical, cognitive, psychological and social functioning. It avoids characterising old age as a stage of decline or of progressive and irreversible loss of capacity. Older persons may therefore participate in activities to improve, change or transform their lifestyles, and hence improve their chances of better aging (Cheng, 2014). In this sense, the elderly can empower their aging process and from social work guide the intervention in this line.

The aim of this study is to analyse differences in SA in their different domains (mechanisms of functional performance; intrapsychic factors; spirituality; gerotranscendence; and life purpose/satisfaction) among aymaras and mapuches older persons in Chile

Methods

The study was quantitative and transversal, the sample consists of 800 (approx) elderly people living in north and south of Chile, since between the months of September and October of 2017 the questionnaires are being applied. The questionnaire was applied via personal interview by professionals from the fields of social work and psychology. The Successful Aging Inventory (SAI), devised by Troutman et al. (2011). This inventory has been validated in Chilean older people (Gallardo-Peralta et al., 2017). Data were processed using standard statistical tests (Chi-Square and Student t-test)

Results

It is expected to observe statistically significant differences between the Aymaras and Mapuches in their aging process. However, both ethnic groups remain physically active because older people in these indigenous communities continue to work in agricultural, agricultural, and commercial work to very advanced ages (Carrasco and Gonzalez, 2014).

Conclusions and implications

The trajectories of lives at social risk of the Chilean indigenous unleash an old age with more social inequality. Joint social and health policies and resources adapted to the social and environmental deprivation of indigenous groups are recommended to reduce social and health risks. The practical implications for social work and social gerontology are discussed

This work was supported by the Government of Chile ("Proyecto FONDECYT 1170493")

160: Decent Aging in Mieming - Participatory Social Planning in a Rural Community in Austria

Eva Fleischer, Management Center Innsbruck

This presentation intends to highlight an innovative approach to social planning on community level focusing the needs of older adults in a rural context. Demographic developments, as well as changed life situations (work, gender roles, mobility, family forms, migration), create new challenges to communities to provide adequate care for older adults. In Austria, around 80% of older adults in need of care live at home. Family members – predominantly women – act as their personal caregivers or organize care, in rural communities more than in cities. This traditional form of care cannot be assumed in future anymore.

Currently, social planning in Austria is conducted at province level based on demographic forecasts, key figures, and budget constraints. At the municipal level where the community care services have to face the consequences of the social changes mentioned above social planning hardly takes place. From this background, it is remarkably innovative that the community care service in Mieming, a small Tyrolian village, wanted to develop an own roadmap towards a caring community. The study was conducted in the course "Project work" of the Masters' program "Social Work, Social Policy, Social Management" at the Department of Social Work from October 2015 until November 2016.

The central questions were: "What are the needs of the (future) older adults in our community?", "How can the local community care service meet those needs in cooperation with relevant players?" People from the village (professional and voluntary care workers, politicians and informal carers) developed together with a group of students the research design, which included a variety of methods. A questionnaire

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was sent to every second person aged 45 and more in the village (784 participants, response rate 18,43%). Five group discussions with 32 participants (professionals, voluntary care workers, informal carers, service users, active senior citizens) took place as well participative observations and site surveys in the community. First results were discussed at a world café which was open to everyone in the village. The research resulted in a publically presented list of measures which was handed to the local council and the board of the community service.

A central finding was a demand for social work in a nursing-accompanying function as well as community work. Additionally, it became apparent that traditional solutions which are still proposed by politicians are not appreciated anymore by (further) service users. Only some (future) older adults want to be cared for by their relatives, most of them prefer community care. There is an urgent need for a broader variety of housing forms related to different lifestyles and milieus. There are two key implications out of this participatory research project. First, social planning in Austria has to integrate bottom-up perspectives from communities to meet the needs of (future) elder citizens. Second, social work as a profession has to be recognized as a relevant player in aging societies, not only to organize care and support senior citizens and their relatives in a community but also to conduct and support social planning processes.

244: Factors associated with returns to out-of-home care

Martin Elliott, Cardiff University

The aim of the research to be presented was to undertake an exploratory analysis of administrative data on children in out-of-home care, comparing those who returned to out-of-home care having ceased to be in the care of the state and those that having left did not. In making a comparison of these two groups of children, the aim was to establish whether there are characteristics of either the children or their first care placements which would predict their likelihood of returning to out-of-home care.

Children who have experienced a period of out-of-home care and then subsequently return to care were a focus of this research for a number of reasons. These relate to both the impact on outcomes for children who experience multiple periods in care and organisationally in terms of the resource implications for child welfare services. A study by the Rees Centre at Oxford, in relation to the educational attainment of children in out-of-home care, highlighted that experiencing many short care periods interspersed with reunifications with birth families or many placement and/or school changes is associated with poor outcomes for young people in terms of educational attainment. Similarly, research has highlighted the significant resource implications for child welfare services of children returning home and then subsequently having to return to care when those reunifications with birth family broke down.

Using six years of administrative data on children in out-of-home care ('looked-after') in Wales the study used quantitative analyses of routinely collected administrative data relating to almost 5000 'looked-after' children (n=4892). The research was undertaken using binary logistic regression. The variables included in the model were: age; length of initial stay; category of need; legal status; and year of entry. The interaction between these factors and the child's sex were also tested.

The analysis identified that a child whose initial stay in care was less than 30 days was 3.5 times more likely to return to care than a child whose first stay was more than two years. There were also statistically significant increases in likelihood of returning to care for children whose first stay was up to 6 months in duration (OR 2.7). Boys who had experienced short initial stays in care had increased odds of return to out of home care than girls.

Children aged 12-15 years were over two and a half times more likely to return to out-of-home care than 16 year olds. There was however no statistically significant increase in likelihood of return for younger children (0-4 years) and only a slight increase for children aged 11-15 years.

The study identifies an increased likelihood of younger teenagers, who have experienced short initial periods in care, 'oscillating' in and out of care (Bullock, Little and Milham, 1993; Packham and Hall, 1998). From a practice perspective and in terms of a focus for future research there is a need to consider the type of support provided to this group and its effectiveness in reducing returns to care.

C7Researching youth

Chaired by: Dr A.N. Other

Room:

136: Accessing sense of coherence and salutogenic coping of youth in cultural transition: The case of the Bedouin youth from unrecognized villages in Israel

Ephrat Huss, Ben Gurion university

Background: Salutogenics, assumes that life is full of transitions and adversary, and the interesting research question is to understand how people cope with them through the ability to conceptualize the world as manageable, understandable and meaningful (SOC). Sense of coherence is a plastic construct that can be enhanced in youth. However this theory was utilized mainly with western populations and it struggles with understanding how minority groups self-define SOC in the context of the intense cultural transitions and adversary that many such groups are dealing with at present.

The research questions of this study are to understand how these populations utilize their own definitions of sense of coherence to cope with the transition. Its objective is to utilize culturally contextualized research methods and knowledge to help social work transition towards the needs of these populations.

Methods: This research focused on the Arab-Bedouin youth growing up in the unrecognized villages in the south of Israel that are subject to the tensions of rapid cultural transition and ongoing conflict over land ownership that creates disengagement from the hegemonic state: These transitions are in the context of deep poverty. They are similar to other non-western youth transitioning from traditional to western culture from a standpoint of poverty and marginalization in other countries.

To enable self- definition of what are their central stressors and how they cope with them, we used arts based qualitative research methods that revolve around 80 drawings by Bedouin youth ages 13-14, who drew " a good day that went bad – and "how I fixed it", and the verbal explanations that these drawings triggered. The themes from the images and their explanations were condensed into two central themes and these images were then further developed in focus groups.

Results conclusions and implications: The results reveal two central stressors- the tensions between demands of home-traditional culture, and school-western culture, and dealing with a dangerous and chaotic environment. Their sense of coherence utilized to cope included self-regulation, flexibility, use of traditional leaders, and holding complex sets of opposing values. While these could be understood as a passive lack of coping, helplessness and inactivity according to western culture, within the specific context of their 'bad days' we learnt that their manageability, comprehension and meanings activate strong sense of coherence for their social and cultural realities. A methodological conclusion is that western research methods also need to transition in order to capture how youth from different cultures cope: Implications for using this theory and method to enhance sense of coherence and as a base for interventions with minority youth will be discussed.

225: High School Dropout Recovery? Young people post-school experiences and future aspirations

Jelena Ogrresta, UNIVERSITY OF ZAGREB; Marina Ajduković, UNIVERSITY OF ZAGREB; Ines Rezo, UNIVERSITY OF ZAGREB

Dropping out from high school is a complex phenomenon influenced by a range of interacting factors on individual, family, school and community levels, representing a process rather than an event. Numerous studies have shown that, unlike the adolescents who graduate, those who drop out of high school experience long-term higher rates of unemployment, criminal activity and dependence on social welfare. Young people who drop out of school often express great remorse for leaving school and show interest in re-entering it. There are literature gaps regarding the experience of youth life conditions immediately after the school dropout and their perception of opportunities in the future.

The aims of this study were to explore how young people perceive their life circumstances during the year after school dropout, and consequently, how they comprehend their future life plans and decisions. Specific emphasis will be given to dropout recovery, as a process of re-engaging dropout students back in different forms of education. The study is based on 20 semi-structured interviews conducted with young people who have experienced dropping out from high school. The participants were between the ages of 16 and 20 years, including eight females and twelve males. Dominantly, they dropped out from vocational high schools. A narrative-based, qualitative method was used to analyse the data according to three broad themes: feelings about leaving school, current life situation and their future aspirations.

Regarding feelings about leaving school, most interviewed young people interpreted dropping out of school as a bad experience that impaired their sense of self-worth and limited their opportunities on the labour market. They dominantly expressed regret for dropping out from school emphasising the fact that they did not obtained necessary qualification.

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Results also demonstrated the heterogeneity of current life situations of young people. Some of them work on part-time jobs and low-skilled positions, while some of them have re-enrolled in alternative vocational training programme. Few participants were neither in the labour market nor in education or training.

In describing future aspirations young people who participated in the study had different ideas about their plans, such as looking for employment and continuing education, while some of them had no plans for the future. All of them had aspirations that were highly contextualized with available financial resources, perceived social support and circumstances that led to leaving high school.

These findings could frame intervention strategies that equip young people with relevant practical skills to help them overcome vulnerability and marginalisation in the period close to dropping the school. Many of them may benefit from counselling and specific guidance services that are focused on their individualized needs. Understanding the relation of various patterns of young people experiences to the educational re-engagement could encourage initiatives for youth at risk deployed by schools and social service agencies. Ethical and methodological challenges related to reaching this vulnerable group of young people will be discussed as well.

273: Relationship of Personality Traits and Parent _ Child Conflict with Internet Addiction in Female Adolescents

zahra rohoollahi, The Welfare organization; Mojtaba Amirimajd, The University of Azad Abhar

The family is one of the social associations which organize basis of human social life. One of the families' problems is disobedience and disagreement of children with their parents. The aim of this study was to determine correlation between personality traits and conflicts parent-child conflict with Internet addiction of female adolescents.

Materials and methods: The population was high school students in Karaj city. The study was correlational. First of all one area and 3 schools and 2 classes were selected by cluster sampling. 90 female students were selected. The Participants completed 3 questioners consist of personality NEO five-factor inventory (NEO FFI), parent's child conflict test and internet addiction test with 20 questions. To analyze data, Pearson correlation coefficient and regression analysis were used.

Results: The results showed that there is a significant relationship between neurosis and Internet addiction and between flexibility and internet addiction. Also, there was a correlation between the conflict with father and conflict with mother with Internet addiction among subjects ($01/0 \geq p$). Multivariate regression analysis showed that conflict with the mother can predict adolescent Internet addiction and can explain 0/23 percent of variance of internet addiction.

299: A proposed prospective of Generalist Social Work Practice in mitigating impacts of armed conflicts of youth.

Raya Al Maamari, Sultan Qaboos University; Mohamed Elsherbiny, Sultan Qaboos University

In recent years, armed conflict has become an impressive contemporary issue. It is a severely harmful problem that effects individuals, families, and communities. The statistics show that, in 2014, the number of refugees over the world has increased dramatically from 32.000 to 42.000 refugee per day. The United Nation stated that the estimated number of people displaced by conflicts and wars worldwide is expected more than 60 million by the end of this year. The number of Syrian refugees merely was estimated around 3.9 million.

It has been argued that the majority of the displaced population are youth, and estimated around 77 per cent of the total displaced persons. It seems that youth affected by armed conflicts is a serious and timely addition to the social work literature. Thus, this research is an attempt to identify the impacts of armed conflicts faced by youth. Then, its focus was directed to propose the role of social work in addressing and mitigating these impacts through Generalist Social Work Practice.

In this research, qualitative research was implemented through deep interviews with 12 youth from the most three affected countries in Arabian Gulf Region, which are Iraq, Syria, and Yemen. Snowball sample was used to access the target sample and complete the specified number.

Based on the respondents' interviews and related literature, armed conflict is not only responsible for directly killing and injuring civilians through infliction from weapons, but it also has widespread various effects. In this context, no wonder that youth are affected psychologically,

physically, socially, economically, and morally. Psychological impacts can be seen through anxiety and nightmares concern their dead relatives. Additionally, youth suffer from destruction of livelihoods because youth who had a happy childhood feel that everything was destroyed. Physical impacts that result from starvation and malnutrition which affect youth's cognitive and physical development. Regarding Social impacts, separation is one of the rampant impacts not only on youth, but all family members. That is because armed conflicts force families to separate and everyone strives to save life, the most precious gift. Consequently, youth might probably lose their social relationships and suffering from loneliness. Armed conflicts has also economic affects that resulted from disorders on education and work. Regarding manners and behavior, youth translate former disputes into violent revenge, killings and spoliation. Consequently, focusing on social effects, an attempt was made to design a proposed prospective of Generalist Social Work Practice in mitigating impacts of armed conflicts of youth. Finally, some conclusions were drawn that might provide opportunities for further research in the field of social work and armed conflicts.

C8 Social work research in Europe

Chaired by: Dr A.N. Other

Room:

242: Views and attitudes towards Evidence-based Practice in a Dutch social work organization

Renske van der Zwet, Movisie/Tilburg University; Deirdre Beneken Genaamd Kolmer, Haagse Hogeschool; Rene Schalk, Tilburg University – Tranzo; Tine Van Regenmortel, KU Leuven

Background and purpose: Although in many northern European countries Evidence-Based Practice (EBP) is increasingly emphasized in social work, there is less agreement about what EBP means in practice and how it is best promoted. Unfortunately, EBP is As the field of social work has struggled to define and implement the EBP process, it is not surprising that current use of EBP in social work practice is limited. Consequently, increased attention is being given to determine effective strategies for the dissemination, adoption and implementation of EBP in social work practice. This case-study focuses on how staff and social workers within a social work organization are making sense of EBP and examines their attitudes towards evidence-based practice. The study was carried out in a Dutch social work organization that recently committed to introducing an EBP approach. Research on how EBP is defined and viewed by social workers and staff in a social work organization that has recently started to strive for an EBP approach can be helpful in suggesting ways to improve implementation of the EBP process.

Methods: The researcher conducted several visits to several office locations and attended and observed a staff meeting in order to better understand the organization. Qualitative data from interviews and written documents were gathered to build a picture of EBP implementation in the case study organization. In order to examine EBP across the whole organization, the researcher conducted interviews with social workers (n=12) and executive, management, research and specialist staff (n=10). A semi-structured question format of mostly open questions was developed for the in-depth interviews. The last question of the interview concerned the preferred definition of EBP; respondents were shown both the EBP process and the EBP's definition and were asked to choose and to explain their choice.

Results: Qualitative data from interviews with 22 staff and social workers revealed that there was a great deal of confusion about the meaning of EBP and that EBP was conceptualized in a number of different ways. The most common responses conveyed the view that EBP is about using interventions for which there is scientific evidence that it is effective (EBPs). The interviews revealed a clear preference for the EBP process, as common concerns were that EBPs would restrict their professional autonomy and would prevent them from tailoring their response to the specific context and circumstances.

Conclusions and implications: These findings have implications for the way in which organizations and the social work profession approach the implementation of EBP. Organizations attempting to implement EBP will need to improve both social workers' and staff's knowledge and understanding of EBP by providing them with a clear and consistent description of EBP that makes a clear distinction between EBPs and the EBP process.

351: Addressing Errors and Mistakes in Norwegian Child Protection

Marit Skivenes, University of Bergen; Øyvind Tefre, Western Norway University of Applied Sciences

The aim of this paper is to examine the Norwegian approach to review and revise errors in the child protection system. Through the last three decades of public discourse, children in Norway have increasingly become independent subjects, and in September 2017, the Norwegian government proposed legislation that gave children the legal right to protection through an amendment of the existing Child Welfare Act of 1992 (Prop. 169 L (2016–2017)). While being ranked highly in international comparisons, the Norwegian child protection system is still being criticized harshly. In recent years (2015 and 2016), massive outrages have emerged through both social and traditional media. The criticism of the Norwegian child protection system has traveled the globe, making the Norwegian term for child protection - barnevernet –an alias for a draconian system that steals children from their parents. The uproar and the critique comes from citizens and civil society organizations, different public agencies, and private persons and organizations.

The Norwegian system has auditing and oversight agencies to scrutinize the practices, and to follow up on errors and mistakes. However, the empirical research is scarce on how these oversight bodies function, how agencies and local authorities follow up the feedback, as well as how the day-to-day practices on correcting errors and improving practice in each agency and organization are attended to.

Our study aims to address some of these shortcomings by examining how central audit and control bodies – including the ‘County Governors’ and ‘The Norwegian Board of Health Supervision’ – approach and define errors and mistakes in child protection, and what efforts they make to identify, and correct errors and mistakes.

The primary study method is a qualitative document analysis of policy documents, audit and oversight reports, and legislation. However, we also conduct interviews with key informants to supplement and corroborate the document analysis.

We examine the overarching Norwegian approach to review and revise errors and mistakes, and discuss strengths and weaknesses with this approach concerning its ability to improve child welfare.

Preliminary findings suggest that we can get a good view of what these bodies see as errors and mistakes in child protection. In contrast to the external criticism of an overly interventionist system, auditors in a recent report directed criticism at child welfare agencies for dismissing too many reports of potential child abuse or neglect, without sufficient assessment or justification. However, what impact audit and control has on practice is much less clear and still less is known about how agencies implement measures to correct errors identified errors, once they have been identified.

Audits and oversight reports frequently require more documentation of the decision-making processes, to prevent future errors. In an already pressed situation of lacking time and resources, such procedural requirements are not necessarily sufficient to improve the quality of decision-making and prevent future errors. We suggest that research on how local authorities and agencies approach recommendations from audits and oversight re- ports is necessary to identify what agencies require to effectively address errors and improve practice.

