

18 - 20 April 2018
University of Edinburgh



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

School of Social and Political Science
University of Edinburgh

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Welcome to the 8th European Conference for Social Work Research

I am delighted to welcome you to The University of Edinburgh. The European Conference for Social Work Research 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 being in 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.

On behalf of the European Social Work Research Association (ESWRA) we are delighted to extend a warm welcome to the 8th European Conference for Social Work Research, at the University of Edinburgh.

Almost a decade ago, a small group of colleagues led by Professor Ian Shaw realised there was no European conference dedicated to social work research. We decided to try holding a conference in Oxford, in 2011. So began what has been a remarkable success story. The Conference has grown in profile and numbers over the years, as the primary space for members of the European social work research community to gather and get to know each other, and to share our high quality research, expertise and spirit of collaboration. This year's Conference promises to be the latest instalment of the success story, and we are particularly pleased to celebrate too the centenary of social work at Edinburgh.

Among the many fruits borne of the Conference series has been the founding of ESWRA in 2014. The Association is growing and flourishing as the hub for social work research development, collaboration and exchange across Europe.

We are delighted that this year's Conference sees an exciting Pre-Conference programme for our thriving Special Interest Groups, and the launch of the first book (fittingly authored by Ian Shaw) in the ESWRA 'Research in Social Work' publication series with Policy Press. Most important, we have changed our membership model, so all of you participating in the Conference are now entitled to free ESWRA membership for the coming year – we encourage you to take up the benefits and participate actively!

We would like to express our wholehearted thanks to Prof Viv Cree and colleagues on the Host Conference Committee for all their excellent work in preparing for the Conference, and especial thanks go to Helene Frossling, whose tireless administration has been exemplary.

We wish all of you a stimulating and productive time at ECSWR 2018 – enjoy!

Elaine Sharland (ESWRA Chair)
Sofia Dedotsi (ESWRA Vice Chair and
Conference Committee Co-Chair)

International Review Panel

Cristina Albuquerque	Gašper Krstulovic
Elena Allegri	Marjo Kuronen
Maria Inês Amaro	Maja Laklija
Maja Lundemark Andersen	Susan Levy
Teresa Bertotti	Chu-Li Liu
Jenny Bew	Heather Lynch
Johan Boxstaens	Kathryn Mackay
Francisco Branco	Majja Mänttari-van-der-Kuip
Maria Irene Carvalho	Mikko Mäntysaari
Vivienne Cree	Roisin McGoldrick
Darejan Dvalishvili	Avril McIvor
Ruth Emond	Judith Metz
Mie Engen	Mary Mitchell
Tony Evans	Jan-Willem Nieuwenboom
Silvia Nicoletta Fargion	Michelle Novelle
Jorge Ferreira	Elina Pekkarinen
Hannele Forsberg	Chaya Possick
Elizabeth Frost	Marketta Rajavaara
John Gal	Ulla Rantakeisu
Emilio Jose Gomez Ciriano	Didier Reynaert
Helle-Cathrine Hansen	Mirja Satka
Duncan Helm	Sissel Seim
Staffan Höjer	Mary Brigid Shannon
R.F.M. van den Hoven	Ian Shaw
Sharon Jackson	Alessandro Sicora
Katarzyna Jagielska	Mark Smith
Anthon Sand Joergensen	Ana Marija Sobocan
Kate Jonathan	Paula Sousa
Theano Kallinikaki	Jean-Pierre Tabin
Campbell Killick	Brian Taylor
Steve Kirkwood	Barbra Teater
Monica Kjørstad	Tim Vanhove
Stefan Koengeter	Karen Winter
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</p> <p>Viv Cree Chair of the Host Conference Committee</p> <p>Christina Boswall Dean of Research, College of Arts, Humanities and Social Sciences, University of Edinburgh</p> <p>Iona Colvin Chief Social Work Adviser, Scottish Government</p> <p>Manuel Aleixo European Commission - Member of Cabinet of Research, Science & Innovation</p> <p>Elaine Sharland Chair of ESWRA</p> <p>Annamaria Campanini President of IASSW</p> <p>Entertainment by Edinburgh University Singers</p>	Gordon Aikman 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>	Gordon Aikman Lecture Theatre
18.00 - 18.20	Refreshments	
18.20 - 19.30	ESWRA General Assembly	Gordon Aikman Lecture Theatre
19.30 - 21.00	<p>Welcome Reception</p> <p>The University of Edinburgh</p>	Playfair Library Hall, Old College

Conference Programme: Thursday, April 19, 2018

Time	Activity	Room
08.00 - 08.50	Meet the Editors: writing for publication workshop	Appleton Tower 2.12
09.00 - 10.00	Keynote: Professor Susan Kemp Social Work in Turbulent Times: Looking Back to See Ahead	Gordon Aikman 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 Advisory Board of ESWRA Publication Series Meeting SIG Conveners Meeting	George Square Campus Appleton Tower Appleton Tower 2.12 Appleton Tower 2.14
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 Inquiry	Gordon Aikman 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 (Good) Journal Papers - An early career workshop	Appleton Tower 2.12
09.00 - 10.00	Keynote: Dr Sahar Al-Makhamreh Researching Social Work in Situations of Conflict: Transitional Challenges and Opportunities	Gordon Aikman 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) Special Interest Group meetings	Venues for SIG meetings can be found on page 180
14.45 - 16.15	Parallel Session G (90 min)	George Square Campus
16.15 - 16.25	Short Break	
16.25-18.00	Closing Session Viv Cree, Chair of the Conference Host Committee Elaine Sharland, Chair of ESWRA (Additional speakers may be added) ESWRA Award Ceremonies An invitation to ECSWR2019	Gordon Aikman 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 Gordon Aikman 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 in which they have just attended talks, 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

Dr Al-Makhamreh has been a lecturer on the BA social work programme at Al-Balqa Applied University (BAU) Princess Rahma University College in Jordan since 2005. Dr Al-Makhamreh has also been a Head of Department and Assistant Dean for Developing and Planning at BAU. Dr Al-Makhamreh is one of the co-founders of the Jordanian Association of Social Workers. Dr Al-Makhamreh 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 Al-Makhamreh is a member of a Founding Committee, 'MENA Civil Society Network for Displacement – UNHCR', representing Jordan Higher Education at regional level. In addition, Dr Al-Makhamreh is a member of many national committees for developing national strategies and changing laws in Jordan. Furthermore Dr Al-Makhamreh has worked and led on many international projects in developing social work. Dr Al-Makhamreh 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. 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 issues relating to refugees and displacement, and issues for those 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 refugeehood.



Professor Mekada Julia Graham

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

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 entitled '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, and 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 are Social Work in a Diverse Society, published by Policy Press/University of Chicago Press co-authored with Professor Charlotte Williams, and her new book, Reflective Thinking in Social Work. Learning from Student Narratives (2017 Routledge) which 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, 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, See 'Create Social Responses to a Changing Environment' (2018).

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

Biography

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.

Bill Whyte's current research activity involves Restoration in Serious Crime (RISC); supporting young people to 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 (multi-agency public protection arrangements) 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.

Abstract: *Doing Social Work 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

The over-arching theme of the European Conference on Social Work Research 2018 is

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

The sub themes are:

- 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.)

This year's themes were chosen to reflect the challenges for social work in a rapidly changing world and the implications of this for a research agenda.

The past couple of years have seen political changes that many would have thought inconceivable – the election of Donald Trump in the US, the vote for Britain to leave the European Union, national independence movements in Scotland and Catalonia.

There is a challenge to erstwhile authority structures – the power of political elites is challenged, yet, alternatives are not altogether clear.

Running parallel to and perhaps interleaving with this political upheaval is the ongoing austerity agenda, which casts more and more individuals, families and communities into poverty.

Some of the countries most affected by austerity, such as Greece, are also those faced with responding to an influx of asylum seekers fleeing the world's troublespots. At another, cultural, level societies are coming to terms with greater gender fluidity and the need to meet the needs of increasingly diverse understandings of identity.

Amidst all of this change, old ways of conceiving and practising social work can appear wholly inadequate – the centre cannot hold. Both social work practice and social work research need to become fleet of foot in responding to these changing realities.

The interest in and the quality of papers to be delivered at this conference suggests that social work is responding to these changing realities.

Additional events and workshops

Wednesday 18 April at the Welcome Reception

Book Launches

The dissemination of knowledge and ideas is at the heart of ESWRA. We are delighted, therefore, to launch two book projects at the opening reception. The first project is a new book series, 'Research in Social Work', published by Policy Press, University of Bristol, in association with the European Social Work Research Association. The series editors are Ian Shaw, University of York and John Gal, Hebrew University of Jerusalem, Israel. The first book in this series, Research and the Social Work Picture (ISBN 978-1447338895) is written by Ian Shaw.

The second book project to be launched at the conference is an edited book by Vivienne Cree, University of Edinburgh and Mark Smith, University of Dundee. Social Work in a Changing Scotland (ISBN 978-1138295032) is published by Routledge and includes chapters on Scottish social work across a wide range of topics and domains, written by academics and practitioners based in Scotland.

Copies of both books will be available at the conference.



Thursday 19 April: 08.00-08.55 Appleton Tower 2.12

Meet The Editors:

[Writing For Publication Workshop](#)

Journal editors invite you to join them for a short workshop that aims to increase your chances of successful submission to academic journals. During the session they will:

- Provide tips on how to match your research paper to the aims and scope of a particular journal;
- Explore some of the key components of a good journal paper;
- Explain the peer review process and criteria used by peer reviewers;
- Offer advice on the writing process and consultation on your own ideas and plans.

The journals represented will be European Journal of Social Work, Social Work Education, and Ethics & Social Welfare. The emphasis will be on practical approaches and advice. After a short presentation there will be opportunities for questions and discussion, and the ideas shared will be applicable across a wide range of social work journals.

You can visit the Taylor and Francis/ Routledge exhibition stand during the early part of the conference for further details.

Thursday 19 April 10.20-11.50

50 George Square, G.05

Networking Workshop: Academic Speed Dating

[Håvard Aaslund and Gorana Panić, SIG conveners](#)

Your abstract is accepted, and you have a budget to attend your favourite conference? Congratulations! Presenting a paper at the conference may be a fantastic opportunity to gain individual feedback, and have a fruitful peer discussion. As a novice researcher, you probably presented your work at various conferences, gave your best to attend as much of the packed conference program, and used little free time left to network with other colleagues. What happened after the conference? How many joint publications did you start with someone you have met at the conference? Did you become a member of research project proposals thanks to your international network? Were you invited to other academic events thanks to contacts you made at the conference?

While conferences are often promoted as a platform for networking, we are curious to explore how conferences might lead to more structured networking and meaningful collaborations. This workshop aims at creating a space to network doctoral students and early career researchers not only with other novice social work researchers across Europe, but also with established researchers in the field of social work. Thereby as a doctoral student and early career researcher, you will have a chance to get quick feedback on your research, and to learn more about research interests of other colleagues, and potentially continue your collaboration between conferences.

The workshop is hosted by ESWRA SIG Doctoral and Early Career Researchers, and it is made in collaboration with Sarah Banks, Peter Beresford, Hugh McLaughlin, Satu Ranta-Tyrkkö and Erica Righard.

Get ready for an inspirational and informal boost to your research and research network!

Friday 20 April: 08.00-08.50

Appleton Tower 2.12

'Writing (Good) Journal Papers - An early career workshop'

[Ian Shaw, SR Nathan Professor of Social Work, National University of Singapore](#)

The 'voice' as represented and given life in written forms is a central element in what constitutes social work science. Yet the writer is still rather a marginal person, seen by some as occupied in an essentially second order activity, writing about what others are more properly doing. But as Noel Timms once said, 'In using and studying language a social work writer is labouring at the rock face of the profession.' In this workshop we will discuss and consider why one should write especially for journals. One scientist remarked 'Here is the journal report, a product of 200 years of ritual evolution, intended, supposedly, to present the facts and nothing but the facts dispassionately, without emotional involvement, without history, without motivation, just the facts. Well, underneath there's a human being screaming that I'm right and you're wrong. That endows that scientific article with an incredible amount of tension.'

The core of the workshop will be a series of participatory exercises intended to provoke understanding of different forms of writing, and distinguishing, where appropriate, academic writing and other possible forms. This will be followed by a further series of examples geared to illustrating various ways of doing good writing. There has been more diversity of form in qualitative writing, but this workshop will address writing from both quantitative and qualitative research, and also writing where there is no direct analysis of research data. The workshop will close by outlining questions of experimental forms of writing.

Ian Shaw is S R Nathan Professor of Social Work at the National University of Singapore. The founder-editor of the journal Qualitative Social Work, he also was the first Chair of ESWRA. His recent books are Research and the Social Work Picture (Policy Press, 2018) and Social Work Science (Columbia University Press, 2016). He enjoys writing for – and sometimes with – early career colleagues.

Posters

We are pleased to welcome the following researchers, presenting their work in the poster exhibition.

Please make sure to visit the poster exhibition in Appleton Tower, and cast your vote in the poster competition!
 Votes will be collected from 10.00 on Thursday 19 April until 14.45 on Friday 20 April.

Poster	Title	Researcher
75	Grandparents' Experiences of Being a Special Guardian: An Interpretative Phenomenological Analysis	Paul McGrath, University of East Anglia
110	The Europalization reform of social welfare in the Estonian small local governments	Vaike Raudava, NGO "Idea", Estonia
156	Gender sensitive and empowering social work with single mothers: method and its effect	Lynn De Pourcq, Karel de Grote University College; Jan Depauw, Karel de Grote University College; Sandra Verhauwert, PISW Ghent
175	How can public welfare social workers use information and communication technologies to facilitate innovation?	Hong Zhu, UiT The Arctic University of Norway
224	History and Current Status of Social Work for Elderly People with Dementia in Japan: The Potentiality and Challenges of Applying Narrative Social Work to Elderly People with Dementia for the Purpose of Continuous Residence in Familiar Community	Yuki Donen, Sophia University
234	Service User Involvement: Social Work Education in a Digitised Learning Landscape	Nadine Thomas, University of Stirling; Sian Lucas, University of Stirling
256	Critical reflexivity of field social workers working with the families	Katerina Glumbikova, University of Ostrava; Barbora Grundelova, University of Ostrava
295	Suicide prevention in Russian prisons: A review of practice	Elena Arkhipova, Ural Federal University; Alevtina Starshnova, Ural Federal University
330	Analysis of Collaboration and Networking in local compact integral system of education, care and social services	Carmen Hack, Westfälische Wilhelms-Universität Münster
363	Realistic Evaluation, Qualitative Comparative Analysis and Impact Models. Empirical applications in four fields of social policy	Sigrid Haunberger, University of Applied Sciences and Arts Northwestern Switzerland
479	Methodological conceptualization of violence against children in the family	Nika Sušac, University of Zagreb; Miroslav Rajter, University of Zagreb; Marina Ajduković, University of Zagreb
497	Revealing social work fallacies: Using script theory in critical thinking education	Florian Spensberger, Ludwig-Maximilians-Universität München; Sabine Pankofer, Katholische Stiftungshochschule München; Ingo Kollar, Universität Augsburg

Poster	Title	Researcher
510	Knowledge creation in interprofessional assessment	Kaarina Mönkkönen, University of Eastern Finland; Taru Kekoni, University of Eastern Finland; Aini Pehkonen, University of Eastern Finland; Kaisa Martikainen, University of Eastern Finland
592	Image of social work education: students' and specialists' expectations	Svetlana Pankova, Ural Federal University; Elena Arkhipova, Ural Federal University; Roman Chechulin, Ural Federal University
687	Practitioner Vs Researcher: Inside out, outside in or the space in between?	Annemarie Monaghan, University of Strathclyde
689	Personal Learning Networks-the next steps	Shona Robertson, University of Dundee
811	Social Work in Times of Professionalisation and Neoliberalism	Sigrid Schilling, University of Applied Sciences and Arts Western Switzerland; Michael Lavalette, Liverpool Hope University; Rich Moth, Liverpool Hope University; Beat Mürner, University of Applied Sciences Northwestern Switzerland; Lukas Neuhaus, University of Applied Sciences Northwestern Switzerland

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 20)	A2: The social work education curriculum in research focus (page 22)	A3: Researching the history of social work (page 24)	A4: Social work research in Asia/Pacific countries (page 26)	A5: Researching criminal justice social work (page 28)	A6: Researching children & families (page 30)	A7: Social work research in Europe (page 32)	A8: Researching the social work profession (page 34)
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 LG.09	Rm: 50GS G06

Orals	SIG	Symposium	Workshop	Workshop	Symposium	Workshop	Meetings
A9: Researching youth (page 37)	Student and Early Career SIG: Networking workshop (page 11)	726: Enabling practice research skills and confidence: An international perspective (page 184)	200: Can statistical data qualify assessments of children at risk? (page 184)	568: Using online diaries in blended social work (page 185)	237: Child Welfare Concepts – in Transition and Change (page 185)	390: Practitioner Led Research, negotiating turbulent ethical waters? (page 184)	Meeting space available - make enquiry with conference team.
Rm: 50GS G02	Rm: 50GS G05	Rm: 50GS G.03	Rm: 50GS G.04	Rm: AT LT 1	Rm: AT LT 2	Rm: AT LT 3	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 42)	B2: The social work education curriculum in research focus (page 44)	B3: Ethical issues in research (page 47)	B4: Gender issues in social work research (page 49)	B5: Researching child protection (page 54)	B6: Researching people with disabilities (page 54)	B7: Researching older people (page 56)	B8: Researching asylum seekers and refugees (page 58)
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 LG.09	Rm: 50GS G06

Orals	Orals	Symposium	Symposium	Workshop	Symposium	Meetings
B9: Researching the social work profession (page 60)	B10: Methodological challenges: evidence based practice (page 62)	258: Arts as a transitional space within social work research (page 186)	391: User involvement in Research? (page 186)	111: Claiming a new work field – strategies of asserting social work competences (page 187)	298: Methodological challenges in researching child protection decision making in a changing world (page 187)	Meeting space available - make enquiry with conference team.
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.03	Rm: 50GS G.04	Rm: AT LT 1	Rm: AT LT 2	Rm: 50GS G.01

KEY

AT: Appleton Tower
DHT: David Hume Tower
50 GS: 50 George Square

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 (page 68)	C2: Researching students (page 70)	C3: Researching communities (page 72)	C4: International social work research (page 75)	C5: Researching health and social work (page 77)	C6: Researching older people (page 79)	C7: Researching youth (page 81)	C8: Social work research in Europe (page 83)
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 LG.09	Rm: 50GS G06

Orals	Symposium	Symposium	Workshop	Symposium	Workshop	Meetings
C9: Researching children & families (page 85)	453: Matters of Professional Identity (page 188)	174: What is Transnational Social Work Research? Designs, Methods and Methodologies in Transition (page 189)	248: Ethnographical research in social work judgment and decision-making. Innovative ideas for exploring professional practices (p.189)	473: Researching long-term social work and child protection practice by getting as close as possible to practice and organisational life (page 190)	779: An Overview of Advanced Quantitative Methods for Social Work Research (page 188)	Meeting space available - make enquiry with conference team.
Rm: 50GS G05	Rm: 50GS G.03	Rm: 50GS G.04	Rm: AT LT 1	Rm: AT LT 2	Rm: AT LT 3	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 (page 90)	D2: Researching Trafficking (page 92)	D3: Researching the social work profession (page 94)	D4: Gender issues in social work research (page 97)	D5: Social work research in Europe (page 98)	D6: Researching children & families (page 100)	D7: Researching health & social work (page 103)	D8: Researching child protection (page 105)
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 LG.09	Rm: 50GS G06

Orals	Symposium	Workshop	Workshop	Symposium	Workshop	Meetings
D9: Researching children & families (page 108)	538: Ethical challenges in leaving care research: International insights and prospects (page 191)	187: Designing, delivering and disseminating research impact: lessons from the Talking and Listening to Children Project (p.191)	486: Teaching Social Work: History as Critical Pedagogy (page 192)	531: Challenges and benefits when comparing leaving care studies – 3 international tandems on 3 dimensions of social networks (page 193)	367: The potential for social work research on social media (page 191)	Meeting space available - make enquiry with conference team.
Rm: 50GS G05	Rm: AT LT 3	Rm: 50GS G.04	Rm: AT LT 1	Rm: AT LT 2	Rm: 50GS G.03	Rm: 50GS G.01

KEY

AT: Appleton Tower
DHT: David Hume Tower
50 GS: 50 George Square

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 (page 114)	E2: Issues in social work research (page 116)	E3: The social work education curriculum in research focus (page 118)	E4: Researching the social work profession (page 120)	E5: Researching asylum seekers and refugees (page 122)	E6: International social work research (page 125)	E7: Social work research in Europe (page 127)	E8: Researching older people (page 129)
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 LG.09	Rm: 50GS G06

Orals		Symposium	Symposium	Symposium	Symposium	Workshop	Meetings
E9: Researching child protection (page 131)		Symposium 547: Poverty-Aware Social Work Paradigm: Theory, Research and Policy (page 193)	Symposium 463: Tensions in transitions leading to four kinds of participation: workers supporting social enterprises (page 194)	Symposium 632: Repositioning social work practices under the cloak of (in) visibility (page 195)	Symposium 42: Researching unequal access to social and health services – the utility of the "concept of candidacy" for social work research (p. 195)	Workshop 430: Come and talk: using conversation analysis for change (page 194)	Meeting space available - make enquiry with conference team.
Rm: 50GS G05		Rm: 50GS G.03	Rm: 50GS G.04	Rm: AT LT 1	Rm: AT LT 2	Rm: AT LT 3	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 (page 136)	F2: The social work education curriculum in research focus (page 139)	F3: Researching the social work profession (page 141)	F4: Researching the social work profession (page 143)	F5: Researching asylum seekers and refugees (page 145)	F6: Researching social work (page 147)	F7: Gender issues in social work research (page 149)	F8: Researching older people (page 151)
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 LG.09	Rm: 50GS G06

Orals	Orals	Symposium	Symposium	Workshop	Symposium	Workshop	Meetings
F9: Researching children & families (page 152)	F10: Researching communities (page 154)	Symposium 489: Continuous Realist Evaluation of Human Services in a Changing World (page 196)	Workshop 793: Experiencing the Social Work World: Using art to explore social work practice (page 197)	Workshop 270: Professional ethical identity re-examined: A workshop with dialogue and data (page 198)	Symposium 115: Practice research with co-researchers. Dilemmas, lessons learned and added value (page 199)	Workshop 487: Practice-based Evaluations in Social Work Services: Collecting and Analyzing Data to Help Service Users (page 197)	Meeting space available - make enquiry with conference team
Rm: 50GS G05	Rm: 50GS G02	Rm: 50GS G.03	Rm: 50GS G.04	Rm: AT LT 1	Rm: AT LT 2	Rm: AT LT 3	Rm: 50GS G.01

KEY
AT: Appleton Tower DHT: David Hume Tower 50 GS: 50 George Square

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 (page 160)	G2: Researching students (page 162)	G3: Researching the social work profession (page 164)	G4: Researching communities (page 165)	G5: Social work research in Europe (page 169)	G6: Researching children & families (page 170)	G7: Researching child protection (page 172)	G8: Researching people with disabilities (page 174)
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 LG.09	Rm: 50GS G06

Orals		Symposium	Workshop	Symposium	Workshop		Meetings
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Rm: 50GS G05		Rm: 50GS G.04	Rm: AT LT 1	Rm: AT LT 2	Rm: AT LT 3		Rm: 50GS G.01

KEY
AT: Appleton Tower DHT: David Hume Tower 50 GS: 50 George Square

Parallel Session A

Thursday 19 April, 10.20-11.50

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A1 Methodological challenges: action research

Chair: Sarah Galvani

Room: Appleton Tower 2.12

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

Katerina Valenti, City of Edinburgh Council; 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 is 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 with thus, prompting 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 of 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 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) has 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 interviewees' experiences of conducting research whilst, at the same time working as a frontline Child Protection Social Workers.

A1 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.

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 people trajectories are clear cut nor straightforward (Anderson & Tulloch, 2000; Fitzpatrick et al., 2013). For some homeless people, 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.e. 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 people 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 people 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 people, 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

Chair: Jo Moriarty

Room: Appleton Tower 2.14

A2 Abstract ID: 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

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 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 the United States of America 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. These 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: 107 Academia, Social Work and Social Policy: What Can We Learn from Faculty Engaged in Social Policy Formulation?

John Gal, Hebrew University of Jerusalem and 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 of 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. This 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

Chair: Stefan Schnurr

Room: David Hume Tower, LG.11

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

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

Social work has traditionally been 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 USA

Jeanne Marsh, University of Chicago

Background and purpose

Throughout its history, the profession of social work in the USA 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 include 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 critique 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 exist 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 1940s. Skills based forms of knowledge (knowledge about sport, leisure time activities, craft, needlework etc.) become important from 1930s. Scientifically based forms of knowledge (psychiatry from 1940s, psychology from 1950s, sociology from 1970s, neuro science from 1990s) 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 of 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 that 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 forms 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, 2011; 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

Chair: Kim Detjen

Room: David Hume Tower, LG.06

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 created 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' (阿爺), paternal grandfather, thereby referencing the traditional patriarchal and patrilineal characteristics of Chinese families.

Rather than compliance to the silencing patriarchal family structure that resonates in 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 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 is 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.

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 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

Chair: Judith Mullineux

Room: David Hume Tower, LG.08

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 show 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: 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 (FFT) is a manualised family-based intervention program designed for youth with behavioural problems. It has been implemented among youth at risk from, 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.

A6 Researching children & families

Chair: John Clifton

Room: David Hume Tower, LG.10

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, 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 continues 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

Chair: Mary Baginsky

Room: David Hume Tower, LG.09

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, and websites 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 declared 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 words 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 analyzes to what extent 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 show, that material poverty is 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 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?

Sociolegal scholarship has shown that such 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.

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

Chair: Campbell Killick

Room: 50 George Square, G.06

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:

- 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 'indsatstrappen' 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 'indsatstrappen' 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 follows: 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)? 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 unab- hängigen 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:

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

Chair: Gary Clapton

Room: 50 George Square, G.02

A9 Abstract ID: 748 To make one's way – capability and well-being narratives among young adults outside employment, education or training

Frida Westerback, University of Helsinki

Social exclusion of young people is a widely recognized problem in modern industrial societies. In Finland and other European welfare states social exclusion and prolonged life transitions are tackled with political activity measures and welfare services with emphasis on directing young adults back to the labour market or education system. Previous studies however show that unemployment and non-adherence to education are linked to decreased physical, psychological and social well-being. Several studies emphasize the need for creating new solutions based on user involvement in the development of policy measures. The purpose of this presentation is to discuss the development of one-stop youth services from a capability approach.

The study's theoretical frame focuses on individual capabilities in relation to social and cultural structures drawing on Margaret S. Archer's 'morphogenetic' approach. According to Archer (2007) it's through reflexivity and so called internal conversations that we make our way towards a satisfactory modus vivendi (way of life). In the analysis the internal conversations are combined with a capability framework (Sen 1993, Nussbaum 2011) emphasizing the structural variables' impact on the individual's capabilities, agency and well-being.

The research is a follow-up study and methods of collecting data consist of ethnographic field work, observations and qualitative interviews with both young adults and welfare practitioners. The first data set consists of qualitative interviews with young adults (n=34). The capability and well-being narratives of the young adults are further analysed through the Greimas's actantial model (Greimas and Courtés 1982). The analysis highlights the norms and values guiding the action of young adults outside education or employment. Furthermore the model throws light on relations between different actants, in this case emerging adults in search for a sustainable way of life – with the support of youth welfare services. The preliminary analysis identifies three types of life situations and sets of capabilities – autonomous, communicative and fragmented. From the youth viewpoint the one-stop youth services meet their needs and capacity for the most part, however precarious employment affects all three different types of life situations, especially the communicative and fragmented. Therefore more attention should be paid to the effects of short-term employment/training and insecure jobs offered by the labour market.

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. The 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: 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, independency and sharing their life with people they love. On the other hand, they need support that fits their real possibilities and expectations to reach these 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 given less time 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.

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B1 Methodological challenges: action research

Chair: Gemma Yarwood

Room: Appleton Tower 2.12

B1 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 mean 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 that 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 by uncovering pertinent answers to critical questions but also developing 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.

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 was trying to find an 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.

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

Chair: Trish McCulloch

Room: Appleton Tower 2.14

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 between 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. Particular attention 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 appears 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.

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 to 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.

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 five) 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. 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

Chair: Mark Smith

Room: David Hume Tower, LG.11

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 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 – necessary – restore consent will be presented and 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

Chair: Fiona Morrison

Room: David Hume Tower, LG.06

B4 Abstract ID: 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 1990s, 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 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.

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 this is 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), which consists 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 girls' 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% are born in the Netherlands, 74% have a mixed cultural background. From the girls who participate in secondary school, 72% follow 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, 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 of 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) indicates 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.

B5 Researching child protection

Chair: Andy Pithouse

Room: David Hume Tower, LG.08

B5 Abstract ID: 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.

B5 Abstract ID: 357 Doublethink and the Doublebind: negotiating the protection/participation dichotomy in working with child sexual exploitation

Michelle Lefevre, University of Sussex; Kristine Hickie, 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 interviews, 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.

B5 Abstract ID: 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.

B5 Abstract ID: 416 Social work practice in a changing world. What does decision makers in child protection know about children's rights and about talking to children?

Elin Hultman, University of Gothenburg; Monica Larsson, University of Gothenburg; Staffan Höjer, University of Gothenburg

Background

Children in Sweden have been regarded as their own legal subjects with individual rights, independent of their parents for over half a century. Moreover, there have been recurrent changes in the legislation with the aim at strengthening the focus on their rights. Social workers have a core position in the social investigation that is used in the decision-making. However, as laypersons and judges are given the authority to make the decision about the placement of children out-of-home they may also be important actors. Several studies focusing on the implementation of children's rights have shown that children do not participate to the extent laws and guidelines give them right to neither during child protection investigations nor in decision-making assemblies responsible for involuntary out-of-home care. The implementation of children's rights in general and more specific the right to participate in matters affecting them is even a greater challenge in times of great changes in the social world, for example due to extensive global migration. However, we have little knowledge about how different actors experience their own responsibilities to implement children's rights. Moreover we don't know how they think about the prerequisite they have to make this happened.

The aim of this project is to investigate the perceived knowledge and educational demands from those responsible for investigations and from decision makers in child protection processes in Sweden, namely judges, lay persons and social workers.

Methods

The main analysis in this study is based on data from a survey distributed to actors involved in decision- making processes. All in all we got responses from 231 informants, 55 social workers, 12 judges and 103 laypersons (the latter from both administrative courts and Social Welfare Boards). We have also made an overview of research to identify the existing state of knowledge on the implementation of children's rights in social child welfare.

Results

The results show considerable knowledge about legal frameworks, especially about the national laws on child protection, the UN Convention on human rights and on children's rights, among all actors. However, less knowledge is shown about the practice from the European Court on human rights and on how Sweden measures up to the convention of children rights. When it concerns skills to communicate with children in child protection all actors revealed some uncertainty, especially concerning the youngest group, children 0-6 years.

When comparing differences among the actors, some were expected, social workers wanted more education on legal matters compared to judges, and judges were more uncertain to talk to children than others. Perhaps more surprising was that the laypersons, who dominate the Swedish decision making system both in Social Welfare Boards and Administrative courts, did not think communicating with children was important for them in child protection issues.

Conclusions and implications: There is a need for formal education for all the investigated actors involved in child protection cases in Sweden. It may be especially important to educate the laypersons more about children's rights and about their role to implement them.

B6 Researching people with disabilities

Chair: Lorna Montgomery

Room: David Hume Tower, LG.10

B6

Abstract ID: 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.

(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 Eastern Countries.

So, the problems that social workers are daily coping with are progressively changing, and so should 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.

B6

Abstract ID: 625

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

[Beata Borowska-Beszta, Nicolaus Copernicus University Torun](#); [Piotr Krakowiak, 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 and 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 interviewing FTF or online is suitable for conducting research with purposive sample of Polish migrants in Scotland.

B6

Abstract ID: 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.

B6**Abstract ID: 742****The impact of personal assistance on relationships between disabled parents and their children**

Nicola Jones, University of East Anglia

BACKGROUND

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

Chair: Jon Symonds

Room: David Hume Tower, LG.09

B7**Abstract ID: 335****Looking for needs. Teaching critical reflection in social work with the elderly**

Sofie Ghazanfaraeon 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.

B7**Abstract ID: 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 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.

B7**Abstract ID: 388****How Are People with Dementia Involved in Care-Planning and Decision-Making? An Irish Social Work Perspective**

388: 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 (Kuczynski 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.

B8 Researching asylum seekers and refugees

Chair: Steve Kirkwood

Room: 50 George Square, G.06

B8 Abstract ID: 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.

B8 Abstract ID: 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 affects 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 interactions 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.

B8 Abstract ID: 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 live 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-spacial 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: John Devaney

Room: 50 George Square, G.05

B9 Abstract ID: 753 "Voluntary work: it's all about recognition"

753: Marielle 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 do all these developments mean for organizations caring for vulnerable people who have 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 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 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?

B9 Abstract ID: 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 Sobjerg 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 (Ekspergruppen 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.

B9 Abstract ID: 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.

B9**Abstract ID: 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 commentators 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 practices 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 requires 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

Chair: Jonathan Scourfield

Room: 50 George Square, G.02

B10**Abstract ID: 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 spent 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.

Bonfils, I.S., H. Hansen, H. S. Dalum & L..F. Eplov (2016): Implementation of the individual placement and support approach –facilitators and barriers, Scandinavian Journal of Disability Research, DOI:10.1080/15017419.2016.1222306

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

B10**Abstract ID: 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.

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.

Parallel Session C

Thursday 19 April, 14.45-16.15

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C1 Issues in social work research

Chair: Ian Shaw

Room: Appleton Tower 2.12

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 research 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.

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.

C1 Abstract ID: 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.

C1 Abstract ID: 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 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.

C1 Abstract ID: 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 Gentlewarrior, 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.

C2 Researching students

Chair: Caroline McGregor

Room: Appleton Tower 2.14

C2 Abstract ID: 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 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. The 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.

C2 Abstract ID: 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-Ilan 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. However, 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 development of preventive mechanisms in the framework of fieldwork and the schools of social work such as adequate supervision.



Abstract ID: 609

Resilience and psychological wellbeing in social work students: supporting social work education in challenging times

Louise Bunce, Oxford Brookes University; Adam Lonsdale, Oxford Brookes University; Naomi King, Oxford Brookes University; Jill Childs, Oxford Brookes University; Rob Bennie, Oxford Brookes University

Background:

A major concern for the Social Work profession in the UK concerns the frequency of burn-out and high turnover of staff, with the average social work career spanning just 7 years (Curtis et al., 2009). The psychological characteristic of resilience has been identified as playing a crucial role in social workers' abilities to cope with distress and have a satisfying and successful career (Kinman & Grant, 2011). Resilience can be defined as a person's ability to adapt to high demands or pressures caused by internal or external stressors in a flexible and resourceful way (Klohen, 1996). A critical role for social work research is thus to explore factors that influence the development of resilience and consequently reduce psychological distress. Building on the work of Kinman and Grant (2011) this was the specific aim of this research. We drew on Self-determination Theory (SDT), a robust, evidence-informed psychological theory that has been shown to predict and explain psychological wellbeing. It predicts that when our needs for competence (effectiveness at mastering the environment), autonomy (sense of control and free will), and relatedness (interacting and connecting with others) are satisfied, we experience higher degrees of wellbeing and motivation to succeed. Thus when these three needs are met in social work students, they have the potential to promote psychological wellbeing and contribute to the development of resilience. The current study tested the hypothesis that higher levels of autonomy, competence and relatedness will predict levels of psychological wellbeing and resilience in social work students. We further explored the role of emotional intelligence, empathic abilities and social competences as investigated by Kinman and Grant (2011).

Methods:

Two hundred and ten social work students (89% female, mean age 34 years) studying in the UK completed well-established questionnaires online to assess: the fulfilment of their needs for autonomy, competence and relatedness; resilience; psychological distress; emotional intelligence; empathic abilities; and social competences.

Results:

After controlling for age, gender and ethnicity, preliminary analysis revealed that the SDT factors of autonomy, competence and relatedness predicted 19% of the variation in resilience scores. However, these SDT factors did not remain significant predictors of resilience when emotional intelligence, empathic concern, and psychological wellbeing were added to the analysis; these additional factors significantly predicted resilience, explaining 55% of the variance. Instead, SDT factors significantly predicted levels of psychological wellbeing, which in turn predicts resilience.

Discussion:

This study provided further support for Kinman and Grant's research by confirming the substantial role played by emotional intelligence and to a lesser extent empathic abilities in predicting resilience in social work trainees. Further, SDT provides a useful framework for understanding psychological wellbeing, which plays an important role in developing resilience. This is important because the psychological needs for autonomy, competence and relatedness can all be affected by external social and cultural factors, thus they can be improved by the right type of supportive teaching practices and educational environments. These findings contribute to the growing evidence-base to support the development of a resilient and healthy social worker workforce.

C3 Researching communities

Chair: Kim Strom-Gottfried

Room: David Hume Tower, LG.11



Abstract ID: 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, along-side 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.



Abstract ID: 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 is 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 (Ølgaard 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?



Abstract ID: 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.

C3 Abstract ID: 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.
- 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)'

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.

C4 International social work research

Chair: Annamaria Campanini

Room: David Hume Tower, LG.06

C4 Abstract ID: 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.

C4 Abstract ID: 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

C4 Abstract ID: 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. Although Namibia is categorised as a middle-income country, it has one of the most skewed distributions of income per capita in the world. Despite being one of the wealthiest countries on the continent, almost a third of the population live below the national poverty line. 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.

C5 Researching health and social work

Chair: Gillian MacIntyre

Room: David Hume Tower, LG.08

C5 Abstract ID: 542 Service user participation in strategic collaboration within mental health and social care

Linda Mossberg, University West/University of Gothenburg

Background and purpose:

In social work, service user participation in mental health has increasingly been in demand and requested from service users, service user organisations, next of kin, as well as social workers and management. However, participation stands in risk of falling short in regards of aspects such as actual impact of the participation, hierarchies, or how well this heterogeneous group is represented. In my thesis, I have studied strategic collaboration councils within the mental health and social care which have service user organisation representation. Here, the service user representative is highly wanted and much time is spent on seeking and keeping representatives. How does the representatives handle the pressure to participate and the possible opportunity to impact strategic work? How do the professionals handle the possible change of power and new voice in collaboration?

Methods:

The study includes eight councils from three regions in Sweden, selected through interviews with key persons in each region. The councils were to handle strategic matters on mental health care and to include both mental health and social care. The councils' meetings were observed for one year and the representatives were interviewed. The participants were from mental health and social care, in some councils there were also representatives from service user organisations, the employment office, and the social insurance office, with differing positions and professions.

Results:

The results show a dilemmatic position for both professionals and service users. Service users strived to balance a wish for equal participation in collaboration whilst keeping their independent voice and not be engulfed by the task. Professionals sought to protect service users while not being paternalistic. The professionals did have privilege of interpretation in interaction, but the service user representatives have a larger impact than the participants seemingly were aware of. There were strategies to claim legitimacy and voice from a knowledge base as a representative, thus knowing the service users' view, and as a professional, with knowledge of organisational structures, laws, and regulations. From this, participants negotiated the positions of the service user, the service user representative as well as how actions and events were to be interpreted.

Conclusion:

Service user representatives have an implicit power stance in their participation, solely by attending. The results show the risk of the collaboration collapsing in terms of legitimacy should the service user representative exit or no one could be found to represent. The results also show the need to adapt meetings to service user representatives' need, and to be aware of the shift in power balance that comes with equal participation in strategic collaboration. Structures could be put in place to support service user representation in strategic collaboration that would both enhance chances for equal participation as well as protect the independence and uniqueness of service user participation.

C5 Abstract ID: 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 inpatients 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) argue 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.

C5 Abstract ID: 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.

C6 Researching older people

Chair: Jo Moriarty

Room: David Hume Tower, LG.10

C6 Abstract ID: 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 white and three black people 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.

C6 Abstract ID: 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")

C6 Abstract ID: 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 on 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 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.

C7 Researching youth

Chair: Kenneth Burns

Room: David Hume Tower, LG.09

C7 Abstract ID: 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.

C7 Abstract ID: 225 High School Dropout Recovery? Young people post-school experiences and future aspirations

[Jelena Ogresta, 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 obtain necessary qualification.

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.

C7 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 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.

C8 Social work research in Europe

Chair: Janet Anand

Room: 50 George Square, G.06

C8 Abstract ID: 242 Views and attitudes towards Evidence-based Practice in a Dutch social work organization.

RenskevanderZwet, Movisie/TilburgUniversity; DeirdreBenekenGenaamdKolmer, Haagse Hogeschool; ReneSchalk, TilburgUniversity-Tranzo; TineVan 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. 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. EBP is on the one hand perceived as using interventions for which there is scientific evidence that it is effective (EBPs), on the other hand a broader conceptualization is used that, besides scientific evidence, also takes into account professional expertise and/or client circumstances (EBP process). 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.

C8 Abstract ID: 354 The future plans influence the well-being of the Finnish long-term unemployed

MikkoMäntysaari, UniversityofJyväskylä; SamiYlistö, UniversityofJyväskylä; Anna-KaisaRikalainen, UniversityofJyväskylä; MikkoKasanen, UniversityofJyväskylä

Background

Finland, as well as the other Nordic countries, is 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 and 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).

C8 Abstract ID: 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 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 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 masks for something else, something ideological, something neoliberal.

C9 Researching children & families

Chair: Mandi MacDonald

Room: 50 George Square, G.05

C9 Abstract ID: 332 Exploring the interprofessional cooperation of child and family welfare institutions

Jaroslav 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.

C9 Abstract ID: 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 narratives, 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.



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

Notes

Parallel Session D

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D1 Methodological challenges: user-led research

Chair: Hugh McLaughlin

Room: Appleton Tower 2.12

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 Schjøll 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.

D1 Abstract ID: 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 rep- resentative 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 contempo- rary society and is perhaps unique.

D1 Abstract ID: 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.

D1 Abstract ID: 437 Service user and carer involvement in social work education: lessons from an innovative experience at University of Piemonte Orientale, Asti, Italy

Elena Allegri, University of Piemonte Orientale

Background and purpose

This paper presents a case study of a Italian educational innovation in a social work degree course. Following the experience of the Social Work Department of University of Hertfordshire (UK) within an Erasmus Teaching Exchange Programme, the Social Work degree course of the University of Piemonte Orientale, Alessandria and Asti, Italy, has introduced systematic involvement of service users and careers in the

training of a new undergraduate degree as from September 2013. The group “Diversa-Mente Esperti” (Otherwise Experts) consists of fifteen service users and carers with different life stories in the fields of addiction, domestic violence, mental health, migration, physical disability and social reintegration. Method Two senior lectures of Social Work, a university tutor, and a young social worker participate too in supporting capacity. The group meets once a month for two hours. Moreover, some of the group members participated as trainers in three workshops, one for each year of the course, within the vocational training activities of the Degree. The conceptual and value base, the structure, staffing, and main activities will be outlined; as well as the main achievements and barriers.

Evaluation Methods

Mindful of the danger of slipping into tokenistic involvement, the project has included a research evaluation which explored the views of all project stakeholders, thus establishing the project as an evidence-based educational innovation. The evaluation included a anonymously questionnaire with 10 closed and open questions for students, users and teachers participants, in order to highlight the factors that may have helped or hindered the learning process. We then asked to all to express their opinion on the statements made by giving a value from 1 to 5 (1: full disagreement- 5: full agreement). 100 questionnaires were administered (49 first year, 33 second year and 18 for the third year).

Results

Today we collected more than 400 completed questionnaires. More than 70% of the answers to each question is more than positive.

Conclusions and implications

The initial response of all stakeholders to introducing this type of involvement has been positive. The findings highlight the value of service users’ involvement in the qualifying social work degree, of the evaluation, and the steps needed for the cultural change required for such an involvement to become more comprehensive and embedded in the degree course. There are some critical points to face up, i.e.: Identify and use areas in the SW curriculum; SU1 need to avoid friction within the institution ; get in touch with other SU1 projects across the Europe.

D2 Researching Trafficking

Chair: Kristine Hickle

Room: 50 George Square, G.05

D2 Abstract ID: 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 Goldziak, 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

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.

D2 Abstract ID: 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.

D2 Abstract ID: 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.

D3 Researching the social work profession

Chair: Donald Forrester

Room: Appleton Tower 2.14

D3 Abstract ID: 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, & Ravaud, 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.

D3 Abstract ID: 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.

D3 Abstract ID: 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:

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.

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.

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 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.

D3 **Abstract ID: 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

Chair: Nicky Stanley

Room: David Hume Tower, LG.11

D4 **Abstract ID: 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.

D4 **Abstract ID: 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.

D4 Abstract ID: 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

Chair: Lisa Morriss

Room: David Hume Tower, LG.06

D5 Abstract ID: 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 reserach 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.

D5 Abstract ID: 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.

D5 Abstract ID: 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, interprofessional 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.

D5 Abstract ID: 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 of 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

Chair: Robin Sen

Room: David Hume Tower, LG.08

D6 Abstract ID: 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.

D6 Abstract ID: 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 review and redesign their services to provide child-focused, high quality, help to children and families. Her 'diagnosis' 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 engagement 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.

D6 Abstract ID: 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's. 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.

D6 Abstract ID: 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

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 and social work

Chair: Idit Weiss

Room: David Hume Tower, LG.10

D7 Abstract ID: 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.

D7 Abstract ID: 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.

D7 Abstract ID: 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.

D7 Abstract ID: 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

Chair: Rick Hood

Room: David Hume Tower, LG.09

D8 Abstract ID: 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.

D8 Abstract ID: 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 Communitiesdata 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.

D8 Abstract ID: 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 answers to the 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.

D8 Abstract ID: 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.

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 offline 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

Chair: Michelle Lefevre

Room: 50 George Square, G.06

D9 Abstract ID: 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.

D9 Abstract ID: 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 siblings. 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.

D9 Abstract ID: 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.

D9 Abstract ID: 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

Notes

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E1 Methodological challenges: user-led research

Chair: Gary Clapton

Room: Appleton Tower 2.12

E1 Abstract ID: 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.

E1 Abstract ID: 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 protection 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.

E1 Abstract ID: 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

Chair: Elaine Sharland

Room: Appleton Tower 2.14

E2 Abstract ID: 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.

E2 Abstract ID: 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

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.

E2 Abstract ID: 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 role 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.

E2 Abstract ID: 555 A New Reporting Guideline for Trials of Social and Psychological Interventions: CONSORT-SPI

Paul Montgomery, University of Birmingham

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.

E3 The social work education curriculum in research focus

Chair: Liz Beddoe

Room: David Hume Tower, LG.11

E3 Abstract ID: 217 Hi -Fidelity Simulation in Social Work Education: Evaluation of a Case Study Intervention

Joanne Westwood, University of Salford; Dan Allen, University of Salford; Andrea Pepe, University of Salford

Hi -fidelity simulation in social work education is an emerging pedagogical approach to immersing student social workers into situations where they are engaging and working with complexity and uncertainty. Simulation provides experiential learning experiences and enables students to put theory into practice. In this paper we discuss our project where final year social work students participated in a week long hi-fidelity simulated learning programme, which involved an initial visit, a one to one supervision, a group supervision, presentation of a case plan at a multi-agency panel, and a follow up intervention visit and case summary/handover.

The case study focussed on several members of one family who had multiple and competing issues which required assessment and intervention. Actors portrayed members of the family and interacted with the students in a purpose built one bedroom apartment, complete with real-time video observation facilities and based within the University campus. The situations that students were exposed to used improvised – role play techniques.

This paper discusses the rationale for developing the learning activities and opportunities within the social work programme, and draws on student evaluation, self-audit of their skills pre and post simulation, as well as observations from the programme delivery team and the actors to highlight how learning was achieved and how skills for practice were developed. The paper will discuss the debriefing process following the simulation activities and the facilitation of learning involving students, academic staff and the actors, with concluding observations in regard to developing hi-fidelity simulation experiences for social work and inter-professional learning.

E3 Abstract ID: 476 Developing expertise in professional judgement: What facilitates the transition from student to social worker?

Joanna Rawles, London

This paper is based on recently completed Doctoral work that considered how social work students develop the skills required for professional judgement and what enables, facilitates and enhances this development.

Professional judgement is an important, complex and much debated facet of social work. One of the Standards of Proficiency of the Health and Care Professionals Council is that a registered social worker in England should 'Be able to practise as an autonomous professional exercising their own professional judgement' (HCPC 2017 p6). If social work students are to make the transition into competent professionals able to effectively use their professional judgement for the benefit of service users then social work education needs to consider how best to enable and facilitate this transition. A review of the literature indicates that there has been a recent increase in empirical research into the sense-making and reasoning of social workers' decision making and professional judgement, yet little research exists into the development of this expertise.

My research was a phenomenological study drawing on influences from concepts of authentic professional learning, appreciative inquiry and practice-based research in order to find out what works in practice to enhance professional learning.

The findings indicate that the phenomenological essence of the development of skills for social work professional judgement lies in the presence and interrelation of three domains. These are professional responsibility, facilitation of the professional voice and learner agency. In this paper I will present these findings and discuss their implications for social work education. I will also consider concepts of autonomy and argue that by re- considering the nature of autonomy we can better understand how professional judgement expertise develops and what enables it to do so.

E3 Abstract ID: 716 Factoring the 'transnational' into social work education: promises, pitfalls, ways ahead

Paolo Boccagni, Trento University; Mieke Schrooten, Odisee University; Erica Righard, Malmö University

Contemporary social workers are often confronted with clients whose backgrounds, experiences and welfare needs are shaped within multiple locations. Our paper investigates the prospects for developing a transnational optic in social work education – that is, a practice-oriented and research-based focus on cross-border connections as a source of social rights, needs and claims, whether at individual, family or group level. This has to do primarily, but not exclusively, with migrants, refugees and other mobile populations.

Social work is just at its beginnings in systematically analyzing the significance of transnationality. Based on the relevance of transnational mobility to social work practice, we make a case for transnational social work to inform educational curricula. This would primarily result in more critical awareness of the 'sedentarist' underpinnings of social work, which fall short of the professional requirements for supporting mobile populations – and possibly, of the ultimate mission of social work itself. Moreover, problem definitions and methods of social work are mostly situated within the context of national borders, which makes it difficult for social work to identify transnational processes and include them in social work terminology, practice and research.

Instances of social work education and practice with unaccompanied minors and asylum seekers, among others, are central to the transnational optic we propose. The same holds for the increasing networking and exchange of experiences and professional locations among social workers themselves. In all of these respects, the achievements made so far in our respective countries, Italy, Belgium and Sweden, are critically compared. While a transnational / mobile optic is particularly valuable vis-à-vis highly vulnerable clients such those mentioned above, we contend that 'mainstreaming' it into the ordinary social work education curricula is also a beneficial effort. At the very least, this would sensitize students on the cross-border challenges they are expected to face, and on the potential for their profession to assume a transnational profile in theoretical, methodological or even substantive terms.

Factoring the 'transnational' in social work education, however, has also to do with social work research, in a twofold sense. First, it is an empirical matter how far, for whom, and in what migration stages cross-border forms of need or vulnerability are significant indeed. In this sense, social work education needs to rely on the empirical findings of comparative research on migrants' life trajectories across different locales, and on the resources accessible in each of them. In the second place, the teaching methods and contents that are most effective to introduce a transnational framework into diverse student audiences are by no means self-evident. They rather call for evaluative, participatory and comparative research in order to find out commonalities, context-dependent aspects and prospects for benchmarking within and between countries. In both respects, our paper advances an innovative research agenda, based on in-depth dialogue and mutual exchange between educational practices across European countries.

E3 Abstract ID: 777 Social work education and its in-/ability to prepare students for practice in ethnically diverse societies – Comparing the social work education in four universities in Sweden

Erica Righard, Malmö University; Norma Montesino, Lund University; Eva Wikström, Umeå University

Research on ethnic diversity and other related concepts such as 'ethnic relations', 'culture', 'ethnicity', and 'race', show that these tend to be

filled with different and sometimes even contradictory contents. In social work theory these concepts, and their varying contents, have since the 1960s been used to respond to 'special needs' among national and immigrated minority clients. Concepts such as 'cultural competence', 'cultural sensitivity' and 'cultural awareness' have been developed as tools for the practice. In this study, we ask questions about how these concepts have developed over time and what meaning they are given in the Swedish social work education. The meaning of these concepts vary, not only over time, but also between universities.

In Sweden, sixteen universities, from Malmö in the far south to Umeå in the far north, are accredited to give the social work education. They are located in varying societal and demographic contexts. For this study, we have selected four universities with different experiences of the social work education, and which are located in geographical places with varying experiences of national and immigrated minorities. The study builds on analyses of national and university specific steering documents, and interviews with university teachers and students.

In contrast to countries such as the USA, where diversity content is obligatory in the curricula, in Sweden, such content is not mandatory as stipulated in the national steering document. Instead, in Sweden, it is up to each university to incorporate diversity content into their social work program. Consequently, and unsurprisingly, this study shows that the incorporation of diversity content into the social work education varies between the selected universities. Moreover, there is a variation between both, on the one hand, the university specific steering documents of how diversity content is incorporated into the social work education and, on the other hand, how it is actually incorporated into the teaching and students' learning situations.

While some universities in their local steering documents explicitly declare diversity content of their program, others do not. However, to what extent diversity content is actually incorporated into the teaching and learning, seems to be disconnected from what the steering documents stipulate. Hence, the varying diversity content in steering documents do not correspond with the meaning given to it in the program itself. Instead of variations in steering documents, the variation in the meaning given to diversity content in the teaching and learning, seems to be connected with the local context of the education, the experiences of diversity among the students and teachers, and how this content historically has been maintained within each university. Some tentative but general conclusions of the study is that students experience diversity content as central in practice, but marginal in the education, and, at the same time, when it is incorporated to the education, it is incorporated in a superficial and atheoretical way, more based on 'common sense' than theoretically scrutinized concepts.

E4 Researching the social work profession

Chair: Duncan Helm

Room: David Hume Tower, LG.06

E4 Abstract ID: 331
Intended and realised accountability in social work: a scoping review of the use of accountability mechanisms by social workers.

Michelle Van Der Tier, Catholic University of Leuven; Koen hermans, Catholic University of Leuven; Marianne Potting, Zuyd University of Applied Sciences

Social workers have an accountability relation with multiple stakeholders: the government, peers, users and the broader society. These stakeholders all have their own perspectives on how social workers need to account for their work and what sort of accountability information they should deliver. Moreover, the social power relations of these stakeholders diverge. With the introduction of New Public Management (NPM), the time spend by social workers on accountability processes has increased. The literature addresses a wide range of accountability mechanisms. Yet there is little empirical evidence on the actual application of these mechanisms by social workers, and there is still little agreement across social workers and researchers on how to account for social work practice. In this paper, we present the findings from a scoping review of empirical studies on the intended (as described in the articles) and realised use of accountability mechanisms by social workers in practice. The methodology is based on the five-stage scoping review framework by Levac, Colquhoun & O'Brien (2010). Databases of nine social work journals were searched between the time-period 2008 and 2017. A total of 16 articles were identified as eligible for this study.

Firstly, the results indicate that the majority of the mechanisms are intended for political-administrative and professional accountability purposes. In terms of political-administrative accountability these mechanisms pre- dominantly concentrate on the accountability relation with the government. In terms of professional accountability purpose the mechanisms mostly intend to foster peer discussion and professional reflection among social workers. Lesser attention is given to mechanisms for participative-administrative accountability and almost no attention is given to multi-stakeholder accountability. This calls into question how social workers deal with the weaker power position of the service users and the multi-relational nature of the accountability process in social work. Secondly, for most accountability mechanisms the intended purpose is realised by social workers in practice. These are predominantly mechanisms for group discussion and professional reflection. Yet, for some mechanisms there exists a discrepancy between the intended purpose and the actual realisation of this purpose by the social

workers in the field. Four possible explanations for this discrepancy are identified. Thirdly, this study stresses the relevance of multi-stakeholder accountability because of the multi-relational accountability process in social work. A multi-stakeholders approach supports social workers to foster a dialogue between the different stakeholders. Moreover, it can assist social workers to deal with the power imbalances between the different stakeholders. Yet more research needs to be done into how social workers deal with these divergent social power relations of the stakeholders in practice and what the value of a multi-stakeholder approach is in this respect.

E4 Abstract ID: 393
Social work: A past time activity or a life time activity? Professional commitment of novice social workers and its links to organizational sector, role ambiguity, and employees' attachment style

Amit Zriker, University of Haifa Bar-Ilan University

Background and Purpose:

Professional commitment among social workers represents their profound belief in the profession's core values and goals. It is related to job performance and work effectiveness, and it serves as a motivating factor for retaining in the profession. In a profession such as social work which deals, among other issues, with socially excluded people, this commitment is especially salient. The present study examined the professional commitment of social workers in the first two years in their profession, during which their professional identity is formed and established.