354: The future plans influence the well-being of the Finnish long-term unemployed

Mikko Mäntysaari, University of Jyväskylä; Sami Ylistö, University of Jyväskylä; Anna-Kaisa Rikalainen, University of Jyväskylä; Mikko Kasanen, University of Jyväskylä

Background

Finland, as well as the other Nordic countries, are among the most equal societies in the world. Although Finland is striving for equality, there are large groups suffering from the effects of inequalities. One of the most vulnerable groups in regard to decreasing health and well-being are the long-term unemployed. Prior studies clearly show that unemployment causes (or co-exists with) physical and mental health problems, heightened risk of suicide and other problems of well-being (Heponiemi et al. 2008; Herbig et al. 2013; Milner et al. 2013). Activation measures have usually been evaluated only in relation to accessing competitive labor markets and education, or taking part to other services. However, changes in well-being have often been neglected in these evaluative studies.

Methods

The study is researching the outcomes of multi-professional case management in unemployment services on the well-being of the Finnish long-term unemployed in five cities. The participants have been continuously unemployed for over 12 months. The interventions will be evaluated by using an experimental design with the matched pair method. The measures of the effectiveness of the interventions are implemented using

WHOQoL- BREF, UCLA loneliness scale, capability, trust and lifestyle questionnaires.

This paper is based on the base-line data of the research (N=499). Our results support the findings of prior research: compared to the general population in Finland, the long-term unemployed have a noticeably lower well-being on all of its dimensions. We use Paul and Moser's Incongruence model to explain the observed differences. Paul & Moser (2006; 2009) have hypothesised that incongruence is systematically associated with diminished well-being and mental health of the unemployed. In their theory, incongruence means a contradiction between a person's employment commitment and their current employment situation. In our research, we use incongruence in a broader sense to describe all conflicts between personal goals and the current life situation.

Results

One of the most significant explanatory variables for a high quality of life is the belief for a better future. Having clear goals for the future seems to coincide with a high quality of life. If the unemployed person does not have clear goals for the future, they usually have problems in various dimensions of well-being. The results also show the importance of agency among the unemployed. There is a strong connection between the respondent wanting to change their life situation and a lower quality of life. The long-term unemployed not content with their life-situation and have no plans for what is to come, have a lower level of well-being. These results are in line with Paul and Moser's hypothesis of incongruence between a person's willingness to work and being unemployed.

Conclusions and implications

Belief in the future could be a powerful explanatory factor for the quality of life of the long-term unemployed. These results show a very important task for social work interventions: to better support the long-term unemployed in their planning for the future.

This research is a part of Finnish Academy - funded project Inclusive Promotion of Health and Wellbeing (PROMEQ).

452: Bullshit in (Dutch) Social Work

Mendel Wemerman, Saxion, University of Applied Science

In his influential essay; *On Bullshit* (2005), Princeton University professor Harry Frankfurt describes the distinction between bullshit and telling lies; when you tell a lie you deliberately hide or misrepresent the truth while a bullshitter doesn't care if what he says is a representation of the truth or not. The main aim of the bullshitter is not dialogue it's convincing the other (2005). Politicians, bankers, people working in finance, they all need their fair share of bullshit just to make it through the day. A little bit of bullshit makes the soil fertile but too much of it, especially if bullshit is not being recognized as such, can be very dangerous. Therefore to identify and analyse bullshit is a serious matter in any domain (even in social work).

First of all; where to find bullshit in social work? Like in many other European countries the Dutch welfare state is changing. In contrast most countries however there is remarkably little debate on the underlying assumptions of this 'transition'. In our analysis of the Dutch 'transition discourse' we found that many strong ideological assumptions are being taken for granted and presented as facts, not only by politicians and policy makers but also by educators and social workers. No recognition for the normativity of the debate, hardly any empirical data supporting the argumentation the outcome however is fixed! Powerful and undisputed discourses like this are likely to be accompanied by a strong smell of bullshit.

Second; unmask and analyse the bullshit. In our analysis we have made a distinction between three types of bullshit: First of all there is obvious bullshit, the type of bullshit we all recognize as such but still use or are confronted with in our daily life. Claims in advertising are a powerful example; 'drink this brand of Coke and you will be young healthy and good looking!' In social work we have found many examples of obvious bullshit with the implementation of new public management in the nineties.

In our presentation however we will focus on two other types of bullshit; sneaky bullshit and bullshit in disguise. We have found that many of the, on a first glance, harmless phrases like: 'self-reliance' and 'individual strength' are used in a sneaky way to reproduce neoliberal assumptions in social work. We will show examples where emphasizing self-reliance and focussing on individual strength becomes acknowledging your own responsibility and ends up in problems being your own fault.

Bullshit in disguise works in a similar way but disguises the bullshit in terms or phrases which you almost can't be against. We will argue for instance that the renewed emphasis on the lifeworld, which was one of the important legitimations for the transition paradoxically seems to

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result in an even further colonization of the system world. Furthermore we will analyse the changing, individualised, meaning of the concept of empowerment to understand the ideological influences on these developments. Lifeworld and empowerment are disguises used as mask for something else, something ideological, something neoliberal.

C9 Researching children & families

Chaired by: Dr A.N. Other

Room:

332: Exploring the interprofessional cooperation of child and family welfare institutions

Jaroslaw Przeperski, Nicolaus Copernicus University in Torun

For a past decade social work with children and families in Poland has gotten increasingly complex. New specialists, new tasks for old professions emerged. The members of institutions as well as families might become disoriented in so complicated system of protection and support. Consequently, the effectiveness - rate of families leaving social welfare system - does not increase. The study concentrates on identification of gaps and common parts in work of nine professions (family judge, policeman, social worker, counselor from institutional foster care, teacher, family assistant, probation officer – two types, mediator). It also examines a welfare system from perspective of a family.

The data was collected by using two vignettes. Those vignettes were taken from real life and examined by family judge, family assistant and psychotherapist. The first one was a typical description of a multi-problem family from institutional perspective. The second was the description of the same family using language and viewpoint of the family. Said vignettes were the basis for an interview for all of the participants (N=50 – 5 from each institution plus 5 families). The interviews were taped and transcribed to prepare for scrutiny. The analysis was based on thematic coding appropriate to research problems (fields of work – real and official, decision making by institutions, methods of work, type of support/protection, paradigms of work, family vs. institution perspective). The coding was done line-by-line. The Atlas.ti program was used to support qualitative analysis. The study allowed to create a typology of influence on families by different institutions. The shared parts of work, gaps and “clashing points” were identified, as well as the family vs. institution perspective. The model of cooperation (The Elliptic – Family Centered Model) was constructed. The study showed a necessity of welfare system modification as well as an adjustment of institution-family cooperation. The desired direction of transitions seems to be integration of services, family-centered practice and more reflexive and learning institutions.

The future research seems to be required to examine proposed and implemented changes.

421: It has to feel right – how social workers use emotionality to navigate in difficult cases in social work practice with children.

Line Bjerre, Aalborg University

In this presentation, I will discuss the changes and paradoxes in ways of understanding social work practice with children and families. It is a discussion of the dichotomy of rationality and emotionality in current social work discourse and how social workers lack a professional language to address emotionality. In recent years, Danish social work practice has been accused of lacking objectivity and social work discourse has shifted with legislative changes and the introduction of social work methodology such as Integrated Children's Systems and Signs of Safety.

In my research, I have been studying social work practices, focusing (as a psychologist) on which discourses and psychological paradigms are used in constructions of children and how social workers navigate in difficult cases of child neglect and abuse. I have conducted a qualitative study of social work in Denmark, observing team meetings in three different teams in a Danish municipality.

Overall, I have found that social workers talk about the children and families in ways that do not follow the structure and logics of the formal methodologies. Instead social workers navigate difficult cases through nar- ratives, anecdotes and their emotionality. The research shows that

emotionality is important in four different ways:

1. As moments of silence. When social workers realized something in the stories of the families was important, it was often followed by moments of silence.
2. Experiences of affect that was named as an emotion. The social workers explained their emotionality – “I feel so sad”.
3. Symbolic bodily utterances. This was a common way of saying “this doesn’t feel right” – by saying “my stomach hurts” or “this gives me a headache”.
4. Use of humor. The social workers dealt with emotionality by the use of humorous remarks.

However, these important elements of navigating in cases are not elevated into a professional language by the social workers, so emotionality happens and is used in “finding a way”, but is not talked about as tools that help them navigate professionally. The social workers talked about methods and structure, but their professional language lacks words for the processes of feeling uneasy and having gut feelings. Bottom line seems to be, that when the social workers decide on how to help the children and families - it has to feel right for them, and instead of denouncing these processes, we need a professional language of understanding and naming them in practice.

504: Children as next of kin at risk of becoming young carers

Ann-Sofie Bergman, Linnaeus University; Ulrika Järkestig Berggren, Linnaeus University

Background

Children in families experiencing physical disabilities, mental health problems, substance abuse, domestic violence or other problems may take great responsibility for domestic chores and personal or emotional care for family members. They may take more responsibility than children usually are expected to do, sometimes over a long period of time. Also, they may be exposed to neglect and don’t receive the care and support they need. While there is a growing body of research about young carers in countries such as Great Britain and Australia, this kind of research is still in the beginning in Sweden. This paper presents results from two studies; a survey with children at risk for being young carers and a qualitative study with focus on child perspective in personal assistance investigations for parents with disabilities.

Methods

In the paper results from two studies about children as next of kin and at risk of becoming young carers are presented: In a survey, English questionnaires (MACA-YC42 and PANOC-YC20, Joseph et al. 2009; Perceived impact, Cassidy & Giles, 2013) were translated and included into a Swedish survey. The type, amount and impact of caregiving were investigated, as well as the children’s psychological well-being. 30 youth at the age of 10 to 18 years participated, they were recruited via support groups for children with parents with mental health problems, substance abuse or other problems.

In a qualitative study, personal assistance investigations at The Swedish Social Insurance Agency (Försäkringskassan) were analyzed. Personal assistance (1994), was implemented in the Act of support and service for persons with substantial physical impairments (LSS) as a part of the support system for people with disabilities. When persons seeking assistance is a parent, the decisions about assistance are relevant for the children. Qualitative analyses of 100 randomly selected investigations for applicants that are parents were conducted with a focus on discourses about caring, needs and consequences for children.

Results

The results from the survey show that Swedish youth at risk for being young carers differ from youth in other countries. For example, they do less domestic chores, but perceive less positive and more negative impact of caregiving, as compared to British results (Joseph et al. 2009). The children in the sample most often help their mothers.

Results from the document analysis of investigations reveals that there is a need for implementing a child perspective in the investigation practice since it is common that the children’s situation is not documented at all. In the documents, some children are described as resources for their parent’s care without any notice about consequences for their health and well-being.

Conclusions

Young carers in different countries may report different type, amount and impact of caring. Questionnaires in order to identify young carers in need for support have to be adapted to the circumstances of each country. There is a need for further research about children’s experiences

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of the process of becoming a young carer and the consequences for their health and well-being.

508: Children's right to participation: Attitudes and perceptions of social workers

Hanita Kosher, the Hebrew University of Jerusalem

Background and study aims: Recent years have witnessed a growing public commitment to children's right to participation. This principle is powerfully expressed in the United Nations Convention on the Rights of the Child, which asserts that every child should have the right to express his views freely in all matters affecting his lives, and that those views should be given due weight in decision making processes about his life. The principle of children's participation possesses great challenges for the child welfare services and for social workers, as it demands a shift from a paternalistic approach to one where children are seen as stakeholders in decisions. Over the last years a growing body of research on children's participation within the child welfare services has emerged. A special attention has been given to the attitudes and perceptions of social workers, a key group for the effective implementation of children's participation right. The current study asks to examine the perceptions and attitudes of social workers with regard to the idea of children participation. It further asks to explore to what extent social workers implement the principle of children's participation in their everyday practice. Furthermore, the study asks to examine the relationship between the attitudes of social workers towards children's right to participation and their tendency to implement this right in every day practice.

Methods: the study sample comprised of 150 Israeli social workers working with children. It employed cross sectional survey with self-administrated questionnaires. Social workers' attitudes were measured with respect to three aspects: general attitudes towards children's participation, attitudes towards children's participation in the welfare context and perceptions about possible obstacles for children's participation in this context.

Results: it was found that social workers supported to a lesser extent children's participation in high risk and danger situations with compare to "regular" situations. Meaning that social workers thought that participation is less appropriate in situations where protection is needed. It was also found that they supported only in low level of participation for children, for example they support the idea that children should be listened to but supported less in the idea that the view of the child should be given due weight. Also, it was found that social workers attitudes regarding children's participation correlated positively with their tendency to use participatory practices.

Conclusions: the results of the current study indicate that social workers tend to adopt 'rescue position' with regard to children's participation, meaning that they tend to put more emphasis on children as vulnerable and need of protection and less as autonomous persons. The results of the current study also highlight the need for a holistic approach in social work that would enable to have both principles of protection and participation together. The results also highlight the need to work on social worker's beliefs and attitudes regarding the idea of children's participation.

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D1 Methodological challenges: user-led research

Chaired by: Dr A.N. Other

Room:

D1 **Abstract ID: 73** Neoliberal reframing of user representation

Bente Heggem Kojan, Norwegian University of Science and Technology; Edgar Marthinsen, Norwegian University of Science and Technology; Anne Moe, Norwegian University of Science and Technology; Nina Schiøll Skjefstad, Norwegian University of Science and Technology

In this presentation, we examine the influence of neoliberal policies on social work practice in Norway. A changing political landscape has resulted in a stronger user perspective, giving users a voice as well as enabling criticism of professional practices. Although there is increased emphasis on user representation in social work practice and policy decision-making, representation is increasingly individualised, personalised and marketised. This is in line with major traits in neoliberalisation, mainly commodification and de-professionalisation (Boltanski & Chiapello, 2007; Dardot & Laval, 2017).

The question of representation is much debated in contemporary society. Nancy Fraser views social justice as requiring social arrangements that make it possible for all to participate on an equal footing in social life. Fraser claims that the struggle for justice can be understood along three dimensions: the struggle for redistribution, the struggle for recognition of cultural differences, and the struggle for political representation (Fraser & Honneth, 2003). We understand this to mean that if users are to acquire political representation, they also need economic resources and cultural recognition. In real life, however, this representation is rarely achieved. In this respect, Fraser talks about misrepresentation and misframing.

User representation may be theorised as delegation of the responsibility to the entrepreneurial subject in an enabling state or social-investment state (Dardot & Laval, 2017; Hemerijck, 2012). However, it has also led to a marketisation of user representation. User representation has become a product on a market. The market of user representation is characterised by competition not only between different stakeholder groups but also between groups of people sharing the same affiliations, such as child welfare users. What distinguishes this market from some other markets within social work (i.e. provision of measures) is that it sets out to influence our understanding of social problems.

We will illustrate users' voices by highlighting young peoples' participation in Child Welfare Services and Norwegian Labour and Welfare Administration (NAV). First, we look at the role of non-profit and private organisations within the area of child welfare, and second, we examine the role of user councils in NAV. We ask how the marketisation of user representation affect which voices are heard and which pictures are painted? Our analysis suggest there is an emphasis on words and concepts considered as valued in the public space, such as children's right to be loved by their caretakers or the involvement of the child in decision-making processes in child welfare. The meanings of "right" and "good" create support among professionals and in society as a whole, and these are often messages that are very difficult to question. The marketised representation is oriented towards emotions and is full of symbolism. It is symbolic in the sense that the user representation itself is the case, not the actual handling of the user groups' social problems and the causes of these problems. That leaves less space for understanding and dealing with causes of user groups' problem complexes, including social injustice, inequality or other forms of marginalisation.

92: Changing world-views: Service users as course participants with social workers

Anne McGlade, Health and Social Care Board, Belfast Northern Ireland; Sonia Patton, Service User Participant on the post qualifying course; Brian Taylor Ulster University

User involvement is currently seen as one of the key drivers for social work cultural change. This presentation will share ideas and prompt discussion about a methodological approach, compatible with the ethos of social work, adopted in teaching evidence-based practice. It is based on our experience of delivering a new post-qualifying, post-graduate module: The Evidence-Informed Professional and Organisation and a parallel post-graduate module for service users and carers: Using Evidence to Inform Professionals and Organisations. The modules promote a research-minded organisational and professional social work culture as well as improving knowledge and skills in identifying, appraising and synthesising research, and disseminating findings (Taylor et al, 2015). Service users attend the same teaching, and undertake almost identical assessment as the social workers except that their assessments do not address professional post-qualifying requirements of the regulatory body. All participants complete a review of research on a topic relevant to their role, agreed with their supervisor. Service users are being prepared through this module to undertake roles such as service user representative on research grant panels and PhD advisory panels.

This presentation will include examples of teaching content and student assignments; use student evaluations of the first two years of teaching module 2015-17; and draw on the experience of the first service user to participate in the course, who commented: '... the course, Using Evidence to Inform Professionals and Organisations provided an opportunity to study research methodologies alongside social work practitioners whilst offering an appreciation of the diverse and often difficult social circumstances facing social workers in service user engagement. My systematic narrative review examined the international and national empirical research for service users and social workers collaborating together as partners, co-producing research and continuous improvement. Whilst it revealed a dearth of research evidence in co-production it also highlighted seven recurring themes: meaningful involvement, social work values, dialogue, challenges, positive power relationships, organisational commitment and learning through training.' The outcomes and the learning from this systematic narrative review will also be drawn on in the presentation.

This balanced individual, service user and organisational approach, also reflected in the presentation delivery, has strengths in building a research culture to meet the changing needs of social work profession in contemporary society and is perhaps unique.

Reference

Taylor BJ, Killick C and McGlade A (2015) Understanding and Using Research in Social Work. London: Sage.

213: Service user violence against social workers in Italy: prevalence and characteristics of the phenomenon

Alessandro Sicora, University of Calabria; Urban Nothdurfter, Free University of Bozen-Bolzano; Barbara Rosina, Gruppo tecnico di coordinamento degli Ordini regionali degli Assistenti sociali dell'Area Nord; Mara Sanfelici, University of Milano Bicocca

Client violence against social workers has received increased attention from the Italian media. However, to date, no studies have documented the nationwide prevalence of the phenomenon. Since being a victim of aggression has been shown to have serious consequences on professionals and organizations, the National Council of Social Workers, its Foundations and Regional Councils of Social Workers promoted a study, to examine client violence against social workers.

The online survey reached a sample of 20,112 social workers, almost half of the national population. In the first section of the questionnaire, respondents were asked to report experiences of different forms of abuse (verbal abuse, physical assault, threats of harm and property damage), occurring: a) in their entire professional career and b) in the last three months. The self-report questionnaire also included questions about basic demographic information and organizational factors that have been identified as potential antecedents of workplace violence (e.g. working in isolation, high caseloads).

Findings reveals that an overwhelming majority (88.2%) of social workers have experienced some forms of verbal abuse during their career. 35.8% of the respondents declares to have feared for their safety and that of their own family. The lowest rates of reported violence are physical assault (15.4%) and property damage (11.2%). Exposure to client violence is also widespread: 61% of the respondents claim to have witnessed to verbal violence against their colleagues, and one out of five workers to physical assaults.

In the second section of the questionnaire social workers were asked open-ended questions about their perception of potential risk and protective factors, in order to explore more deeply the phenomenon and build knowledge to inform prevention strategies.

One out of three workers consider appropriate relational and communication skills the most important protective factor. Giving clear information to service users, also in order to avoid false expectations, is considered a priority by one out of ten respondents. According to one out of five workers, the lacking adequacy of organizations, resources, and social policies may explain the growing phenomenon. 15.3% of the respondents highlight safety measures and workplace location as the most important protective factors. When the respondents describe their personal experience, being in the "right" place is considered the key to avoid aggression. Child protection is the most dangerous field; countryside and villages are less risky than urban areas. The presence of colleagues is essential since they can act as deterrent and help in case of emergency. Luck and keeping calm are also considered important.

In conclusion, social workers emphasize the centrality of the professional relationship in preventing and managing user aggressions. In the background of this phenomenon, there is, however, the need for adequate organizations, resources and social policies as well as safety conditions of workplaces. The results of the study are aimed at involving social workers, policy makers and service users in a wider debate not only on the aggression but also on its underlying problems both in social work practice and in social policy.

D2 The social work education curriculum in research focus

Chaired by: Dr A.N. Other

Room:

450: Competency-based education in bachelor social work programs in Romania

Mihai-Bogdan Iovu, Babeș-Bolyai University Cluj-Napoca; Florina-Loredana Demian, Babeș-Bolyai University Cluj-Napoca

The current presentation will focus on a topic of interest in current social work education: examining the level and factors of competency-based education among undergraduate social work programs in Romania. The mission of schools of social work is to assure trained graduates that are able to engage in social work field at a professional level and are capable to adapt to the new requirements of the profession. Therefore, education must go far beyond transfer of knowledge. The shift from knowledge-based to competency-based education is driven by a number of sociopolitical and economical factors such as increasing expectations for quality, accountability to the public and to funding bodies, the need to articulate the unique and specific skills and knowledge of a particular profession to legislators and the public, and the desire to facilitate movement of professionals between jurisdictions both nationally and internationally.

Findings from this ongoing research could shed light on the extent of competence of current social work students and provide support for the improvement of social work education in a country that on one hand acknowledges the need of social work professionals, but on the other hand faces a low retention rate during studies and afterwards when entering the field. The broad research question is "How are Romanian schools offering bachelor programs attending to social work competency-based education in the 21st century?" In answering this, we focused on discursive level on which competence is a key concept of the social work educational programs (literature review and content analysis of the social work curriculum)

By relating our data to the existing research we can evaluate the degree in which social work schools from Romania have adapted their structure and content to the demands of the labor market. Moreover, the globalization of the social work profession and education advocates for the significance of this topic.

468: A NEW STAGE OF PROFESSIONALISATION IN RUSSIAN SOCIAL WORK AND ITS IMPACT ON THE EDUCATION SYSTEM

Anna Smirnova, St. Petersburg State University; Nina Poluektova, St. Petersburg

For the last 25 years, social work in Russia has had a difficult path to professionalisation. Traditional discussions of the professionalisation of social work consider aspects such as theoretical reflections on the profession, the determination of scientific grounds for professional training, the formation of professional logic and ethics, systematisation of professional practices, etc. One of the most important conditions of professionalisation is the formation of professional identity, which on the one hand is inherent to social work and raises questions about what kind of practice and theory social work is, and on the other hand relates to social work as a social construction, conditioned by both political and economic forces, and the social expectations created within a society.

Although Russian social work was built on Western models of theory and practice, it has essential differences that have influenced its professionalisation. One major difference is that in Russia there was the simultaneous development of three streams: the system of professional education; the system of concepts that form the new direction of social knowledge; and a social services system that serves the population, i.e. social practice.

The institution of social work in Russia is still very young, which also adds to the difficulty of its professionalisation. It arose only a quarter of a century ago and generally was in “ambulance” mode providing emergency help to those many citizens who were in poverty because of the disintegration of the Soviet Union and the transformation to a market economy. Nowadays, however, social work in Russia has other priorities - with social wellbeing one of its core aims. The achievement of social wellbeing is based on the development of social activities that empower and support individuals not just to receive social help, but to independently make efforts to improve their own life situation. Today’s clients are not only vulnerable individuals but those who are gaining experience to solve their problems. Thus, not only “homo vulnerable”, but also “homo capable”. Developing new methods to achieve this is impossible without the active cooperation of professional and academic communities.

The current move towards professionalising social work in Russia is driven by the reformation of the old system of qualification and its replacement with new Professional Standards. 14 professional standards have so far come into force, regulating different types and levels of professional activity in the social services system. Professional Standards are seen as a way to integrate the labor market and education systems. The Government legislated the necessity of correlating Professional Standards with Educational Standards, which is the challenge facing Universities across Russia now.

The presentation will discuss the challenges for the education system of social work to produce a more practical education determined by current neoliberal challenges in Russia, which includes the development of a social work curriculum to correspond to Professional Standards; the expansion of traditional models of interaction academic and professional communities; and the elaboration of new assessment procedures.

612: New boundaries, New roles: a Search for the ‘Soul’ of Social work in English Teaching Partnerships

Helen Hingley-Jones, Middlesex University; Lucille Allain, Middlesex University

Background:

As social work academics and practitioners involved in a large employer-led teaching partnership (TP), we are at the forefront of multiple changes to the way in which university-based social work education is delivered in England. Compared to other countries in the UK, social work education in England has been subject to critique over recent years about the quality of social work education and graduates (Narey 2014; Croisdale-Appleby 2014). This critique emanates from new-managerialist and neo-liberal governmental approaches, characterised by the introduction of competing models of social work education, some of which marginalize the role of universities and which question where the ‘soul’ of social work lies (Higgins 2015).

In contrast, TPs offer a more nuanced and collegiate partnership approach, involving more holistic developments to enhance practice at pre-qualifying levels and beyond. Our partnership with four local authorities and one voluntary agency is a model of transitional practice, involving social workers and academics moving across the academic/practice boundaries, learning and teaching together.

This research captures one aspect of the TP’s outcomes; the experiences of 3 key groups: 1. Social workers co-teaching with academics, as part of TP delivery; 2. Academics, who are welcoming TP social workers into the classroom to share their pedagogic and practice skills and; 3. Social work students who educated in this new context.

Methods:

Qualitative research methods are used to capture and explore the experiences of social workers, academics and students, with the aim of analysing their contrasting experiences of this particular innovation. Research methods include semi-structured interviews and focus groups, using thematic analysis (Braun and Clarke 2006).

Results:

This research study is currently underway and we will bring a full set of results to conference. Early indications are that social workers from practice have a strong commitment to teaching and sharing their knowledge, though they find the planning and delivery of teaching a new challenge, given their caseloads. Also students welcome this development. Academics, while welcoming practitioner-teachers, find additional planning and administration time-consuming. The question we are currently considering is how this is impacting on social work academics' potential to complete the research needed to enhance the discipline.

Conclusions and implications :

TPs offer a new opportunity to bring practitioners into universities, however this needs careful planning and ongoing financial commitment so that service delivery is not impacted upon negatively. There is also enormous potential for important psychosocial themes of relevance to practice and to service users, being researched in partnership. However academics' time to be key drivers in research could be at risk unless research time is valued and protected.

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D3 Researching the social work profession

Chaired by: Dr A.N. Other

Room:

66: Social Work in an Ableist Society

Jean-Pierre Tabin, University of Applied Sciences and Arts Western Switzerland; Monika Piecek, University of Applied Sciences and Arts Western Switzerland; Isabelle Probst, University of Applied Sciences and Arts Western Switzerland; Céline Perrin, University of Applied Sciences and Arts Western Switzerland

Because they belong to a doxa (Bourdieu, 1979, 1997), i.e. to norms that require no specific enunciation because they are "obvious", commonly used notions such as handicap, disability or impairment require theoretical deconstruction. This is a challenge for social work research.

A first step for meeting this challenge was taken by the theoreticians of Disability Studies, that developed their views from the '60s and '70s in reaction to the approaches promoted by rehabilitation sciences – in other words to the dominant biomedical approaches that view disability as « a property of the individual body that requires medical intervention » (Siebers, 2013, p. 290). Authors using the Disability Studies perspective – we are focusing here for the most part on the social model of disability (Davis, 2006) – have conducted a conceptual reversal: instead of defining disability as a property of the individual body, they focused on the barriers that actually cause disability because they prevent people with impairments (e.g. physical impairments, sensory impairments, learning difficulties, etc.) from participating in social life. In short, according to this perspective, disability is not due to limitations derived from impairments, but to society, that disables people with impairments (Kafer, 2013, Söder, 2009). At the present time, this perspective is dominant in the field of social work research.

However, this perspective does not provide a critique of either the dichotomy between individual/society, impairment/disability or the hierarchy between the categories of able and disabled bodies (Campbell, 2013; Ville, Fillion, & Ravaut, 2014). It thus falls to another approach in the field of disability, namely Critical Disability Studies (CDS), a perspective that was primarily developed in the English-speaking world from the end of the '90s, to deconstruct these notions through a new theoretical stance.

In this contribution, we shall rely on CDS to analyse the legal modifications introduced in the Disability insurance in Switzerland and their implementation by social workers in canton Vaud in order to explore the inner workings of the ableist system in Switzerland. The first part of our presentation will focus on the theoretical underpinnings of this approach. In the second part, we will make use of its concepts to analyse the normative impacts of DI – more specifically the way in which recent changes in DI fit into what CDS call the ableist system. We will address the assumptions of ableist normativity upon which DI changes are premised and we will specifically investigate how beneficiaries experience these norms. In our conclusion, we will highlight the open research questions raised by these analyses. The analysis relies on three types of qualitative data collected in an ongoing research funded by the Swiss National Research Foundation: 1) legislative sources (laws, bills proposed by the Federal Council to the Parliament); 2) 11 semi-structured interviews with DI officials at cantonal and federal levels, and with 10 social workers in charge of training programs in vocational service providers to which the task of improving beneficiaries' employability is mostly delegated by DI. 2) 33 semi-structured interviews with DI recipients.

87: Social Workers' Professional Ideologies In times of Activation Logics

Steven Brandt, University College Ghent; Rudi Roose, Ghent University; Griet Verschelden, University College Ghent

All over the western world, welfare states are eroded and reshaped according to activation logics. This is witnessed by a reduced access to public welfare and stalwart austerity in social provisions. Some scholars link this evolution to the rise of an individual-orientated, technical social worker who perpetuates inequalities rather than combating them. These critiques forewarn of important issues, however, and also portray social work in a devolutionary, declining way.

The shift toward activation logics is dominated by the research of formal, national activation policies. Only a few studies concentrate on concrete social work strategies. To fill this gap, we discuss a study conducted in a public welfare center in Belgium that illustrates the complex conjunction between transitions in the welfare state and the professional ideology of the social worker. Belgian public welfare faces similar challenges as the rest of Europe. These are symptomatic for the shift in the moral and legal framework of public welfare from a rights-based logic to an activation-based logic. A critical question arising from this is whether or not this evolution is tangible in social workers' professional ideologies. Therefore, we firstly identify six professional ideologies; secondly, we describe the backgrounds of these ideologies; thirdly, we examine their dispersal among the respondents.

Challenged by the societal and political climate, our empirically-based contentions in this particular public welfare center provide evidence that social workers do not shift en masse to the side of workfare activation logics. Instead, in most cases, they accumulate multiple layers of ideas and strategies that express conjunctions with logics found in the institution, policy, and societal changes. Social workers interlace and intermingle these professional ideologies into a multi-layered repertoire. Furthermore, the distribution of professional ideologies among the respondents reveals two Orwellian discourses that map the complex conjunction between professional ideologies and societal change. The first is doublethink, which is when social workers hold simultaneously contradictory professional ideologies in mind when addressing public services to the users. The second is thoughtcrime, which is when social workers hold views and strategies that are discordant with the local or national policy. Therefore, we express the need to overpass the debate about the devolution of 'the' social worker who is mastered by activation logics.

129: Bridging the gap from social benefits to sustainable work

Aina A. Kane, UiT The Arctic University of Norway; Julia Köhler-olsen, Oslo and Akershus University College

A study of framework and perceptions in work-promoting assistance for young unemployed in England, Germany and Norway.

Addressing the conference theme of "Social work in changing political landscapes" we would like to focus on how political developments in Europe have led to a higher focus on workfare. Whilst funding of work-promoting activities has decreased, social benefits are increasingly linked to a discourse of the individual's duties rather than rights (Spies and van de Vrie, 2014). The state is steering the behavior of individuals, groups and/or institutions through legislative arrangements that govern social policy (Lødemel and Moreira, 2014).

We have examined how young persons' transition into employment through work promoting activities is regulated within three national legislations and through job centers' professional conduct in their work with young unemployed. Working with young unemployed means working with individuals representing a variety of characteristics, resources and challenges. This calls for professional discretion involving individual assessments and considerations in each individual case. Summarised our preliminary main findings show:

1. Similarities and differences in social benefit systems in the three countries.

Welfare Reform Act in Great Britain, The Second Book of the German Code of Social Law in Germany and The National Insurance Act plus Social Welfare Act in Norway all share some common aims of transition to work and to social security. Still the national acts show some differences regarding which groups of young unemployed receives what kinds of benefits and work promoting activities. This might have implications of the target groups of inclusion or exclusion in the society, as well as of shame and dignity.

1. Work coaches' experiences:

- Working with this target group specifically,
- Framework and perceptions for professional leeway.

The work coaches in all three countries describe challenges of imposing compulsory activities to a target group representing a wide scope of social problems, especially considering sanctioning of non-compliance.

1. Social benefits systems in light of non-discrimination and equality law

All three countries are through human rights law obliged to design social benefit systems which are accessible and adequate for all citizens. We discuss whether some differences regarding which groups of young unemployed receives what kinds of benefits and work promoting activities are objectively and reasonably justified. We also discuss whether such differentiation is proportional to the legitimate aim of differentiation.

One conclusion from our research regarding implications of for practice and policy is that social benefit systems and professional work with the target group must be in line with principles of justifiability, non-discrimination and equality. An individual experiencing dignity and self-efficacy is more likely to succeed in his transition to work. Agencies' professional conduct within a non-discriminatory social benefit system are the key factors to promote inclusion into sustainable work.

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Lødemel, I. and A. Moreira: *Activation or Workfare? Governance and the Neo-Liberal Convergence*. Oxford University Press.

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159: Agile working beyond the office: social workers' material practices across work/leisure and public/private divides

dharman jeyasingham, University of Manchester

The term 'agile working' (AW) refers to flexibility in working roles, practices and locations, intended to make services more responsive to clients' needs and more resilient in a turbulent external environment. AW is now a common mode of working in British social work and has been subject to critique in relation to its impact on social workers' office environments (e.g. hot desking, open plan workspaces) and social workers' interactions with colleagues. However, AW involves social workers increasingly working in spaces outside the office. These spaces and the material practices and experiences they entail have yet to be researched.

The paper concerns a study that explored social workers' material practices in spaces other than offices, when working on electronic information systems, using phones and engaging in sense-making (work that social workers were more likely to do in offices, prior to AW). A case study design was used, focusing on a team of children's safeguarding social workers who had started to engage in AW but still had their own office and desks. Twelve team members were asked to keep diaries concerning where and when they worked, their reasons for doing so, their experiences of working in those places and the material objects, including electronic devices, with which they engaged. Participants also took photographs of places and their material features. After completing diaries, they took part in interviews about their journal entries, photographs and experiences of AW. The diaries, interview transcripts and photographs were manually coded in order to identify recurring themes. Photographs were analysed in terms of content, styles of representation and the explanations of photos given by participants.

The paper presents the following findings:

- Participants were doing AW in a wide range of work, leisure and home spaces, across the public-private continuum, entailing diverse material arrangements and affective experiences.
- Most participants chose to do what they viewed as more analytical or reflective work while engaged in AW rather than in the office.
- The key perceived benefits of AW were that it allowed participants to work alone in pleasant surroundings, reduce direct interactions with others, and moderate distractions and their own stress.
- Laptops and phones occupied central places in participants' representations of AW. The material and affective qualities of these devices influenced participants' experience of recording, communicating and sense-making.
- AW led to changes in the context and quality of participants' interactions with colleagues and service users. These included an emphasis on doing reflective and analytical work while alone, and the potential for breaches of privacy and confidentiality, which participants were managing in different ways.

These findings extend the existing knowledge about agile working in social work. They add to debates about the impact of information systems, suggesting that the spaces in which social workers use them and the devices involved are significant for what is recorded and communicated. The research also raises questions about potential changes in social workers' interactions with colleagues, children and their families.

D4 Gender issues in social work research

Chaired by: Dr A.N. Other

Room:

114: Social work and LGBTs in Israel – complexities of ignoring and challenges

Guy Shilo, Tel-Aviv University

Background and purpose – within the past two decades, social work as a discipline, and social workers as professionals, in Israel, has gone a long way in dealing with issues related to sexual orientation and gender identity. Using key societal milestones and events, the presentation will review the parallel historical changes in both LGBT social involvement in Israeli society and the historical changes within social work and among social workers in Israel. Using findings from researches conducted throughout the past 20 years on social workers attitudes toward LGBTs the presentation will emphasize current challenges in the relations between social work and LGBTs related to the unique societal context of Israel (religiosity, the centrality of family, fertility).

Main points of the presentation – up until the 1990's, LGBTs in Israel were a hidden minority, and sexual orientation and gender identity were ignored by Israeli social workers and by social work as a profession. An historical perspective can draw a parallel line between the Increase of visibility and rights of LGBTs in Israel, and progress in the involvement of social workers and the profession of social work in issues related to sexual orientation and gender identity. The presentation will include key milestones in these two historical line progresses (the increase of LGBTs coming out and in younger ages, public LGBT hate-crimes, increased legal rights in family law, using fertility technologies by LGBTs; the inclusion of sexual orientation and gender identity in the Israeli social workers' code of ethics, the involvement of social workers and the social work organization in some social debates and policy struggles, while ignoring other issues related to LGBTs). Yet, while progressed in certain topics (specifically those concerned to LGBTs family issues), social work in Israel still has challenges in these topics – mainly those that incorporate religiosity and social work in relation to LGBTs (e.g., the issue of social workers conducting conversion therapy). These challenges will be reviewed in relation to the unique societal characteristics of Israel. A review of researches conducted during the past 20 years will be used to explain these historical developments as well as current challenges and future directions in practice, social work education, and policy practice by social workers in Israel that can promote professionalism working with LGBTs. The presentation addresses the theme 'Social work history, identity and practice in changing times and across varied contexts' by providing an historical perspective to the issues of LGBTs as a minority, with relation to social work in Israel, which has a unique societal context.

Conclusions and Implications – Social work education in Israel should increase the exposure of social work students to LGBT issues and

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individuals, both in research, theory, and practice. To promote professionalism, forces of LGBT social workers, the social work association and scholars should be joined. We should pay attention to voices of struggle and gap between professional action and personal values and beliefs of social workers, and create spaces for debate and process these issues, specifically for highly religious social workers.