Methods:

The present study included 164 social workers from various demographic backgrounds in Israel. We administered a 4-part self-report questionnaire that included: (a) Professional Commitment Questionnaire (Rusbult & Farrel, 1983); (b) Role Ambiguity Questionnaire (Rizzo, House & Lirtzman, 1970); (c) Adult Attachment Questionnaire (Brennan, Clark & Shaver, 1998); (d) Socio-Demographic Questionnaire.

Results:

Professional commitment was strongly correlated to role ambiguity, but not to their attachment style. We also found that there were significant differences in the professional commitment of social workers in different organizational sector (private sector vs. public and NGOs).

Conclusions:

According to the findings, it seems that in order to increase the level of professional commitment among novice social workers - managers and administrators should define in a clear manner the roles of the social workers, cutting the role ambiguity to minimum. Furthermore, policy makers ought to reduce the level of red-tape bureaucracy surrounding the roles of novice social workers, since it is possible that novice social workers might feel that the red-tape bureaucracy is preventing them from fulfilling their professional roles. A close supervision might play a central role in improving social worker's professional commitment, and resources should be allocated for it.

E4 Abstract ID: 480
The politics of social work: exploring emotional interest representation

Jo Warner, University of Kent

There are a set of apparently intractable problems that lie at the intersection between social work and politics, particularly in child protection social work in the UK. For politicians, headline-grabbing events involving social workers, such as the deaths of children from abuse, represent a serious form of perceived policy failure and reputational risk. For social workers, unrealistic expectations about their capacity to prevent bad outcomes has had a deleterious effect on practice and staff morale. This dynamic, and the seemingly relentless cycle of reform that it has produced, has had serious consequences across the sector. Better understanding of the relationship between politics and social work has been identified as important in changing this dysfunctional relationship.

By exploring key overlapping elements between the twin spheres of politics and social work, this ongoing project contributes to our understanding about how change may be possible.

The project forms a pilot study comprising exploratory semi-structured interviews with ten Members of Parliament (UK). The sample is a convenience sample, due largely to the inherent difficulty in gaining access to busy politicians. But steps have been taken to try and ensure a balance between party affiliation and also gender as far as possible. The interviews explore themes within the two linked domains of 'politics as social work' and 'social work as politics'.

In exploring 'politics as social work', the research draws out parallels between the role of the constituency MP and social work. The work of MPs in their surgeries for constituents has been described in previous studies as a form of social work. The work of an MP includes advocacy; listening and ensuring that constituent feels they have been heard; practical help and making referrals; and 'emotional labour'. Do MPs have any training for this role? How do they manage the demands? Do they feel sufficiently well-prepared? What value do they give to this work compared to their other work?

In exploring 'social work as politics', the focus is on respondents' thoughts and feelings about social work, particularly when it hits the headlines. How do they regard these events? What do they see the role of policy-makers as being in response? More broadly, what link do they see between the state's role in determining or influencing risk thresholds and that of the practitioner on the ground who has to make decisions?

Initial findings from thematic analysis of data suggest a number of important dimensions and two of these will be the focus of this paper. Firstly, like social workers, MPs have a strong emotional commitment to protecting children and also a fear of making a mistake in their casework. At the same time they are also deeply concerned to protect the rights of 'innocent' parents. Secondly, findings on their understanding of why certain cases come to such public attention and the role of social workers will be presented.

E4 Abstract ID: 515 The changing role of social work in self managed residential programs

Max Huberm, Amsterdam University of Applied Sciences

Introduction

The role of social workers in regular residential programs is often criticized with claims that they focus too much on control and too little on empowerment. In self managed residential programs in homeless- and mental health care, social workers have no formal say. Consumers, and their peers, are in charge of both the day to day affairs as well as the strategic development of the program. Social workers facilitate and support the consumers and peers in their individual and collective empowerment process. This changed role of the social worker ties in to the discourse around empowerment practices in Dutch welfare practices. The role of social workers in self managed programs is a case with learning potential for the changing role of social work in an empowerment focused welfare state.

Methods

Since 2009, a longitudinal multiple case study has been executed into several Dutch self managed residential programs. Our data consists of qualitative interviews (both (semi-)structured and open), focus groups and pro- longed participatory observation. The research has been executed by academic researchers, researchers with lived experience, participant-researchers and students.

Results

Social workers within self managed residential programs have little to no guidelines on how to perform their role. Instead, they have to base their decisions on the values of self managed programs: freedom of choice, voluntarism, strength, responsibility and social support. Social workers support both the individuals involved, the group as a whole and the continuance of the program, while trying to maintain the values of self management. Social worker use both generic skills (e.g. strength based conversation) and an attitude of 'being there', to gain trust and build relations. Social workers are constantly evaluating and calibrating their role, trying to balance between offering too little and too much support and building relations while also remaining critical.

In many programs, peer workers take over the controlling role that social workers have in regular residential programs. Mimicry of regular residential programs can be found in self managed programs (e.g. strict and extensive house rules including punishments posted on the wall, peer workers discussing how to get other participants to follow the rules). Social workers try to limit this reproduction of regular residential programs, but have no formal power to do so. Instead they have to try and persuade consumers and peers to use other strategies of living and working together that fit better with the values of self management.

Conclusion

Social workers in self managed residential programs see themselves as 'guardians' of the values of self management, but have to deal with consumers and peers who do not automatically share these values. The social workers have to develop an identity and a role that is based not on the power of position or knowledge, but on persuasive powers.

E5 Researching asylum seekers and refugees

Chair: Aidan Worsley

Room: David Hume Tower, LG.08

E5 Abstract ID: 394 Substance misuse and help seeking amongst Polish immigrants in Northern Ireland

Shaun Roddy, Ulster University; Brian Taylor, Ulster University

Background:

The United Nations in 2002 estimated that 185 million people had lived outside their country of birth for at least 12 months (Crossette, 2002).

Increased numbers of people speaking different languages from different cultures and ethnic backgrounds coming to live in a country can add complexities to the delivery of social work services in communities. Historically, Ireland (including Northern Ireland) has been a place from which people migrated. However, due to expansion of the European Union, increased economic prosperity, and the apparent lessening of civil conflict, Northern Ireland has had a recent period where immigration has been a more dominant social feature than emigration.

Migration can affect migrants' mental health, sometimes as a consequence or the symptom of the trauma of migration. One of the documented and notable consequences of mental ill-health can be increased alcohol and substance use. Research has indicated that factors such as the acculturation and assimilation of immigration may influence substance misuse as well as the stress of moving.

Aims and Objectives:

The aims of this study, in Northern Ireland, were to consider the nature and extent of substance use within the Polish community, which is the major immigrant group. The objectives were to examine factors affecting access to services; clients' perceptions and experiences of services; and service providers' experiences in delivering drug and alcohol services to immigrant groups. The study was underpinned by a systematic narrative literature review.

Methodology:

A mixed methods approach was used. Firstly, a quantitative questionnaire in Polish was used to gather data from a sample of the general Polish population in Northern Ireland (n=227). Secondly, semi- structured interviews were conducted with Polish service users (n=18), and with service providers (n=10). The interviews with the service users were challenging and unique, in that the interviews were conducted via an interpreter.

Data Analysis:

Chi-square correlations, t-tests and Anova's were used for quantitative data analysis on SPSS (Version 14). The information from the qualitative phases was analysed using thematic analysis involving the same interpreter as in data gathering.

Results:

First generation young male Poles had increased their alcohol use since coming to Northern Ireland. Those with a previous alcohol or substance misuse problem felt that the trauma of migration was a trigger for relapse or potential relapse. Barriers do exist to access and delivery of services in both the statutory and voluntary sector.

Discussion and Conclusion:

Health promotion and information on accessing services may help guide new migrants through the care pathways of our services. The use of alternative methods of service delivery (such as online) may be more effective than delivering face-to-face talking therapies via an interpreter. This research process was complex, and many facets were considered and challenges overcome to ensure the best outcome for the research. Approaches to using an interpreter in conducting qualitative data gathering and analysis will be discussed in the presentation as this will be an increasingly important consideration as we develop research methods to meet the needs of social work in a changing world with increased migration.

E5 Abstract ID: 302 Social inequality as a barrier to social inclusion of Middle Eastern immigrants living in regional Finland

Janet Anand, University of Eastern Finland

Background

The plight of Middle Eastern political refugees represents the new face of inequality in affected European countries. Finland opened its borders to over 32,000 refugees seeking asylum during 2014 and 2015. Civil society demonstrated a profound humanity and a strong sense sympathy. Yet addressing existing gaps in the health and well-being of recent immigrants is critical to their future social integration and inclusion in Finnish society.

Method

New Start Finland! PROMEQ is a Finnish Government funded self-reported health and wellbeing survey of recent immigrants (N=187) involving approximately half the refugees granted asylum residing in Eastern Finland. The survey was based on the WHOQOL-BREF together with questions taken from the Finnish MAAMU (2011) immigrant study so that the health and wellbeing of new immigrants could be compared to that of the Finnish population and another immigrant and vulnerable groups. In early 2017 the team of international academics and peer researchers conducted the survey in Mikkeli, Kuopio and Joensuu, Finland.

Findings

The findings offer a unique profile of young Middle Eastern men and women with vocational and educational experiences, helping to challenge populist stereotypes. However, psychological, physical, environmental and social wellbeing scores of new immigrants were 8% to 17% below Finnish scores. Findings suggest that pre-migration experiences may affect long-term psychological well-being of new immigrants. Almost a third (27%) of survey participants had experienced torture, 29% had direct combat or war experience and 64% had witnessed violence. Nearly half (46%) continued to experience disturbing thoughts or memories. Whilst 41% of the respondents reported difficulties with concentration and 52% felt useless and that they had very little to be proud of. New immigrants appear to find it difficult to develop social acquaintances with

local people and feelings of social isolation were common amongst survey participants. 35% of the survey participants reported persistent feelings of loneliness, whilst 43% reported difficulty getting acquainted with Finnish people. A surprising 96% of respondents expressing a wish to have more Finnish friends. Poverty, access to health and social care and feelings of insecurity, mistrust and discrimination may also impede future aspirations for social integration and cohesion. 61% of respondents reported difficulty covering household costs and over half (52%) had not been able to buy food because of lack of money within the last twelve months. Many (30%) felt that they had received insufficient medical treatment and social care services in the last 12 months. Every fifth respondent (22 %) reported avoiding places because of their foreign background, with 26 % reporting being verbally insulted and 35 % experiencing inequitable treatment.

Conclusion

Initial baseline survey results suggest that Middle Eastern immigrants offer youth, resilience, entrepreneurship and cultural diversity to regional Finland communities however, they may face multiple challenges in achieving equity with Finns. Findings highlight the critical importance of providing culturally sensitive and effective integration strategies and policies designed to widen opportunities for social participation and inclusion during the early stages of resettlement.

E5 Abstract ID: 522 Labor market integration of young refugees in Germany – perceptions and experiences of company instructors

Juri Kilian University of Kassel; Franziska Seidel University of Kassel; Sigrid James, University of Kassel

Background/study purpose:

In 2015, the number of refugees arriving in Germany increased drastically. Integration, including labor market integration, is viewed as a key task toward the process of adjustment and acculturation. Social workers play a crucial role in this process, working as staff in different institutions and as mediators between newly arrived people and the 'receiving society'. Toward this end, a demonstration project was initiated in a mid-size city in Germany in the fall of 2016. The project constitutes a collaborative effort between state, city and various companies and aims to prepare young adult refugees, ages 18-25, to enter an apprenticeship. Various methods are employed toward this aim and include language courses, internships, and acculturation seminars. At the same time instructors in cooperating companies receive training in 'intercultural competence', 'war and trauma' and 'easy language'. Training for instructors is intended to increase empathy for the situation of refugees and is thereby in line with the concept of integration being a mutual process.

As part of a bigger evaluation on the integration project this paper aims to present findings on the experiences and perceptions of instructors in different companies working with refugee trainees and explores how they deal with language barriers and/or cultural differences in their day-to-day work. It examines challenges and the role of social workers in this work.

Methods:

The mixed-method evaluation involves three cohorts of refugee trainees (n=3x10). Data are collected at several timepoints (pre, post, follow-up) over an 18-month period and involves interviews with refugee trainees, social workers, and company instructors. Initial interviews were almost exclusively qualitative to inform further development of the (mixed-methods) protocols. Interviews followed an interview guide, were audio-recorded and lasted about 60 min. Data were subsequently transcribed and analyzed through content analysis using a constant comparison approach and consensus process. For this paper, analysis focused on the 8 interviews conducted with company staff.

Results:

Results highlight that difficulties occurred due to language barriers, especially in the context of specialized vocabulary. Cultural differences were perceived as problematic by some instructors and as enriching by others. Data indicated that interns who came as refugees are in high need for support, not only with regard to work-related issues, but also their personal situation. Problems were also identified in matching young people's interests and abilities with available resources. Agency social workers were seen as a supportive resource for instructors as well as interns.

Implications:

Results point to the need for additional support and training for company staff supervising and mentoring young refugee trainees. Company staff are key to 'leveling the pathway' into the labor market and the challenges they encounter in their work with refugee trainees involve tasks that at times go beyond their 'normal' job description. Since labor market integration of young asylum-seeking migrants is one of the biggest challenges of contemporary German society, the evaluation of ongoing projects for young refugees is critical for knowledge production so social work can play an active role in removing barriers to integration and improving outcomes for young refugees.

E5 Abstract ID: 620 Syrian refugees in Iceland and practices of support: Promoting integration?

Gudbjorg Ottosdottir, University of Iceland

Ideas of integration underpin welfare policy and support and include ideas and expectations of integration and what practices are needed to assist refugees to integrate in receiving societies (Olwig, 2011). Integration support is grounded on perception of refugees as vulnerable with certain needs but also aims at assisting them to become full participants in society. The role of social workers is influenced by such policies

and practices of integration but also their professional approaches. Social workers do broad assessments of refugees' needs and consider their individual, family, community and social environments, the effect of migration and consider the influence of social axes of difference such as gender, class, race, ethnicity and so on in refugees' needs and aspirations. Iceland has a short history of social work involvement in refugee support programs and there is little available research on the outcome of programs on the integration of refugees. This paper discusses preliminary findings of qualitative research conducted in Iceland between 2016 to 2017 exploring experiences of Syrian quota refugees and professionals providing support in three municipalities of 'best practices' of support. Two rounds of nine informal semi-structured interviews were conducted with 9 Syrian adults (4 men and 5 women aged 18 to 72 from four families) and 9 professionals who worked on the levels of policy and practice in formal and third sectors of social care and education (7 women and 2 men). One focus group interview was held with four integration support project managers (4 women). Interviews were sound recorded, transcribed and analysed. The findings suggest that Syrian refugees' ideas of 'best practices of support' is based on their need to "get their lives back on track" which includes having access to opportunities in employment, education and to form social and ethnic support networks. Syrians viewed integration as an outcome of access to such opportunities and viewed integration as meaning full participation in their social environment but not place specific. Many of them stated being unsure of a future in Iceland due to their perception that the community was small with few opportunities and saw learning Icelandic as a significant barrier. Analysis of the professionals' perspectives indicated that they saw integration support as a way to respond to specific needs of refugees, including assisting them in areas of housing, health, education and employment. They viewed the Icelandic language as key to the integration of Syrian refugees and their ability to adjust to Icelandic life and traditions. Thus, there was a certain conflict in how the two groups perceived integration in terms of what the aims should be and the outcome, whereas Syrian refugees viewed it as an outcome of support to facilitating livelihood strategies and the professionals as support to meet specific needs and assistance to adjust to Icelandic society. The findings suggest that 'best practices' in support to refugees may need to take on board refugees' voices in defining needs and the structuring of integration support.

E6 International social work research

Chair: Jeanne Marsh

Room: David Hume Tower, LG.10

E6 Abstract ID: 202 Comparative international analysis of the quality of social work research

Mike Fisher, University of Bedfordshire; Clare Tilbury, Griffith University; Mark Hughes, Southern Cross University; Christine Bigby, LaTrobe University; Lauren Vogel, Griffith University

Background and purpose:

The quality and quantity of social work research are not simply a matter of academic inquiry; they have real-world implications for practitioners, policy makers and the community. Internationally, research assessment exercises undertaken in university sectors are shaping notions of research productivity, quality and impact. This paper compares the approaches and results of recent research assessments in Australia and the UK.

Methods:

The paper reports an inter-disciplinary and cross-national comparative analysis of performance data reported in the research assessment exercises Excellence in Research for Australia 2012 and 2015, and the UK's Research Excellence Framework 2014.

Results:

Compared to other social science disciplines, social work in Australia is a mid-level performer in terms of quantity and above average in terms of quality but, when compared to social work and social policy research in the UK, quality is rated less highly.

Conclusions and implications:

The paper argues for more transparent criteria to assess quality within peer-review research assessments and careful consideration of ways to document and evaluate research impact that are relevant to the discipline, and capable of capturing the many and varied ways in which research can influence policy and practice over time (Tilbury et al., 2017).

The proposed presentation relates to conference themes on Social work in changing political landscapes, and research methodologies and methods. It explores what forms of accountability should govern the relationship between universities and the state, and develops methods of comparative international analysis of the quality of social work research.

E6 Abstract ID: 718 Mapping social work across ten countries: structure, intervention, identity and challenges

Ms. Abigail Ornellas, Stellenbosch University; Lambert Engelbrecht, Stellenbosch University

In recent years, as a result of an emerging global consciousness and rising attention given to international social work development and collaboration, the importance of comparative research within social work has been recognized. Social work is an evolving and contextually driven profession that is deeply embedded within our global world and the role of social work is thus often dictated by the systems that it tries to serve; influenced by international, local and professional values, as well as social, economic and political themes. Understanding the structuring, functioning and organization of the profession within various country contexts is critical in order to formulate knowledge around its overall impact, successes and challenges, allowing social workers to learn from one another and build consolidation within the profession. Within this paper, the social work profession is mapped out in ten EU and non-EU country contexts, reflecting on its structure, identity, resistance and challenges.

The data stems from exploratory and qualitative International Research Staff Exchange Scheme (FP7-PEOPLE-2011-IRSES). It presents insights into the changes, challenges and current status of the profession across different contexts, reflecting on its values; role and tasks; training and education; employment opportunities; statutory and preventative interventions; regulatory frameworks; accountability and professional discretion; and nature of the professions relationship, links and partnerships with the state and the third sector. The authors recognise that although the profession is developing globally, it is also experiencing significant challenges with regard to neoliberal socioeconomic policies; through the implementation of austerity measures and welfare reform; and the changing role and expectations for social service resourcing and the structure of welfare organisations. Key insights, conclusions and recommendations for future research are presented.

E6 Abstract ID: 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.

E7 Social work research in Europe

Chair: Mikko Mäntysaari

Room: David Hume Tower, LG.09

E7 Abstract ID: 349 Access to social services as a rite of integration: power, rights and identity

Andrea Nagy, University of Applied Sciences St. Pölten; Dr. Silvia Nicoletta Fargion, University of Trento; Elisabeth Berger, Free University of Bozen-Bolzano

Introduction:

Access to social services is a multifaceted process, which entails the interplay of different factors: social policy lines, of services organization, and professional front line practices. It appears to have a very important role in the way the whole personal social services work: depending on the way the process is handled, access to social services could provide a bridge to an inclusive and solidarizing community or vice versa worsen discrimination and marginalization. Interventions and use of resources are planned on the basis of the renegotiation of problems which takes place at the point of access. Many underline the importance of studying access from a micro point of view: in fact researching the actual encounters between citizens and practitioners can provide a privileged site to highlight the interconnections between the different factors mentioned above.

Method:

Our research explored access in a specific Italian region using a case study strategy. After having identified the main points of access to social services, and after an exploratory phase, three units were selected as best examples of different approaches. The three units were explored using mainly qualitative methods inspired by ethnography. In total data gathering consisted of: 250 hours of documented observation of relevant situations in relation to access, observed 48 first interviews with clients and 17 meetings processing access related issues. We interviewed clients (30), professionals and employees involved in the intake (43), as well as subjects such as school directors, medical doctors, or police officers, identified as playing an intermediary role between citizens and services (48).

Results:

We have been able to gain in depth understanding of three cultural approaches to access; we will call them the 'ethical duty', the 'good organization', and the 'professional approach'. We have been able to identify strengths and weaknesses in the three approaches. In particular each culture seems to produce an image of an ideal client against which actual people are 'measured' and which can affect the rights of a diverse population to access services they are entitled to.

Conclusions:

There is a vast literature on the power of street level bureaucrats in relation to citizen access to social services. Street level bureaucrats are seen as similar to gate-keepers and are seen to have a wide discretion in applying policy lines. Although not totally contradicting this position, our research suggests that the specific organisational cultures play an important part. Within a very limited geographical area, we have seen that different organisational cultures may develop and make a substantive difference to the implementation of local social policy, to the organisational procedures for access, and to social workers' practices.

E7 Abstract ID: 449 Russian child welfare professionals' discourses about biological parenthood during an out-of-home placement

Maija Jäppinen, University of Helsinki

Russia is currently undergoing a major child welfare reform. From 2010, the government has made new openings in the field of family policy, focussing on so-called disadvantaged families and vulnerable children, especially those left without parental care. The core of the reform can be conceptualized as deinstitutionalisation of child welfare, and it builds on the idea of every child's right to grow up in a family.

The reform strives for reduction of so-called 'social orphanhood' (sotsial'noe sirotstvo) by, among other measures, supporting families to prevent the need for out-of-home placements, seeking foster families or adoption families for children living in institutions, developing the recruitment and training of foster parents as well as support for them during the placement.

The programs also mention support to biological parents of children in out-of-home care in order to enable their return to home, but this goal has so far gained only little attention, while most of the activities direct to developing foster care and reforming the remaining institutions to

be more home-like. Compared to Neil Gilbert's classical conceptualization of the orientations of child welfare systems, Russian child welfare policy is characterized by strong child protective orientation, but the recent strategies set a goal of directing the system gradually towards family service orientation.

Drawing on semi-structured interviews with child welfare professionals conducted in Nizhni Novgorod region in Central Russia, this paper analyses the discourses used by them when discussing the role of biological parents of children placed into out-of-home care to either foster families or children's homes. The research question is: what kind of discourses do Russian child welfare professionals use when discussing biological parenthood and the role of biological parents in the life of their children during an out-of-home placement and after it? The data is analysed using the methods of discourse analysis, which considers how language builds and constructs our understanding of world – not merely communicates or exchanges information.

In spite of the recent policy changes, children placed to out-of-home care are still conceptualized as social orphans, which emphasizes the total absence of biological parents and the finality of the placement. In the empirical data, the persistent discourse of hopelessness, which does not give much space for the biological parents' ability to change or to have a meaningful role in the life of their children during the placement, is challenged by sporadic calls for more support to and cooperation with biological parents in order to enable family reunification in the future.

The study suggests that voices of biological parents should be included in the discussions about reforming the child welfare system. Their experiences would be valuable in developing family support services to prevent need for out-of-home care as well as in developing meaningful ways to sustain family ties also during the placement.

E7 Abstract ID: 807 Attitudes towards politics and a political mandate of social work among social workers in Germany

Dieter Kulke, University of Applied Sciences Würzburg-Schweinfurt

One of the aims of social work according to the definition of Social Work by the International Federation of Social Workers is the promotion of social change. It can be argued that social workers can be seen as agents of social change (Singh, Cowdon 2009). The common way in democracies is by politics, so the social worker can see himself or herself as political. In Germany there is a broad discussion about a political mandate of social work (e.g. Merten. ed., 2001). For example there are some formal ways of taking an influence in committees like the Youth Assistance Committee on a community level.

Hence it is very interesting to know what social workers know and think about polity, policies and politics, and the ways to promote social change by politics. For this we carried out a survey amongst social workers in Germany. The online questionnaire focused on two main topics, first on the political beliefs, political attitudes, e.g. attitudes towards democracy, the welfare state, social policies, voting behavior, and political participation by e.g. party membership. The second topic related to the political mandate, its different varieties, and its perception by social workers, and especially the obstacles to observing their political mandates.

The survey was carried out as online survey in spring 2017. The link to the questionnaire was posted on three German facebook-groups of social workers in Germany. That seemed to be the best way to reach social workers as respondents; n=245; which is admittedly a very small proportion of the hard to reach population of estimated more than 150,000 social workers in Germany. Main results are that the social workers in Germany are compared to the total population in Germany significantly more left-wing and much more interested in politics. They also show stronger political participation in alternative forms especially in demonstrations and in making statements in social networks. The interest in politics shows some typical patterns e.g. a significant gender difference. And most of the questioned social workers clearly accept a political mandate of the profession of social work. This is significantly influenced by a highlighting of politics and the political mandate in the curricula. The disregard of a political mandate is mainly due to a high workload but not to neglect of a mandate as such.

This analysis is supplemented by a survey carried out at universities with social work courses with partly the same items. This survey is still going on and will be completed in November 2017. It is intended to compare some of the findings for the social workers in employment with the students, the next generation of social workers.

E7 Abstract ID: 815 Dealing with the legacy of political conflict: Researching the views of social workers in Northern Ireland

Jim Campbell, University College Dublin; Joe Duffy, Queen's University Belfast

Background

Despite the fact that social workers, alongside other professionals, have been dealing with the legacy of the Northern Irish conflict for forty years, few empirical studies have been carried out in this field. A decade old study revealed the experiences of mental health social workers in dealing with violent contexts and the choices they made in helping clients (Campbell and McCrystal, 2005). More recently a group of academics have explored ways of preparing students for practice in such contexts, with a particular focus on engaging victims and survivors as educators in social work educational programmes (Coulter et al, 2013; Duffy et al, 2012; Coulter et al, 2013; Campbell et al, 2013).

Methods

The aim of the study was to identify ways in which social workers were affected by, and intervened in the lives of clients who experienced conflict related problems.

A mixed method approach was used to achieve this aim. An online survey was launched in September 2017 designed to elicit demographic, likert scale responses and open text responses from social workers (n=150) who had practiced in the period before the signing of the Belfast Agreement (1998). Follow up interviews with a stratified sample (n=60) of this population will be carried out in January and February 2018. Data will be analysed using SPSS to elicit descriptive, univariate and bivariate analysis and INvivo for the qualitative responses from both populations. The study was agreed by the second author's university research ethics committee.

Outcomes

- A discussion will take place about the complex ethical issues that arose as a result of the process of the design of the study, and the fieldwork experience in interviewing practitioners who have experienced a range of traumatic events, or secondary traumatic consequences of their interventions.
- Early results indicate that range of interventions were used individual, family levels and that social workers used a range of supportive mechanisms to help them deal with stress and coping.
- The authors will make recommendations for policy and practice in order that social work agencies and practitioners are better prepared to deal with the legacy of the Northern Irish conflict.

E8 Researching older people

Chair: Sarah Donnelly

Room: 50 George Square, G.06

E8 Abstract ID: 431 'Nothing to do about it, simply hang on' - Old ladies' experiences of social and existential health in reablement

Els-Marie Anbacken, Mälardalen University; Gunnel Östlund, Mälardalen University; Magnus Elfström, Mälardalen University; Viktoria Zander, Mälardalen University; Lena-Karin Gustavsson, Mälardalen University

Background and purpose

Mental health and loneliness are seen as growing problems in the older population of Sweden. This study is part of an intervention project with the purpose of testing intensive homebased rehabilitation. The intervention was given by an interprofessional team in which social workers are included. The method is said to reable older adults' autonomy and minimize municipal costs. Our research project focus especially on mental health and possible evidence of this 'new' social care method. In particular we wanted to understand more about older adults' perspectives of the reablement process. To our knowledge no qualitative studies have explored this. From a social work perspective mental issues can be explored through investigating the individual's contextual aspects including reflections on social and existential health.

Therefore, the purpose of the present study was to explore older adults' descriptions of needs and interactions related to their reflections of home situation, future hopes and worries. The purpose was also to explore the influence of significant others in the reablement process.

Methods

The sample consists of 23 women aged 73-92 who were interviewed after maximum three months of reablement. Data was collected through face to face semi-structured interviews using critical incident technique for the interview guide. The interviews were recorded, transcribed verbatim and analyzed using content analysis.

Results

The interaction with the inside and outside world was shaped by interactions with significant others through longlasting and stable relations. Stable relations gave the individual a sense of safety at home and in the social environment. The interviewed older women described stable relations often being found within the family, but sometimes this quality was more present in relationships with neighbors, or former work colleagues. Few of the interviewees talked about loneliness or experiencing mental issues, although some did. The linking of the reablement process to existential needs was apparent, since worries of independency in living was brought up by most interviewees. Although, few of the old ladies had any high demands in life except keeping stable and close relations, eating nice food and be able to live in their well-known apartment - just to hang on to life.

Conclusion

It is imperative to listen to older adults' accounts in an intervention study which aims to improve an independent life. This study made apparent that relational needs and social interactions with significant others is a central value of life, although in different ways. It showed older adults' capacity for critical thinking and ability to take charge through the meaning they gave to what and how 'social reality' was interpreted.