229: I want to be open when entering elder care. An interview study with older LGBT persons reasoning about future care needs

Jenny Löf, Linköping University; Anna Olaison, Linköping University

Research has shown that there is an increasing awareness that elder care is not addressing the unique needs of older LGBTQ, lesbian, gay, bisexual, and transgender persons. Many LGBTQ people entering old age today have worse health and, to a lesser extent than other older groups, tends to seek help from health and social services. Few studies within gerontological social work have however focused on how older LGBTQ persons express their needs, and wishes of future social services. This presentation addresses this knowledge gap by focusing on how older LGBTQ reason about possible good alternatives to meet their needs when they are entering a phase where they need care. The study is based on a qualitative interview study with (n= 15), older LGBTQ persons in Sweden who live at home and where two of them have had prior experiences of services. The analysis shows that, the overall most important issue for the older LGBTQ persons, was to be able to be open with their sexual orientation and/or gender identity within a future elder care setting. It was essential for the LGBTQ persons that the engagement of staff must be based on respect and that they should be able to meet every person as an individual. Regarding the issue of need for education and knowledge among staff about LGBTQ issues the interviewed expressed a wish that staff should have knowledge about these issues. For some it was important to be seen as an LGBTQ-person and to others it was mostly important being met in a welcoming and affirmative way, but not focusing too much on their LGBTQ-identity. The results provide support for the debate on the importance of addressing the unique needs of older LGBTQ persons and highlight the importance for social work to address the diversity of needs and wishes that is present within the group in regards to entering elder care.

445: Getting more men into Social Work: Final study results and online intervention

Jan-Willem Nieuwenboom, University of Applied Sciences and Arts Western Switzerland; Sigrid Haunberger University of Applied Sciences and Art, Olten

Background and purpose. There has been increasing attention to discussions about the scarcity of qualified male specialists in the field of social work. They point obviously out to gender inequalities in the educational system. These inequalities are still unexplained. A longitudinal study embedded in the Swiss federal program "equal opportunities for men and women at universities of applied sciences", funded by the State Secretariat for Education, Science and Innovation addressed these inequalities.

Research questions. Our interest was in the factors have led to the actual choice of men for a study in social work and how that actual choice relates to the intentions to choose for a study in social work when they were still at school six months before. Do variables that have a significant and partially gender-specific impact on their intention to study social work also influence their actual choice six months later?

Method. 1200 high-school graduates in seven German-speaking cantons were interviewed using an online survey. We collected data about social class, their parents' education and occupation, reasons for choosing a field of study and analyzed these using SEM (Structural Equation Modeling). We compared the results with those of a parallel conducted qualitative study among social work students, thus generating deeper insight in the study motives.

Results. Results suggest that also with respect to the actual choice, gender specific factors like traditional role understanding as well as influences independent of gender like encouragement and social orientation play a significant role.

Conclusions and implications.

The results of this study will have a significant impact on a new design of an elaborated online assessment tool that will counteract gender specific influences and thus especially stimulate men to decide for a study in social work. We will present a first concept of this innovative online tool as well.

573: 'I'll pass you to my wife': the interactional accomplishment of fathers avoiding parenting services (and what might be done differently)

Jon Symonds, University of Bristol

Fathers' attendance at parenting programmes has remained stubbornly low for decades. In an early study that investigated this, the proportion of attendees who were fathers was 'less than 15%' (Budd and O'Brien, 1982). 26 years later, a large scale evaluation of parenting programmes found that the proportion of fathers was just 12% (Lindsay et al, 2008) and in a later evaluation of a national trial to make parenting programmes universally available, the number had slipped even further to 9% (Lindsay et al, 2014).

Reasons proposed to account for this phenomenon are varied, but include one argument that fathers are 'reluctant clients' of, and consequently avoid, child welfare services. Some fathers, it is argued, may perceive children's welfare to be women's business, or that they lack competence in child care, and may fear being 'dictated to' about their parenting (Maxwell et al, 2012) and take evasive action as a result. On some occasions, however, such as when the father answers a telephone call from the practitioner, the father has identified his presence and has to work at extricating himself from the call. Analysing these moments may help us to understand the means by which fathers attempt to avoid services, as well as offering potential for developing practices that keep them engaged.

This presentation will consider data from a study of engaging fathers to parenting programmes that collected audio recordings of initial telephone conversations between parenting practitioners and parents referred to a parenting programme. The presentation will consider two examples of telephone calls when fathers answered the phone and proceeded to pass the practitioners to their wives. It will consider the emergence of difficulties in the interaction, the methods that were deployed to avoid the service and consider ways in which practitioners might prepare for, and respond to such situations.

It will be argued that the rationale used by the men to avoid the service is built up through appeals to their relative lack of competence in the topic of parenting. However, these actions occur only after there is already significant trouble in the call related to the man's non-recognition of the practitioner, the service, or the referrer. By examining the interactional detail of the calls, it may be possible to identify opportunities for engagement, for example by spending more time on achieving a joint recognition of the speakers. Once this has been achieved, there may be potential to negotiate parenting support more effectively and engage more fathers as a result.

D5 Social work research in Europe

Chaired by: Dr A.N. Other

Room:

543: Social Services, activation and the right to self determination– The case of Iceland

Gudny Bjork Eydal, University of Iceland; Gyda Hjartardottir, University of Iceland

Iceland belongs to the Nordic countries that are known for their extensive welfare systems and social services. Few studies have however been conducted on local social services in Iceland. The paper asks if and how the local social services do enhance activation among their clients and how the right to self determination is protected in the process.

The law on Local Authorities' Social Services (No. 40/1991) have been put to the test during the aftermath of the 2008 crisis when number of recipients of social assistance increased rapidly. The aim of the Act "is to guarantee financial and social security and to work for the welfare of the inhabitants on the basis of mutual aid". Minor amendments have been made to the Act since 1991 but in 2014 the Minister of Social Affairs appointed a committee to revise the Act (Velferðarráðuneytið, 2014).

The Act strongly emphasises the autonomy of the municipalities having duties to guarantee financial and social security of the inhabitants. However, they can decide how the services are designed and provided. The municipality makes its own rules about the level of and conditions for financial assistance. According to the law the municipalities can not demand clients to participate in activation measures but nevertheless research on the rules of the municipalities has revealed that the rules of most municipalities do assume that the social workers can and should be able to mandate activation or make cuts in the amount of the assistance. Thus it is important for social work to investigate this development and the ethical dilemmas it brings about.

In the study mixed methods are applied: 1) policy analysis, where laws, reports and public records are analysed 2) systematic review of the relevant literature.

593: Immigrant Children in Switzerland During their Transition to Adulthood in changing political landscapes: Lives Caught between Promise of Meritocracy and Experiences of Inequality and Insecurity

Milena Gehrig, Zurich University of Applied Sciences; Eva Mey, Zurich University of Applied Sciences; Miryam Eser Davolio, Zurich University of Applied Sciences

The Swiss immigration policies have changed several times throughout history. During the previous decades the logics of defense has been transformed into a paradigm of integration. According to these circumstances, immigration is selectively governed and immigrants are addressed by policies that not only promote but also demand integration as well as promise equal chances and demand personal responsibility. At the same time, the immigrants lack political-legal equality and recognition and are affected by the racist public discourse, which manifests for example in xenophobic popular votes.

Our paper focuses on the effects of the perceived inequality and insecurity resulting from these political developments on the positionings of young adults from working-class immigrant backgrounds in Switzerland. It is based on empirical data derived from a qualitative longitudinal study (Mey 2010 and 2017). In the study, 23 young people from a working-class immigrant background, living in a small Swiss city, were investigated (narrative interviews) at three junctures during their transition into adulthood: at the age of 16 (2007), 19 (2010) and 26 (2017). The design of the study allows exploring processes and patterns of belonging and participation and hence positionings in different societal areas in the course of a paradigm shift in Swiss migration policy and increasing racism in public discourse.

During the period of their adolescence, this youth were confronted with a constant tightening of regulations pertaining to migrants rights in the context of an increasingly racist public discourse, including populist, xenophobically-framed national referenda. The interviews show how these developments led to a sense of insecurity among these youths, in regard to their national belonging and their politico-legal position in Switzerland.

The investigated life courses also show a relentless strife between the “promise of meritocracy” on the one hand and restricted access to equal opportunities and recognition due to their migrant background on the other hand. Disappointments and disillusiones related to those experiences, lead to different positionings and perception patterns (e.g. attitudes towards refugees). Structural and discursive elements of inequality based on racist structures and conceptions on a national and transnational level as well as associated subjective perceptions require appropriate personal strategies. In pursuing the “promise of meritocracy”, these strategies encompass an even more intensified investment into education and financial security. Through such strategies, they strive to maintain and improve their social positions which are destabilized as a result of political and societal discourses and therefore not consolidated.

For the practice of social work this longitudinal study offers a range of important findings to enlighten the processes and patterns of integration and participation on the individual as well as on the societal level in the context of changing political discourses.

607: Changing Times for Social Work: A Tale of Two Countries - Norway and Wales

Andy Pithouse, Cardiff University; Alf Roger Djupvik, Volda University College; Alyson Rees, Cardiff University; Charlotte Brookfield, Cardiff University; Tor-Johan Ekeland, University college volda; Vidar Myklebust, University college volda

A historic legacy of pessimism over loss of skills and autonomy over the last 25 years has been constructed within much opinion shared by UK social work commentators, particularly those working or teaching in England. However, the devolved nations do not all share equally in the distribution of unhappiness. Wales in particular is thought to buck the trend of professional deformation and decline so tenaciously claimed on behalf of the occupation in its house journals and magazines and by some at the more liberal end of the print media. Indeed, social workers in Wales have in successive periods responded to Guardian Newspaper-sponsored surveys with unfashionable enthusiasm about their lot. Assuming they do not suffer from collectively impaired judgement, the question to be addressed in this presentation is what might make them more positive about their day to day work than their English cousins and secondly how do they compare with what is often thought to be the tacit ‘gold standard’ of social work in a Scandinavian country. In tackling this question, the oral presentation will address the theme of changing social work landscapes in Wales and Norway based on a national survey conducted by the presenters, of the social

work workforce in both countries. Scandinavian countries have long enjoyed a reputation for well funded progressive services in which social pedagogy and empowering relationships shape front line practice and where practitioner autonomy is cherished and promoted. Wales, by contrast has in the past shared with England in the uptake of bureau-managerialist work-flow systems that focus on risk and seek to narrow the function of discretion. Hence, practitioners in Wales and England are thought to feel disempowered and to be in relationships of some tension with their mainly local government employers. However, our cross sectional self-report on-line survey of all registered workers in both countries challenges both of these depictions. Our presentation will indicate how analysis of key variables (use of time, work satisfaction, inter-professional relations, decision making and discretion, management support, evidence informed practice, practice regimen) suggests that workers in Wales are surprisingly positive about their occupational experience and the control they have over work practices. Norwegian workers too are positive broadly but consider there has been some unwelcome shift towards a more managerialist, visible and accountable model of working than hitherto. The likely reasons for both these developments are discussed by presenters from University College Volda and Cardiff University.

The main outcomes of the two surveys will be considered briefly in relation to five fields of possible mediation (although causal relationships cannot be deduced from what is a snapshot of an incomplete universe of practitioners from both countries). These fields comprise macro effects of legislative and regulatory structures likely to advance or inhibit discretion (ii) training systems at qualifying and post qualifying that promote professional identity and expectations (iii) work processing systems that enhance or impede worker autonomy (iv) claims to expertise and use of research (v) differences/similarities across adult and children's services in regard to theory-informed practice.

685: Changing roles and expectations of civic organizations in the field of social work – Central and Eastern European example (cases of Poland and Georgia).

Agnieszka Naumiuk, University of Warsaw

The presentation's aim is to analyse the changes in the almost 30 years of experience of Polish and Georgian non profit organizations roles in the field of social work, mainly in the fields of advocacy, prevention and intervention.

Central and Eastern Europe has gone through important changes in welfare systems after the collapse socialism and former Soviet Union influence, including care systems organization and care provision planning. There has been observed boost of civil society initiatives aiming at making the proper response to the new social and economic needs of citizens. At the same time many social problems have appeared or reappeared when the institutional governmental care withdrew its responsibilities. New philosophy of one's own responsibility in shaping the life-course, came to a practice in social care. Social care systems meanwhile have gone through a crisis and reconstruction, including new discussions on social work role and social work professional education. The study on challenges in social work during this transition period shall include closer look on how the non-profit sector, that takes crucial part in the development and change of helping professions in Europe, has altered its focus and roles in social care spheres.

Especially in Central and Eastern European countries, when changes have gone so quickly – from collapse of welfare system, through social and economic crisis, into the opportunity of creating “new beginnings”, it is worth to observe, what learning lessons come from these transitions, since the discussions on new global era in social work are taking place. How the civic (nonprofit, nongovernmental) sector is developing its social work roles in Central and Eastern Europe now? What changes and challenges it faces after some experience gained in exercising freedom, power relations, partnerships and call for more professionalism? How social work professionals see the role of public and nonprofit institutions? How clients benefit from having both formal/public and nonprofit programs? How to research the voluntary based institutions roles without professional judgment, but using critical analysis approach? These questions will be addressed while presenting cases from Poland and Georgia (based on social work literature analysis, data comparison and key informants perspectives namely social work experts and NGO leaders) as the examples of two different countries, cultures, systems and histories of social work activism in reshaping the past attitudes towards the change perceived as needed for people's wellbeing.

These two national examples of nonprofit social work developments raise the discussion of XXI century challenge in social work field, in relation with citizenship responsibility, self-organization, helping professions control, partnerships, professional education, funding and management. We would like to share with the audience thinking of such a challenge that includes political, theoretical, professional, educational and practical aspects of having: public/private institutional/community voluntary/professional roles included in global social work visions and the development of social work in Europe.

D6 Researching children

& families

Chaired by: Dr A.N. Other

Room:

38: Problematizing permanence: the impact of permanence decisions on sibling relationships

Christine Jones, University of Strathclyde; Gillian Henderson, Scottish Children's Reporters Administration

Permanency planning originated in the USA and heavily influenced US and UK child care policy from the early 1970s onwards. The primary goal of permanency planning was to promote the long-term wellbeing of a child in a stable caring family environment whether that involved a return home to birth parents or long-term alternatives such as foster-care or adoption. The term 'permanence' has since come to encapsulate a complex set of ideas related to this goal and has expanded in meaning as evidence of what works, policy goals and practice imperatives have shifted. This paper draws on data from a study of the impact of permanency decisions on sibling relationships. The study involved an analysis of administrative and case file data relating to abused and neglected children who were subject to statutory intervention in Scotland. A series of interviews were also undertaken with young people who were in permanent foster care or adoptive families and their siblings. The paper builds on and extends existing conceptualisations of permanence taking account of children's identity needs, broader relational concerns and lifecourse effects.

205: Practice frameworks in children's services: Snake oil, panacea or genuine solution?

Mary Baginsky, King's College London

Background

Many English local authorities have implemented or are in the course of implementing 'transformation plans' in the hope of improving social work practice. The Department for Education (2014) has identified three common and connected elements to those approaches that it views as successful or promising:

- tools and practice
- environment, culture and values
- workforce and structure.

However, some current local transformation plans labelled as 'practice frameworks', simply address 'tools and practice'. These are explained in isolation from the organisation within which they are based, and without a clearly explained theory of change. This indicates a potential problem if they are to define, and by default measure and address, what might be the necessary and sufficient conditions required to improve long-term outcomes.

The increased emphasis on 'transformation' and 'practice frameworks' has a contextual history. In 2010 the Munro Review of Child Protection in England set out an expectation that local authorities should begin to re- view and redesign their services to provide child-focused, high quality, help to children and families. Her 'di- agnosis' was that social work practice was being devalued, as was social work education; while managerialism and rising demands of office-based bureaucratic practices had shifted the emphasis away from social work en- gagement with families towards an emphasis on managing cases and inspection reports from Ofsted.. More recently, substantial reductions in government funding for local authority children's services have occurred while demand for their help has risen.

This paper reports on a study (2016-17) that was designed to obtain a clear picture of the extent to which practice frameworks were in place across England and to identify the ones being used. It was conducted to supplement work on three projects – an evaluation of Signs of Safety, the co-creation of a practice framework by a local authority and university, and the evaluation of a Social Work Teaching Partnership.

Methods

The research methods included desk and literature research, a web-based scoping exercise across all English local authorities, discussions with groups of social workers in 14 local authorities to explore their experiences pre- and post- the introduction of a specific framework, an in-

depth study with one authority to develop a tailored framework to meet their requirements, and a roundtable discussion between academics and practitioners on the subject.

Findings

The findings show:

- definitions shift between practice frameworks, theories and models
- considerable diversity of practice across England, sometimes alongside a dilution of the essence of specific frameworks
- varied levels of integration of the 'practice framework' across different aspects of children's social work.
- social workers adapting their existing 'practice theories' to a new framework, but not always consistently with the framework that has been adopted.

Conclusion

The findings contribute evidence to inform decisions made by local authorities seeking to develop or implement a practice framework. It also presents a template for the evaluation and analysis of practice frameworks.

214: What knowledge do social workers use to inform their decision regarding permanency recommendations for Looked after Children?

Paul McCafferty, Queen's University Belfast

Accurately identifying children at risk of abuse and intervening in ways that will protect them is far from an exact science (Spratt, Devaney and Hayes, 2015) and is made all the harder by the fact that social workers have no unitary knowledge base to draw on to determine their recommendations (Enosh and Bayer-Topilsky, 2015). Much as one would like to be able to base such important recommendations on the solid ground of empirical findings, the nature of child abuse precludes this possibility (De Bartoli and Dolan, 2015). The belief that empirical findings could provide a single actuarial-like formula so that decisions could be based on hard data has yet to materialise (Munro, 1999; Minkhorst, et al., 2016) resulting in inconsistency in decisions taken in child protection (Spratt, 2000). In the absence of this actuarial-like formula or unitary knowledge base, it is important to know what knowledge social workers in the field use to inform their recommendations for permanency.

This paper will present findings from an exploratory in-depth qualitative research project whose aim was to explore the knowledge that social workers use to make decisions regarding permanency. The presentation will begin with an outline of the theoretical orientation of the research and its utility as a research construct for studying knowledge which was based on a social constructionist approach. This underscored the research view that knowledge is made or invented – rather than merely given or taken for granted. It views knowledge as an individual interpretation of the world which in turn required the researcher to have an understanding of the social world that people have constructed and which they reproduce through their continuing activities (Denzin and Lincoln, 2000). In order to generate this new awareness regarding the social phenomena of the knowledge used by social workers to make decisions, the research adopted a logic of enquiry to answer the question that fits with the phenomenological interpretivist schools of research.

The paper will continue by outlining how a specifically created case study was established in consultation with experts to explore the knowledge practitioners in a statutory local authority used to make decisions regarding permanency. The paper will outline how thinking aloud protocols and a semi-structured interview were used to explore the knowledge used by practitioners to make the decision. From the interviews themes were generated using NVivo 11. An adapted model of knowledge was used to help structure the themes arising from the interviews (Pawson et al., 2003, p.vii) and these themes will be presented. The paper will outline that whilst the research recognises Pawson et al., sources of knowledge as valid that there is wide variation between practitioners in relation to the extent, depth and degree to which each source of knowledge is used. Based on the findings recommendations will be outlined that will help inform social work graduate and postgraduate education, training and supervision, with the aim of improving the extent and depth of practitioner knowledge in the field thus increasing the robustness, consistency and defensibility of decisions taken.

230: Educational trajectories of children in care in England across the primary years of schooling

Eran Melkman, University of Oxford; Nikki Luke, University of Oxford; Judy Sebba, University of Oxford

PRESENTATIONS

Background and Purpose: Children in care are one of the lowest performing groups in terms of their educational achievements internationally. Nonetheless, little is known concerning stability or change in trajectories of educational achievement over time, as well as about individual, care and school factors related to deterioration as opposed to those related to stable or improved development. Recently, it has become possible to track the educational and care histories of children in care in England through the National Pupil database (NPD) and the Children Looked After (CLA) database. The current study exploited this new opportunity and followed a compete cohort of children in care in England between ages 5 to 11, with the goal of: a) exploring the overall trend of change in children's educational trajectories across three points in time (ages 5, 7, and 11); b) identifying distinct subgroups of children demonstrating different trajectories of academic achievement; and c) examining whether, and which, early individual, care and school characteristics predict children's membership in these groups.

Methods: Analyses focused on 1600 children- the complete cohort of children who were in their Early Years foundation Stage (EYFS; school reception year) and in care in 2010 (51.1% males; mean age = 5.06). A total standardized educational achievement score for each of the three time points was computed based on national assessment test scores at age 5 (EYFS Profile), 7 and 11 (Key Stage 1 and 2, respectively). Predictors included: 1) Individual characteristics (e.g., special educational need [SEN] or reason for entering care); 2) Care characteristics (e.g., placement changes or movements in and out of care); and 3) School characteristics (e.g., school size or school KS1 average score).

Results: The overall trend of change in educational achievement between ages 5 to 11 was estimated using a linear Latent Growth Curve Model, which yielded a good fit to the data. The estimated intercept and linear term of the model were both negative and significant ($I = -.44$, $S = -.03$, $p < .001$) suggesting children in care were lower than average educationally at age five with an overall decline in educational achievement as a function of growth in age. Based on a series of unconditional Latent Growth Analyses, four distinct subgroups demonstrating different trajectories of educational achievement were identified: "stable high" (15%; $I = -.01$, $S = .66^{***}$), "average and decreasing" (51%; $I = -.15$, $S = -.05^{***}$), "low and decreasing" (26%; $I = -1.08^{***}$, $S = -.05^*$) and "lowermost" (8%; $I = -2.22^{***}$, $S = .06$). Of the nine factors found to significantly predict group membership after controlling for related covariates, individual and care related factors up to the age of five were the most prominent in their contribution. Consistent across groups, having a SEN and attending a school with a lower KS1 average score was associated with membership in a lower performing group.

Conclusions and Implications: The presentation will discuss the findings of this nationally representative longitudinal exploration and their implications for policy and practice.

D7 Researching health & social work

Chaired by: Dr A.N. Other

Room:

377: Cancer survivorship and Liminality: A framework of intervention for social work professionals

Elaine Wilson, University College Dublin

Background

Cancer survivorship research includes newly recognized psychological and psychosocial perturbations which for many patients is shown to be more challenging than the defined course of direct anti-cancer therapy (Feuerstein, 2007). Notwithstanding the contribution of this literature, it has been suggested that the term 'survivorship' fails to capture the experience of uncertainty inherent in the cancer journey (Kaiser, 2008:81), partly explained by the fact that this phase of the disease is not generally viewed as acute. With the increase in the population of surviving cancer patients, cancer has been redefined as a "chronic condition," cancer care has been redefined as a "continuum of care," and "survivorship" has been named as a distinct phase of cancer care (Rowland, Hewitt, & Ganz, 2006). This paper, based on a PhD study of young women treated for breast cancer, argues that survivorship experiences are multifaceted and ambiguous, best described as situated in a liminal space between illness and health. It is argued that medical social workers can improve the opportunities for therapeutic benefit with patients by recognising this important concept, and utilising the narrative therapeutic framework suggested by this research.

Aim

To explore the concept of survivorship with 25 young women, diagnosed with early stage breast cancer, and improve methods of intervention by social workers with this largely under-researched cohort of cancer patients.

Methods

The study utilised a longitudinal, qualitative approach (Bowling, 2005, Minichello et al 1990). This involved two in-depth qualitative interviews carried out with each woman, the first as she approached the end of her chemotherapy treatment and the second six months later. During the interviews the women were free to identify any issues that they felt were significant for them, and the data were analysed using a constructivist grounded theory methodology (Charmaz, 2006; Mills et al, 2006).

Results

The overarching theme that emerged from the research was change – change physically, emotionally and in terms of relationships with others. Many of the women had not anticipated the changes they experienced as a result of their cancer, and felt they no longer knew who they were or how to define themselves. As a result they struggled to renegotiate their identities and make the transition from treatment to survivorship. The women felt that greater recognition by professionals of this period of transition would have been beneficial for them.

Conclusions

The cancer care continuum includes diagnosis and continues through treatment and into survivorship or end of life care. As Zebrack et al (2012) comment, today's oncology social workers are challenged in their professional obligations to conduct psychosocial assessments, develop plans, implement interventions and provide ongoing monitoring, reassessment and intervention for greater numbers of patients. This research proposes a specific narrative therapeutic framework that would assist social workers to support young women with early stage breast cancer, as well as other cancer patients, as they traverse the liminal space from treatment to survivorship.

397: Exploring patient, family member and professional perspectives of rehabilitation hospital family meetings using a participatory action research approach.

Anne O'loughlin, National Rehabilitation Hospital; Philomena Butler, National Rehabilitation Hospital; Ellie Russell, National Rehabilitation Hospital; Sarah Donnelly, University College Dublin

Family meetings are an integral part of the medical social work role to enhance patient and their family member's journey through their inpatient rehabilitation. In rehabilitation services family meetings offer participants an opportunity to ask, 'where to from here?' (Neville, 2006). Family meetings can require a significant amount of clinician time and questions have been raised about their efficacy and purpose. The study set out to explore participants' experiences and to examine how do the other professionals viewed the social work role in family meetings using participatory action research(PAR).

A PAR approach was used for the study which involved hospital social workers (N=8), along with one of the authors, a social work academic who was also a former medical social worker. All were engaged in the study design, data collection and analysis. The team sought to explore how family meetings were experienced and valued from patient, family and interdisciplinary team(IDT) perspectives. To achieve this a quantitative, descriptive study design was adopted, involving the use of a cross sectional survey. Work package 1 consisted of a survey of all IDT teams in the hospital (N=85 respondents). Work package 2 involved survey interviews carried out by the practitioner researchers with inpatients who had attended a family meeting (N=80). Work Package 3 involved surveying a minimum of one family member of each patient who had attended a family meeting (N=80). Data analysis utilised an interpretive inductionist framework (Kuczynski & Daly, 2002).

The majority of patients and family members had overwhelmingly positive experience of family meetings and there were few suggestions about how meetings could be improved. Interestingly, only 22% of IDT members reported receiving any training in relation to family meetings and 75% of IDT members said they believed they would benefit from further education and training in this area. Patient, family and IDT members unanimously viewed social work involvement and facilitation in family meetings as critical to their success. It is argued that the most interesting finding of the study was the way in which social workers generally adapted well to the new role of practitioner researcher and reported a marked increase in confidence in their research skills base.

The findings suggest that, when family meetings are well prepared and carefully structured there will be opportunities to tilt the balance of power in favour of the patient, and to help them to maximise control over decisions affecting their lives. In preparation for the role of family meeting facilitation, the implementation of education and training programmes for social workers and IDT members is strongly recommended.

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Neville, S. (2006). Delirium and older people: repositioning nursing care. *International Journal of Older People Nursing*, 1(2): 113-120.

398: Engaging with an advisory network: A critical discussion of its role in health and social research

Louise Isham, University of Birmingham

Advisory groups have become increasingly common in health and social research. However, there is limited critical discussion about their role, resulting in considerable variation in how the approach is conceptualised and operationalised. This may be in part because advisors do not share decision-making with research collaborators and do not have significant responsibilities or ownership of the research data and outcomes. Instead, advisors are understood to 'influence' the research process and/ or decisions made by the research team and the work they carry out is rarely subject to ethical or regulatory review.

We are a small team of health and social care practitioner-researchers, carrying out a qualitative research project investigating family carers affected by harmful behaviour from the older person for whom they care. In planning this project, we wanted to ensure the needs and views of people with personal insight about caring and/ or family violence were central to our decisions about the scope and purpose of the study. In addition, their experiential knowledge of caring and/ or family violence had particular value in the project given the practical and ethical challenges of researching this sensitive issue. We made the decision to establish an advisory group; however, as our awareness of the complexities of the investigation became clear, we came to question how appropriate it would be to meet with advisors in regular, face-to-face group meetings. As a result, we worked with advisors using a network approach.

In this presentation, we outline in greater detail what we mean by an advisory network and how it differs from the 'traditional' advisory group. It was our experience that the network presented useful and important opportunities for engaging in different types of communication and collaboration with advisors and, in this way, facilitated new ways of building knowledge. However, the network approach also presented unanticipated ethical issues and challenged us to think more critically about the methods we were using to develop and record our interactions with advisors.

In this presentation, we examine three central areas of learning and experience as a result of our work with the network. We discuss: 1) advisors' contribution in shaping practical and conceptual aspects of the project 2) the blurred roles of advisors, participants and informants, and, 3) some of the areas of difference and tension between the research team and advisory network. To conclude, we will discuss the central advantages and limitations of the network approach and make tentative recommendations for its future development and application. Although our examples focus on sensitive research, we also highlight the potential transferability of the advisory network approach to other areas of research and community-based practice.

477: Remaking "Community" Mental Health Services: A Study of Contested Institutional Logics and Organizational Change

Matthew Spitzmueller, Syracuse University

Background and Purpose:

The mental health clubhouse model is practiced in 320 sites in 34 countries. It uses the community logic to emphasize treatment aims of membership, social connection, and self-determination. Despite international interest in the clubhouse, the community logic on which it is based may be at odds with the rise of new public management in human services. New public management uses the managerial logic to emphasize cost-efficiency, standardization, and accountability. The institutional logics perspective contends that all organizations are made up of multiple and competing logics. Ethnographic methods are well suited to examine how multiplicity unfolds in organizations and what it produces in practice. This study uses ethnographic methods to investigate what happened in one U.S. mental health organization when the community logic of the clubhouse encountered the managerial logic of public reforms. It analyzes how administrators endeavored to link the managerial logic to everyday practice and how this shift interacted with work conditions to transform the community logic of practice. Findings from this study are relevant to interdisciplinary scholars of mental health practice and organizational behavior.

Methods:

Over a twelve-month period, I conducted over 1,300 hours of direct observation, examining the day-to-day routines of managers and street-level workers in a community mental health organization. I conducted 28 semi-structured and 73 informal interviews with frontline workers, team leaders, and program administrators. I reviewed official documents such as agency reports, instruction manuals, and disciplinary actions, analyzing themes pertinent to quality assurance and evaluation. And, I used NVivo to code field notes, transcriptions, and documents,

and to develop thematic connections between related episodes over time. Multiple data sources allowed me to triangulate data points and to analyze continuities and differences among them.

Results:

New managerial reforms produced turmoil over the central logic of practice. Quality Assurance staff shifted its primary targets to cost-control and billing compliance. It used the managerial logic to legitimate surveillance technologies, such as case note review and productivity measurement, which tightly coupled street-level practice to regulatory demands. Frontline workers who used the community logic of the clubhouse were targeted by administrative sanctions. Workers responded to penalties with frequent absenteeism, burnout, and epistemic distress. These adjustments corroded the quality of the clubhouse model and intensified struggles over the meaning of community in mental health services. Ultimately, administrators closed the clubhouse and transformed the community logic to emphasize services outside of the center with the goal of independence.

Conclusions:

This study demonstrates that the community and managerial logics are intimately linked and co-productive in sites of organizational practice. It reopens the discussion of what is meant by community, where is it located, and who has a right to define it. It invites scholars to examine sites where the community logic is in play or in trouble, and generates fresh arguments about how we define community and strive for it on behalf of those who are most socially vulnerable.

D8 Researching child protection

Chaired by: Dr A.N. Other

Room:

428: How much does it cost to help a child recover from the effects of sexual abuse?

John Carpenter, University of Bristol; Demi Patsios, University of Bristol ; Patricia Jessiman, University of Bristol; Simon Hackett, Durham University

Background

Increasingly, commissioners and managers of services want to know not only whether social work interventions are effective, but also how much they cost. This presents a significant challenge to research on social work practice because the development of suitable research methodologies is at an early stage.

This paper presents an approach to evaluating the cost and effectiveness of a social work intervention designed to help children recover from the effects of child sexual abuse. It was evaluated using the methodology of a randomised control trial (RCT) with intervention and waiting-list control groups. Conclusions were that over the six-month trial period, the intervention was ineffective for children under 8, but effective for older children. At initial assessment, 41/56 older children (73%) who received immediate intervention showed evidence of trauma on a standardised measure. Six months later, this had reduced to 26 children (46%). In the control group, six children 'recovered' but five became symptomatic.

Aims

The aims of the economic evaluation were to measure the cost of service itself and also the net costs to all other social, education and healthcare services. This is important because children in the intervention group may have been referred for additional services if needs were identified and children on the waiting list may have received alternative therapeutic or support services.

Methods

All children who received the service or who were on the waiting list were included in the analyses. Service costs for the intervention were calculated to include management and facilities, liaison, planning, supervision and consultation and the number of sessions. Parents completed the SSRI, an inventory of retrospective use of a comprehensive range of other services, at initial assessment and six months later. Published national unit costs or equivalents were used to calculate total costs.

Results (to be confirmed, with Euro equivalents).

Foster care for a small number of children in each group accounted for disproportionate costs and are excluded here. Mean total costs of other services in previous six months were very similar at baseline (Intervention group: £582 vs Wait-list £598) and during the trial period (£436 vs. £437). The mean cost of the intervention for the 56 children who received it was £1,003. Of these, a net total of 15 recovered, giving a mean cost of recovery of £3,733.

Conclusion

The methodology is relatively straightforward and can be amended to suit other research on social work practice. The obvious limitation of this design was that outcomes and costs were measured in the short term. However, outcomes were sustained at six-month follow-up. Other researchers have estimated the enormous long-term economic costs to society of child sexual abuse and its long-term psychological and social outcomes in many cases. The finding of a modest average cost of the intervention has made a persuasive case for its use. It is currently being rolled out in new services in England and Wales.

441: Recognising and Addressing Child Neglect in Affluent Families

Claudia Bernard, Goldsmiths, University of London

Background and Purpose

Although child neglect is arguably the most prevalent form of maltreatment, there is an absence of studies of social work interventions into child neglect in affluent families. Children in affluent families are often excluded in debates about child neglect as they are considered to be at "low risk", yet, this under-studied population may often be at risk of neglect, and their needs have been largely overlooked.

This paper draws on research, which examined how social workers engaged parents from affluent backgrounds in the child protection system when there are safeguarding concerns about neglect. Three specific questions guided the research: (1) How do social workers identify risk factors for vulnerable children in affluent circumstances? (2) Which factors inhibit or enable social workers' engagement with resistant affluent parents when there are child protection concerns? (3) What kind of skills, knowledge and experience is necessary for frontline social workers to effectively assert their professional authority with affluent parents when there are concerns about abuse and neglect?

Methods

Participants were recruited from twelve local authorities, county councils and unitary authorities in England. The research sites were selected using The Department for Communities and Local Government, Open Data Communities data platform. Indices of deprivation (Income, Health, Education, Housing, Crime) by geographical areas were used to select five counties and seven local authorities, which represented a geographical mix and a range of socio-economic divisions.

The study used a qualitative approach, and a semi-structured topic guide was used in interviews and focus groups with a total of 30 participants. The sample consisted of professional stakeholders from across children services and included frontline social workers, team managers, an Early Help team manager, principal social workers, designated safeguarding leads, service managers, a Head of Service for Safeguarding Standards and a Local Authority Designated Officer.

Results

The findings revealed that neglect in affluent families can be difficult to recognize and address, posing challenges for effectively safeguarding children at risk of significant harm in privileged families. The vast majority of the cases described by the participants concerned emotional neglect, although other forms of maltreatment, such as sexual abuse, child sexual exploitation and emotional abuse were also identified. Commonly-encountered cases involved struggling teenagers in private fee-paying and boarding schools, who were often isolated from their parents physically and emotionally, and had complex safeguarding needs.

Conclusions

The analysis shows that while working with involuntary and resistant parents is a common occurrence in child protection work, there appears to be some distinctive factors about working with resistant affluent parents. Furthermore, the analysis highlights the difficulties in maintaining focus on the child because of the way that parents used their status and social capital to opt out of the statutory child protection system, and

to thus slip under the radar of children's services.

496: Child protection research, research ethics and children's involvement

Johanna Kiili, University of Jyväskylä; Johanna Moilanen, JAMK University of Applied Sciences

Background and purpose. The importance of involving children in research has been well-documented in child protection agendas over recent years. Ethical awareness is especially important in child protection research as the research ethics must meet the needs of a changing world where children are seen as research subjects. Ethical guidelines involving children have been developed in many countries. Researchers have also raised ethical challenges, such as the possibilities of children to define their role as informants, the participation of children living in vulnerable circumstances and the role of the informed consent (e.g. Graham et al., 2015; Cossar et al. 2016; Powell et al. 2009). The presentation is based on an integrative literature review on research ethics reported in international peer-reviewed articles on child protection research that include children and young people as research subjects (Kiili & Moilanen 2017).

Methods. The presentation discusses the findings of integrative literature review analysing the position of children and young people particularly in social work research literature. The data (research articles) for the analysis is selected based on the following inclusion criteria: the data in articles is collected from children and/or young people; the articles have undergone blinded peer-review; articles are published between 2007–2017 and they are written in English. Different databases have been used to find relevant research articles, such as Pro-Quest, Ebsco and Google Scholar. The integrative literature review is used as a method for summarizing empirical literature and also allowing the inclusion of diverse research methodologies (Whittemore et al. 2005).

Results. Based on the analysis, the presentation provides answer to following questions: who defines the aims of the research projects; how the participation of children and young people is designed; and what are the key ethical issues reported by the researchers. It is also asked what the compliance requirements are and how they are reported, and how the question of informed consent is approached by the researchers in child protection research.

Conclusions and implications. In child protection research, research activities that include children and/or young people hold significant potential for strengthening laws, policies and services as it signals respect for children's rights to participation and expression of their views (also Graham et al., 2015). The ethical choices made by researchers impact on children's participation in research.

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513: Online child sexual abuse: a new context?