Implications:

Social work in Sweden is rather invisible in direct client/social worker encounters in the field of older adults in social care contexts- except for in care management. We propose a need for social workers to be more involved in direct social care work, and cater to psychosocial needs with the competency of communicative skills that belongs to their profession.

E8 Abstract ID: 539

Social workers' perspectives on the 'optimal' time for a person with dementia to move to a care home

Laura Cole, King's College London; Kritika Samsi, King's College London; Jill Manthorpe, , King's College London

Background

Deciding if and when to move to a care home may be difficult for people with dementia, their family carers, and professionals. However, there is limited evidence to help families affected by dementia and professionals with this decision-making.

Aims

The study aimed to gain the views and perspective of social workers in England on:

1. the factors that lead to a person with dementia deciding to move to a care home?
2. the roles played by the person with dementia, family carer, care home manager and social worker during this decision-making process.
3. advice given, if any, about the optimal time to move into a care home.

Methods

We conducted 25 face-to-face retrospective interviews with social workers from three UK local authorities, who had experience of supporting people with dementia move from their own homes to care homes. Participants were asked about the reasons for the move, factors that affected the decision, and the timing of the move to a care home. All interviews were transcribed and thematically analysed.

Results

Social workers reported that a major factor when considering where the person with dementia should live was related to risk and more specifically the ability of the person with dementia to live safely in their own home. Concerns around risks included managing gas and electrical appliances at home, and getting lost outside. Related to this was the family's perceived ability to care for the person with dementia, or the extent of the level of home care required. Social workers placed importance on the wishes of the person with dementia and felt it important to minimise any emotional distress. Timing of the move, therefore, largely depended on the person with dementia's health and social care needs, housing preferences, safety, and capacity to make decisions, along with the family carer's ability to continue to provide the care required. Generally, moving to a care home early was not considered an option because funding would not be agreed, but it was also thought to de-skill the person with dementia in terms of activities of daily activities. The choice of care home and the moving-in process was predominately left to family carers, in negotiation with care home managers and other care staff.

Discussion and Conclusions

Deciding the best time to move to a care home is difficult for people with dementia, their supporters, and professionals. When surrounded by policy rhetoric that a person should remain in their own home for as long as possible, and faced with the cost of a care home place, for social workers there seems little point in suggesting that an early move might have its benefits. However, social workers were clear that, for them, there was a three-fold way of addressing the appropriateness of a move; namely managing risk, the person with dementia's preferences, and the family carer's ability to continue caring. Study findings will be used to develop factsheets to inform and help aid people with dementia, carers, and their supporters with this decision-making process.

E8 Abstract ID: 739

The role of social work in developing community capacity around end-of-life and bereavement experiences: a case for wider involvement

Sally Paul, Univeristy of Strathclyde; Rebecca Chaddock, St Columba's Hospice

The population is aging and more people are living longer with a range of progressive illnesses that will have substantial implications on the range and amount of support that is required. In the United Kingdom (UK), current palliative care services will not meet this demand and reconsidering how equitable support can be provided that is meaningful to individuals, communities and populations is essential. Employing (new) public health approaches to palliative care is one way to address this issue. Such approaches seek to develop better end of life and bereavement experiences for whole populations: they place emphasis on communities taking an active role in their own health and wellbeing

and involve a range of methods that include education and community development. The centrality of social work to palliative care and community capacity building around death, dying and bereavement has been highlighted in the recent document 'The Role of the Social worker in Palliative, End of Life and Bereavement Care' (APCSW/ BASW, 2016).

While, working with communities is a fundamental feature of social work, this aspect of social work practice has lost prominence in the United Kingdom due to major shifts within social and political landscapes that favor more reactive, task-oriented, case- management models of working. Recent government policy across the UK, however, identifies the role of social work in community work, calling for a renewed focus on social workers involvement in developing stronger and fairer communities: this focus aligns itself with social work playing a key role in taking forward public health approaches to palliative care. Using our combined experience of 25 years of practice, largely within palliative care settings, we will discuss our role in working with communities to develop sustainable support that responds to end-of-life and bereavement needs as identified by communities. This includes one presenter discussing their social work role working with education communities and the other's experience of rolling out an early intervention model of advance care planning to the local community. We will identify the unique role that social workers can have in supporting communities to take an active role in the provision of quality end of life and bereavement care and argue that social work has an integral role in supporting and developing public health approaches to palliative care, both within palliative care settings and more broadly. We will seek to develop an increased understanding of the role of palliative care social work in public health approaches to palliative care and the range of activities that palliative care social workers are involved in. Our shared practice learning can be applied to develop the role of social work within end of life and bereavement service provision and to develop the range of public health approaches to palliative care.

E9 Researching child protection

Chair: Harry Ferguson

Room: 50 George Square, G.05

E9 Abstract ID: 560

What makes it so hard to listen?: Exploring the use of the Cognitive and Affective Supervisory Approach with Children's Social Work managers

Danielle Turney, University of Bristol; Gillian Ruch, Univ of Sussex

This paper reports on an ESRC-funded Knowledge Exchange project designed to explore the contribution of an innovative approach to supervision to social work practitioners' assessment and decision-making practices. The Cognitive and Affective Supervisory Approach (CASA) is informed by Cognitive Interviewing techniques originally designed to elicit best evidence from witnesses and victims of crime. Adapted here for use in social work supervision, this model is designed to help practitioners provide fuller accounts of events they encounter in everyday practice, incorporating both cognitive and affective dimensions of their experience. It assumes that recognition of the emotional content of practice is key to safe and effective decision making but that supervision has not always provided the necessary space for this kind of reflection and analysis.

As this project involved developing and trialling a new method, the researchers aimed to engage participants actively in creating both the 'product' (CASA) and the knowledge 'outputs' that might emerge from its use in practice. 14 supervisors originally joined the project with 9 continuing their involvement. They were supported in using the CASA through the provision of regular reflective group discussions facilitated by the two researchers. Findings suggest that the capacity of the model to facilitate active listening and to disrupt conventional linear patterns of thinking allows for emotional dimensions of practice to be more readily accessed and drawn on to inform decisions about further actions and interventions. At the same time, though, using CASA highlighted how difficult supervisors found it to utilise 'active listening', as opposed to 'problem solving', skills. The tension experienced shed light on the pressures of the everyday practice environment and the difficulty in preserving reflective space for both practitioners and supervisors.

The study also provided useful findings in relation to the challenges and benefits of practice-near research. The project was designed as a collaborative knowledge exchange between the participating social workers and their agencies, and the academic team. While trying to achieve co-production presented a number of challenges (mainly related to the work-based demands that participants were managing), this approach nonetheless offered a creative and constructive way both to generate practice-focused research data and to provide opportunities for continuing professional development.

Conclusions:

While this was a small-scale project, feedback from participants demonstrated that CASA has practical utility and can be used to support

supervision discussion of a range of practice situations and encounters. Practitioners and supervisors reported that the CASA moved then away from 'business as usual' discussion – the latter defined as more focused on case management/direction, and problem solving - and in many cases this allowed new insights to emerge, affecting future case planning. In terms of knowledge exchange, working with the supervisors in the reflective discussion groups allowed the researchers to learn from their uses of CASA in everyday practice - and the significant difficulties encountered in the process. At the same time, the reflective discussion groups provided a supportive space for the supervisors to process and reflect on their own experiences and to share learning in the group.

E9

Abstract ID: 744

Barriers, enablers and ethical decision in research with children on their experiences of family violence

Patricia Mackey, Australian Catholic University

Despite 25% of Australian children having experiences of family violence there is a paucity of research with them on how they make sense of family violence and how they themselves believe the issue might be addressed. To build knowledge and understanding on the tensions in facilitating children's rights to participate in this research, with ethical requirements to also protect and safeguard their welfare and best interests, this qualitative study explored the barriers, enablers and ethical decision-making in research with children on their experiences of family violence. Semi-structured interviews were conducted with family violence researchers and with key gatekeepers, such as members of ethics committees, child clinical specialists, family violence service providers and with mothers who have experienced family violence.

Barriers to children's participation in this research related to possible risks to children's safety and that of their mothers and siblings. For mothers, their greatest fear was the perpetrator of the violence and possible adverse consequences following their children's participation in research. Mothers were also fearful that their own buried secrets would be recalled by their children and they lacked trust in the research process and in the researcher. Clinicians, ethics committee members, service providers and mothers all expressed the concern that this research could retraumatise children. Family violence researchers however challenged this, highlighting the need for researchers to provide additional guidance and information to gatekeepers to contest this discourse of re-traumatisation and facilitate children's rights to participate.

Family violence research with children was mostly perceived as being different to other areas of sensitive social research with children due to the involvement of the family unit, the impact on family relationships and potential safety and risk issues, although some participants considered this research akin to research with children on other types of child abuse. Organisational barriers, such as a closed service system, the impact of other systems (child protection and legal), the nature and complexity of family violence, the traumatic impacts and often transient living and housing circumstances for mothers and children, presenting further barriers for children's participation.

When considering the enablers in this research, foremost was the need for researchers to initially build rapport, effective working relationships, confidence and trust with gatekeepers. Of significance was the need for researchers to understand the dynamics of family violence, the familial and relational impacts, possible attachment issues, the effects of trauma and safety and risk issues at all stages of the research process. Service providers and clinicians discussed the varied presentations of children and how research therefore needs to be creative and flexible. Adopting a child-led approach, utilising novel approaches through technology and group settings for older children and young people also suggested. Joining with clinicians to undertake this research, or clinicians themselves being trained and adequately supported to do this research also considered, as strategies which can enable children's participation in this research.

E9

Abstract ID: 746

A Human Rights Approach to Justice for Survivors of Abuse in Care: The Scottish Human Rights Commission InterAction on Historic Abuse of Children in Care

Andrew Kendrick, University of Strathclyde; Moyra Hawthorn, Centre for Excellence for Looked After Children in Scotland (CELCIS)

In 2004, an apology was made on behalf of the people of Scotland for the historic abuse suffered by adults who had experienced care as children. The Scottish Government took forward a number of initiatives to address the needs of these survivors of historic abuse. However, there was concern that these initiatives did not fully address the human rights injustices of these survivors. In order to address these concerns and to provide a comprehensive approach to these issues, the Scottish Human Rights Commission (SHRC) proposed an InterAction, a facilitated dialogue involving key stakeholders: survivors of historic abuse, service providers, Scottish Government, professional associations and academics and researchers. The purpose of the InterAction was to agree an Action Plan to implement a human rights framework for justice for survivors of historic abuse in care.

The Centre for Excellence for Looked After Children in Scotland (CELCIS) facilitated the two year programme of events for the InterAction and the participants of the InterAction agreed a detailed Action Plan. In December 2014, the Scottish Government made clear commitments to take forward the Action Plan, including a National Inquiry, a Survivor Support Fund, work on memorial and commemoration, an Apology Law, and work on civil and criminal justice.

This presentation will address the conference themes of social work practice in changing times and transitional practice in the context of historic abuse. It will detail the findings of an evaluation of the InterAction on Historic Abuse of Children in Care. It will also outline the developments in the implementation of the InterAction Action plan since December 2014.

The aim of the research was to detail the stages in the InterAction process and the role of the various participants; to capture the experiences of the different participants: and to identify those features which facilitated the process of the InterAction, and those which hindered it.

The research methods involved:

- documentary analysis of a range of InterAction documents;
- semi-structured interviews with key individuals in the InterAction process; and
- an online questionnaire for a wider group of InterAction participants.

Participants were largely positive about the process and outcomes of the InterAction and identified a range of achievements:

- bringing key stakeholders together,
- creating a 'safe space' to take forward discussions of very sensitive issues,
- a distinctive contribution to progressing remedies for the survivors of historic abuse in care,
- successful completion of the Action Plan,

However, there were clear tensions throughout the process, and these impacted on the engagement of some participants. An issue which hindered the process was the significant amount of preparation needed to introduce the InterAction and to enable stakeholders to engage fully in participation.

The InterAction on Historic Abuse of Children in Care, a facilitated dialogue involving key stakeholders, has shown that a participatory approach based on a human rights framework can produce positive outcomes even when addressing contentious and sensitive issues of social work policy and practice.

E9

Abstract ID: 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 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 of these data in relation to family resilience will also be discussed.

Parallel Session F

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F1 Methodological challenges: user-led research

Chair: Anna Gupta

Room: Appleton Tower 2.12

F1

Abstract ID: 442

The Naked Truth – Service user participation as radical knowledge production in a public organisation

Erik Eriksson, Linköping University

User involvement in research is an emerging policy paradigm within welfare research and a several studies has been theorizing the phenomenon, investigating for instance the degrees of user control and the contribution of the knowledge produced. The present ethnographical case study examines how knowledge is produced in corporation between users and a welfare organisation. The authority investigated is the Swedish public employment office, responsible for the reception and integration of newly arrived immigrants through the 'establishment program'. With the intention to examine how immigrants perceived their services, the employment office initiated a project where three employee-researchers (of which two had PhD degrees) and four users of the program conducted an interview study together. The ambition was to produce a genuine user perspective and allow the user-researchers a high level of control over the knowledge production. As an independent researcher I followed the project, conducting recurrent observations and interviews with the seven members of the research group. The purpose of my study was to examine how cooperative knowledge production is carried out and what kind of knowledge such an approach produces.

My results show that the employee-researchers, through consciousness and strategic manoeuvres, managed to create a space within the authority where the user-researchers gained considerable control over the process, including analysis and formulation of the final report. Traditional investigations of user views within the authority are controlled by employees and have a narrow focus on topics decided by the organisation. Representatives of the organisation also analyse the material and write the reports, ensuring a product presenting the results in a manner considered possible to use and diffuse (meaning for instance that critical remarks are commented by the organisation and that actions taken to improve quality are clearly stated). However, the present project resulted in a research product highly unconventional in the institutional context where it was produced. It presented the immigrants perspective in a way reminding of life story narratives, and differed from conventional knowledge production within the employment office in the sense that it gave an unedited user perspective of the services. The report also reached beyond the services provided by the employment office, including experiences of interactions with other authorities as well as accounts of the entire life situation coming as a refugee to Sweden.

Conclusively, the knowledge produced could be of great value trying to understand the immigrant perspective; what obstacles immigrants face when coming to Sweden and what support they see as crucial. It also reveals the importance of a coherent integration policy and the need for corporation between authorities. However, the unconventional format and content of the report turned out to be a problem. In the end, the employment office (themselves initiators and producers of the study) where reluctant to publish and distribute the report, even within the own organisation. Hence, the study shows that successful implementation of user involvement in knowledge production – allowing far-reaching control – might indeed turn out to challenge the dominating institutional perspectives, and in that sense produce a 'radical' knowledge.

F1

Abstract ID: 511

Developing social work services in changing times: meeting the needs of service users and organisations throughout collaborative innovation processes

Anne Parpan-Blaser, University of Applied Sciences and Arts Northwestern Switzerland

Social work has a deep commitment to change and one of the aims of research in the field is to improve intervention and practice (Gredig/Marsh 2010). As a growing body of disciplinary knowledge evolves in social work, the question becomes crucial how development activities within social service organizations and beyond can take advantage of science-practice-collaboration and service user-participation. But compared to research, development at large is less considered in social work. Against this background, innovation can be valued a bridging concept, linking research, development and practice in fruitful and productive ways (Gray et al. 2014). Drawing on the understanding that social innovations are not merely value-oriented, context-sensitive and novel, but knowledge-driven, we highlight that innovation processes build upon different kinds of knowledge (Argyris/Schön 1996, Parpan-Blaser/Hüttemann 2010). Social work approaches such as 'knowledge production/utilization' (Gray et al. 2014), 'co-operative knowledge creation' (Gredig/Sommerfeld 2008) or 'practice research' (Uggerhøj 2014) tackle the issue of knowledge utilization on a conceptual level. Yet methodological options are still rare: How to combine heterogeneous

knowledge resources in order to develop novel social services in a collaborative setting involving scientists, professionals and service users?

Emphasizing development and innovation processes as a form of transitional social work practice the present paper will address the following questions:

- What supports or hinders joint activities of practitioners, 'knowledge brokers' (Hargadon 2002) and service users in social work and in the development of services?
- What methodological evidence can be derived from the insights of an innovation program for social work organizations?
- Based on valuable findings from innovation research (e.g. in non-profit organizations, public human services) and on innovation processes in different fields of social work practice (Hüttemann/Parpan-Blaser 2014), we designed a program enfolding conceptual and methodological considerations on different levels. The program was implemented within development projects in ten social service organizations in Switzerland. Evaluation (Perrin 2002, Kazi 2003) allowed us to identify and address essential challenges of organisation-based and collaborative service development.
- The present paper covers assumptions guiding the program development, evaluation results and the essential conclusions drawn for development processes in social work organizations. Evaluation revealed for instance characteristics of transitions on an organisational level (e.g. the interdependence of cognitive and social processes), potentials for collaborative development (as the organisational knowledge profile) and boundaries (e.g. organisational dynamics).

The paper will conclude with reflections on value and valorisation of research and science within social service organizations and beyond, with comments on the appropriateness of the innovation concept for social work and will ask how insights from social work innovation could namely contribute valuable enhancement to the conception of social innovation altogether (Flynn 2017).

F1

Abstract ID: 542

Service user participation in strategic collaboration within mental health and social care

Linda Mossberg, University West/University of Gothenburg

Background and purpose:

In social work, service user participation in mental health has increasingly been in demand and requested from service users, service user organisations, next of kin, as well as social workers and management. However, participation stand in risk of falling short in regards of aspects such as actual impact of the participation, hierarchies, or how well this heterogeneous group is represented. In my thesis, I have studied strategic collaboration councils within the mental health and social care which have service user organisation representation. Here, the service user representative is highly wanted and much time is spent on seeking and keeping representatives. How do the representatives handle the pressure to participate and the possible opportunity to impact strategic work? How do the professionals handle the possible change of power and new voice in collaboration?

Methods:

The study includes eight councils from three regions in Sweden, selected through interviews with key persons in each region. The councils were to handle strategic matters on mental health care and to include both mental health and social care. The councils' meetings were observed for one year and the representatives were interviewed. The participants were from mental health and social care, in some councils there were also representatives from service user organisations, the employment office, and the social insurance office, with differing positions and professions.

Results:

The results show of a dilemmatic position for both professionals and service users. Service users strived to balance a wish for equal participation in collaboration whilst keeping their independent voice and not be en-gulfed by the task. Professionals sought to protect service users while not being paternalistic. The professionals did have privilege of interpretation in interaction, but the service user representatives have a larger impact than the participants seemingly were aware of. There were strategies to claim legitimacy and voice from a knowledge base as a representative, thus knowing the service users view, and as a professional, with knowledge of organisational structures, laws, and regulations. From this, participants negotiated the positions of the service user, the service user representative as well as how actions and events were to be interpreted.

Conclusion:

Service user representatives have an implicit power stance in their participation, solely by attending. The results show of the risk of the collaboration collapsing in terms of legitimacy should the service user representative exit or no one could be found to represent. The results also shows for the need to adapt meetings to service user representatives' need, and to be aware of the shift in power balance that comes with equal participation in strategic collaboration. Structures could be put in place to support service user representation in strategic collaboration that would both enhance chances for equal participation as well as protect the independence and uniqueness of service user participation.

F1**Abstract ID: 567****10,000 Voices: service users' experiences of adult safeguarding**

Lorna Montgomery, Queen's University Belfast; Deborah Hanlon, Southern Health and Social Care Trust; Christine Armstrong, Southern Health and Social Care Trust

Background and purpose:

Service-user involvement in the planning and evaluation of services is being established as a core principle in adult social care, and is gaining momentum in adult safeguarding. This paper provides an overview of an innovative approach to engaging service-users in adult safeguarding.

The service-evaluation initiative '10,000 Voices' introduced a patient focused approach to shaping the way health services are delivered in Northern Ireland. In this current project, the 10,000 Voices initiative was adapted for use in adult safeguarding, capturing the experience of service users and their families. The pilot project sought to: test the 10,000 Voices' methodology to ensure that it is easy to understand and accessible for service-users; test the process of collecting feedback in the form of service-user accounts of their safeguarding experiences; and, test the feedback questions.

Methods:

The project utilised Sensemaker® methodology, capturing service-user experiences through a narrative approach which generated both qualitative and quantitative data. Central to the approach were regional work-shops, at which key stakeholders worked in partnership to co-design survey tools. Six cognitively tested questions, which defined adult safeguarding outcome measures were agreed, along with measurement factors known as 'signifier questions', relating to each question.

Through face-to-face interviews project workers encouraged respondents to tell their specific story. These stories were then self-signified against the 'signifier questions'. Data analysis utilised the Sensemaker® tool, identifying themes and patterns across the narratives. The working group sought to interpret the findings, highlighting areas of good practice as well as areas for improvement.

The pilot project ran from May 2016 to July 2016, across all HSC Trusts in Northern Ireland. All service-users or carers who met the inclusion criteria were invited to participate.

Findings:

Thirty-six surveys were completed. Project workers found the survey tool and accompanying guidance accessible and easy to use. The signifier questions were understandable and respondents gave comprehensive accounts of personal experiences.

Safeguarding interventions were often felt to be traumatic and confusing, although trusting social work relationships enabled safe choices to be made. The large majority of respondents felt safer at the end of the investigation. In the absence of criminal convictions, professionals needed to highlight alternative parallel approaches to safeguarding including developing protective interventions, building on service-user's resilience and on existing community strengths. The importance of effective communication was highlighted; information in a selection of formats is needed. Stress and trauma inhibited an individual's ability to process information.

Conclusion

The 10,000 Voices' initiative has empowered staff to own and drive local action plans for quality improvement, based on real time service-users experience information. Outcomes included an improvement in understanding service-user Adult Safeguarding experiences; an increase in the profile of service-user experience as a key element of service commissioning and improvement, and an increase in professionals' awareness of required changes. Achieving these outcomes was dependent on incorporating the findings into local and regional service model improvement plans. This outline of obtaining service user feedback can inform user involvement in other contexts.

F2 The social work education curriculum in research focus

Chair: Alyson Rees**Room: Appleton Tower 2.14****F2****Abstract ID: 617****Neoliberalism starts at home: The marketisation of UK universities and its influence on social work academic identities, research and critical discourse**

Teresa Cleary, Anglia Ruskin University

Based on an independent piece of research conducted between 2015 and 2017, this paper and accompanying poster presentation explores the rise of the market culture in UK universities particularly since the Brown Report in 2010. The report solidified the vast expansion of the university sector brought about by the Further and Higher Education Act 1992 which saw many former polytechnic institutions and other colleges gaining university status. The Brown Report announced a major shift in UK university funding based on a system of student fees which were to be largely met through government backed student loans. The tide of change has moved with some pace since and the fees based system is now well established across most of the UK. Indeed, the changes continue by way of the recent Higher Education Act 2017 which heralds new opportunities for private providers to extend competition in a now highly marketised global university sector. This neoliberal house of cards has been accompanied by a number of influential league tables (significantly; the NSS, the REF and now the TEF) which offer the prospect of competitive advantage to the highest scoring institutions. The sector has also seen a huge growth in student numbers, in improved facilities and in cost conscious approaches to university management.

Given the context of increasing public, media and government criticism regarding the quality of social work education in recent years, this research asked social work academics from across the UK to consider what influence market changes are having on university based social work education. It employed a two stranded approach, gaining questionnaire responses from 78 participants and data from 18 qualitative interviews. The results suggest that marketisation is having a notable influence on within universities, on the academic-student relationship and on the student demographic. However, results highlight that not all universities or courses are impacted upon in the same way. Findings also indicate a level of concern among participants regarding consistency in the standard of some social work graduates. Finally, the research suggests that social work academics feel unable to enter into a public discourse regarding this topic and that many feel vulnerable in their current positions, caught between conflicting pressures of the university and the social work profession.

The paper asks what effect this climate may be having on professional and academic identities, on research and on critical discourse. It questions the relative silence on this topic in social work publication and calls for a coherent counter-neoliberal agenda for change to be formulated regarding the delivery of university based social work education. At a time of political shifting sands, visible in the rise of the Corbyn-led Labour movement which is committed to the abolition of student fees, it seems crucial that the profession takes the lead in setting this agenda with a view to working alongside political and international allies as well as regulators.

F2**Abstract ID: 658****Practice Development in social work: dream and reality?**

Mariël van Pelt, HAN University of Applied Sciences

In 2005 in the Netherlands, stakeholders in social work initiated a Master Programme in Social Work as one of the means to stimulate professionalization of social work(ers). A PhD project is conducted to answer the question what the contribution of the programme at the University of Applied Sciences in Nijmegen is to professionalization of social work(ers). The empirical research project consists of four different studies. Both qualitative and quantitative methods are used.

The first study consisted of a document analysis followed by a concept mapping procedure with 39 stakeholders in social work. It showed that the Master Programme should focus on practice development in order to contribute to professionalization.

In study 2 a modified 3 round Delphi study was conducted with 17 stakeholders in social work. They were asked to reflect on a description of PD, based on the literature in nursing, and to identify which elements were relevant or should be adjusted for social work. They concluded that PD is a useful professionalization strategy for social work if PD in nursing is adjusted to the normative, situational and constructive nature of social work and a distinction is made between PD as a common practice and the pd-role: a highly skilled professional initiates and facilitates

PD. PD, as a common research and improvement practice is constituted of three activities: Evidence Based Practice, cooperation and linking. A social worker with the pd-role directs this practice. According to the stakeholders, in theory, every social worker is both able to conduct PD and perform the pd-role. But do they do so in reality?

This was investigated in study 3 and 4, which will be presented at the conference. The aim of study three was to empirically validate the construct of PD in social work. Do social workers perform PD activities in their daily practice? A digital questionnaire was developed in which the three main activities of PD in social work were operationalized in 50 statements. Social workers with a bachelor degree (N=169) were asked to answer these statements. Factor-analysis showed that PD is no part of their daily practice as none of the PD activities are performed (very) often. Cluster analysis showed that there is one group of professionals that have higher scores on PD activities, but no explanations were found for this result. It raised the question if educational level or position in the organization are of influence.

This was the starting point of study 4. The hypothesis was tested that master educated social workers perform better on PD than bachelor educated professionals and work from positions which enable them to do so. Data were collected by a digital questionnaire among both master and bachelor educated social workers in a diversity of functions and positions (N=193). Factor-analysis and regression analysis were conducted. The results will be presented at the conference. Implications for the master programme in social work and its contribution to professionalization of social work(ers) will be discussed.

F2 Abstract ID: 734 The money talk taboo - why is funding for social work education so under researched?

Jo Moriarty, King's College London; Jill Manthorpe King's College London

Despite the rapidly expanding evidence base on social work education, there is one aspect that remains under-researched – namely how it is funded and how much it costs. Despite the emphasis in the global definition of the social work profession on promoting social change and the principles of social justice, it is arguable that these are rarely invoked when discussing social work qualifying education. Ironically, while higher education funding and student debt have received increased media and policy attention since the 2017 general election campaign in the United Kingdom, debates about social work qualifying education rarely feature within these even though there is some evidence that personal experiences of poverty and disadvantage may influence some students' preferences for studying social work and that these may be sensitive to funding changes.

In England, there has been an expansion of fast track routes into social work in which successful applicants are funded in ways that are better remunerated than students following traditional higher education routes. At the same time, evidence from the United States suggest that many newly qualified social workers acquire substantial credit card debt to fund their social work education yet they may not be able to rely on their earnings as social workers to pay down this debt. This paper will discuss the international evidence on funding for social work education and recent developments in England to ask why there seems to be such a gap in the research evidence on the cost effectiveness of different funding approaches for society and individuals. It will draw on a report funded by the Department of Health on the social work bursary in England.

F2 Abstract ID: 755 Developing the grading of practice skills in child and family social work as an assessment approach in social work education

Alison Domakin, Frontline

In 2014, grading of practice skills in child and family social work was introduced on the Frontline programme in England. This is the first time that marking of practice skills has been attempted on a social work qualifying programme in the UK. Not only is this a significant innovation within social work education, it is rare for any professional training programme to include this (Ruch, 2015). Grading student performance in complex practice situations is regarded as the pinnacle of a learning journey, which culminates in demonstrating mastery of professional practice (Miller, 1990, Baez, 2005). However, most professional programmes avoid this because of the challenges which this throws up in relation to equality of opportunity and consistency (Rushforth, 2007). On the Frontline programme students are based in small 'units' in child and family social work settings supervised by an experienced practice educator working alongside a tutor, who visits regularly to provide academic input. Seven observations of practice are scheduled during the programme, marked by both staff, with grades counting towards students' academic profiles. These are marked using a rubric developed by Professor Forrester based on findings from his research investigating what practice skills are helpful in child and family social work, and whether these can be coded reliably in live contexts (Whittaker et al, 2016).