Emma Palmer, Lancaster University; Corinne May-Chahal, Lancaster University

Introduction:

This paper considers the findings of a Rapid Evidence Assessment (REA) undertaken for the Independent Inquiry into Child Sexual Abuse. The REA examined; What is known about the characteristics, vulnerabilities and on- and offline behaviour of victims of online-facilitated child sexual abuse and exploitation? There were four further sub questions looking at child sexual exploitation, sexting and other self-generated sexual material, typologies of victims and any transnational dimension. With its focus on the interplay between on and offline child sexual abuse (CSA) this paper explores how the Internet is challenging the boundaries of professional knowledge.

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Method: An REA was undertaken by a team of researchers, using a SPIDER framework to guide the search strategy. We searched 22 academic databases and publisher repositories and issued a call for evidence from 51 experts. We searched for literature from 2007-2017 in any country, published in English, excluding books and PhD theses. Initial results returned 5,297 hits, which were narrowed down to 600 after basic exclusion criteria were applied. Full double blind coding left us with 75 articles and reports. This data was synthesised using a modified version of the EPPI criteria.

Results: We found the following characteristics and vulnerabilities in relation to online child sexual abuse.

- Girls are more likely to be victims of reported online facilitated CSA
- Adverse childhood experiences such as physical and sexual abuse and exposure to parental conflict makes children more vulnerable to online victimisation
- Above average internet use increases vulnerability when interacting with other characteristics, such as having a disability or low self-esteem
- Approximately one quarter of reported cases involve a family member as the victim's perpetrator
- Other more tentative findings include; risky online behaviours may increase chance of online CSA, boys and transgender children are also victims and that some technological platforms may enhance vulnerability but this can quickly change.

Conclusion and implications:

We note that there are many aspects of online CSA that are not understood in part because they are poorly defined. To date, online CSA is framed using the language of online child abuse but this is insufficient. The interplay of online and offline behaviors and actions is extremely complex making it hard to predict if one child might be more at risk than another might. Self-generated material by children and its relationship to online CSA further complicates efforts to locate concern and intervention. Online actions, which are often spontaneous, can have long lasting effects as images or videos are shared and then harvested by unknown individuals. Familiar conceptual boundaries are tested in the virtual world, which has direct implications for social work practice.

The views expressed in this paper reflect those of the authors and not of the Independent Inquiry into Child Sexual Abuse.

D9 Researching children & families

Chaired by: Dr A.N. Other

Room:

557: Family policy regime typologies: paradoxes, potentialities and pitfalls

Lennart Nygren, Um; Susan White, The University of Sheffield; Ingunn T. Ellingsen, University of Stavanger

Over the last two-three decades, there has been a growing body of literature outlining arrangements for the delivery of welfare in terms of alternative typologies or regime types. However, these have tended to operate at the macro, or meso level and have thus tended to neglect the everyday activities and discursive practices of welfare state professionals as they interpret policy. Social work, in particular, is concerned with addressing individuals' and families' welfare in the private domain, and it is thus both influenced and challenged by transformations in social policy and social welfare. This paper, reports on the authors' attempts to investigate these relationships empirically within the NORFACE/Welfare state futures research project FACSK (Family complexity and social work). It reviews the relevance and utility of welfare typologies for the study of everyday professional sense-making. It focuses particularly on Hantrais' model which distinguishes between four welfare regimes: de-familialised, partly defamilialised, familialised, and re-familialised welfare states. These regimes reflect diverse ways of balancing the welfare mix between social service provision and family responsibility. This paper explores challenges in applying typologies empirically. It outlines a project which uses Hantrais' ideal-typical welfare typology as a conceptual framework to study the relationship between family policy and social work practice at the level of professional sense-making. Welfare policy may influence the ways in which social workers understand the notion of family and how they approach families with complex needs. Welfare regimes thus come into action and are reproduced in concrete, proximate and specific levels of practice. In order to study how differences between regimes play out among professional social workers, a detailed case vignette, recognisable and relevant in all regimes, was designed and used in focus groups in eight countries. Social workers'

response to this calls into question if and how the regimes differ when considered at the intimate 'private' level of the family and the professional interventions brought to bear upon it.

Methodologically and conceptually, the research team found that attempts to operationalise typologies produce a paradox: Differences implied by regime theory, seem to encounter many commonalities between regimes in how social work operates in the private sphere, where norms have broken down, or tacit rules about family life have been breached. The paper concludes that regime typologies are a useful but relatively blunt instrument. There are contextual as well as conceptual challenges in applying them in comparative research on professional practice.

Regime types tend to amplify difference at the level of the nation state, obscuring both regional variations and common factors at work in an international context of resource rationing, targeting of interventions, child centric 'social investment state' policies, and where there are supranational entities like the World Bank leading to shared normative reasoning about what is acceptable, or not.

603: "We are caregivers, too". Foster siblings' difficulties, strengths and needs for support

Maria Luisa Raineri, Catholic University of Milan; Valentina Calcaterra, Catholic University of Milan

Background and purpose

Children's foster care is practiced and studied in many parts of the world, but little attention is paid to foster parents' birth children, despite their right to participate in a process that concerns their lives and despite the role they play in foster care.

Italian law provides a kind of "order of preference" to be followed when placing a child in foster care. The first choice is "a family, preferably with children". The second choice is a single person, and the last choice is children's homes. One could therefore expect foster parents' sons and daughters to be carefully considered, since they are explicitly named in the law; however, this is not so. The national and regional laws and Foster Units Official Guidelines contain no indication of foster parents' birth children. This may be linked to the sceptical attitude of Italian social services professionals regarding the participation of children.

As far as we know, this is the first research about Italian foster sibling. The purposes were to explore the experiences of sons and daughters of foster parents, and to draw on their views in order to grasp how their satisfaction in foster care processes could be improved

Methods

The data were gathered from 15 birth children, from 6 to 19 years old, and 14 foster parents. Semi-structured interviews were conducted, transcribed and processed through a thematic analysis.

The birth children were asked four questions, about their experience and their suggestions. Children under ten were asked to make a drawing about foster care, and the interview was conducted based on their spontaneous narratives about their sketches.

Results

Birth children considered themselves as caregivers and "active part of the foster care", and they explained in detail the ways in which they helped: to collaborate in everyday life; to advocate for their foster sibling or to mediate between them and other people, such as family friends, schoolmates, or relatives; to not create problems for parents and to accept their choices. The richness of the suggestions from the birth children is evidence of their remarkable level of thoughtfulness regarding their foster care experience.

Birth children felt they received little consideration from social workers. This contrast with data from the interviews with their parents. But social workers were attentive to children well-being, but not to their caregiver role, so they did not feel that they were perceived as part of the foster team.

Conclusions and implications

In Italy, there is still a way to make birth children fully active parts of foster care. They need help and guidance to decide not only whether the family is available to foster but also to choose whether and how to take on caregiving tasks.

Keeping in mind the caregiver role that some birth children choose to take on is important in order to reinforce the positive elements that the foster care experience can offer them and therefore also to protect their well-being and resilience.

642: Impact of displacement on child marriage in Jordan: Insights from qualitative interviews and focus groups with Syrian Refugees

Aisha Hutchinson, University of Bedfordshire

Introduction

The Inter-Agency Standing Committee (IASC) warns that many forms of Gender-Based Violence (GBV) are significantly aggravated during humanitarian emergencies, including child marriage. Especially in affected populations which use dowry and bride price. Census data shows that rates of child marriage are increasing amongst Syrian refugees in Jordan. This research aims to better understand how displacement has impacted on the social and legal process of marriage, how families decide to whom and when their daughters will marry, the nature of 'consent' given by young women, how early marriage is conceptualised by families, the consequences of early marriage and support services accessed.

Methods

The research has been done in collaboration with Terre des hommes Foundation (Tdh), a child protection humanitarian agency. Qualitative interviews were completed with Syrian refugee women in Jordan aged 15 – 22 years (both married and unmarried) and their families; as well as focus groups with young people and parents. The interviews and focus groups were completed in Arabic by Jordanian case managers from Tdh in Irbid, Mafraq and Emeriti Jordanian Camp (EJC). Data were analysed using Nvivo 11, a computer assisted qualitative data analysis software (CAQDAS).

Findings

The findings are structured under the following headings: the social and legal process of marriage; roles and responsibilities of family members, nature of consent; impact of displacement; preparation for marriage; aspirations, knowledge and expectations of marriage; living conditions; relationships with husband and his family; help seeking behaviour; help seeking desires; childbearing; education; advice to others; consequences of child marriage; conceptions of child marriage; knowledge and attitudes towards child marriage and desirable characteristics of a husband or wife to be. Several of these will be discussed in detail.

Discussion

Data shows that different drivers of child marriage are prioritised in different ways by families – so while culture, poverty and protection highly influence the decisions made, the emphasis placed on each can vary significantly. Displacement impacts not only on processes of marriage formation but also the nature of child marriage, the consequences and how 'risky' it is. Yet many of the negative consequences are associated with poverty and displacement rather than marrying under 18 years of age. Many of the girls became pregnant shortly after marrying, which dominates their experience of marriage and changes their roles, responsibilities and priorities. Help seeking behaviours and access to resources varied greatly across the experiences described with some women accessing a whole range of support services, and others accessing very few – especially those who left the refugee camps illegally. The findings have significant implications for policy and practice on child marriage with Syrian refugees across the region.

646: Why are some innovations adopted by staff more readily than others? Diffusion theory and multi-disciplinary working in children's services

Lisa Bostock, University of Bedfordshire; Amy Lynch, University of Bedfordshire

Background and Purpose

There is a drive towards innovation in Children's Services with varying degrees of successful implementation. Yet, why are some innovations adopted by staff more readily than others? Our study explores how the introduction of new multidisciplinary children's safeguarding teams was adopted and developed by staff in a large local authority in England in 2015/6. We draw on diffusion of innovation (DOI) theory to help us understand better the mechanisms by which successful implementation of innovations can be achieved.

Methods

The study is based on qualitative interviews with 61 frontline safeguarding staff, including social workers and practitioners specialising in substance misuse, mental health and domestic abuse. Analysis was conducted using the DOI framework. DOI defines five innovation attributes as essential for rapid diffusion: relative advantage; compatibility; complexity; trialability; observability.

Results

There was a difference in perception of the four elements of innovation, which could be understood within the DOI framework. Staff identified multi-disciplinary team working and group supervision as advantageous, compatible with social work values and resulting in an improved service to children and families. Motivational social work and new ways of case recording were less readily accepted because of the complexity of practicing confidently and the perceived individual risk involved in moving away from exhaustive case recording, which had served them well in terms of professional accountability.

Conclusions and implications

The study provides insight into what children's services staff valued about the service's introduction of multidisciplinary working. Application of the DOI framework helps us understand why some aspects of the innovation programme were adopted more readily than others, depending on staff perception of the five diffusion attributes

D10 Researching Trafficking

Chaired by: Dr A.N. Other

Room:

216: 'Child Trafficking': Experiences of separated children on the move

Alinka Gearon, University of Bath

Despite the increased interest in human trafficking, the body of academic research on or with children and young people defined as 'trafficked' is particularly limited. Since the establishment of the UN Convention on the Rights of the Child listening to the voices of children has become a "powerful and pervasive mantra for activists and policy makers world-wide" (James, 2007, cited by Gołdzia, 2008) and yet, many social science researchers have omitted children as active participants informing knowledge and theory about issues affecting children directly. This is particularly evident in 'child trafficking' research; children's experiences have notably been unrepresented.

The findings of a recent study which addresses this gap is presented, a qualitative research methodology designed purposefully to give voice to children and young people's experiences of 'child trafficking'. Creative research methods of embodied circles of dance and music were utilised to engage children and young people in the research. In-depth interviews and focus groups with 20 participants were held to address the objectives:

- How do children experience their childhoods, separation, migration and being trafficked?
- How do they experience front-line services in England?
- Does the child trafficking framework meet their needs?

Children's lived experiences of their childhood and 'child trafficking' challenge many assumptions underpinning policy and practice. The findings reveal a disjuncture between immigration-driven and prosecution focused 'child trafficking' practice and children requiring a welfare and individualised response to their needs. Children experienced front-line practitioners, including social workers, as giving primacy to immigration matters, with overtly discriminatory with xenophobic attitudes towards children from abroad. Children needed practitioners to listen to them, believe them and take action upon child protection concerns.

A conclusion is drawn that the way in which 'child trafficking' policy and practice in England is presently constructed, and experienced, appears not to reflect the lived 'realities' of young people in this study. Fundamentally, a conceptual shift in how we perceive childhood

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and adolescence is required. Universalist concepts of a normative childhood based on western values fail to sufficiently address different childhoods, in contemporary cross-cultural contexts of children's policy, and especially policy relating to separated migrant children. An argument is presented that a reorientation of 'child trafficking' policy away from the criminal justice approach is necessary, towards policy and practice that centres on children and young people's welfare needs and protection. This is echoed by what children and young people say they require when trafficked, more relational social work, and an individualised and humanistic approach in practice. Children need opportunities to develop trust with adults, social workers to listen and believe separated migrant children's accounts of abuse, and offer advocacy to uphold their rights to equal access to services and support.

The significant role of peers was evidenced in this study at every stage in children's journeys. Other children helped participants in abusive situations, facilitated escape and recovery from trauma. This signals an important message, contrary to current perceptions of children, that children can be agential and mobilise crucial support in absence of trusted adults.

411: Ensuring that Social Work Services Help Sex-Trafficking Survivors: Recommendations for Innovative Research in a Changing World

Laurie Graham University of North Carolina at Chapel Hill, Rebecca Macy University of North Carolina at Chapel Hill, Cynthia Fraga Rizo, University of North Carolina at Chapel Hill; Amanda Eckhardt, Restore NYC; Brooke Jordan, University of North Carolina at Chapel Hill

Background & purpose. Trafficking for sexual exploitation is a global social problem with horrific consequences for individuals, families, and communities. Consequently, non-governmental organizations (NGOs) and social workers in these organizations are increasingly providing services to promote survivors' resilience and prevent their revictimization. Many of these programs have not been evaluated, and few best practices exist to help guide social work practice with trafficking survivors. Fortunately, preliminary research concerning sex-trafficking survivors exists, and a systematic synthesis of all such studies can guide efforts to develop research methods for evaluating anti-human trafficking services. Thus, our research group sought to (a) identify and synthesize existing studies about sex-trafficking survivors; and (b) develop a compendium of data collection instruments used in these studies to help promote evaluation of services for sex-trafficking survivors.

Methods. We conducted a systematic literature review to identify studies on the needs and service outcomes of sex-trafficking survivors using 11 electronic databases. For inclusion, studies were required to (a) collect/analyze data between 2000-2017, (b) be published in English, (c) be peer-reviewed, (d) include data from sex-trafficking survivors, (e) focus on sex-trafficking survivors' needs and/or service outcomes, and (f) include details of data collection instruments (i.e., standardized measures, indicators, and questions). Database searches yielded 1397 articles. After title/abstract review, 83 articles potentially met inclusion criteria. Following additional scrutiny and review of included article reference lists, 39 studies fully met inclusion criteria. For each article, we systematically extracted, analyzed, and synthesized data on (a) study aims; (b) sample details; (c) location of data collection; (d) data collection and analysis; and (e) specific questions, indicators, and standardized measures used in the research.

Results. Among the 39 studies, 14 named 17 standardized measures used for data collection, assessing various areas of survivors' well-being (i.e., coping, mental and physical health, substance use, and trauma/abuse). Twenty-five studies reported using researcher-developed measures to collect data regarding survivors' well-being (i.e., physical, sexual, and mental health; experiences of trauma and abuse; activities engaged in while trafficked that increase health-related risks; and substance use). Based on the review findings we will provide a compendium of data collection instruments to help inform attendees' research with sex-trafficking survivors. We will also offer recommendations for ethical, feasible, survivor-centered research strategies that are sensitive to survivors' confidentiality, safety, and well-being.

Conclusions and implications. Thus far, research concerned with sex-trafficking survivors is strongly focused on survivors' physical and mental health, with few studies focusing on comprehensive and holistic views of survivors' well-being (e.g., education, economic stability, housing, language, legal, spirituality). Our findings also show that the data collection instruments used in existing studies are borrowed from other research areas and have not been tested with sex-trafficking survivors for acceptability, reliability, and validity. With the goal of improving research on and services for survivors' resilience and community reintegration, we will offer attendees recommendations for developing and investigating data collection instruments with this population as well as employing a broad focus on survivor-centered, holistic assessments of sex-trafficking survivors' needs, service outcomes, and well-being.

719: END-TRAFFICKING. Lines of work to combat sex-trafficking.

Miguel Ángel Pulido-Rodríguez Ramon Llull University; Teresa Plaja Viñas, University of Barcelona; Patricia Melgar Alcantud, University of Girona

The fight against trafficking in human beings for the purpose of sexual exploitation is currently one of the challenges to be addressed from the various disciplines that have, among their fundamental principles, work for social justice and human rights, as is the case of social work. This problem has been considered since the middle of the last century as one of the most dramatic manifestations of gender violence.

During the development of the project END-TRAFFICKING: Changes and social innovations for the prevention and reduction of trafficking of women for sexual exploitation (Puigvert, 2014-2016) from the Spanish RTD program, we have analyzed in general way the causes and the factors that approach or distance women from trafficking networks for the purpose of sexual exploitation. And, more specifically, how civil society and social networks influence this reality. To do this we used a methodology with a communicative orientation, through 13 communicative accounts of everyday life of victims of sex-trafficking (among whom were victims of trafficking in Spain, Morocco and the United States of four different nationalities), we knew the life trajectories of female victims or potential victims of trafficking, identifying those factors that bring them closer to or away from trafficking networks. All this paying special attention to social networks, friendships and other types of interactions.

The results indicate that victims are recruited in contexts of poverty, social inequality and lack of opportunities, in which trafficking networks take advantage of social interactions / contacts that lead to the recruitment of potential victims. On the other side of the coin, the analysis of the transformative dimension has led us to identify that actions aimed at promoting social and educational actions of social inclusion, as well as social relations of solidarity and support to the community, reduce the conditions of promoting the removal of trafficking networks for the purpose of sexual exploitation. Research has identified actions of social inclusion in educational contexts such as schools or out-of-school educational activities, as well as in community services that promote high expectations for the future among girls and / or women, while offering them a network of social relations that from solidarity act as mechanisms to keep girls away from sexual exploitation networks.

These results represent an advance in the scientific knowledge on the mechanisms to prevent traffic for the purpose of sexual exploitation, as well as open avenues of reflection on the professional practice of social work, not only in direct intervention with the victims, but also as intervention Community level.

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E1 Methodological challenges: user-led research

Chaired by: Dr A.N. Other

Room:

352: SIFT – Research of the patient flows and structures in health and social services in three Finnish cities in 2009–2015

Reija Haapanen, Sosiaalitalo – Centre of Expertise on Social Welfare in Western and Central Uusimaa; Petteri Heino, Sosiaalitalo – Centre of Expertise on Social Welfare in Western and Central Uusimaa; Merja Salmi, Sosiaalitalo – Centre of Expertise on Social Welfare in Western and Central Uusimaa

In Finland, a large reform concerning the health and social services will enter into force on 1 January 2020. The reform includes transferring responsibility of these services from municipalities to newly formed, autonomous regions (counties). In addition to coordination, the counties shall form effective service and care chains. Health and social services will be brought together at all levels to form customer-oriented entities and the steering and operating models in healthcare and social welfare will be thoroughly modernized.

In order to carry out this task successfully, more information is needed about the critical points of integration of different services. Currently, we are engaged in a project called SIFT, in which we focus on the heavy users of health and social services. We are studying the distribution of used services within various branches of health and social services. Interest is laid especially on the service processes: links between services, their timelines and typical combinations. Are there certain phenomena to be found? What is the level of health and social care integration before the reform?

Our study area covers three cities (Lohja, Karkkila and Vihti) in Southern Finland, with a total of approximately 85 000 inhabitants. We have obtained data from registers of these cities and from the register of the Hospital District of Helsinki and Uusimaa. The data set is extraordinary in the sense that it covers customers of both health and social services and it includes also some information on the family members. Furthermore, the time span is from the beginning of 2009 to end of June 2015, which gives us room to study the processes to some extent.

Analysis methods include e.g. decision trees, SOM (neural network), genetic algorithms, K-nearest neighbours and Markov chains, applied in various steps of the process. Spatial analyses can be carried out based on the postal number of the customers; the area is divided into 32 postal zones.

Because of the ambitious aim of combining observations from several branches, there have been plenty of issues related to completeness and internal integrity of the data. We have obtained preliminary results, which show that the heavy users of health and social services can be classified into groups based on some factors, e.g. the dominant services and frequency of the service use. Certain dependencies can be pointed out in the service processes. Furthermore, spatial differences can be seen even in this relatively small geographical area. Using information of the family members has also proven to be useful and brings new perspectives into the client processes of social work. The first results show e.g. that some ICD10-codes show up often in the data of family members of child protection customers.

One of the long-term targets of this project is to build a tool with which a person's probability to become a heavy user of different health and social services can be predicted.

499: EFFECTIVENESS OF SOLUTION-FOCUSED SOCIAL WORK INTERVENTION ON PSYCHOSOCIAL ADJUSTMENT LEVELS OF PATIENTS WITH CHRONIC KIDNEY DISEASE

Oğuzhan Zengin, Çankırı Karatekin University; Tarık Tuncay, Hacettepe University

PRESENTATIONS

Background and purpose:

The solution-focused brief therapy (SFBT) was developed during the 1980s by social work backgrounded practitioners, Steve de Shazer and Insoo Kim Berg. It proposes that the development of a solution is not necessarily related to the problem. SFBT is practiced in persons with various chronic / serious health conditions. However, very few studies have documented about the intervention outcome of this practice framework among persons with chronic kidney disease. On the other hand, hemodialysis treatment negatively affects patients with chronic kidney disease and their families on the psychological, social and economic dimensions and may lead to serious psychosocial adjustment problems.

This research aimed to determine the changing effects of a SFBT to the psychosocial adjustment levels of patients with chronic kidney disease.

Methods:

A quasi-experimental study design with pretest-posttest model with comparison group was used. The study was carried out with six patients in intervention group and six patients in comparison group, a total of 12 patients were assessed within the scope of the research. A total of 33 individual case sessions have been carried out to the patients in the intervention group within a three-month period. The social worker had listened every patient attentively and empathetically about their concerns. The miracle question, was asked to the patients in each session. Scaling question, on a 0 to 10 scale with 10 representing the best and 0 as worst, was asked. Practitioner has also discussed about the patients' past-problems especially focusing how they were managed.

Results:

The patients both in the intervention and comparison group showed the same level of adjustment in the beginning whereas after interventions, patients in the intervention group had statistically higher levels of adjustment in the dimensions of health care orientation, occupational environment, social environment and general psychosocial adjustment levels than the patients in the comparison group.

Conclusions and implications:

The study supports the effectiveness of SFBT based social work intervention on the psychosocial adjustment levels in persons with chronic kidney disease. In most countries, such as in Turkey, the cost of mental health care is very high and psychosocial support services for the patients with chronic conditions are very limited. Hence, a SFBT would help the client systems in reducing health care costs and better coping with illness. It can be tailored to meet specific symptoms and resources of the patients. However, social workers will need professional training before practicing SFBT. In this brief therapies era, where patients also do not have much time to come for more number of sessions, solution-focused therapy is very helpful. Interventional research studies on efficacy and cost-effectiveness of solution-focused therapy in people experiencing emotional and social difficulties coping with the illness can be carried out.

540: 'Habermas - I can't remember that we ever talked about him' The use of respondent validation in social research

Tor Slettebo, VID Specialized University

Background and purpose:

Official documents and research proposals state that service users should be involved in social research. This paper examines how service users can validate findings in qualitative research, and it discusses the benefits and Challenges in this type of participatory evaluation. The context of the study is a Norwegian action research project that looked at how service users could be involved in the development of child protections services. One of the initiatives in the project aimed at collective user participation among parents who had lost the custody of their children. Along with social workers, foster parents, a researcher, the parents formed a group where the aim was to provide mutual social support, and a forum for parents to voice their opinions about the services in order to bring about organizational learning. The group lasted for four years.

Methods:

The author was responsible for the evaluation of the group, and data was collected through methodological triangulation. Descriptions and evaluations of the group meetings were based upon field notes from participatory observation of thirty-two meetings, eight focus group sessions with the parents and social workers, and in-depth interviews with the participants and drop-outs. Along with the principles of respondent validation, parents, social workers and foster parents read all the written material produced, and drafts of the research report.

Results and implications:

This paper presents the parents responses, how their views validated but also elaborated and challenged the description of the group process and the analysis of the findings. It discusses the implications for this type of research; how the researcher can relate to the service users' feedback, and the limitations of respondent validation, but also the benefits for this type of participation for the service users themselves.

662: Improving Understanding of Service User Involvement and Identity

Ann Nutt, Shaping Our Lives; Michele Moore, Shaping Our Lives ; Colin Cameron, Northumbria University; Becki Meakin, Northumbria University

Listening to and respecting service users' voices and perspectives is increasingly known to be an essential part of developing quality social work and social care services. This research project - carried out by Shaping Our Lives (SOL), a UK national service user-led organization and campaigning network - adds new and different dimensions to this work by looking carefully at the impact on service users of becoming service user representatives. When done properly, user involvement can have a positive impact on power relations between professionals and service users. Many disabled people have experience of being asked, as 'service user experts', for their views and are regularly called on to take part in consultation exercises. Within these, what service users have to say is often valued and taken seriously. Yet locally, nationally and internationally we are finding evidence of a paradox in that, back in the context of day-to-day experience as service users, the status or identity as 'expert' is forgotten and less respectful power relations resume. A situation re-emerges in which, in encounters with professionals, service-users are reminded that to be identified as disabled often means to be regarded as 'less competent' or 'dependent on professional help'.

What is experienced here is role conflict and role ambiguity which can leave service users confused over status and concerned about having been used or exploited. We used grant funding from the National Lottery through the Big Lottery Fund to interview disabled people who have service user representative roles to develop practical guidance for disabled people taking on such roles and for professionals seeking to maximise respectful inclusion of service users. This study provides a new understanding of the importance of service user involvement for disabled people, in contrast with a focus which is usually on the advantages of service user involvement for services or professionals.

This research provides additional understanding in the following areas:

- The lack of knowledge on the role conflict disabled people experience between everyday life and their experiences as service user representatives.
- Disabled people's ideas on how this role conflict can be better managed.
- Professional development needs; how to ensure voices are heard to shape services without diminishing service users.
- Widening participation of disabled people in service user representation to promote better value for money provision and improved wellbeing for disabled people.

This research has been designed and completed by disabled people who are members of SOL. SOL promotes the inclusive involvement of diverse communities and operates in a way that gives everyone an equal opportunity to contribute. The research report and good practice guides produced as outcomes of this research have been written using evidence collected in 22 in-depth, face-to-face interviews with disabled people, recruited through SOL's network communications to over 470 UK user-led organisations. Within this paper presentation we will outline and explore some of the insights that have emerged from this research.

E2 Issues in social work research

Chaired by: Dr A.N. Other

Room:

492: An Exploratory Study of the Meaning of Self-Reported Changes in Confidence: A Test Using An Inventory of Foundation Competencies in Social Work with Groups

Andrés Arias Astray, UNIVERSIDAD COMPLUTENSE; Mark Macgowan, Florida International University

PRESENTATIONS

Background and purpose:

Due to their ease of use and speed, self-report Likert scales are often used for assessing competencies in social work training contexts. Differences between pre- and post-test scores can give an idea of the change in students' learning outcomes and competencies after a training programme. Despite its advantages, there is sometimes doubt as to whether the pre-test has the same meaning as post-test for students. It may be questioned whether students with no experience in a specific field assess their own ability in the same way as students who already have that experience.

One way of resolving this issue may be to include in the post-test a measure of the degree of improvement that students perceive they have achieved in their competencies, in addition to the second self-assessment of those competencies. If a difference is observed between the pre- and post-test and if students report they have experienced a change, we can assume that the instrument could have the same meaning in pre- and post-test. If this does not happen (for example, if they report improvement but there is no difference between pre- and post-test, or the difference is negative), it will be necessary to take the results with caution, to look for further clarification or even question them.

This research intends to explore if the current Spanish version of a Standards-Based Inventory of Foundation Competencies in Social Work with Groups adequately measures student confidence in performing the Standards specifically when they do not have experience working with groups.

Method

We are employing a mixed-methods design that combines a pre-and post-test of an Inventory based on the International Association of Social Work with Groups' Standards for the Practice of Group Work (IASWG Standards Inventory), with a group discussion and deep interviews with the study's participants.

The 70-item Standards Inventory was developed in English and recently back-translated into Spanish. Eighty students in the second year of the Bachelor's degree in social work in Spain took part in the study. The students completed the IASWG Standards inventory at the beginning and at the end of a group work course. Eight students also participated in a focus group and four in deep interviews where they discussed and answered questions about the inventory. Specifically, students were asked in the post-test the degree to which students perceived to have improved in their competencies.

Results

The differences between post- and pre-test were analyzed by MANOVA. A qualitative analysis of the discussion group and in-depth interviews was also carried out.

The results indicate, on the one hand, that scores obtained through self-reporting measures need to be taken with some caution. On the other hand, the meaning of certain items for assessing competencies may vary as the student acquires more experience.

Conclusions and implications

Our results have implications both for social group work training and for the proper evaluation of competencies in training contexts. We conclude by indicating that more research is needed, and specifically that which includes peer evaluation measures.

495: Hybrid Practice: Multimedia Methods in Social Work Research Past and Present

Caroline A. Lanza, University of Washington

This oral paper presentation will present the results of a literature review regarding the state of multimedia research methods both inside and outside of social work, historically and currently. Secondly, it will present some original research regarding the research dissemination methods of Paul U. Kellogg, American early social work leader, (1879-1958). Special attention will be directed towards the implications of multimedia methods for public engagement via research dissemination by social work scholars.

Despite a "visual turn" in research methods over the past 25 years in both the social sciences and the humanities (Banks, 2001; Burgess & Green, 2009; Hart, 1997; Mierzoff, 1999; Pink, 2006; Spencer, 2011), social work has been slow to catch up in this arena. As qualitative methods and critical theoretical frameworks have become more mainstream however, the visual, multi-sensory, and multi-modal approaches

emerging in allied fields are slowly building momentum inside social work. The use of visual media in social work research and practice is often depicted as a relatively recent phenomenon, related to the development of digital visual technologies. Contemporary accounts typically ignore earlier robust examples of the innovative use of visual media developed during the Progressive era, which like contemporary iterations were both groundbreaking for their time and complex in their implications.

Historically, visual research methods such as photography and mapping were employed in social work in order to collect data for research purposes as well as to engage various publics regarding issues of concern to Progressive reformers such as labor injustice, infant mortality, environmental injustice, public health, and housing. Use of these methods arose in the wake of the rapid and massive urbanization and immigration, as concentrations of industrial capital coalesced in northern U.S. cities during the late 19th and early 20th centuries (DuBois, 1899; Residents of Hull House, 1895; Riis, 1890; Pittsburgh Survey, 1909-1914; Kellogg, 1914). A review of the current social work literature involving visual methods reveals a contemporary parallel in that social work scholars are increasingly employing visual research methods for the purposes of community-based participatory action research, particularly in place-based interventions (Beltran & Bergun, 2014; Texeira, 2015; Sakamoto, et al., 2014; Yoshihama & Carr, 2003).

This presentation will consider the implications of the unique characteristics of multimedia methods for social work research, including the means to convey multisensory and emotional responses and powerful approaches to narrativity and even more significant, counter-narrativity for underrepresented communities. Secondly, this presentation will ponder the roll of multimedia platforms in disseminating research both historically and currently with an eye towards exploring the presence of social work scholars in the public (non-academic) sphere. Lastly, the unique platforms and methods emerging from the digital humanities will be explored in terms of their implications for social work research.

501: Social work academic's engagement with industry: The outcomes of a systematic literature review

Ines Zuchowski, James Cook University; Debra Miles James Cook University; Susan Gair James Cook University; Komla Tsey 1, James Cook University

There is increasing pressure from government and organisations for social work academics to engage in re- search that demonstrates impact and outcomes. For example, in the UK, the Research Excellence Framework [REF] has been introduced to assess the quality of academic and identify the impact of the research on the society and economy (Parker & van Teijlingen, 2012; Research Excellence Framework, 2012). Social Work research should be positioned well to demonstrate impact as well as engagement with community concerns and real needs; much of social work research is applied research and relates directly to improve the lives of disadvantaged people and community (Hughes, 2016). Engagement is a pathway to improve impact (Epigeum Ltd, 2016) and research partnerships between social work academics and industry could be away of increasing our knowledge and advancing social work practice and solutions that bring about meaningful change.

This presentation reports on a systematic literature review that analysed the engagement of social work academic researchers with industry and assessed the impact of this engagement. The objectives of the review were to ascertain the type of projects social work academics engaged with industry partners, who these industry partners were and how they engaged. The researchers aimed to determine the outcomes of the joint research and how engagement and impact was measured in social work research. A data base search of English language peer-reviewed social work journals was undertaken. In total, 51 journals were searched with a combination of identified key terms.

146 citations were identified of which 123 were included after the application of the exclusion criteria. The data was extracted based on the research questions and thematically analysed. The quality of the studies was examined.

The findings highlight that few of the peer-reviewed articles reported well on the partnership and engagement and thus were excluded from the analysis early on. Only two of the 23 included articles reported on broader level impact of the research, the majority of articles reported project level impact. Indicators and outcomes and challenges for engagement and partnerships are outlined. Two main implications can be drawn from this research. First, for social work academics to embrace the research agendas of engagement with industry well, it is important to engage with industry partners throughout all stages of the research in collaborative ways and report on this explicitly in the dissemination of the collaborative research. Second, consideration of the impact of the research needs to permeate all aspects of research, and research overall should move from descriptive research to evaluative and implementation research. This will strengthen outcomes for people and community and can increase the profile of social work research.

555: A New Reporting Guideline for Trials of Social and Psychological Interventions: CONSORT-SPI

Paul Montgomery, University of Birmingham

PRESENTATIONS

Problem: Understanding randomised controlled trials (RCTs) of complex interventions requires detailed reports of the interventions tested and the methods used to evaluate them. Authors often omit important information, hindering proper critical appraisal for policy and practice decision-making.

Objective: To present an extension of the Consolidated Standards of Reporting Trials (CONSORT) Statement for social and psychological interventions: CONSORT-SPI.

Methods: Systematic reviews; an online Delphi process; and a consensus meeting of researchers, editors, and funders regarding content of the checklist. The checklist will be presented including rationale and examples.

Conclusions: CONSORT-SPI is an important step toward improving reports of many designs for evaluating social work interventions.

Workshops

390

Practitioner Led Research, negotiating turbulent ethical waters?

Kevin Stone, UWE Bristol; Sarah Vicary, The Open University; Charlotte Scott, University of Leeds ; Rosie Buckland, University of Bath

This workshop will be led by four Social Work practitioners who have experience of undertaking doctoral research exploring statutory mental health practice in the UK, specifically the work of Approved Mental Health Professional (AMHP). These research projects have involved AMHPs as participants, reflecting on how they view their role and how they make decisions, using a range of methods. Understanding what contributes to AMHP decisions making given the powers they hold to deprive a person of their liberty deserves the focus of research, however structural barriers need to be overcome to gather the research data. AMHP decisions directly impact on an individual's human rights and they have the power to deprive an individual of their liberty.

Social workers remain the dominant professional undertaking AMHP roles. Social Work research more broadly has the potential to present numerous ethical challenges and dilemmas both for the researcher when designing a project, and in terms of gaining approval given the so called 'vulnerable' groups that often come into contact with social work practitioners. Arguably this demonstrates how essential it is to produce empirical evidence in terms of social work practice as there is an ethical duty to explore the work that the profession undertakes in order to contribute to practice development and to critically reflect on the role of social work and its impact on service users.

The workshop aims to promote the confidence of researchers to undertake ethically sensitive research and would be particularly useful to PhD students and early career researchers. This workshop will enable researchers to gain knowledge of the ethical review process that the researchers undertook – using a variety of frameworks such as National Health Service Research Governance protocols, university sponsorship requirements and applications for ethical review. As all three researcher encountered barriers and issues such as multi-site research and involving individuals who lack the capacity to consent to be a research participant, this session will provide an opportunity to disseminate the knowledge gained during the research process and to stimulate discussion within the workshop participants highlighting other issues, concerns or barriers.

The workshop will be structured to allow time for short presentation outlining the experiences of the workshop facilitators, before breaking into smaller groups encouraging delegates to consider either an example of their own research or a proposal they have in mind. Each group will feedback to the larger group to then summarise issues that have arisen within the group and to take questions and discussion points that are identified. These pedagogical methods will enable knowledge to be shared and the potential for a network to come together after the conference, maintaining a resource to share knowledge in this specific area of research practice.

200

Can statistical data qualify assessments of children at risk?

Lene Mosegaard Søbjerg VIA University College; Anne Marie Villumsen, VIA University College; Christina Klitbjerg-nielsen, VIA University College

Every day municipalities across Europe (and beyond) receive notifications about children at risk. The notifications come from teachers, health professionals, social workers, neighbors, or anyone else who sees a child, which appears not to thrive. The assessment and validation of whether the child is actually at risk is complicated and difficult for the individual caseworker for several reasons. First, within a short span of time, the caseworker must decide whether a notification should lead to further investigations or if the case should be closed. Second, the amount of accessible information differs significantly from case to case. Third, the relative importance of the different risk and protection factors is complex and difficult to assess – especially when the social worker has to assess both immediate danger as well as risk of long term

failure-to-thrive.