A recent scoping report exploring how the assessment of practice might feature in the National Assessment and Accreditation System for qualified child and family social workers (NAAS), to be introduced in stages in England from 2018, concluded that a research base for assessing and grading skills in the context of practice did not yet exist (Ruch, 2015, DoE, 2016). This is now changing and evidence supporting the grading of practice skills in child and family social work is beginning to emerge. Preliminary research has focused on establishing whether practice skills can be marked consistently over a range of interventions, and by different markers (Domakin and Forrester, 2017, Domakin and Williams, forthcoming). An initial study found a reasonable level of consistency between an independent marker and a range of first markers in a sample of thirty recordings. Results are promising and indicate that an acceptable level of inter-rater agreement is possible. Further research examining data from over 700 recordings of practice from one cohort, suggests that five or more repeat assessments provide acceptable levels of consistency in grading. The benefits of grading practice skills in enhancing student learning in practice have also been highlighted (Domakin and Curry, 2017). Learning to date suggests that an interpretive approach to supporting marker judgement and decision-making

may be an important factor in developing this form of assessment further, given the challenges faced in marking reliably when each practice encounter is unique.

This presentation will share research insights and learning from developing this new approach to assessment in order to make the case that not only is it possible to grade practice skills in child and family social work; it is important to do so.

F3 Researching the social work profession

Chair: Jon Symonds

Room: David Hume Tower, LG.11

F3 Abstract ID: 586 A critical consideration of the relationship between professional and public understandings of Partnerships, Prevention and family support: Towards greater Public Awareness and discursive coherence in concept and delivery.

Caroline McGregor, National University of Ireland, Galway; John Canavan, National University of Ireland, Galway

The paper reports on findings from a public awareness research study to consider critically the relationship between professional and public understandings of family support. It highlights how the theorisation and professionalization of family support discourse and practice is not reflected in public understandings and definitions of family support. The paper highlights the need for greater critical awareness of the relationship between the theorisation of social work concepts such as family support and the public understanding of same. While those who use services are often familiar with the discourses and concepts, we suggest the public at large generally are not. We make the case for new ways of presenting family support/social services to the public to address this disconnect. In so doing, we argue that this can lead to a shift in power to define and describe services from academic and professional domains towards service user and public oriented domains.

The research methodology involved a Population survey carried out in Ireland through door-to-door research with 1000 participants to establish levels of public awareness of the parenting, prevention and family support services provided by the child and family agency. The sampling process followed Central Statistics Office (CSO) guidelines to ensure a representative national sample was achieved. Ethical approval was granted by the university Ethics committee.

In the survey, overall a low level awareness of parenting, prevention, early intervention and family support services was established. A high level of connection between family support and child protection was discovered. A predominant dependence amongst the population in help-seeking behaviour to rely primarily on their own personal family and social networks for family support was also found. Where help was needed outside of the informal network, due to the lack of support or severity of the issue, the most likely port of call was a general/universal service (e.g. GP) rather than a specialist early intervention/family support services (e.g. family resource centre/parenting programme).

Using these findings, we argue that while those who are actually in receipt of services are likely to have a good understanding of what family support services entail, the general public, including those who need formal support, do not. There is a need to consider in more depth the relationship between professionally constructed explanations and publically generated understanding to move beyond the apparent requirement that one has to experience or be in receipt of services to be able to say with confidence what these services do. This should lead to new ways of thinking about and theorising family support and related social services. It should specifically contribute to a redrawing of power imbalances in the construction, definition and promotion of family support away from an overly academic/professional focus and more strongly towards greater public engagement in relation to these discursive constructions.

F3 Abstract ID: 591 Democracy, consumerism, co-production or self-reflexivity? Four strategies of client participation

Merete Monrad, Aalborg University; Sophie Danneris Luthman, Aalborg University

The aim of the paper is to identify conceptually different forms of client participation in order to further both the theoretical discussion and practice of client participation. In the paper, we present a new way of conceptualizing client participation that not only captures different degrees of client participation, but also describes distinct logics or strategies of participation.

Client participation is a popular concept, generally carrying positive connotations among both administrators and citizen advocates: 'It connotes openness and transparency, inclusion and diversity, democracy and voice, equality and deliberation...' (Kely et al. 2015: 475). Participation is regarded important in combatting social exclusion (Stevens, Bur and Young 2003), contributing to democratization, increasing the self-efficacy of clients, building communities, increasing service efficiency and effectiveness, ensuring fairness and holding government

agencies accountable (Mizrahi, Humphreys and Torres 2009; Alford 2009: 37). In addition, participation has become an important source of legitimacy, and public agencies are increasingly expected to enable citizen participation (Kelty et al. 2015). With the advance of new public governance, citizens are also increasingly expected to participate actively, contributing to the delivery of public services to themselves and others.

The popularity of the concept of participation has led scholars to be wary that the concept may become 'drained of substance' (Cohen and Uphoff 2011: 34). Lipsky pointed out that client participation has a dual function both as a means to secure individual and fair treatment and as a way of legitimizing the agency's intervention in client's lives and control of clients (cf. Lipsky 1980: 42-43). Hence, participation can be non-voluntary for clients and street-level bureaucracies may seek to persuade clients to participate actively in the system (Lipsky 1980: 43). In this context, client participation can be seen as part of an organizational goal of client control as well as a source of organizational legitimacy. With these different and somewhat contradictory tasks participation is expected to perform, it is important to examine different forms of client participation.

Client participation is a core concept in social work across contexts; however, there is no common conceptualization of client participation. Titter and McCallum argue that it is important to pay attention to the methods used to enable participation and the 'relationship between the aims of an involvement exercise, users who participate and the methods adopted to involve them' (Titter & McCallum 2006: 162). Approaching the question of these relationships, it is fruitful to distinguish between different strategies of participation that rely on different justifications for participation, have different aims of participation and seek to involve users in different ways. Based on a review of extant research, we suggest four such strategies of participation: democratic, consumerist, self-reflexive and co-productive, that each relate to different modes of public governance. These strategies of participation are not exclusive, but may be combined in different ways in concrete social work contexts. In the paper we present these strategies of participation and implications for social work practice.

F3 Abstract ID: 624 **Volunteers and professionals in social work practices. Towards a process of cooperation and mutual commitment?**

Elke Plovie; University College Leuven-Limburg; Birgit Goris, University College Leuven-Limburg

Sherr (2008) describes the historical relationship between volunteers and social work and examines the current need to develop effective partnerships with volunteers. There are several reasons why contemporary social work organisations feel the pressure to involve more volunteers: budget cuts, growing demand for social services and a clear appeal of policy makers to citizens to take up their role in the participation-society (Vinton, 2012).

This increased involvement of volunteers in social work practices challenges the relationship between the client, the volunteer and the professional social worker. It is not just a matter of shifting tasks from the paid social worker to the unpaid social worker (van Bochove et al, 2014). Within this relationship, roles, tasks and responsibilities are to be redefined. With regard to this redefinition, professionals are concerned about the following issues: the quality of services delivered by volunteers and the continuity of these services, how responsibilities are shared between volunteers and professionals, the changing job content and the new competences they need to perform their job and also job loss.

In this paper we explore the role of volunteers in social work practices. Our main research questions are:

- What is the role of volunteers in social work practices?
- What are the necessary conditions to engage with volunteers within social work practices?
- How does volunteer involvement change the role of professional social workers?
- How can volunteers and professionals engage in a process of cooperation and mutual commitment?

Therefore we draw on three studies. A first research project is situated within the context of youth care. Volunteers of Alba vzw, are doing the same job as their professional counterparts. In a second project, vulnerable volunteers are engaged in a public centre for social welfare to provide informal support and care in the own neighbourhood. In the last project several social work organisations take part in a learning community. In this learning community we develop a shared vision about the role of voluntary work in the organisation. The research methodology differs from project to project. In the first two projects we conducted semi-structured in-depth interviews whereas the last study is based on action research methodology.

We will use the findings of those three studies to answer our research questions.

F4 Researching the social work profession

Chair: Martin Kettle

Room: David Hume Tower, LG.06

F4 Abstract ID: 183 **'Continuing Professional Development in Social Work: An Empirical Study of the Impact of the Consolidation Award in Northern Ireland'. Brenda Horgan and George Wilson**

Brenda Horgan, NISCC

This paper describes a recently completed research study undertaken by the Northern Ireland Social Care Council (NISCC), which examined the impact of the Consolidation Award in Social Work. This Award is targeted at qualified social workers who have completed their Assessed Year in Employment (AYE). The main aim of the study was to determine whether the Award enables social workers to develop and extend their skills and expertise following professional training and successful completion of an Assessed Year in Employment. The objectives of the study were to:

- Measure the achievement for completion of all or part of the Award between April 2011 – March 2017;
- Consider views on the timeliness of the Award within a continuum of CPD;
- Consider views on the usefulness of the Award to improving social work practice;
- Measure the impact of the Award, as a means of extending the skills and knowledge of social workers at this point in their career development; and
- Compare and contrast arrangements for the Consolidation Award in Northern Ireland with CPD arrangements in other jurisdictions for enhancing the capabilities of social workers.

Together with a comprehensive literature review the study incorporated a mixed methods approach to capture quantitative and qualitative data to address the research objectives. The research design included online surveys with social workers and line managers to gather data on their views of the impact of the Award on learning and practice. Academics in different countries were directly consulted to obtain views and further information about national and international post qualifying arrangements and requirements. Monitoring data on education programmes collected by NISCC was reviewed and informed the design of semi structured interviews with programme providers. Statistical analysis of data held by NISCC on achievement within the Award was also examined to identify patterns and trends.

Social workers expressed positive attitudes towards professional development and identified specific gains in knowledge, skills and improvements in practice. Most social workers were motivated by the registration imperative to complete requirements of the Award and displayed a personal motivation to develop professionally. Factors which helped and hindered the achievement of the Award were highlighted. The availability of effective support mechanisms was identified as an important factor by both social workers and line managers. It was found that a combination of organisational and/or personal barriers can impede the successful completion of the Award.

The Northern Ireland CPD framework has many strengths and this study provides important lessons of relevance internationally for other regions seeking to develop CPD systems. Maximising opportunities for social workers to access support and learning improves achievement within the Award and both social workers and line managers play a crucial role in informing how to improve access. This study highlights the benefits of developing robust methods for evaluating CPD systems. It is essential to both capture and promote the differences CPD achievement makes to social work practice and the benefits of knowledge, skill and confidence gains to the profession.

F4 Abstract ID: 251 **The role of professional ideologies in the supervision of teams of social workers**

Sandra Verhauwert, PISW Ghent; Steven Brandt, University College Ghent

Social workers build up knowledge and views in the course of their careers. These different forms of knowledge, experiences, and views are accumulated into distinct professional ideologies representing ideas about the causes of social problems and ways to deal with these problems. Most social workers adhere to different professional ideologies at the same time while few social workers stick to one strong coherent view. Experience, knowledge, and socialization play a part in this. Social workers do not solely reproduce or translate policies into practice deliberately, nor are they completely conscious about the premises of their personal and professional strategies. Instead, they accumulate ideas and strategies in different socialization processes in teams, institutions, and society.

In this paper we discuss a study conducted in the public centre of social welfare in Ghent (Belgium). Previous findings in this public centre

indicated the role of historical and contextual factors on the professional ideology of the social worker. A horizontal analysis (combining all cases) led to the description of six archetypes of professional ideologies. Based on these professional ideologies, a second, vertical analysis (per case) was conducted. This analysis revealed that most social workers adhere various professional ideologies at the same time, thus representing different ideas about the causes of poverty and strategies to deal with these problems. The dispersal of the professional ideologies over the 44 participants indicates a high level of variation between social workers. Although it is not clear whether there is a hierarchy or order of professional ideologies within the professional repertoire of a social worker, conflicts and ambiguity between professional ideologies and the professional environment are likely.

As a supervisor of two specialized methodological teams, it is substantive to learn how socializations within teams play a role to the professional ideology of social workers. Therefore, a research workshop was performed with teams of social workers who deliver low threshold social services to special targeted clients: multi-problem families, and young adults deriving from child care. In contrast to other teams, these social workers meet up regularly to discuss specific methods and enhance the knowledge about target groups. Since socialization within teams plays a role in the development of goals and strategies, it is explored if and how these teams have a different repertoires of professional ideologies than those found in the sample of the first phase. We will discuss what could be the implications of a distinct repertoire of professional ideologies, what their role could be in addition to other teams in the public centre and whether this should be taken into account when new members of the team are recruited.

F4 Abstract ID: 307 Effective reflection in social work practice

Boendermaker Leonieke, Amsterdam University of Applied Sciences

Background and purpose

Over the last decade and due to the financial crisis, local and national governments in many (European) countries developed a strong focus on the effectiveness of (child and youth) care services (Southam-Gerow & Prin-stein, 2014). Research shows 1) that the higher the quality of such services, the better the outcomes for clients (Goense et. al, 2016) and 2) that frequent and targeted support is necessary to help social work professionals establish and maintain good quality in their work (see e.g. Schoenwald et. al., 2009). This kind of support is available in specific interventions that have been developed abroad and are 'exported' to other countries (like for instance Multisystem Therapy; Schoenwald et.al., 2009) and exists of training, booster sessions and ongoing coaching on the job in peer- or individual supervision that is explicitly focused on service quality (also known as treatment integrity) (Goense et.al, 2015a). In 'care as usual' however, such a support system usually doesn't exist, although social work professionals struggle with the same focus on establishing better outcomes with less resources. The goal of this study therefore was to develop a support system for social work professionals applying more general methods ('care as usual'), to test the effect of this support system on service quality (treatment integrity) and to evaluate the experiences of professionals and supervisors.

Methods

In close collaboration with three youth care organizations in Amsterdam (The Netherlands), it was decided to design a support system with video-feedback in group supervision as this is the most effective active learning method (see Goense et. al., 2015a and Goense et.al, 2015b). In each organization one team of 4-8 professionals volunteered to collaborate in the project and each team developed (with support of the researchers) a feedback- instrument based on the core components of the method applied. After training of the professionals in making a video of client contact and ask for consent, professionals made video-tapes on a regular bases and took turns in discussing them in group supervision lead by a trained supervisor.

A repeated n=1 design was used to test the effect of the video-feedback on service quality as measured with the feedback-instrument. In each team 4 professionals volunteered to make extra video-tapes during a baseline period of 6 months (no supervision) and an intervention period (video-feedback during supervision). Analyses of the data took place by visual inspection and calculation of the Nonoverlap of All Pairs (NAP; Parker & Vannest, 2009). Interviews were used to evaluate the experiences of all attendants in the study. Transcribes were coded using MaxQDA 12.2.1.

Results

Although analysis is in progress results show that professionals have to overcome some fear in the beginning, but once used to working with video-feedback feel supported and more confident in their work with their clients. Preliminary results show that video-feedback helped professionals to work goal-oriented and focus on the out-comes for clients.

Conclusion and implications

The conference presentation will discuss the results in more detail and will pay attention to the implications for social work practice.

F5 Researching asylum seekers and refugees

Chair: Jo Finch

Room: David Hume Tower, LG.08

F5 Abstract ID: 19 Holistic refugee care in changing communities: Challenges to social work education

Mioara Diaconu, Western Michigan University; Laura Racovita-Szilagyi, Southern Adventist University; Ann-Marie Buchanan, Lincoln Memorial University

Background and Purpose:

Social work education plays a key role in educating future professionals in understanding and providing holistic refugee care from a social justice perspective. The concept of social justice has long been part of the professional social work value base as well as an integral part of social work education (Malany Sayre & Sar, 2015, Racovita-Szilagyi, 2015). Within the context of a human rights framework and the Rawlsian theory of justice, moral individuals freely and selflessly uphold, protect, and work towards the good of the greater society by upholding individual and collective rights (Nelson, Price & Zubrzycki, 2014; Racovita-Szilagyi, 2015). This idea of social justice in the context of human rights is based on the shared sense of humanity and the dignity and worth of all people as an ethical foundation, and is not exclusively a Judeo-Christian concept (Nelson, Price & Zubrzycki, 2014). Research shows that collective, traditionally patriarchal cultures, strongly value among others the idea of social justice and the morality of working towards the greater good of individuals and society (Aoun, 2000; Routamaa & Hautala, 2008).

Summary of Main Points:

In social work education, students wrestle with understanding the meaning of social justice as a product of oppression, privilege, and the human experience (Ibrahim, 2010). The dynamics between these issues become even more critical when student interns are working with refugees and their families. Therefore, the final goal of social work intervention with refugees must include discovering creative ways to make community connections, expand personal and professional networks that will empower clients to thrive in their ever-changing new home communities (Bogo & Wayne, 2013; Nelson, Price & Zubrzycki, 2014; Sunderland, Graham, Lenette, 2016).

One significant way to implement refugee care from a social justice perspective is to work with community agencies and address some of the challenges they encounter such as lack of translators, lack of forms available in different languages, or lack of knowledge on how to reach out to diverse groups struggling to adjust to their new communities. The presentation will address the ways in which social work programs, especially those with an advanced generalist concentration, can be in unique positions to address these aspects through the explicit and implicit curricula (Miley, O'Melia & DuBois, 2013).

Link to Conference Theme:

The theme of forced migration and changing communities is a prominent one across Europe and much of the world today. Transit as well as host communities must adapt and respond to the needs of refugees and asylum seekers using a culturally competent social justice framework.

Conclusion and Implications:

Social work educators must prepare future professionals to keep at the forefront of their practice the value of social justice and service as well as cultural competence in addressing the needs of refugees, which may include emotional, spiritual, social, or legal aspects. Further research recommendations include the study of evidence based practices that address the educational needs of social work students to respond to the diverse needs of these populations as well as the local communities.

F5 Abstract ID: 172 Challenging identity confinements imposed on migrants: an investigation into the dynamic relationship between the past and present

Tiina Määttä, University of Tampere

The paper discusses the dynamic nexus between memories of past places and identity by investigating how individual migrants who have settled in Finland frame their past in relation to who they are here and now. In the area of migration studies, social work has played a significant role in categorizing differences (based on ethnicity and the country entry status). The paper argues that such abstractions become an obstacle for social justice when they are loaded with externally attached meanings that migrants themselves have no control over. The study was a small-scale qualitative enquiry conducted in Finland. The data was gathered in winter 2015/2016. The employed approach in the study draws

on the idea that the relationship between place and identity has a significant role in the layout of the biographical understanding of oneself (Taylor, 2010) and that changing geographical location is an important event in an individual's life. The sample is made up of six adult clients in third sector integration services. The services provide a variety of voluntary activities.

The study employed an exploratory collage method, and visual narrative analysis was applied to the data. In the analysis, the places were categorized in the light of the values, feelings and actions that the participants attached to each place of the past. The following two questions were focused on: 1. How are the places in the country of origin narrated in relation to the present? 2. How are these past experiences incorporated into identity processes? Based on these questions the material was organized thematically.

Ruptures and disruptions were identified in the narratives of the past as having an impact on an individual's sense of place and identity. In some of the narratives the participants seek closure in relation to past places, whereas in some narratives the gaps are left open. In the analysis, the individual responses to the disruptions and ruptures were conceptualized under six different specific ways of making sense out of the past.

The paper discusses the steps that must be taken to provide a service that adheres to social justice by broadening clients' life opportunities and opposing structural inequalities caused by imposed identity confinements. When social work relies on marginalising categories in its approach to migration, social justice remains elusive. In addition, symbolic boundaries prevent fluidity that is a key to finding one's place in society. Currently migrant identities are framed against the imagined background to such a high degree that the fitting in process becomes an automated problem from the stand point of the profession. Further research is needed on migrant individuals' strategies of fitting in.

Reference:

Taylor, S. 2010. Narratives of Identity and Place. London: Routledge.

F5

Abstract ID: 279

To stay or not to stay: The dilemmas of Polish emigrants in Scotland in the face of Brexit

[Piotr Krakowiak, UMK Torun Poland](#); [Tomasz Biernat, WSB Gdansk](#); [Tomasz Leszniewski, UMK Torun Poland](#)

The article presents an empirical analysis of the socio-cultural circumstances pertaining to Polish economic migrants in Scotland. It is based on the theoretical assumptions of F. Zaniecki 's and J. Chałasinski's humanistic sociology (the humanistic factor), as well as R. Merton's concept of structural functionalism within adaptation to change. The theoretical principles indicated, are supplemented by J. W. Berry's concept of acculturation and adaptation which extends the analytical perspective into a psychologically cultural context. The fundamental question of the research is an attempt to clarify differentiations in the forms of adaptation to new life-situations related to emigration. Surveys conducted in Scotland over six months in 2016 -2017, with over 800 respondents, enabled an understanding of the dependence between the social and the individual dimensions of cultural adaptation, as well as indicating those factors which either hasten or block this process. The results acquired, gain particular significance in the context of the progression of the Brexit process between Great Britain and the European Union. The conclusions of the research can serve as empirical backing for the creation of institutional social support for immigrants, as proposed by the Scottish Government and institutions offering social aid. The conclusions of the research can also help with integration of local communities where Polish emigrants, who according to the latest census are the largest body of foreigners in this country, constitute large groups.

F5

Abstract ID: 440

'Meetings on the margins': Social work and irregular migrants in Norway

[Turid Misje, VID Specialized University](#)

Recently, scholars have criticised social work for not addressing or responding to the challenges migration poses to the discipline and profession (e.g. Björngren Cuadra 2015, Jönsson 2014, Olivier-Mensah, Schröder & Schweppe 2017, Righard & Montesino 2015). This lack of response, it is argued, should be understood in light of the strong connection between social work and the nation state where social work traditionally has been directed more or less exclusively at those who are considered part of a country's population. Critical investigations of the consequences of the nation state being the basis and frame for social work in a globalised society are hence called for.

In present day Norway, a substantial and increasing number of people live within the country's borders but have limited and contested rights to services in the Norwegian welfare system. These are migrants lacking a residence status granting them such rights and who have not been able or allowed to achieve this through ordinary work. In scholarly literature, these people are often termed 'irregular migrants'. Recent research show that the situation for irregular migrants in Norway is characterised by poverty and lack of security when it comes to basic needs such as health, food and housing.

Social workers in Norway do to a limited and varying degree encounter these migrants, and they are considered a new group of service users for most professionals. As part of my newly started PhD project, where the overarching aim is to explore encounters between irregular migrants and social workers within the context of the Norwegian welfare state, I am conducting long-term ethnographic fieldwork at a low threshold/drop-in service run by a non-profit organisation in Oslo. The service is aimed at people who are part of the street environment in Oslo in general, and is used by people with Norwegian citizenship as well as migrants with a variety of immigration statuses.

In this paper, I will describe and discuss challenges social workers in such settings meet when encountering irregular migrants. These relate

to language barriers, a need for new competence, lack of collaborating partners, and experienced dilemmas concerning how to serve the needs of all their service users. The latter relates to debates on inclusion and exclusion. I aim at showing how social workers in low threshold services may function as both 'door openers' and 'gatekeepers' in very concrete ways when working with irregular migrants, and suggest that viewing these practices in light of the scholarly debates concerning the national basis of social work may be a fruitful approach.

F6 Researching social work

Chair: Lisa Warwick

Room: David Hume Tower, LG.10

F6

Abstract ID: 381

What's the problem represented to be? Swedish public policy constructions of violence against women

[Helena Hoppstadius, Mid Sweden University](#); [Sofie Ghazanfareon Karlsson, Mid Sweden University](#)

Traditionally, in Sweden as well as in many other countries there has been a great tolerance of men's violence against women. In modern time, this violence has been criminalized and defined as a social problem. Since 2007, the work of combatting domestic violence has intensified in Sweden, using as a starting point an action plan adopted by the Swedish government 2007. The plan is called: 'Action plan for combating men's violence against women, violence and oppression in the name of honour and violence in same-sex relationships' (Skr 2007/08:39). As a result of this action plan, several authorities have published different materials with the purpose of increasing the knowledge within social service about violence against women, to better meet the needs of women subjected of violence. How polices in social work are produced has practical significance at several levels; in addition to clarifying society's responsibility, these also highlight how to draw attention to and address a particular problem. However, instead of just considering policies as possible solutions to predefined issues, we also need to consider how policies represent a problem, and what effects these representations may have. How violence against women is named, framed and conceptualized is important, since explanations that are put forward can affect both policy and practice. The purpose of this study is to investigate how violence against women is conceptualized discursively in one public manual on violence, and five public educational materials originating from the action plan, through Bacchi's policy approach 'What's the Problem Represented to be?'. The study revealed that many acts are considered to be violence in a Swedish context, where certain acts are punishable, for example battery, while other acts are not, such as neglect. How we understand violence against women and how it can be predicted, prevented and treated may differ depending on which theory social workers adopt. In the material, several theories are mentioned; however, it is hard to say whether any particular theory is advocated. Special attention is given to the situation of so-called 'honour-related violence and oppression'. The study also revealed a representation of abusers in a gender-neutral way, which may disregard women's specific vulnerability to violence. How violence is conceptualized, named and framed discursively may affect those women subjected to violence, depending on how social workers interpret and apply the materials.

F6

Abstract ID: 763

From individual problem to family centred practice: the challenges for social workers in supporting parents with learning disabilities

[Gillian MacIntyre, Strathclyde](#)

Background and purpose

Social workers are under pressure to support an increasingly diverse range of families, despite having less resources to draw on as a result of austerity measures. One such group of families is those where one or both parents has a learning disability. While we do not have accurate data on the number of families affected, it is estimated that there are currently around 5000 families in Scotland (Stewart and MacIntyre, 2016). These families face significant disadvantage and are likely to be living in poverty, in poor housing and without employment (MacIntyre and Stewart, 2012). They are also far more likely to be subject to child protection measures than other families and around 40% will have their children removed (Emerson, et al 2005). Over the last ten years, evidence has suggested (Stewart and MacIntyre, 2016) that taking a 'family focused' approach that acknowledges the needs of both children and parents is the most effective way to support such families. Yet despite growing recognition of this barriers to supporting families remain.

Methods

This paper draws on data from a national survey to identify some of the reasons for these barriers. The study, funded by the Scottish Commission for Learning Disabilities on behalf of the Scottish Government aimed to identify current practice in supporting parents with learning disabilities across Scotland. An online survey was sent to representatives from Local Authorities, NHS Boards and third sector

organisations. 47 completed surveys were returned. In addition, 15 key informant interviews were carried out to explore the issues raised in the survey in more depth. Survey data was analysed to produce descriptive statistics, while the qualitative data was analysed using thematic analysis (Braun and Clarke, 2013).

Findings

The data suggests mixed practice across the country with five pockets of 'geographical good practice' being identified. Good practice centres on early identification of parents with learning disabilities alongside early intervention that allows workers to focus on carrying out preventative work rather than crisis driven interventions that focus primarily on child protection concerns. A number of barriers to supporting parents with learning disabilities remain. In particular, respondents identified difficulties in identifying parents, a lack of accessible information and poor practices around joint working as particular concerns.

Conclusion and implications

The research argues that taking a 'whole family' approach is essential when working with families where there is parental learning disability. Despite this families continue to fall between the gap of children and families and adult social work services. It is argued that conceptualising these families as 'vulnerable' directly contributes to their marginalisation. While being labelled as vulnerable is essential to access services given the increasingly stringent eligibility criteria in operation, the label impacts negatively on assumptions about the capacity of parents with learning disabilities to parent. This leaves social workers with a significant ethical dilemmas as they consider how best to support families going forward.

F6 Abstract ID: 798

The changing role of social work in practices of integrated care and support

Siebre Nachtergaele, University College Ghent; Didier Reynaert, University College Ghent; Hildegard Gobeyn University College Ghent; Leen Van Landschoot, University College Ghent; Nico De Witte, University College Ghent; Lieve De Vos, University College Ghent

As a worldwide trend, social work increasingly engages in integrated practices of care and support (Bunnell et al., 2012; Goodman et al., 2014; Ishisaka et al., 2004). An integrated practice of care and support is developed as an answer to the growing interplay between different aspects of social problems such as welfare, health, housing, labor, etc. at the one hand and as an alternative for the highly fragmented practice in social work at the other hand. An integrated practice of care and support is characterized by an integration of different disciplinary perspectives and policy domains in perusing person-centered and social just support. Furthermore, integrated practices of care and support focus on community care and highlight the importance of the role of primary health and social care over residential care and support. However, in the context of transforming societies, integrated practices of care and support are at the same time imposed as part of a new social policy agenda (Enthoven, 2009) trying to realize policies of austerity against the background of the withdraw of the welfare state (Jordan & Drakeford, 2012). In order for social work to successfully realize integrated care and support, a multi-perspective analysis and answer to complex social questions and problems is needed. (Suter et al., 2009). This poses challenges to changing roles and tasks of social work professionals.

In our presentation we will explore how we can strengthen the competencies of social workers to deal with these challenges from an integrated care and support perspective. This will be done by using data of an on-going research project in Flanders (Belgium), where the practice of integrated care and support is studied in primary health and social care delivery. In this research project, focus groups (participated n=48) were organized with social work practitioners and service-users of different social work organizations in front line social work. During these focus groups, we discussed the changing roles and tasks of social workers dealing with complex social problems and the need to give an answer to these problems from an integrated care and support perspective. The discussed topics were about i) the accessibility of integrated care and support networks for service-users, ii) the added value of a community-based focus in integrated care and support; iii) the interplay between formal and informal care and support and iv) the changing competences of social workers. The results reveal that social workers in integrated practices of care and support need to combine a generalist and specialist approach to collaborate in an interdisciplinary context, and a lifeworld-led and a system-oriented approach to tackle complex social issues.

F7 Gender issues in social work research

Chair: Claudia Bernard

Room: David Hume Tower, LG.09

F7 Abstract ID: 246

Relationship-based research: exploring benefits and risks in a study of fathers.

John Clifton, University of East Anglia

Background

Qualitative longitudinal methodology is the qualitative method par excellence which aims to capture the personal and environmental processes of change through time. This was the chosen methodology for the recently completed Counting Fathers In study at UEA in which researchers 'walked alongside' fathers with children newly placed on a child protection plan for a year to seek to understand 'every twist and turn' in their encounter with the child protection system in the context of often precarious personal circumstances.

Much thought had been given to the ethical and personal risks and challenges for participants and researchers arising from the use of this method with a vulnerable service user group. However, researchers had not fully appreciated the extent to which they were finding themselves channeled into a different style of relating to participants which emphasized continuity, trust, the development of a shared history and language and a blurring of the boundary between the researcher role and that of advice giver or helper at times of crisis. The team had become aware that tracking change seemed to require what might be called a "relationship based" research approach.

The workshop's purpose

The workshop would aim to explore some of the benefits and difficulties that this approach presents. The benefits included the increased immediacy, richness and depth of data arising from the (usually) increasing trust between researcher and participant; the chance to take participants behind the scenes of the research by sharing emerging findings; the opportunity for researchers and participants to challenge each other based on mutual trust, thus, to an extent, reducing power differentials. On the other hand were the risks that that the researcher would lose their ability to stand back analytically, that they might confuse participants about the purpose of the relationship, and create dependency or unreal expectations. It would also need to be acknowledged that the data derived would be even more subject to a process of co-construction than is usual in qualitative interviewing.

Plan for the workshop

- Short introduction.
- With the help of a volunteer, enacting excerpts from anonymised scripts of two interviews in which researcher and participants reflect on the research process.
- Facilitation of discussion of the issues arising which may include the development of shared understanding; looping back and reviewing past events; the potential for both researcher and participant to challenge each other; the process of co-construction and its significance.
- Introduce the dilemma for researchers around if, when and how to intervene to assist in participants' crises and the possible consequences. Short vignettes of actual situations will be prepared. Workshop members to work in pairs or small groups to explore and report back briefly.
- Summing up the issues and the members' observations. Possible final points: emphasizing the need for future research in social work to be change orientated and for researchers to be better prepared to embrace a "relationship based" approach as potentially valuable.

Detailed plan subject to time available.

F7 Abstract ID: 731

Epistemological limitations of using a feminist participatory action research methodology with Canadian Syrian refugee women: A transnational analysis.

Mehmoona moosa-mitha, University of Victoria

This paper will consist of a retrospective study of a six month research study that I completed in March, 2017 with the participation of Canadian Syrian Muslim Refugee Women, using decolonizing transnational feminist analysis (Mohanty, 2013; Jaggar, 2013; Grewal, 2005). The paper will begin with a definition of feminist participatory action research methodology (Jaggar, 2015; Gustafson & Brungre, 2014; Darroch & Giles, 2014), as the chosen framework of the study and summarise the research method used. The focus of the paper however will be on an introspective analysis of the research study using a transnational analytic lens and its implications on feminist participatory

action research methodology/ies through a discussion of two emerging dilemmas : (1) Nation-centric approach assumed in the study. This is evidenced by the study's propensity to privilege a 'vertical' understanding of social citizenship by focusing primarily on Canadian Welfare State practices in relation to Syrian refugees, to the exclusion of 'horizontal' relationships that the participants engage in particularly in relation to their transnational networks with families and friends living in Syria that deeply mark their experiences of social citizenship in Canada. Decolonizing feminist analysis will be used to discuss the implications of the Euro-centric assumptions of my study and the importance of inserting a 'decolonizing' perspective to feminist participatory action research. (2) Insider-Outsider status of the researcher. Being a Muslim provides me with an insider status, whilst being South Asian and non-Arabic speaking makes me an outsider. Within a transnational context, my faith-based identity as a member of the (minority) Shia community politicizes my presence due to the fact that the Assad regime is also Shia, ruling over a Sunni majority (all my participants are Sunni). Faith-based identities got politicised in the research process, that transgress nation-state boundaries resulting in my inability to be open about my faith based identity or to ask questions that would force the participants to reveal their faith-based/political affiliations within the Syrian context. Understanding the context within which forced migration occurs however is crucial to understanding settlement processes in the country of adoption (Ross-Sheriff, 2012). My analysis will provide a more nuanced understanding of the complexities of insider/outsider status of the researcher by including this transnational perspective. This paper speaks directly to the theme of the conference which is to analyze the challenges that social work researchers experience as a result of increasing globalization in ways that may be local but have global dimensions. It also relates to the aims of this conference which is to examine the social context of social work (research) as a result of social upheavals by bringing into question whether western social work researchers can ever understand the context of social upheaval in its entirety through an examination of the very real limitations to processes of knowledge gathering. The paper will conclude with a discussion on implications of this study when undertaking feminist participatory action research.

F7 Abstract ID: 791 **Navigating Local and North-South Power Relations: Experiences of a Female Jordanian Researcher**

[Rawan W. Ibrahim, German Jordanian University](#)

Much has been accomplished in the area of ethical research practice. Amongst current debates on how to further improve ethical research, are the growing concerns about research conducted in developing countries. By sharing personal experiences of conducting 'collaborative' research in the field of child welfare with various partners from the Global North in Jordan, the aim of this paper is to contribute to the current debates through focusing on interrelated contextual factors that I found I often had to contend with throughout the research process. One set of these factors was related to the local context that is patriarchal, conservative and a developing economy, while the other set was related to the dynamics in the North-South 'collaborative relationship'. The paper will address these sets of factors, and their implications. The paper will also offer examples of positive experiences in addition to recommendations for practice and policy in order contribute to the debate on the process of knowledge production in the field of social work within such global and local conditions.

The paper will first discuss multiple issues that were found to be specific to the local context, which are likely to influence research experiences in Jordan, irrespective of North-South collaboration. The discussion will include a description of factors that cannot be separated from key features that characterise the Jordanian environment. This arena entails a poor research infrastructure that can be highly influenced by status-quo politics that may restrict inquiry.

Second, the paper will discuss factors experienced in the dynamics of the North-South relationship. One example is in relation to the institutions that researchers from the Global North are affiliated with. These institutions seemed to largely focus on becoming 'more global' without adopting principles promoting equality and respect of host communities. Another example is with regards to individual perspectives and practices of researchers from the West towards 'partners' in the East, where good practices were also missing throughout the research process.

The main implications resulting from these sets of issues was not only found to contribute to, or exacerbate already existing imbalances in power between the Global North and South, but they also increased the possibility of research misconduct and the loss of valuable opportunities not least for the communities that we are meant to serve, but also for our own professional development as researchers in social work.

The paper is aligned with the main conference theme (challenges for social research in a changing local and global world). It is also aligned with a sub-theme (research methodologies and methods to meet the needs of social work in a changing world, including knowledge exchange/theory to practice). This is particularly the case when considering the current global trend in internationalising social work, in terms of both teaching and collaborating on research. The proposed presentation provides insight into challenges and responsibilities that are often not discussed, despite their significance and potential implications to the populations we serve, our development as researchers and that of our institutions, as well as the broader theoretical and political debates.

F8 Researching older people

Chair: Brian Taylor

Room: 50 George Square, G.06

F8 Abstract ID: 444 **Needs assessment practice within elder care: does length of work experience make a difference in how care managers perceive professional discretion?**

[Anna Olaison, Linköping University; Sandra Torres, Uppsala University; Emilia Forssell, Ersta Sköndal Bräcke University College](#)

This presentation departs from the ongoing debate about how care managers - who often function as 'street level bureaucrats' - perceive different aspects of professional discretion in needs assessment practice. Few studies within gerontological social work today have explored if length of work experience affect how care managers experience discretion in the decision making process which is why this paper focuses on this. The presentation is based on a study that uses focus group interviews (n=12) with 60 care managers in Sweden. The findings show that care managers struggle with ambiguous expectations in balancing clients' needs and requests against organizational systems, local guidelines and resources. Length of work experience seems to play a role in how they use their discretion and cope with the lack of clarity embedded in the needs assessment process. Experienced care managers describe how they deviate from the guidelines and in this way create an increased scope of action for themselves in decision making. Those with less time in the profession describe, greater difficulties in this respect. The results partially support the critical debate that professional discretion can be experienced in different ways by 'street level bureaucrats'. The study also adds new knowledge to this discussion by showing that length of work experience and other work experience-related aspects can play a role in the actual way in which care managers reason about and assess clients' needs in the decision making process.

F8 Abstract ID: 460 **Poverty of older women in the life course perspective**

[Vesna Leskošek, University of Ljubljana](#)

The main purpose of proposal is to contextualise problem of poverty using life course perspective. Presentation is built on secondary data available at Eurostat, EU SILC, EIGE reports and other relevant sources. Despite many efforts poverty in the EU in the last decade is consistently growing. Partly the growth is a result of economic crisis in past several years but also of changes in welfare state. In almost all of the EU countries poverty is higher for women 65+ and is still growing (Germany, Luxemburg, Poland and Sweden). Bulgaria, Slovenia and Sweden have the highest gender difference in poverty of women 65+ in (in 2015 Bulgaria -27.5%, Slovenia -16.0% and Sweden -15.9%). EIGE studies on gender pension gap (GPP) show that in some of the EU countries women receive on average half of the pension of men (Germany and Luxemburg 45%, Netherlands 42%, UK 40%, Sweden 30%, etc.) while in another GPP is low (Denmark 8%, Slovakia 8%, Estonia 5%).

From life course perspective poverty of elderly women is an accumulation of their life choices, social structures and cultural beliefs on gender differences (gender scripts) in a particular society. Horizontal and vertical gender based segregation of labour market, consecutive periods of parental leave, sick leave, lack of possibilities for paid work and care balance, and barriers related to returning to the labour market after parental leave, have a negative impact on women and cause gender inequalities in old age. The presentation will be organised around trajectories/transitions in life course that influence poverty in old age:

- Gender specific socialisation (how women make choices according to cultural and social perception of gender difference)
- Education (how women enter education and what are their career choices)
- Employment and breaks in employment (how maternity and care influences breaks in the employment)
- Partnership and gender division of labour in the household (how private life influences their work)
- Retirement (pension or other means of survival)

In the conclusion we will emphasise the significance of a problem which lies in conceptualizing poverty as a result of structural inequalities between genders (according to e.g. education, marital status, number of children, health, employment histories, class, ethnicity, care responsibilities) during their life course. Poverty of older women is becoming an important issue for social work, because they not only face existential problems (lack of food, decent housing or other means of surviving) but several reports show that they are isolated, experience multiple mental health problems and have limited access to care and services. There is a need to address the problem with structural changes

in pension systems, in enabling less interrupted working lives and eliminating gender pay gap.

The presentation directly addresses theme 2, as the issue of poverty is partly a direct consequence of the changes in Europe considering welfare state and welfare policies, what influences communities and social status of people. It also addresses theme 5 because of the intersecting nature of the problem.

F9 Researching children & families

Chair: Chris Jones

Room: 50 George Square, G.05

F9 Abstract ID: 574 Implementing and evaluating the Building Better Futures model for assessing and enhancing parenting: an Early Intervention Transformation project.

Stan Houston, Queen's University Belfast; MANDI MACDONALD, Queen's University Belfast; Lorna Montgomery, Queen's University Belfast; Helen Dunn, Health and Social Care Board, Belfast Northern Ireland

This paper will report on the pilot implementation and evaluation across statutory child welfare agencies in Northern Ireland of the Building Better Futures model for assessing and enhancing parenting capacity. This innovative project drives forward three areas of transformative practice in contemporary child welfare social work: it is part of an Early Intervention Transformation scheme and seeks to facilitate timely decision making for children; it supports relationship-based practice and professional judgement; and it equips practitioners as change agents within their organisations.

Background and Purpose

The aim of the evaluation is to develop a model for assessing and enhancing parenting capacity in child protection in order to build on strengths, initiate change and transform practice within the HSC Trusts in Northern Ireland. The Building Better Futures parenting capacity assessment tool, seeks to address requisite areas of parenting, both emotional and practical; provide 'added-value' to parenting capacity assessment and intervention over and above existing frameworks whilst allowing for the integration of these frameworks as part of a composite assessment; and contributes to the early identification of risk, need and required resources.

Methods

The evaluation comprises a mixed methods iterative design that is flexible and multi-modal embracing a number of key elements including:

- 'Pre' and 'post' questionnaires distributed to senior practitioners in each of the HSC Trusts;
- 'Pre' and 'post' standardized measures charting progress in designated parenting competences;
- Semi-structured interviews with senior practitioners of the viability of the model held at different time periods;
- A thematic analysis of a sample of completed BBF inventories recording how the framework was applied;
- Semi-structured interviews with purposefully selected parents;

Findings

The first year of this three year project has been completed and it is clear that the model provides a set of skills, techniques and methods of intervention with which to engage parents which deepened the understanding of parenting and in many cases led to positive outcomes including case closure and deregistration in some instances. Practitioners report that the structured dimensions of the framework provided a focus for the assessment, with a range of questions to pursue and observations to carry out. Detailed social histories and assessment across a range of domains facilitated deeper understanding of family situations, a more holistic approach, and enhanced empathy. This in turn led to greater openness from families, enabling a clearer analysis of parenting capability and capacity to change.

The necessity of building a relationship with parents was also emphasised. The framework had re-invigorated therapeutic work with parents, dealing with troubling emotions, and past childhood experiences, allowing parents to 'tell their stories'. Parents who engaged also emphasised the importance of being non-judgemental and valued making connections and building more trusting relationships with their social worker. In this context, they felt more ready to confide information about themselves.

Conclusion This paper will explore these themes and identify implications for practice including: the emotional demands on practitioners; the potential for improved outcomes for children and families; and learning from senior practitioners' experiences as change agents in statutory child welfare settings.

F9 Abstract ID: 696 Underpinning social work practice with rigorous evaluation: lessons from a systematic review of Family Group Decision Making for the Campbell Collaboration

Tony Mcginn, Ulster University; Aron Shlonsky, Melbourne; Paul Best, Queen's University Belfast ; Jason Wilson, Queen's University Belfast; Admire Chereni, Bindura; Mphatso Kamndaya, Witswatersrand

Background

The need to work collaboratively with families in the provision of child protection services is an established premise of social work. Family Group Decision Making (FGDM) models typically involve one or more meetings between the extended family and other professionals, during which time a plan is developed for the care and safety of children. This approach is seen as an alternative to models which rely too heavily on practitioners' ability to make the best decisions for families, with children at risk. The underlying assumption of FGDM models aligns with social work values: solutions found within the family are likely to be more accepted and effective than those imposed by professionals. FGDM models are now used in New Zealand, the U.K., Canada, the United States, Australia, France, South Africa, Sweden, Norway, Denmark, Israel and the Netherlands. But there have been mixed messages from attempts to evaluate FGDM effectiveness.

Method

This review was completed according to the review protocol previously published with the Campbell Collaboration. Sixteen databases were searched and 1272 manuscripts were screened for study reports of RCTs and parallel cohort designs which evaluated FGDM. We screened for studies which reported outcomes relating to child maltreatment, family permanence, placement stability, child well-being, and client satisfaction with the FGDM process and plan.

Results

We found nine studies which satisfied our selection criteria. Risk of bias analysis suggested low study quality in the evidence available on FGDM effectiveness, to date. Two meta-analyses were possible across small subgroupings within the studies. We found that there is insufficient evidence to support or discount the efficacy of FGDM.

Conclusions

By drawing on community and family resources, and helping families to help themselves in less intrusive ways, FGDM is arguably a flagship intervention for the profession of social work. However, the current state of research evidence underpinning FGDM must be considered. This presentation will outline the difficulties encountered by primary study authors in their attempt to evaluate FGDM. The presentation will conclude by considering these research efforts in light of recent templates for the design and evaluation of complex interventions, and, in addition, the direction provided by the Cochrane and Campbell collaborations on rigorous evaluation. This presentation aligns explicitly with the conference theme: methodologies for a changing world. Faced with an information explosion via online facilities, and the distractions therein for practitioners, policy makers and the public, it is crucial that the social work profession aligns itself with rigorous research evaluations, and a solid evidence base.

F9 Abstract ID: 702 Experiencing assessments of the wellbeing of the child in Switzerland. The perspective of parents and their children.

Kay Biesel, University of Applied Sciences and Arts Northwestern Switzerland; Lukas Fellmann, University of Applied Sciences and Arts Northwestern Switzerland; Clarissa Schär, University of Applied Sciences and Arts Northwestern Switzerland

Assessments of the wellbeing of the child are typically related with interventions into familial privacy and autonomy by the state. Parents and children undergoing such assessments therefore often react with resistance, fear or rejection. In Switzerland, little is known about how families experience these assessments. Especially, since the Swiss child protection system has been reformed in 2013, which led to new requirements for assessments of the wellbeing of the child and the decisions-making bodies.

To address this research gap we conducted a multi-perspective analysis of six child protection cases with qualitative methods, including interviews with parents and children, social workers and members of decision-making bodies as well as case file analysis.

Most of the parents, children and youth expected the assessment to be unpleasant and awful. However, the results of the study show that in general the parents and children were satisfied with how the social workers undertook assessments. They reported that the social workers were willing to find consensual solutions to assure the wellbeing of the child. Most of the parents appreciated that the social workers established access to supportive services during the assessment on a voluntary basis.

Two mothers, who did not feel taken seriously during the assessment mostly reported negative experiences. They felt that they were treated unfairly and that the social workers often misunderstood them. Thus, they described their experience as "tilting at windmills" and the assessment as a waste of time.

The multi-perspective analysis also showed that positive experiences were strongly linked to certain factors regarding the assessment. For most of the families, it was very important that the social workers showed empathy and authentic interest for their circumstances of life. It was also of great significance that the social workers acted neutrally and transparently.

Although these findings are not generalizable due to the small sample size, they nonetheless provide valuable clues about factors that

promote the satisfaction of families undergoing assessments of the wellbeing of the child.

In the oral presentation, we are going to introduce the Swiss child protection system very briefly and contextualise the cases we analysed. The focus is on the results of the study and implications for the improvement of such assessments.

F9 Abstract ID: 752 **Listening to Children in Residential Child Care: a Child-Centred and Lifeworld-Oriented Practice**

Ingrid Hofer, Free University of Bozen-Bolzano

In this century, research on children in child and youth-welfare remarkably increased on an international level (Ruch, 2014; Munro, 2011). Researchers' interest in children, living in residential child care or in foster families, spread over (Pösö & Eronen, 2015; Winter, 2015; Goodyear, 2011). However, residential child care represents still predominantly a black box in terms of everyday life of children living in there (Thiersch, 2012; Böcker Jakobsen, 2010). Moreover the perspectives of children under eight often are not taken into account, as if there still exists a lack of credence given to young children (Holland, 2009). Especially in Italy research on children living in residential child care and in foster families has not been carried out, yet (Bellotti, 2014). The practice research I am going to present aimed to throw light on the everyday-life of children, on their meaning-making and acting in a residential child care unit in Northern Italy. In this research children were conceptualized as social actors, as Productive Processors of Reality (Hurrelmann, 1998) who engage actively in shaping peer-group-relationships and the intergenerational order. The research study relies on a Children's Rights Perspective and to the concept of lifeworld-orientation (Thiersch, 1986). Research was carried out in a residential child care unit – in a familial analogues residential group – from May to June 2015. An extensive step-in-step-out-ethnography was adopted to explore the perspectives of children aged from 6 to 12. In accordance to children's capacities and interests participative methods were integrated to bring in also the voices of young children and children with cognitive impairment. The researcher took in a least-adult-role (Mayall, 2008). The research process was accompanied by a critical reflexive process. In the analyses of the relational scenes a phenomenological-interpretivist view (Ferguson & Ferguson, 2000) was adopted. The illustrated scenes formulated in thick descriptions (Geertz, 1973) in which adults and children co-construct reality, give an insight in their everyday-life-relationship-dynamics. The perspectives of children become visible not only in a variety of observable forms (shouting, protesting, questioning) but also sometimes in subtle interests (observing, playing) and unspoken questions (falling in silence). I argue that, if adults are capable to grasp interests and concerns of children in such subtle moments, these interactional-moments become meaningful moments for children. By entering in a dialogue – which also could mean, by playing with children – they even represent crucial chances for children to enforce self-efficacy and to widen social competences. In comparing different micro-scenes – certainly these are embedded in a specific socio-political, economical and organizational context – factors and dynamics that may widen or restrict self-efficacy of children, reveal. Focusing on perspectives of children leads to enrich adult-professional-perspectives on children, to widen knowledge about children, to reflect in which way professionalization of social workers could be developed further and – last but not least – to enforce social workers' competences in co-creating meaningful experiential spaces with and for children.

Keywords: residential child care, lifeworld-orientation, child-centred residential care

F10 Researching communities

Chair: Mark Smith

Room: 50 George Square, G.02

F10 Abstract ID: 613 **Social street work: An substantiated explanation model of methodic acting**

Evelien Rauwerdink-Nijland, Amsterdam University of Applied Sciences

Background and purpose

Within Northwest European Welfare states, there is a growing need for all social work professions to substantiate their work with research. The earliest notions of social street work origins from the end of the 18th century by the British Salvation Army (Mikkonen et al., 2007). In the Netherlands it's introduced from the United States (1960s), as a response to individuals and groups hanging around. Social street work is a low threshold and professional form of being there, performed in surroundings and situations where the target group is. It focusses on contact-making and staying in contact with individuals and marginalised groups, who otherwise are hard to reach, have lost their connection with society and have multiple problems. It's a high appreciated practice, but it lacks a method that is substantiated with research (Morse et al., 1996; Kirkpatrick, 2000). In this paper we will present conceptual model of the method of social street work, that's substantiated with experiences from professionals and the target group.

Method

This paper is based on a combination of literature review, document analysis, Delphi Method and an online questionnaire among the target group. The research is conducted at Streetcornerwork in Amsterdam. Streetcornerwork is the only organization in the Netherlands that provides social street work, since WWII. They employ 175 professional social street workers and has 43 years of experience in social street work.

First, a theoretical model of social street work is developed based on literature review, analyses of documents of the establishment (1970-1990) of social street work (Netherlands) and different attempts to describe the method (1991-2017). Second, the explanation model is strengthened with data from the online questionnaire among 1600 clients of Streetcornerwork. Third, the Delphi Method is used to validate the model with the tacit knowledge of 24 professionals.

Results

The result is a conceptual model of the method of social street work that is substantiated with experiences from professionals and the target group. Characteristic is that it's an open approach in contact with the target group which is highly dependent on context and has unpredictable character (Metz, 2016, Andersson, 2011). The method social street work consists of 14 methodic principles. Social street work contributes to the development of self-insight and general life skills, the restoration of the social network and the improvement of living conditions and the well-being of the target group. We also gain insight in the experienced contribution of social street work from persons in the environment of the target group (client system, neighborhood and institutional environment). This experienced contribution of social street work at the environment is divided into the direct contribution and the implicated contribution through the target group.

Conclusions and implications

This conceptual model of the method of social street work contributes to a body of knowledge. We made tacit knowledge explicit and we can legitimize the profession of social street work. Because research is done in close collaboration with street workers, it also contributes to the development of their work.

F10 Abstract ID: 627 **Natural resource extraction as a social work issue**

Satu Ranta-Tyrkkö, University of Jyväskylä

The world is in the midst of a broad systemic crisis, or alternatively state shift, which the ongoing ecological transformations manifest. Noting on one hand the severity of the current and evolving ecological/ environmental risks and on the other hand the importance of energy and raw materials for the functioning and the material basis of societies, one of the major challenges at stake is how to solve humanity's resource (raw material) dependency in a sustainable manner. The standpoint of this presentation, along with the lines of ecosocial (/ecological, environmental or green) social work is that the situation calls for a rapid, broad based ecosocial sustainability transition. Furthermore, the assumption is that in the transition, social work can have a significant role to play, but this requires an ecological paradigm shift in social work itself.

The presentation focuses on the resources question by discussing metal mining and its social work ramifications in the context on Northern Finland. Empirically, the presentation is based on thematic analysis of semi-structured interviews (n20), added with insights generated through participant observation and casual conversations in one mining region in Northern Finland during altogether 3 weeks (September 2015, October 2016, May 2017). The interviewees, who were various social welfare professionals and other people well positioned to reflect upon the changes that had occurred during and after the intensification of mineral extraction in the region, were asked about their perceptions about mining-related changes in the social and economic life and circumstances in the region. The interviews also dealt with mining related social work needs and responses, as well as the interviewees' assumptions regarding the future.

In the mining region in question, connections between mining industry and social work are mostly indirect. For the time being, mining jobs have solved the problems of those whose only problem was joblessness, improving the employment situation but requiring also the service infrastructure to adjust to the rhythms of mining work. On the other hand, while many fear the ecological aftermath awaiting, concerns regarding intergenerational equity (as the resources are depleted) and long-term sustainability of mineral extraction remain largely unanswered. Would social work want to seriously work with mining related social and environmental justice issues, a step ahead could be addressing and working on the affective aspects of environmental woes and guilt, and what kind of mechanisms hinder people from more environmentally friendly and sustainable choices.

F10 Abstract ID: 778 **Urban Social Work and Migrant Integration in Urban Settings**

Ilse Julkunen, University of Helsinki; Maria Tapola-Haapala, University of Helsinki; Anna Nurmi, University of Helsinki; Päivi Heino, University of Helsinki

The increased number of migrants and asylum-seekers in Europe bring out the issue of permission to entrance and settle in a country but also the settling itself. The process is conditioned by legal frameworks and policies that have both great impact on the everyday lives of migrants. From a social work perspective the issue actualises the questions of integration and the role of welfare service in becoming, be it public or non-governmental. The pressure of the increased number of migrants has to a great extent concerned urban settings. The urban perspective of

migrant integration is mostly lacking and so are studies that build on both migrant experiences as well as professional experiences. This study aims at contributing with in-depth knowledge about the inter- play between welfare services, social networks and paths of integration. It has a special focus on urban social work practices and working methods that support the integration and participation of people with immigrant background in Finland. The focus is on first generation migrants who have lived in Finland a couple of years and have experience with public and/or third sector services that aim to support and facilitate integration. The research project is carried out in co-operation with University of Helsinki, department of Social Work and Diaconia University of Applied Sciences. The project is funded through the Helsinki Metropolitan Region Urban Research Program.

This two-year study draws on a multi-sited research paying attention to migrants' and social work professionals' practical knowledge on integration processes. The main data is collected through group interviews (separately for customers and officials) in public institutions and non-governmental organizations (NGO's) in Cities of Espoo, Helsinki, Vantaa and Lahti. We also draw on statistics and documents on integration processes within the different research sites. With the collected data we aim to answer the question: What are the critical factors that promote or prevent the settling in and integration in Finland? How can urban social work respond to these challenges? The study has also a collaborative framework with the aim to create local knowledge production teams that will produce knowledge on the emergent and critical elements that are effective in integration processes. These production teams include both professionals as well as customers. These are formed dialogically during the study and the discussions will also be included in the final analysis.

An outline of an urban social work approach based on the interviews and the collaborative seminars will be presented, including a typology of the cases of how problems and focal processes are identified. Our preliminary analysis point out several critical issues: Authority led system centered activities vs Free formed social relations, critics against working on behalf of migrants vs the need for looking at special needs and trauma services, limited options in political-structural issues vs the possibilities via family reunions. We believe that dialogues and negotiations between different actors throughout the research process may enhance knowledge building and changes at the individual and organizational level and may lead to making changes possible.