- Internationally, different risk assessment tools have been developed to support caseworkers' decisions based on either 'caseworker driven' models (actuarial risk assessments,) or statistical models based on register-based information (predictive risk modelling). In municipalities in the United States, a statistical tool has been used to qualify the assessment done by social workers when they consider how to respond to a notification about a child at risk. Based on theories of risk assessment, the aim of the tool is to inform the assessment made by social workers. The information included in the tool are existing data, meaning data about the child and parents that are already registered in the municipality such as home address and school records.
- A similar tool is being developed in a social work research project in Denmark. The idea is to include risk and protection factors such as information about health, school absenteeism and family circumstances and analyze their correlation to assess the likelihood that a child needs help from the social services. The statistical tool is intended as a supplement – an information-processing tool – to the professional caseworker's assessment of a notification, and not as a replacement of the professional judgement.

568 Using online diaries in blended social work

Martine De Zitter, Artvelde University College; Elise Pattyn, Artvelde University College, Ghent

Background

In social work practices, face-to-face communication is increasingly alternated with the (occasional) use of e-health applications, leading to 'blended social work'. These interventions between a client (and/or his environment) and a professional make use of ICT to maintain or improve the well-being of the client. A growing range of e-health applications is available, such as informative websites, professional communication tools (e.g. chat, e-mail), supporting apps and tools (e.g. self-tests, online diaries, serious games...), online services to facilitate the caregiving process (e.g. an online intake form) and online tools to evaluate the quality of provided social services and/or health care. These new possibilities require development and research on their possibilities and pitfalls. Therefore, we developed a new online diary application to be used in blended help. These online diaries can be customized to the phase of the caregiving process, to the language and the focus of the key players, and to the perspective on care.

Content

In this workshop, we will present and discuss the results of two research projects on a new flexible online diary application.

- An online diary application was developed and tested by 27 organizations (2013-2015). The Design Research model included an analysing phase, a prototyping phase and an assessment phase. A prototype was used for 15 months in mental health and addiction organisations, 9 months in welfare organisations and 6 months in educational organisations. In total, 27 organisations and 115 social workers used the online prototype. They made 389 online diaries for 336 cliënts. In addition to the technical development, the project included the development of a manual for supervisors and social workers on how to use this new method. This was based on focus groups and questionnaires on the experiences of the users.
- The requirements for the designs of online diaries were researched in a second project, in order to determine how online diaries can be implemented successfully in blended help (2016-2017). Step one was the analysis of the quantitative and qualitative data from the diaries of the first project, such as type of question, use of open questions, use of scale questions. In order to discover the success factors of using online diaries in blended help, focus groups were also organised with members of 5 organisations that still work with the online diarytool.

Workshop method:

- Presentation of the research projects and results (powerpoint)
- Demonstration of the online diary application (online demo)
- Discussion on the characteristics, strengths and vulnerabilities of using online diaries for both the client and the social worker.
- Brainstorm on the design possibilities of an online diary and the involvement of clients in all steps of the process.
- Exercise on designing an online diary (using a checklist or infographic)

Symposia

726

Enabling practice research skills and confidence: An international perspective

Laura Yliruka, The Heikki Waris Institute; Lynette Joubert, University of Melbourne; Mirja Satka, University of Helsinki

Practice research in health and mental health social work contributes to an increasing demand for accountability and evidence informed practice in health settings. Social work students who aspire to work in the health setting are encouraged to develop not only theoretical knowledge, but competency and confidence to graduate as research-focused practitioners. Educators need to support those students who have career aspirations as research leaders in social work. An avenue exists to support students in academic practitioner partnerships which can provide opportunities for students to engage in and develop research knowledge, competency and confidence. These opportunities for research participation can co-exist alongside field placements which are structured to include research as either a required component of the placement or as the central aspect of the student's field work experience.

We will describe the context, theoretical framework and evaluation of research focused student placements at the University of Helsinki and the University of Melbourne. The placements were undertaken in the context of academic practitioner partnerships in both sites. This has offered us the opportunity to develop evidence informed guidelines for student learning in practice research during fieldwork activities. Despite the policy and context differences of the two international sites, the guidelines emphasize the generic principles required to enable students to integrate a practice research perspective into their development as social workers. This is of relevance internationally to social work educators who wish to promote practice research as a core competency in professional education.

237

Child Welfare Concepts – in Transition and Change

Torunn Alise Ask, University of Agder; Solveig Botnen Eide, University of Agder

We are co-authors in a book project about key concepts in the child welfare area. Although our context is Norwegian, the chosen concepts or notions have parallels in other languages. The understanding, interpretation and use of the concepts impact knowledge and action across national and professional borders. Our aim is not to clarify or define the concepts as such, but to contribute to a critical and yet constructive discussion with relevance to child welfare theory and practice.

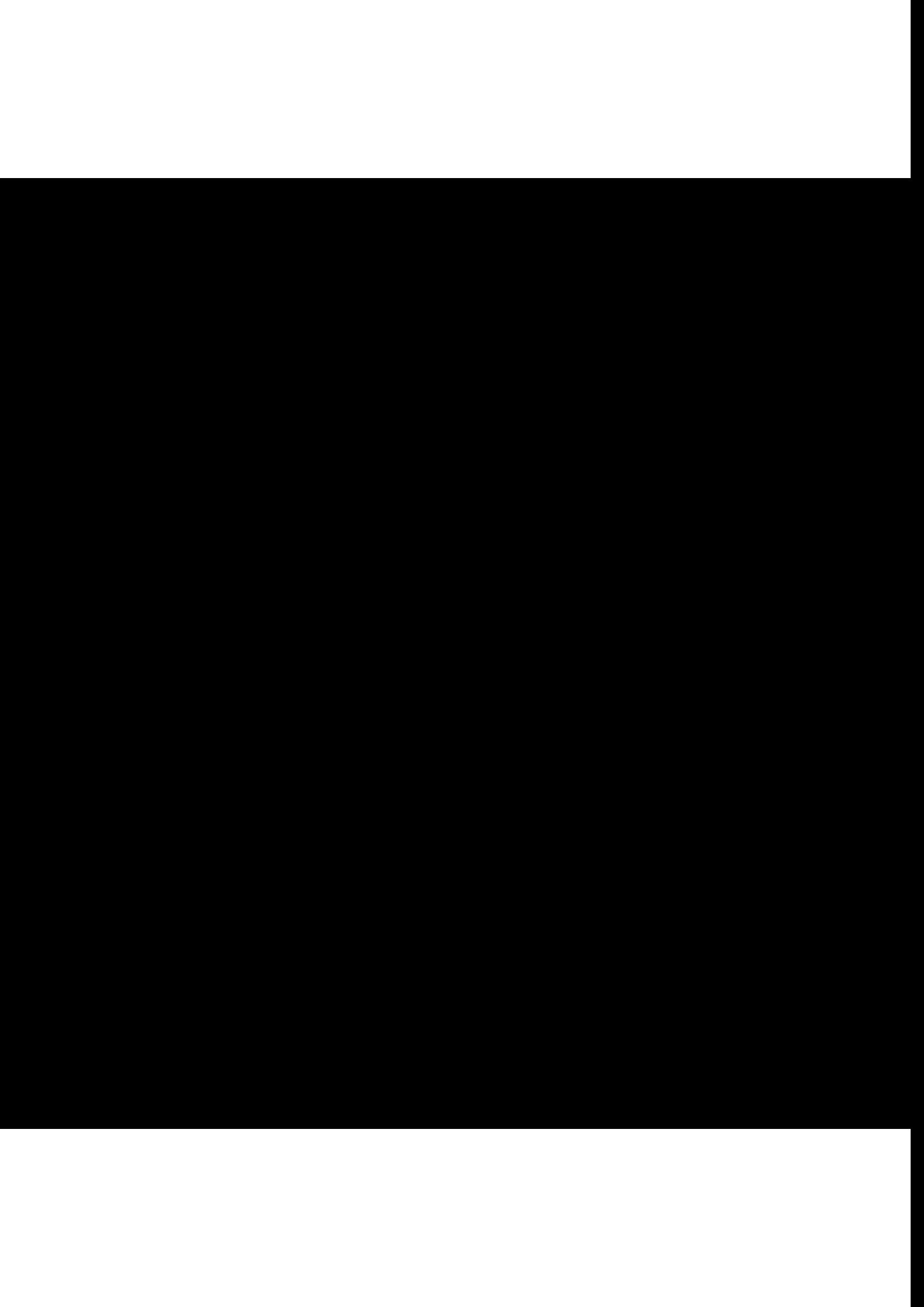
The child welfare's public mission is influenced by earlier and current political ideas. Furthermore, the professional ideals are influenced by different professional directions and approaches, which intertwine with political ideas. This can be seen through the child welfare's (modern) history. These crisscross mutual influences lead to changes and challenges that are reflected in the concepts used. The concepts are not static but they are so to say, "on the move". In this respect, we may see them as sensitizing concepts in contrast to definitive terms. Where a definitive concept refers precisely to what is common to a class of objects, by the aid of a clear definition in terms of attributes or fixed benchmarks, a sensitizing concept lacks such specification and it does not enable the user to move directly to the instance and its relevant content. Instead, it gives the user a general sense of reference and guidance in approaching empirical instances [1]

The concepts we examine and consider in our project are in this sense understood as sensitizing concepts. They can be unclear and ambiguous while at the same time they may be used to contribute in maintaining specific practices. Even though we may perceive that a term and a concept have a clear meaning, it is not always the case when we investigate further. Some concepts may also take the form of fine words, which is difficult to disagree with and therefore they may be used uncritically in many contexts. Words are not neutral; the choice of concepts, the interpretation and use of them, represent power.

In the book project we look into a broader range of concepts – twelve in total. In the conference symposium we will present four of them, attached to the authors who are present: "Vulnerable children", "The biological principle", "In the best interests of the child" and "Knowledge based practice".

It is especially public and policy documents from recent years, though in combination with other professional texts, which provide our basis for exploring and discussing the concepts and their indefinite meaning. We see that experts from domains like law and psychology are strongly represented when public authorities appoint a committee or working group who report on distinct aspects of society issues relating to child welfare. Our background is social work, and our point of views come from both research and practice. In our approaches, we draw upon discourse analyses in social sciences.

[1] Blumer, H. (1954). What is wrong with social theory? *American Sociological Review*, 18, 3-10.



8th European Social Work Research Association Conference **Book of Abstracts**

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Conference Programme: Thursday, April 19, 2018

Parallel session A: 10.20-11.50

Orals	Orals	Orals	Orals	Orals	Orals	Orals	Orals
A1: Methodological challenges: action research (page x)	A2: The social work education curriculum in research focus (page x)	A3: Researching the history of social work (page x)	A4: Social work research in Asia/ Pacific countries (page x)	A5: Researching criminal justice social work (page x)	A6: Researching children & families (page x)	A7: Social work research in Europe (page x)	A8: Researching the social work profession (page x)
Rm: AT 2.12	Rm: AT 2.14	Rm: DHT LG.11	Rm: DHT LG.06	Rm: DHT LG.09	Rm: DHT LG.08	Rm: DHT LG07	Rm: 50GS G06

Orals	Orals	Symposium	Workshop	Workshop	Symposium	Workshop	Meetings
Student and Early Career SIG meeting (page x)	A9: Researching youth (page x)	726: Enabling practice research skills and confidence: An international perspective	200: Can statistical data qualify assessments of children at risk?	568: Using online diaries in blended social work	237: Child Welfare Concepts – in Transition and Change	390: Practitioner Led Research, negotiating turbulent ethical waters?	1
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.04	Rm: LG.09	Rm: AT LT A	Rm: AT LT B	Rm: AT LT C	Rm: 50GS G.01

Parallel session B: 12.00-13.30

Orals	Orals	Orals	Orals	Orals	Orals	Orals	Orals
B1: Methodological challenges: action research (page x)	B2: The social work education curriculum in research focus (page x)	B3: Ethical issues in research	B4: Gender issues in social work research	B5: Researching child protection	B6: Researching people with disabilities	B7: Researching older people	B8: Researching asylum seekers and refugees
Rm: AT 2.12	Rm: AT 2.14	Rm: DHT LG.11	Rm: DHT LG.06	Rm: DHT LG.09	Rm: DHT LG.08	Rm: DHT LG07	Rm: 50GS G06

Orals	Orals	Symposium	Symposium	Workshop	Symposium	Workshop	Meetings
B9: Researching the social work profession	B10: Methodological challenges: evidence based practice	258: Arts as a transitional space within social work research:	391: User involvement in Research?	111: Claiming a new work field – strategies of asserting social work competences	298: Methodological challenges in researching child protection decision making in a changing world	545: From Research Idea to Dissemination – Involving Social Work Students in Research	1
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.04	Rm: LG.09	Rm: AT LT A	Rm: AT LT B	Rm: AT LT C	Rm: 50GS G.01

Conference Programme: Thursday, April 19, 2018 (continued)

Parallel session C: 14.45-16.15

Orals	Orals	Orals	Orals	Orals	Orals	Orals	Orals
C1: Issues in social work research	C2: Researching students	C3: Researching communities	C4: International social work research	C5: Researching health & social work	C6: Researching child protection	C7: Researching older people	C8: Researching youth
Rm: AT 2.12	Rm: AT 2.14	Rm: DHT LG.11	Rm: DHT LG.06	Rm: DHT LG.08	Rm: DHT LG.10	Rm: DHT LG07	Rm: 50GS G06

Orals	Orals	Symposium	Symposium	Workshop	Symposium	Workshop	Meetings
C9 : Social work research in Europe	C10: Researching children & families	453: Matters of Professional Identity	174: What is Transnational Social Work Research? Designs, Methods and Methodologies in Transition	248: Ethnographical research in social work judgment and decision-making. Innovative ideas for exploring professional practices	473: Researching long-term social work and child protection practice by getting as close as possible to practice and organisational life.	779: An Overview of Advanced Quantitative Methods for Social Work Research	1
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.04	Rm: LG.09	Rm: AT LT A	Rm: AT LT B	Rm: AT LT C	Rm: 50GS G.01

Parallel session D: 16.25-17.55

Orals	Orals	Orals	Orals	Orals	Orals	Orals	Orals
D1: Methodological challenges: user-led research	D2: The social work education curriculum in research focus	D3: Researching the social work profession	D4: Gender issues in social work research	D5: Social work research in Europe	D6: Researching children & families	D7: Researching health & social work	D8: Researching child protection
Rm: AT 2.12	Rm: AT 2.14	Rm: DHT LG.11	Rm: DHT LG.06	Rm: DHT LG.08	Rm: DHT LG.10	Rm: DHT LG07	Rm: 50GS G06

Orals	Orals	Symposium	Workshop	Workshop	Symposium	Workshop	Meetings
D9: Researching children & families	D10: Researching trafficking of people & children	538: Ethical challenges in leaving care research: International insights and prospects	187: Designing, delivering and disseminating research impact: lessons from the Talking and Listening to Children Project	486: Teaching Social Work History as Critical Pedagogy	531: Challenges and benefits when comparing leaving care studies – 3 international tandems on 3 dimensions of social networks	367: The potential for social work research on social media	1
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.04	Rm: LG.09	Rm: AT LT A	Rm: AT LT B	Rm: AT LT C	Rm: 50GS G.01

Conference Programme: Friday, April 20, 2018

Parallel session E: 10.20-11.50

Orals	Orals	Orals	Orals	Orals	Orals	Orals	Orals
E1: Methodological challenges: user-led research	E2: Issues in social work research	E3: The social work education curriculum in research focus	E4: Researching the social work profession	E5: Researching asylum seekers and refugees	E6: International social work research	E7: Social work research in Europe	E8: Researching health & social work
Rm: AT 2.12	Rm: AT 2.14	Rm: DHT LG.11	Rm: DHT LG.06	Rm: DHT LG.08	Rm: DHT LG.10	Rm: DHT LG07	Rm: 50GS G06

Orals	Orals	Symposium	Workshop	Workshop	Symposium	Workshop	Meetings
E9: Researching older people	E10: Researching child protection	Symposium 547: Poverty-Aware Social Work Paradigm: Theory, Research and Policy	Symposium 463: Tensions in transitions leading to four kinds of participation workers supporting social enterprises	Workshop 781: International Social Work Education: linking students across boundaries	Symposium 42: Researching unequal access to social and health services – the utility of the “concept of candidacy” for social work research	Workshop 430: Come and talk: using conversation analysis for change	1
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.04	Rm: LG.09	Rm: AT LT A	Rm: AT LT B	Rm: AT LT C	Rm: 50GS G.01

Parallel session F: 12.00-13.30

Orals	Orals	Orals	Orals	Orals	Orals	Orals	Orals
F1: Methodological challenges: user-led research	F2: The social work education curriculum in research focus	F3: Researching the social work profession	F4: Researching the social work profession	F5: Researching asylum seekers and refugees	F6: Researching social work	F7: Gender issues in social work research	F8: Researching older people
Rm: AT 2.12	Rm: AT 2.14	Rm: DHT LG.11	Rm: DHT LG.06	Rm: DHT LG.09	Rm: DHT LG.08	Rm: DHT LG07	Rm: 50GS G06

Orals	Orals	Symposium	Symposium	Workshop	Symposium	Workshop	Meetings
F9: Researching children & families	F10: Researching communities	Symposium 489: Continuous Realist Evaluation of Human Services in a Changing World: Repeated Analyses of Big Data Combining Effectiveness Research and	Workshop 793: Experiencing the Social Work World: Using art to explore social work practice	Workshop 270: Professional ethical identity re-examined: A workshop with dialogue and data	Symposium 115: Practice research with co-researchers. Dilemmas, lessons learned and added value	Workshop 487: Practice-based Evaluations in Social Work Services: Collecting and Analyzing Data to Help Service Users	1
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.04	Rm: LG.09	Rm: AT LT A	Rm: AT LT B	Rm: AT LT C	Rm: 50GS G.01

Conference Programme: Friday, April 20, 2018 (continued)

Parallel session G: 14.45-16.15

Orals	Orals	Orals	Orals	Orals	Orals	Orals	Orals
G1: Issues in social work research	G2: Researching students	G3: Researching the social work profession	G4: Researching communities	G5: Social work research in Europe	G6: Researching children & families	G7: Researching child protection	G8: Researching people with disabilities
Rm: AT 2.12	Rm: AT 2.14	Rm: DHT LG.11	Rm: DHT LG.06	Rm: DHT LG.08	Rm: DHT LG.10	Rm: DHT LG07	Rm: 50GS G06

Orals	Orals	Symposium	Symposium	Workshop	Symposium	Workshop	Meetings
G9: Researching health & social work		Symposium 632: Repositioning social work practices under the cloak of (in) visibility	Symposium 239: Implementing and Evaluating Child Welfare Practices in Local and Global Contexts: the Case of Reclaiming Social Work Model	Workshop 723: Addressing global concerns through everyday care	Symposium 222: Social Work Research in Transition: A comparison of conditions and infrastructures for social work research in different European	Workshop 525: The study of social work interaction as a method of knowledge exchange	1
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.04	Rm: LG.09	Rm: AT LT A	Rm: AT LT B	Rm: AT LT C	Rm: 50GS G.01