F10 Abstract ID: 802 **Participation in leisure activities and socio-cultural action as a promoter of neighbourhood social cohesion and improvement of the quality of life of citizens.**

[Miguel Ángel Pulido-Rodríguez, Ramon Llull University; Pilar Muro, Ramon Llull University, Social education and social work Faculty Pere Tarrés; Jordi Sabater, Ramon Llull University, Social education and social work Faculty Pere Tarrés; Francisco Fernandez-moran, Ramon Llull University, Social education and social work Faculty Pere Tarrés](#)

The communication we present is part of the first phase of the research project 'Leisure, socio-cultural action and social cohesion' (2015-2017) funded by the Ministry of Economy, Industry and Competitiveness of Spain (EDU2014-57212-R). It is an investigation that arises from the need to delve into the correlation between leisure activities and sociocultural action directed to children, teenagers and young people and social cohesion of the territory. It's also important to advance in the knowledge of how these practices promote social cohesion in working-class neighbourhoods. This has led us to prioritize criteria, methodologies and actions that generate a significant impact on the construction of social cohesion of the neighbourhood in which they are developed, as well as the promotion of good practices identified in diverse socio-educational centres.

Methodology used to carry out this study was a mixed design (quantitative-qualitative), of participatory sequential exploratory data analysis (DEXPLIS). The information was collected simultaneously in 4 districts of two autonomous communities of Spain, specifically Catalonia and the Basque country. The quantitative results have guided the subsequent collection of qualitative data and the establishment of dimensions from which we have analysed the in-depth interviews. For the results presented in this paper, the following techniques has been used: 285 questionnaires to residents of the neighbourhoods of Prosperitat (Barcelona) and La Peña and Otxarkuaga (Bilbao), and a total of 38 qualitative techniques, 26 interviews in-depth to significant people of the neighbourhoods (14) and professionals of sociocultural entities of the neighbourhoods (12) and 12 life stories to significant people.

A relevant factor is that working-class people, mostly immigrants from other regions of Spain and from other countries, configure these neighbourhoods. They have a high perception about their social cohesion as a territory, 87% of neighbours consider their neighbourhood to be cohesive (32%) and 55% consider as very cohesive. After analysing the quantitative and qualitative data, the main results of the research refer to the following indicators that we will present in detail in our communication. There is a relationship between the relevance of neighbourhood participation in leisure activities and sociocultural action and the positive perception about the social cohesion of the neighbourhood (a), participation as an starting point for the improvement of social cohesion (b), the perception of the neighbourhood network as a previous step towards the perception of the neighbourhood as a cohesive environment (c), the perception that the social cohesion of the neighbourhood is a previous step towards the commitment and the construction of social cohesion beyond the neighbourhood, throughout the city (d).

Notes

Parallel Session G

Friday 20 April, 14.45-16.15

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G1 Issues in social work research

Chair: Mike Fisher

Room: Appleton Tower 2.12

G1 Abstract ID: 313 Using performance to research deeply embedded expertise

Tony Evans, Royal Holloway University of London

Front-line expertise is deeply embedded in day-to-day practice, and it can change and develop as it is used. Expertise also reflects moments of ingenuity, creativity and improvisation. Recognising this opens up questions of how we can best study these dynamic aspects of professional expertise.

Traditional methods of front-line research tend to privilege practitioners' accounts, assuming the nature of professional expertise can be easily explained and articulated, or researchers' interoperations of observed practice. However, there is good reason to assume that practitioners find it difficult to articulate their expertise and that external interpretations don't engage with the action-focused nature of professional expertise.

In this seminar, I want to take up this challenge and outline an approach to researching front-line practice that foregrounds the activity dependent nature of professional expertise and which draws on techniques and insights from drama practice to research expertise. I will draw on my current involvement in a research project working with social work and drama practitioners, in which we sought to develop a form of drama as a research practice, to capture and represent aspects of front-line practice which can often be missed or misunderstood when simply spoken about to or observed by external researchers. I will describe the research approach, involving the use of interactive and immersive theatre to work with practitioners to capture hard to access information about professional expertise and decision making. I will also consider how this approach can allow front-line workers to describe and explain their 'know-how' and what they do in ways that can provide rich data within a cooperative research practice. The research points to a key dimension of professional knowledge that is difficult but not impossible to research. It also raises practical and ethical questions about how research in this area should be developed—and I will conclude by considering these key questions for the future development of the approach.

This presentation addresses two key conference themes: research methods and methodologies in a changing world in that the paper presented an innovative approach to researching professional practice; and in recognising practice as dynamic and creative, it engages with a key aspect of exploring transitions and innovation in social work practice.

G1 Abstract ID: 319 Critical Realism and blended methods for qualitative social work research

Shajimon Peter, University of Auckland

Background and Purpose:

The stratified levels of reality – real, actual and empirical – that Critical Realism (CR) proposes acknowledge the existence of both objective and subjective realities and eschew the absolute and relativist truth claims by positivists and constructivists respectively with the argument that they are inherently fallible as they expose an 'epistemic fallacy' of reducing ontology to the realm of epistemology (Bhaskar, 1998). A current doctoral study that examines the strategies for facilitating the transition of Transnational (overseas trained) Social Workers (TSWs) into receiving countries will be used to shed light on the immense possibilities these CR perspectives offer to social work research. The study examines the perspectives of stakeholders (subjective reality) and causal mechanisms such as structures, systems, or processes (objective reality) that impede or promote transition of TSWs. This requires a theory that recognises the existence of both objective and subjective realities, which CR offers convincingly.

Summary of Key Points:

CR can offer an alternative to Mixed Methodology in the form of a blended method in which qualitative social work researchers use both closed ended and open ended questions within the study (see Fletcher, 2017). This becomes possible because of retroductive analysis, a data analysis process used by CR that allows researchers to look for causal mechanisms and conditions that drive manifestation of empirical reality (see Bhaskar, 1998). This approach is different from the conventional mixed methodological strategy in which quantitative and qualitative data are used that encounter an insoluble challenge to explain the theoretical underpinnings of the approach owing to the two opposing views of positivism and constructivism. The ontological position of CR that reality can be perceived both objectively and subjectively, and the epistemological view that some knowledge of reality can be closer to reality than other knowledge, allow researchers to engage in retroductive

analysis while searching for causal mechanisms at the real level of reality (see Bhaskar, 1998).

Conference Theme:

This study offers a new methodological approach to social work research that fits well with the conference sub-theme: Research methodologies and methods to meet the needs of social work in a changing world. Conventionally in social work research a balancing theory that mediates between absolute positivist and constructivist positions has been lacking, and CR opens discussions on the possibilities for new methodological approaches.

Implications:

A major criticism of critical realism is that it is not aligned with any particular research methodology (Craig & Bigby, 2015). This paper highlights that the ontological and epistemological standpoints of CR offers methodological possibilities that conventional research does not.

G1 Abstract ID: 456 Mapping the Social Work Information Base in the Information Age

Niamh Flanagan, Maynooth University

Today's social work practitioners work in an information age, affording them access to an unprecedented evidence-base to inform practice, while also requiring them to filter and apply an unprecedented volume of information. In order to maximise the efficient and effective use of information within social work practice, it is vital to understand how social workers inform their practice on a day-to-day basis: what sources are used, by whom, and how useful these sources are perceived to be. Equally, understanding the information practices of social workers allows educators to equip students with the skills necessary to navigate an evidence-base for practice in the information age.

Based on a multi-phase, mixed-method strategy this study addressed the information behaviour of social workers. A small-scale study (n=16), employing audio-diaries, critical incident technique interviews and semi-structured interviews, explored how social workers need, seek, acquire and use information. Building on this exploratory study, a large-scale quantitative e-survey of over 450 Irish social workers informed a map of the social work information-base. Using a quasi-census approach to recruitment, the resulting quantitative sample accounted for just under a fifth of the social work workforce in Ireland, and included representation across fields of work, grade, gender and geographical spread.

This presentation focuses on the latter phase of the study which informed the Map of the Social Work Information Base. The map plots the relative use and perceived value of over forty of the most common sources of information used to support practice. The elicited sources may be categorised as mainstay sources, regular sources, less valued sources and 'wish list' sources. This juxtaposition of sources highlights the strengths of existing social work information behaviour and identifies effective means for enhancing dissemination of information. The map also offers insight into aspects of information behaviour which would benefit from greater promotion, support and infrastructure.

Clear differences emerged in the information practices of social work practitioners at various grades and in various social work settings, reinforcing the need for a variety of information seeking skills. Among the key findings, the importance of the social work voice in information transfer and translation within the profession offers a foundation for consideration of various strategies which can be used to enhance and support information use.

This study provides an in-depth examination of the ancillary, but nonetheless vital information behaviour that supports social work practice. For practitioners it offers an insight into sources of information and their perceived value; for educators it elucidates the type of information skills that students need to be equipped with; for the profession it foregrounds the aspects of information behaviour that require more attention and the aspects that can be built on; and for policy makers it offers a map to the means by which information can be channelled to social work practitioners.

G1 Abstract ID: 490 Validation of a Standards-Based Inventory of Foundation Competencies in Social Work with Groups: Results of Empirical Tests in North America and Britain

Mark Macgowan, Florida International University

Background and Purpose:

The International Association for the Advancement of Social Work with Groups (IASWG) created Standards for the Practice of Group Work. Despite being published over ten years ago, the Standards are not widely known. To help move the Standards into practice and teaching, an instrument to measure confidence in using the Standards in practice was developed, called the Inventory of Foundation Competencies in Social Work with Groups (ICSWG). Although validated in two cross-national empirical studies, the ICSWG factor structure has never been examined. This paper reports on the latent structure along with other tests to identify the best performing items to ensure the most effective and efficient measure of the Standards. The study also illustrates how researchers can use factor analysis as an analytical tool to convey latent concepts for practice in a changing world.

Methods:

The 70 items in the ICSWG were drawn exclusively from the IASWG Standards. The instrument measures how confident the respondent thinks s/he could successfully demonstrate each skill, scaled from 1 to 4, 'very unconfident' to 'very confident', respectively. The sample for this study

combined participants from two studies, yielding a sample of 586 from the U.S.A, Canada, and Britain. Exploratory factor analysis (EFA) was followed by tests of the scale's and subscale's internal consistency estimates, standard error of measurement (SEM) estimates, concurrent, construct-convergent validity with a similar measure of group work skills (Core Group Work Skills Inventory, CGWSI), and criterion known-groups validity estimates by comparing mean ICSWG scores from groupwork experts with entry-level BSW students.

Results:

The EFA yielded a six-factor solution consisting of core values, mutuality/connectivity, collaboration, and three stages of group development (planning, beginnings/middles, endings). The alphas were .98 for the scale and ranged from .85 to .95 for the subscales, with low SEMs. Correlations between the six factors, although significant, were moderate indicating the factors measured separate but related constructs. For concurrent validity, the full scale correlated strongly with the confidence validator with moderate to strong correlations on the new subscales. For convergent validity, the entire Inventory and its subscales had moderate to strong correlations with the CGWSI. For criterion-known groups validity, the novices' mean confidence scale scores were significantly and substantially lower than those of groupwork experts, on both the entire scale and subscales.

Conclusions and Implications.

This study examined the latent structure of the ICSWG and how it represented the structure of the IASWG Standards. The findings revealed a different organizational structure than what appears in the Standards. The study validated the essential elements of social work with groups; namely, a core value base, three stages of group development, and the importance of building and nurturing connections both inside and outside of the group. The findings support the reliability and validity of the only standards-based measure of foundation skills in social work with groups. Factor analysis helped reveal concepts that should be a core part of groupwork practice and teaching, meeting the needs of social work in a changing world.

G2 Researching students

Chair: John Gal

Room: Appleton Tower 2.14

G2 Abstract ID: 166 Exploring Experiences of Belonging and Exclusion among LGBTQA+ Undergraduate Social Work Students

Kevin Jones, University of Portland; Jordan Winczewski, University of Portland

Background and purpose:

Lesbian, gay, bisexual, transgender, queer, asexual, and other non-heterosexual (LGBTQA+) students on college campuses face a wide range of challenges, including high levels of victimization and social exclusion. A recent study found that LGBTQA+ undergraduate social work students, despite being in a discipline dedicated to social justice and human rights, experience lower levels of satisfaction and success than their heterosexual peers. This interview-based qualitative study explored the experiences of belonging and inclusion as well as exclusion and marginalization of LGBTQA+ undergraduate social work students in their social work programs and field placements across the United States.

Methods:

Purposive sampling methods were used to recruit 22 participants from accredited undergraduate social work programs in the United States. Semi-structured interviews were conducted, with questions focused on student experiences in the social work program and practicum placement. Interview transcripts were analyzed using qualitative content analysis methods, with codes, themes, and global themes identified and interpreted. The research team used multiple coders, coding reliability checks, and member checking to establish the trust-worthiness of the findings.

Results:

Findings indicated that participant experiences were shaped by four primary elements of social work programs and practicum placements: 1) relationships, 2) environment, 3) content/curriculum, and 4) structure. Subthemes included the importance of having mentors or other trusted faculty, staff, or supervisors; the need for safe spaces for LGBTQA+ students within and outside of the classroom; the importance of inclusive language and curriculum content in the classroom and responsive workplaces in the practicum setting; and the availability of support resources (social, academic, emotional, etc.) in the program and practicum settings.

Conclusions and implications:

The findings of this study suggest that social work programs can better support the success and satisfaction of LGBTQA+ students by providing

support and resources through interpersonal relationships; by cultivating safe and responsive educational and professional environments; by making sure that social work curriculum reflects the experiences and concerns of the LGBTQA+ communities; and by making sure campus and program resources are appropriate and available to meet the unique needs of LGBTQA+ students.

G2 Abstract ID: 291 Multidimensional heterosexism among students entering a BSW programme in Switzerland

Daniel Gredig, University of Applied Sciences and Arts Northwestern Switzerland; Annabelle Bartelsen-Raemy, University of Applied Sciences and Arts Northwestern Switzerland

Background and purpose

Social workers are not merely expected to provide equitable service to oppressed and vulnerable populations, including sexual minority groups. They are also expected to interact appropriately with lesbian, gay and bisexual clients and to empower them. As antigay bias continues to be documented among students of helping professions and social work professionals, social work education has to address sexual prejudice. Against this background, the aim of the present study is to assess entering BSW students' attitudes towards lesbian women and gay men.

Methods

In 2015 and 2016, we surveyed two cohorts of entering students enrolled on a BSW program in a major school of social work in Switzerland. For our data collection, we used an online questionnaire launched during the introduction event for entering students. To measure heterosexist attitudes we used the 'Multidimensional Scale of Attitudes towards Lesbians and Gay Men' (MSALG) which had been developed in Portugal and included 30 items with a 6-point Likert response scale. We developed a German version by means of translation and back translation, and analyzed the data using descriptive statistics. Analysis confirmed the scale's validity.

Results

In total, 396 entering students participated in the survey (response rate=92%). Respondents' ages ranged from 19 to 50 years with a mean age of 25.4 years (SD=5.93) and a median age of 23 years; 287 (72.5%) identified as female, 106 (26.8%) as male and 3 (0.8%) as intersexual.

Respondents' scores on the MSALG ranged from 1 to 4.63; mean=1.95 (SD=0.61), median=1.8. A proportion of 61.1% attained scores lower than 2. Their responses express disagreement with heterosexist statements. In contrast, 36.6% of the respondents attained scores ranging from 2 to 3.5, expressing an ambivalence and attitudinal uncertainty, while 2.3% scored 3.5 and higher, expressing heterosexist attitudes.

The item with the highest mean score referred to participants' tendency to assume 'that the partners are of the opposite sex' when they 'hear about a romantic relationship' (mean=4.02). Other high-scoring items referred to the assumption that 'being raised in a homosexual home is quite different from being raised in a heterosexual one' (mean=3.41) and that 'lesbians and gay men who are out of the closet' should not be admired for their courage (mean=2.6). Other high scoring statements were, for example, that it mattered to the respondents 'whether their friends were gay or straight' (mean=2.53), that lesbians and gay men did not need 'to protest for equal rights' (mean=2.42), that lesbians and gay men 'should stop shoving their lifestyle down other people's throats' (mean=2.42), or that the gay movement was not 'a positive thing' (mean=2.27).

Conclusions and implications

Although we might expect a social desirability effect, entering students report remarkably high scores on the MSALG. About one third of the students evidence ambivalence and attitudinal uncertainty. This confirms the need to address sexual prejudice in the BSW curriculum. The proportion of students with scores that we consider to evidence overt heterosexism indicates that attention need to be paid to the current admission criteria.

G2 Abstract ID: 704 Population churn and socio-cultural change – experiences of internationally-qualified social workers (IQSWs) in Ireland.

Erna O'Connor, Trinity College, Dublin; Trish Walsh, Trinity College, Dublin; George Wilson, Queen's University Belfast; Elin Skuterud, Trinity College, Dublin; Suzanne Roche, Trinity College, Dublin

Background & rationale

In a globalized world, with increasing geographical mobility, tightening of border controls and the yet to be determined effects of Brexit, the experiences of IQSWs transitioning to new practice contexts is of importance to the social work profession and the populations it serves. Beyond the well documented issues of negotiating differential registration regimes and accommodating to new policy and legislative contexts, navigation of more subtle, unwritten cultural norms and expectations is less well understood. Following on from our 2016 ECSWR paper, and drawing on data from 2 further studies, we now report on experiences of IQSWs faced with the nuances of Irish cultural contexts which are also in transition.

Objectives

The key objective of these studies was to explore the transitional experiences and perspectives of social workers living in Ireland (ROI and NI) whose social work qualification was gained in another jurisdiction. We consider the empirical findings using the lens of superdiversity and

'churn' (Vertovec, 2010).

Method & study design

3 inter-linked studies

1. A cross-sectional online survey (2015) distributed to the membership of professional representative bodies, exploring experiences of IQSWs in Ireland. 130 self-selected respondents from Europe, Oceania, Asia, the Americas and Africa. Analysis of quantitative data, using SPSS and qualitative data using thematic analysis.
2. In-depth interviews, 8 IQSWs from the UK, India, South Africa and the US, practising in three regions in the ROI recruited through employment channels, (2015). Thematic analysis.
3. In-depth interviews, 8 self-selected survey respondents (2016). Thematic analysis.

Key Results/findings

- Transitioning to practice in Ireland was challenging for a majority of participants, difficult and fraught for many.
- IQSWs tend to use the language of 'cultural competence' to denote their particular contribution to local practice. Yet, their accounts suggest a more nuanced experience, highlighting tensions between dominant and demotic practices.
- Cultural norms and expectations permeate local practice and can cause social, political and ethical tensions for IQSWs.
- Lack of access to existing informal professional/peer networks is experienced as disadvantageous to people new to the Irish context.

Conclusions and implications

It was already clear (Walsh et al, 2016) that a concerted effort was needed from registration bodies, professional organisations and employers to develop tailored supports for people through the transition phase. This paper adds to our understanding by focusing on less tangible barriers to a satisfactory transitional experience such as evolving cultural norms, subtleties of language and the significance of social and cultural capital accruing from membership of informal networks. We assert the need to challenge ethnocentrism in practice uncovered in these studies and consider the potential contribution of theories of superdiversity and 'churn' in planning and providing for the needs of a diverse workforce.

G3 Researching the social work profession

Chair: Jadwiga Leigh

Room: David Hume Tower, LG.11

G3 Abstract ID: 640 Creating Professional and Research Collaboration Across Political Divides

Chaya Possick, Ariel University

To some extent, social work research is always about politics— what questions we ask or don't ask, what populations we study or don't study and what methods we use or don't use. However, in contexts of acute political divisiveness and conflict, negotiating these issues becomes especially thorny. The political situation in Israel in general, and the West Bank in particular, has undergone rapid and dramatic political, military, and social changes over the past few decades. In highly politically sensitive situations such as this, collaboration among researchers on different "sides" of the political divide can be especially complex.

In this auto-ethnographic presentation, I will chronicle my experiences as an Israeli social work researcher living and working on the West Bank. Some of my research deals with local topics such as coping with terror attacks, the threat of and actual political eviction, and place attachment. Some deals with more generic family issues such as child abuse, intimate partner violence, and foster care. The focus of the presentation will be on the challenges inherent in creating professional and research partnerships with Israeli and Palestinian colleagues during periods of heightened conflict and violence. I will analyze both successes and failures. Various research partnership positionings, contracts, dialogues, and deadlocks will be illustrated and conceptualized. These include— rejecting the other, denying difference, encapsulating the areas of conflict, suppressing politics, stressing consensus, focusing on common experience, attempting to hear differences. The impact of power differentials both in the academic setting and the political setting will also be addressed.

The importance of this topic for social work research and researchers is multi-layered. 1. It illuminates how collaboration affects both the researchers and the research study. 2. It demonstrates how reflexivity around the process of collaboration can provide opportunities for

enriching qualitative data analysis. 2. It sheds light on the silenced topic of politically incorrect conflicts and differences within academia. 3. It can give social workers insight into ways of identifying and dealing with "othering". 4. It serves as an example of the rewards and pitfalls and the pain inherent in creating dialogue within contexts of politically violent situations.

G3 Abstract ID: 691 Overcoming the challenges of researching empathy in social work practice: working towards a collaborative definition.

Amy Lynch, University of Bedfordshire; Fiona Newlands, University of Bedfordshire

Background

Empathy is important for engaging families in social work practice - a vital part of the journey towards positive outcomes in children and family social work. However, an absence of empirical research directly examining social work practice has resulted in few systematic attempts to understand how social workers communicate empathy.

Our study evaluates empathy in practice using direct observation and analyses it using the Motivational Interviewing (MI) behavioural coding system (MITI; Moyers et al, 2010). Empathy skill within the MI framework is defined as a quantifiable behaviour involving the use of open questions, reflections and affirmations, resulting in a rating on a five-point scale.

This approach provides a window to empathy skill within a local authority in England. To recognise the value of multiple stakeholder perspectives and to capture the complexity of empathic practice, we conducted research with social workers and service users. Our study explores empathy in social work practice aiming to reach a collaborative definition to help practitioners demonstrate empathy in a way that is most meaningful to service users.

Method

This is a nested study within a series of projects funded by the Department of Education (DfE) Children's Innovation Programme. We draw on data collected from:

- 102 observations of social work practice;
- 39 service users interviews; and
- 159 social worker questionnaires.

102 audio recordings of observations of social work practice were transcribed and analysed using the MITI definition of empathy. Analysis resulted in a score that reflected the level of empathy skill on the five-point scale.

The social worker questionnaire and service user interview explored views on the importance of empathy, its definition and the extent it was present in practice. Content analysis of open ended responses identified the importance and meaning of empathy. Both participant groups reported the degree to which they felt empathy skill was present using a four-point scale.

A further stage of analysis compared the definition of empathy within MITI with social worker and service user definitions.

Results

Analysis of the three data sets identified a difference in the level of empathy skill: coding of recordings suggested the level of skill was lower than social worker and service user responses. Social workers and service users indicated that empathy was an important skill and both groups reported that it was demonstrated in practice. Analysis of the definitions of empathy across the three data sets illustrated that while the MITI definition of empathy includes use of open questions, reflections and affirmations, social workers and service users felt that compassion, caring and listening were additional important components.

Conclusions

A disconnect in the perception of level of empathy that is demonstrated across the three data sets can be explained in part by differences of definition. This study is the first step in exploring what empathy means to different stakeholder groups. In future studies we aim to develop this holistic picture in order to arrive at a collaborative definition of empathy that can be applied in social work research and practice.

G3 Abstract ID: 745 Challenges in Recognition of Social Work as Profession & Academic Discipline in Pakistan: Need for Indigenization

Shakeel Ahmed, University of Peshawar, Pakistan

Background

Social Work as an academic discipline and profession was introduced in Pakistan soon after its independence in 1947. This development was a response to the various problems faced by Pakistan at that time, among which the resettlement of 9 million migrants from India and lack of skilled human resources in the newly born country were key issues. In order to cope with the problems, Pakistan approached United Nations for help. After a thorough analysis by Team of UN experts, it was recommended that Pakistan needed a policy and system of social welfare along with a trained human capital to implement the social welfare policy effectively.

As a result, short-term training in social work started which were followed by postgraduate programs at the various universities of the country. Similarly, administrative mechanism was set up to work on the social welfare programs. However, after the withdrawal of the UN support, the administrative system and academic discipline could not flourish as promised. Moreover, there had been lack of interests on the part of government and academia to strengthen social work as a vibrant academic discipline and as a professional field.

Reasons are numerous. Firstly, the transplantation of imported literature and philosophies of social work were not according to the existing requirements and cultural realities. Secondly, the indigenous roots of social work such as charities, Zakat, and cultural support was ignored in the weaving in academic as well as professional grooming of social workers. This has persistently resulted in the de-recognition of social work as a profession and an academic discipline in Pakistan.

A summary of the main points of the presentation

- The transplantation of imported literature and philosophies of social work,
- The gap between theory and practice,
- The untapped potential of indigenous social work such as charities, Zakat, and cultural support system,
- Inconsistent social welfare policies of the government,
- The lack of accreditation council in the country and its effects on social work programs in Pakistani Universities.

Purpose of the proposed presentation

This paper aims at reviewing challenges in recognition of Social Work as an academic discipline and profession in Pakistan. For this purpose, the available literature, academic practices and existing social welfare system will be critically reviewed.

Relevance to the theme of the conference

This paper addresses one of the primary aims and themes of the conference. Social Work as an academic discipline in Pakistan, as discussed earlier, is in transition due to various socio-political and cultural and educational problems. Hence, this presentation will identify multiple challenges in the way of advancement of social work as an academic discipline and professional field in Pakistan.

Conclusion

Social Work in Pakistan needs to explore and incorporate the indigenous roots of social work in the academic discipline, research and training of the professional social workers. The incorporation of indigenous principles and practices of social work will overcome the gap between theory and practice and will win the confidence of people in society as well.

G4 Researching Communities

Chair: **Annamaria Campanini**

Room: **David Hume Tower, LG.06**

G4 Abstract ID: 368 Public Social Partnerships: meaningful co-production or same old, same old?

[Jane McLenachan, University of Stirling](#)

The Scottish Government's (2011a) response to the Christie Commission (Christie 2011) promoted Public Social Partnerships (PSP) as a model of partnership working that would enhance the role of the 3rd sector in commissioning and delivery of public services. With "co-production at the heart of service design and delivery" (Scottish Government 2011b, p.4), the PSP ethos mirrors the partnership approach to working with children and families embedded within GIRFEC (Scottish Government 2008). A key objective of PSPs is to address the needs of citizens, with service users co-producing services designed to meet their identified needs and outcomes.

The university was commissioned to evaluate a PSP delivered by two third sector organisations, one a large UK charity and the other a well-established Scottish voluntary organisation. The PSP was designed to deliver an assertive outreach programme to families who were deemed to be 'just coping' and not regularly accessing support services, and thus supported the city council's early intervention objectives. Service delivery, involving home and nursery based parenting support, was based around nurseries located within the top 5% most deprived areas by education, employment and income as measured by the Scottish Index of Multiple Deprivation. The evaluation aimed to explore benefits and challenges of the PSP model and explore outcomes for both staff and service users.

The evaluation utilised quantitative and qualitative methods, although predominantly the latter, given the key focus on exploring perspectives

and experiences (Patton 1987). Ethical approval was granted through the university's ethics committee. A literature review examined the current evidence base in relation to PSPs, highlighting issues warranting further exploration and providing a framework for analysing emerging themes. Interviews with key strategic and operational staff within the PSP, a focus group with service users and stakeholder surveys were thematically analysed to identify key themes.

A short timescale for the planning process was acknowledged to have impacted on the capacity to clearly define the purpose and roles, with different perspectives emerging about the initial delivery strategy. Approaches to partnership working emerged rather than having been designed strategically at the outset and significant concerns were highlighted about poor engagement by key agencies which impacted on delivery and governance arrangements. The planning process did not follow the Scottish Government's (2011b) guidance around collaborative service design, a common factor impacting upon the success of the PSP model. In particular, the principle of co-production with service users was absent from the planning and development process. While positive outcomes were reported for families receiving services, there was limited evidence of this being directly attributable to the PSP. Rather, the two organisations continued to deliver their own services, largely in the way they had done previously. The PSP funding, in effect, enabled them to do more of the same.

The presentation will outline the research strategy and highlight key findings in relation to strategic planning, governance, delivery and outcomes. It will argue that the reality of the PSP model does not match the rhetoric underpinning its principles.

G4 Abstract ID: 424 Working towards critical consciousness when combatting poverty on a par with people in poverty

[Katrien Boone, Ghent University](#); [Griet Roets, Ghent University](#); [Rudi Roose, Ghent University](#)

While emphasis has been put on the participation of people in poverty in social work practice (dialogically exchanging on life-experiences of people in poverty, using testimonials to influence public debate, engaging in policy-work with people in poverty...), critical considerations might also be posed to whether people in poverty are in the most 'equipped' position to actively engage in a structural fight against poverty. Some authors explain that people in poverty might not aim for social justice aspirations, since they have been socialized to problem-definitions that extract poverty from its structural conditions, or - drawing on the work of Paolo Freire - they have internalized the image the oppressors and as such the oppressed do not experience the need for social struggle. Therefore, Freire advocates a dialogical pedagogy that breaks through a culture of silence by the stimulation of critical consciousness.

Hence empirical enquiry on how practitioners try to engage in such 'conscientization' as well as on the complexities and power-issues in doing so is relevant. The research domain is 'Associations where the Poor Raise their Voice' (Belgium, n=59), whom state that their raison d'être is collaborating with people in poverty to shape practice and to influence policy. Our study consisted of participatory observations (n=82) in five associations during one year, combined with in depth interviews with practitioners, participants and volunteers of those organisations (n=29).

Our findings consist of:

- There is a tension between the structural aims of practitioners and their belief in participatory parity, leading to the pressure of engaging in rather affirmative strategies since that is what participants need or want. Therefore, practitioners emphasize the necessity for the conscientization of participants in order to break through their culture of silence, by for instance giving context, collectivizing problems...
- Opposed to Freire's idea that this requires a liberated educator who doesn't impose his own views, our findings suggest that practitioners often steer directly in practice. This power of practitioners over participants can in some cases be considered as productive, since in the light of social justice it appears to be important that the practitioner very intentionally takes power in order to stimulate structural change and enhance the wellbeing of people in poverty.
- On the other hand, the ideal of parity of participation in those practices also seems to run the danger of creating a 'masking' practitioner, who is unwilling and reluctant to bring inherent power-issues to the table and therefore rather conveys an idea that people in poverty have the power of decision.

Our research contributes to the debate surrounding participation, where we conclude that parity of participation should not be considered as the absence of power, but rather as the openness to dialogue about life worlds and imbalances of power in practice itself. As such, it holds potential to strengthen fora in social work practice to collectively fight against oppression in the bigger society.

G4 Abstract ID: 459 Blurred borders between needs and lifestyles - a challenge for a welfare state in transition

[Tove Harnett, Lund university](#); [Håkan Jönson, Lund university](#)

The concept of needs is central to social work policy and practice, in particular in different types of casework that is based on the assessment of individual needs. The aim of this presentation is to discuss the blurred and shifting border between individual needs and the habits and lifestyles of different groups in society: Our argument is that in Scandinavian countries, this border is being shifted as part of two trends. The first trend is the shift from a social to a cultural concept of justice, a process that has been influenced by immigration and identity policies. The social concept of justice stresses equality based on class, for instance that health and social care should not differ in its treatment of people based on income and occupation. The cultural concept of justice stresses that members of different ethnic groups are entitled to care and services that are equal in the sense that they acknowledge cultural difference; for instance as the right to keep one's identity and speak one's

language, similar to that of the majority population. Marketization constitutes the second trend and has resulted in a diversity among social services such as schools, treatment facilities and eldercare providers in Sweden. In the presentation, we will argue that these two trends are working together in a process where the right to live according to established habits and lifestyles are increasingly being framed as a matter of needs. The paper is based on empirical studies of Swedish eldercare. Eldercare in Sweden is needs tested and provided according to the Social Service Act. Data consists of 20 interviews with managers at nursing homes, participant observations, and texts in the form of media articles and social media (Instagram & Facebook) that was collected in a research project on profiled nursing homes. Such profiles could concern culture and language, but also interests and lifestyles such as 'gardening', 'the arts', 'culture and entertainment', 'hotel-like' or 'sport and spa'. The results of the analysis reveal how arrangements that are adapted to particular groups and individuals are linked to needs when described as maintaining the identity and increasing the well-being of the care user, two goals that also stressed in the Social Service Act. When used as part of the marketing of nursing homes, the concept of needs that has been established for groups such as ethnic minorities and older people who do not speak Swedish is expanded into versions that may justify social inequalities. Having interiors or services that signal 'luxury' could be criticized for reproducing inequalities, but when described as a means to increase the wellbeing of residents, the framing connotes needs and is difficult to question.

The results of the study are discussed in relation to the ambition of Swedish social policy to increase equality among its citizens.

G4 Abstract ID: 546 Does participation improve well-being in the homeless? A qualitative study of involvement in educational, recreational and labour activities in the Netherlands

Miranda Rutenfrans-Stupar, Tilburg University - Tranzo / SMO Breda e.o.; Bo Van Der Plas, SMO Breda e.o.; Rick Den Haan, SMO Breda e.o.; Tine Van Regenmortel, KU Leuven / Tilburg University; Rene Schalk, Tilburg University - Tranzo

Background and purpose.

Social participation, defined as 'a person's involvement in activities that provides interaction with others in society' (Levasseur et al., 2010), is an important aspect of civil society. Currently, social participation is a high priority for both the Dutch government and the European Union, mainly due to various benefits for people and the society as a whole. Specifically, it enhances well-being and brings happiness (Eurostat, 2010; Wallace & Pichler, 2009). However, participation is not self-evident for the majority of the homeless, because they are socially isolated (Wolf, 2016). The current research aims to increase the understanding of the relationship between participation in activities and well-being among homeless people.

Methods.

The current research is conducted in a Dutch homeless shelter facility. This facility offers, under supervision of a social worker, educational, recreational and labour activities to clients under the label 'I want to participate'. Thereby, clients are stimulated to learn from each other, to develop strengths and they are enabled to improve their participatory skills in a safe environment, called 'enabling niches' which are places where people can grow and work on self-fulfillment and are stimulated to connect to other people (Van Regenmortel & Peeters, 2010). An example of one of these activities is 'Sports Surprise', an intervention that stimulates the homeless to play sports in the protected environment of a shelter facility leading to active long-term memberships of sports associations outside the institution. We conducted two qualitative studies, consisting of a total of 16 semi-structured interviews, in order to examine the influence of participation on physical, mental and social well-being. The first study focused on the activities related to the 'I want to participate' programme and the second study focused on 'Sports Surprise'. All interviews were transcribed and the quotes were clustered around topics by applying the method of 'horizontal comparison' (study 1) and with the help of computer software KODANI DED Standard (study 2) (Doorewaard, Kil, & Van de Ven, 2015; Van der Donk & Van Lanen, 2012).

Results, conclusion, and implications.

Findings from both studies indicated a positive relationship between participation and well-being. Specifically, participation in various activities including sports led to an increased physical, mental, and social well-being in the homeless. On the one hand, participation leads to indirect social rewards. For example, it expands the homeless' social circles leading to an enhancement of advice support. On the other hand, participation leads to direct personal rewards, which was reflected by an enhanced self-esteem, recognition, personal development and the feeling of being meaningful. These findings are in line with research conducted among the general population (Wallace & Pichler, 2009). Thereby we also concluded that to facilitate enduring positive outcomes of participation in practice, it is necessary to focus on group cohesion, and on the social worker's behaviour and attitude.

G5 Social work research in Europe

Chair: John Devaney

Room: David Hume Tower, LG.08

G5 Abstract ID: 466 What the public think of Scottish social services and why

Trish McCulloch, University of Dundee; Stephen Webb, Glasgow Caledonian University

Promoting public understanding of social services is deemed important in supporting public value of the sector and the people who work within it. Relatedly, it is generally accepted that actions to promote public understanding need to be informed by a robust understanding of what the public think about social services and why. However, in recent years, we have seen a shift from the view that the public need to be educated so that they understand public services, to a recognition that 'publics' possess important local knowledge and the capacity to understand issues and information sufficiently to participate in policy decisions and development. Accordingly, attention is now moving beyond actions to promote public understanding towards the promotion of public participation and involvement in public services. Understanding what publics think about social services and why remains key to this process and outcome.

The paper reports on the findings of a research study that set out to better understand public perceptions of Scottish social services by exploring the level of knowledge, understanding and attitudes towards social services and the reasons for these views. The research adopted a mixed methods approach enabling the triangulation of quantitative and qualitative data. Key components included:

- Review and analysis of existing research.
- A national online survey of 2,505 nationally representative adults.
- Focus groups with members of the Scottish public.
- Integrated meta-analysis of quantitative and qualitative data.

The research findings suggest a good level of support for social services in Scotland and a reasonable level of literacy among respondents about what social services do. In fact, it appears that the public has a much more positive view of social services than social service workers and institutions perceive. These and the broader research findings will be discussed, attending to what the findings mean for social services and social work research in seasons of transition and change.

G5 Abstract ID: 507 Theorising notions of self-advocacy, democracy and participation in the construction process of the General Report on Poverty (Belgium, 1994): from 'participation of the poor' to 'partnership with the poor'?

Heidi Degerickx, Ghent University; Griet Roets, Ghent University

Background:

Researchers have argued that conceptualisations of poverty and anti-poverty strategies are never neutral but always constructed in context-specific ways in relation to historical, social, cultural, economic, demographic and political developments (Lister, 2004). Since the 1990s, the importance of recognising the voice and life knowledge of people in poverty is stressed in a diversity of European welfare states, and the idea of treating people in poverty as subjects rather than objects of social policy and social work interventions came to prominence (Beresford, 2002; Bouverne-De Bie, Claeys, De Cock, & Vanhee, 2003; Krumer-Nevo, 2005, 2008; Lister, 2002). In that sense, Beresford and Croft (1995) refer to the possibility of a shift from advocacy to self-advocacy in academic research, social policy and social work practice.

The implementation of this self-advocacy paradigm was also supported by actors in professional social work and civil society, in a collaborative process which proved to be, however, not without challenges. In Belgium, for instance, these complexities are reflected in the production process of an influential policy document which refers to the historical moment that the self-advocacy movement of people in poverty was formally recognised in Belgium, the General Report on Poverty, being constructed between 1992 and 1994 (GRP, 1994; Roets, Roose, De Bie, Claes, & van Hove, 2012).

Purpose:

In our paper presentation, we discuss the findings emerging from a current qualitative research project that aims to unravel the interpretations of notions of self-advocacy of people in poverty in relation to notions of democracy and participation that emerged during, and underpinned, the construction process of the GRP. We will examine how the diverse actors (representatives of people in poverty, social work professionals

and civil society) perceived self-advocacy, democracy and participation within the GRP process, and further theorise the conflictual and dynamic GRP construction process inspired by the philosophical-political writings of Jacques Rancière (1995, 1999, 2003).

Methods:

Relying on a combination of archival research with oral history, we apply a historical document analysis of documents retrieved from two archives (Foundation King Baudouin and ATD Fourth World Belgium) and a qualitative content analysis of oral history interviews with seventeen key actors involved in realising the GRP. We further triangulate our empirical knowledge with theoretical insights borrowed from Rancière in order to further our insights.

Results:

In our paper presentation, we discuss and theorise how the different actors involved in the construction process of the GRP interpreted notions of self-advocacy, democracy and participation. The actors involved ranged from ATD Fourth World and other representational NGOs, the King Baudouin Foundation, the Cabinet of the Minister of Social Integration, representatives of the umbrella organisation of Public Centres for Social Welfare, and the media.

Conclusions and implications:

Following on our historical and critical perspective, the notion of self-advocacy by the poor in relation to notions of democracy and participation, appears as a complex and contested concept which challenges current dominant understandings within social work. The announced paradigmshift 'from advocacy to self-advocacy' was/is missing the point and blurred this complex understanding.

G5 Abstract ID: 518 A weakening welfare state and the changing professional identities of social workers in Sweden

Jessica H. Jönsson, Mid Sweden University

Social workers have historically been an integral part of a well-developed welfare state in Sweden. However, the traditional 'solidary role' of social workers has rapidly altered due to the neoliberal changes, which has weakened the social support system. This has created 'identity crisis' for many social workers who still perceive themselves as promoters of 'welfare of the people'. This study explores the neoliberal transformations and the changing professional identity of municipal social workers and their experiences of, and responses to, the neoliberal reorganisation of public social work in Sweden. The following questions have guided the study: How has the recent political, social and organisational transformations influenced the daily work of social workers? How such changes have influenced the relationship and trust between social workers and service users? How such neoliberal transformations have influenced social workers professional identity? How do social workers respond to neoliberal changes in and limitations to their professional activities? The contribution is based on interviews with 15 social workers working in different municipalities in Sweden, during 2016-17. The interviewed social workers were engaged in different areas of public municipal social work, such as in the areas of child and family welfare, homelessness, mental health problems and substance abuse and social work with asylum-seekers. The results have been analysed in the frame of critical social theory. The study shows that meanwhile some social workers are resisting the neoliberal managerialism, which influence their sense of pride in their professional identities by finding new creative and progressive ways of working with people in need, others are uncritically adjusting themselves to evolving forms of neoliberal managerialism. It is concluded that the new neoliberal political and organisational landscape of professional social work in Sweden and the retreat of the welfare state from its traditional duties and, thereby, the reduction of social workers possibilities to work directly with service users, make the struggle for revitalisation of rights-based welfare state and solidary social work more urgent than ever.

G6 Researching children & families

Chair: Rebecca Macy

Room: David Hume Tower, LG.10

G6 Abstract ID: 61 The Association between Parent's Personality Variables, Child's Temperament and Quality of Marital Relationship to Parenting Stress and Life Satisfaction among Parents of Preschool Children: Differences between Mothers and Fathers

Ofir Ben Yaakov, Bar-Ilan University; Shirley Ben Shlomo, Bar-Ilan University

The first years of parenthood are characterized by changes in various areas of life and the ability to cope with these changes is largely

dependent on personal characteristics, personality and environmental factors pertaining to the parents and their children (Nelson, Kushlev, & Lyubomirsky, 2014). Based on Belsky's Parenting model (Belsky, 1984), the aim of this study was to examine the integrated contribution of the personality variables: anxiety and avoidant attachment, self-awareness (rumination and reflection), perception of the temperament of the child (emotional, active, sociable and shy) and evaluation of the marital relationship, in order to predict the perception of stress in parenting (parental distress, dysfunctional parent-child interaction and perception of the child as difficult to handle) and satisfaction with life. A further purpose of the study was to examine whether fathers and mothers differ in these variables.

Method

The study was conducted among 147 fathers and 147 mothers (n = 294) of preschool children (0-7). After they gave their consent to participate in the study the fathers and mothers completed structured questionnaires that included the following variables: parenting stress, life satisfaction (dependent variables), attachment style, self-awareness, child's temperament, evaluation of marital relationship and socio-demographic variables (independent variables).

Results

The findings indicate that mothers compared to fathers are characterized by less avoidant attachment, and more rumination and reflection. It was also found that older age is related to more parental distress and less satisfaction with life. Moreover, higher education and better economic situation are also related to less parenting stress and more satisfaction with life.

Insecure attachment was associated with more stressful parenting in all three dimensions, while rumination was associated with more distress and parental perception of the child as difficult to handle. Reflection was linked to less negative parental interaction with the child.

Regarding the child's characteristics, both emotional and shy temperaments were associated with more stressful parenting in all three dimensions, while sociable temperament was associated with lower parental perception of the child as difficult to handle.

Better marital relationships were found to be associated with less parental stress in all three dimensions. With regard to life satisfaction, avoidant attachment and rumination were linked to less satisfaction with life, as were emotional and shy child temperaments. Better marital quality was associated with greater life satisfaction.

Finally, it was found that reflection, as a dimension of self-awareness, moderates the connection between avoidant attachment and parental stress, in the dimensions of parental distress and dysfunctional parent-child interaction.

Conclusions and implications

The importance of the study is that it lays out a map of variables that may contribute to a reduction of parenting stress and an increase in life satisfaction among parents of preschoolers. Given the fact that the early years of parental care serve as the basis for the child's emotional and physical development, the findings of this research may help social workers who work with parents of young children to build empirically based interventions for these parents, including differential interventions for mothers and fathers.

G6 Abstract ID: 503 Empowering parents and social workers' competences: new instruments and approaches in the home-care intervention field

Andrea Petrella, University of Padova; Sara Serbati, University of Padova; Paola Milani, University of Padova

This presentation describes the relevance of a participative approach in the empowerment of parents and social workers' competences in the field of home-care interventions connected to child-neglect. It's based on a two-year project which introduced participative methods of evaluation based on quantitative and qualitative tools and identified effective practices, analysing them with practitioners and families. The project is focused on the Municipality of Trento (Italy), funded by a foundation (Fondazione Cassa di Risparmio di Trento e Rovereto) and scientifically supported by LabRIEF (Lab of Research and Action on Family Education), a research unit within the University of Padua concerned with action-research in the field of family education. The Municipality of Trento, together with two local cooperatives and LabRIEF, has introduced new instruments and approaches aimed at rethinking and analysing home-care interventions. Home-care interventions are carried out for a fixed amount of weekly hours by home-care workers within the family, in the perspective of giving support to parents and contributing to the care plan.

The presentation gives voice to parents and social workers' opinions collected through four focus-groups (two with parents, two with practitioners) and six interviews, which intended to assess how new instruments and strategies introduced in the frame of home-care interventions had led to a greater involvement of parents and children in the definition of care plans and evaluation of interventions and in the empowerment of parents and practitioners' competences.

The evaluation methodology is the same used in the national programme P.I.P.P.I. (Programme of Intervention for Prevention of Institutionalization) and introduces a path called participative and transformative evaluation (P.T.E.). Data were collected directly by professionals with families, considering all of them as co-researchers. Practitioners become co-workers with parents, teachers and other actors, helping to promote positive child developmental pathways. Focus-groups are used as a key-instrument in order to facilitate discussions about the participative approach and the effectiveness of the instruments that were used.

Measures and instruments that were used are: (1) our Italian adaptation of the British Framework for the Assessment of Children in Need and their Families, including related grids to build shared assessments and care plans, (2) questionnaires that measure children's behaviour and families' social support, (3) training meetings with practitioners and (4) online database where data were collected. Parents and practitioners

have experienced these new instruments at different levels and in different phases of the project. Focus-groups and interviews were focused on their perception about changes and proposals, allowing researchers to collect opinions, identify the aspects that facilitated the cooperation of diverse actors from diverse disciplines and evaluate together the effectiveness of new methods.

Collected data show remarkable findings regarding both parents and practitioners, empowering their role not only in terms of education and care towards children but also in terms of actors of change. Parents demonstrate a great involvement in the design and co-construction of home-based interventions. Practitioners adopted instruments with creativity and perceived themselves as actively involved in the project and placed in a cooperative environment together with researchers and other professional experts.

G6 Abstract ID: 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.

G7 Researching child protection

Chair: Paul McCafferty

Room: David Hume Tower, LG.09

G7 Abstract ID: 365 What's the big 'IDEA'? Addressing the training needs of lawyers and social workers on children's rights in child protection proceedings

Kenneth Burns, University College Cork; Conor O'Mahony, University College Cork; Elaine O'Callaghan, University College Cork

Child protection proceedings mark a critical time in a child's life, profoundly changing their closest relationships and future. In both contested and voluntary proceedings in Ireland, decisions are made with a focus on the welfare or best interests of the child as the central consideration.

It is evident, however, that in practice, the child is noticeably absent from this decision-making process despite the emphasis on establishing his or her welfare or best interests (Parkes et al., 2015). Initial findings from research (see O'Mahony et al., 2016) suggest that a significant reason for this is a lack of training provided to practitioners in both law and social work on children's rights in domestic and international law, as well as on 'soft skills' such as communicating with children and ensuring their participation.

On foot of these initial findings, a five-country international project led by University College Cork and co-funded by the Rights, Equality and Citizenship programme of the European Union entitled 'IDEA: Improving Decisions through Empowerment and Advocacy', is aiming to address this shortfall in practitioner knowledge and skills. This project, which is ongoing, seeks to establish the training needs of child protection practitioners in five countries: Ireland, Sweden, Finland, Estonia and Hungary. Findings from this process will then inform the development and delivery of training to practitioners as well as follow-on research identifying how to improve decisions for children.

The genesis of the IDEA project was developed from the findings of contemporary Irish and European research, some of which was undertaken by the authors (see Burns, Pösö and Skivenes, 2017). A key finding was that practitioners identified a gap between the rhetoric and reality around implementing children's rights in practice in child care proceedings/child welfare removals, which they felt could be addressed by additional training. This project draws upon disseminating existing best practices and research, but will also develop new practice tools including videos, bench cards and an e-handbook.

This paper presents the findings of this project on the training needs of child protection professionals as identified in the literature review and survey/consultation aspect of the project. It will highlight key shortfalls in the skill sets of lawyers and social workers that serve to hinder the extent to which a true children's rights approach can inform practice and decision-making in the child protection system.

In the survey consultation, practitioners noted the impact which these cases can have on their own personal health and ability to perform their role. They identified the need for training in building resilience and coping mechanisms as well as supervisor and co-worker support. Furthermore, this research has identified the need for training in communicating with children in child-friendly language as well as an understanding of various developmental milestones in childhood, a child's memory and the impact of trauma on the child. Finally, training in international children's rights law including, in particular, the UN Convention on the Rights of the Child and the European Convention on Human Rights, has been identified as lacking for practitioners in this field.

G7 Abstract ID: 370 In the Eyes of the Beholder: Value Discrepancies in Parents' and Social Workers' Conceptions of Child Risk and Protection in Two Communities in Israel

Dorit Roer-strier, Hebrew University of Jerusalem; Yochay Nadan, Hebrew University of Jerusalem; Dafna Tener, Hebrew University of Jerusalem; Shelly Engdaw-vanda, Hebrew University of Jerusalem; Netanel Gemara, Hebrew University of Jerusalem

Child risk, well-being, and protection are socially formed constructs that are largely contingent on the contexts in which children grow up. In some countries such as Israel, however, the field of knowledge concerned with these concepts is still mainly rooted in universal developmental theories (such as attachment theory) that were formulated based on empirical research and clinical experience conducted largely in Western countries. Gaps in perception, which emerge within welfare agencies and child protection services between social workers who underwent Western professional socialization and parents from minority groups, are often a source of misunderstanding and tension that are ultimately not in the child's best interest.

In our oral paper presentation, we will present the findings of a large scale qualitative study conducted within two communities in Israel: the Ultraorthodox Jewish population and the Jewish Ethiopian immigrant population. The study examined the constructions and perspectives regarding child 'risk,' 'well-being,' and 'protection' espoused by parents in each of the two communities, as well as those espoused by the social workers working with them. To this end, 60 in-depth semi-structured interviews with parents and 50 interviews with social workers (case managers and child protection officers) were conducted, audio-taped, fully transcribed, and analyzed thematically (Braun & Clarke, 2006; Patton, 2015).

One key finding that emerged from the analysis was the existence of discrepancies between parents' values, perceptions, and constructions of child 'risk' and 'protection' and those of professionals, which manifested in two main variations: (1) when social workers perceive risk for children and parents do not, as exemplified in cases of 'neglect' and 'abuse'; and (2) when parents perceive risk for children and social workers do not, as exemplified in the case of the parental construction of 'spiritual risk.' The implications of this value mismatch for relations between parents of minority groups and the social services will also be demonstrated and discussed. The findings emphasize the tensions surrounding the conflicting cultural and value systems of minority groups and social workers, which become evident and intensify when dealing with issues of children at risk that are embedded in power differentials related to professional roles and social locations. The findings contribute to the debate challenging 'universals' in the definition of risk for children and highlight the importance of social context, poverty, religion, spirituality, culture, and ethnicity in the construction of risk. Moreover, the findings advocate the incorporation of cultural competence and context-informed perspective into practice, training, and policy in the field of child protection.

G7 Abstract ID: 427 Media representations of social work and social workers in cases of murder of children within the family – a comparative study between Israel and Britain

shirley Ben-Shlomo, Bar Ilan University; Noga Levin-keini, The Academic College of Tel Aviv - Yaffo

Background and purpose:

The current study is aimed at comparing Israel and Britain and examining similarities and differences in media representations regarding severe cases of child murder within the family.

One of the interesting questions in comparing the two countries is, whether the historical connection between the British welfare system, with its longstanding liberal humanistic tradition, and Israel, a country in which the liberal humanistic concept underlying its welfare system is relatively new, has given rise to a similarity also in the manner in which social work and social workers are portrayed in the media.

Methods:

For the purposes of the research two conspicuous instances of child murder within the family were selected from each country. In total 20 online newspaper clippings were sampled randomly, with five reports on each event.

Results:

In comparing the cases, it was found that social workers operating in the arena of child abuse, in the two countries, are the targets of stereotypical labelling by the media, in instances of murder within the family. The difference between Britain and Israel, however, in terms of the extent and duration of coverage, and the number of individuals involved, boils down to British coverage being less categorically accusatory.

Conclusions and implications:

The importance of the present research lies in the fact that it shows how an examination of media coverage of extreme events within the cultural context in which they occur can explain why social changes can be made more easily in certain societies or countries than in others. The element of public dialogue in British society is manifested in prolonged reporting that includes a large number of personalities alongside encouragement of public debate and its entrenchment in state committees. Debate in Israel, in contrast, is characterized by greater categorization; a disregard for details; greater impulsiveness, which paves the way for treating cases in the media on the basis of 'moral panic' and interaction between all systems engaged in the protection of children at risk.

G8 Researching people with disabilities

Chair: Ian Cummins

Room: 50 George Square, G.06

G8 Abstract ID: 206 Contingent citizenship – how active welfare state reforms change the conditions for social work and people with cognitive disabilities

Mette Rømer, Aalborg University; Iben Nørup, Aalborg University; Mie Engen, Aalborg University

In Scandinavia the Normalization principle has had great influence on social services for people with cognitive disabilities. The principle refers to the idea and overall goal that the living conditions of people with cognitive disabilities should be as close as possible to the mainstream of society and that people with cognitive disabilities should have the same rights as all other citizens. However, the political landscape is changing and over the past two decades social policy in Europe has increased the focus on cost-effectiveness and economic and social outcomes. Active welfare state reforms have been implemented in most European countries with the main aim of combatting unemployment – partly by reducing social benefits to increase incentives to take up work, and partly by introducing various forms of activation aiming to improve the employability of unemployed individuals. Originally these reforms were targeting unemployed groups with no problems besides not having a job, but over the years individuals with severe disabilities and health problems have also been included as target groups, and activation policies have gradually permeated the field of social policy. The reforms lay stress on improving the disabled individuals' workability and increase sanctions and the threat of sanctions if the disabled individual is not making suitable efforts to improve his or her situation. Yet, little knowledge exists on what this means for social work with individuals with cognitive disabilities, who are too disabled to respond to financial incentives and are unable to develop sufficient workability, and what the consequences are for these groups. In this presentation we will analyze the consequences of active welfare state reforms and the political focus on effectiveness in social services for individuals with cognitive disabilities in Denmark. Based on policy analysis of the Danish reforms and drawing on qualitative and quantitative empirical results from three recent Ph.D. dissertations, we will discuss the transitions in the living conditions for people with cognitive disabilities. More

specifically, how the possibilities of social citizenship becomes contingent, when active welfare state reforms are implemented and when 'being active' – formally or informally – becomes the condition for receiving financial and social support. The findings from the dissertations show that when 'activity' and supporting development of a particular 'active behavior' among individuals with cognitive disabilities becomes the aim of social work, care and equal dignity for people who depend on assistance are left in the background. Thus, despite the aim of inclusion, the efforts to 'activate' those unable to engage in paid work and 'a normal everyday life' have had counterproductive consequences, when it comes to social marginalization and social citizenship, in particular for adults with cognitive disabilities.

G8 Abstract ID: 267 Where disability and homelessness meet: Mapping an intersection of vulnerability and disjuncture

Stephanie Baker Collins, McMaster University; Ann Fudge Schormans, McMaster University; Lisa Watt, McMaster University; Becky Idems, McMaster University; Tina Wilson, McMaster University

Background and purpose

When the Partnering for Change project set out to map the intersection of disability, education and employment for youth who have experienced homelessness; we encountered some daunting questions: How does one determine prevalence of disability among homeless youth when agency data are non-existent, indirect and/or disparate? How do the service needs of homeless youth with a disability get noticed when disabilities are not immediately apparent or disclosed, or go un-assessed? How does one map a service intersection when service sectors are siloed, when some sectors are highly centralized while others are flat and messy; and when service connections for youth are mysterious and intermittent? Our initial answers to these questions will be presented in this paper.

Objectives and Methods;

1. Determine the prevalence and scope of intellectual/developmental and learning disabilities among homeless youth.
2. Map referral pathways and access to services available to homeless youth with disabilities; identify prospects, possibilities, hopes and expectations for agencies working with disabled youth experiencing homelessness.
3. Deepen our understanding of the complex intersections between disability, homelessness, education and employment for youth who live at these intersections.

To meet this object we gathered quantitative intake data in partnership with seven agencies which provide shelter and/or support services for homeless youth. We de-identified, cleaned and integrated the data to estimate the prevalence of disability among youth using homelessness services. We also introduced a one page pilot questionnaire into agency intake processes which asked specific questions about disability. This pilot questionnaire has given us a much more accurate picture of prevalence.

To meet this objective we undertook an environmental scan, conducting key informant interviews with agency representatives in the homeless, disability, child welfare, education, and youth employment sectors to map referral pathways, service access, gaps and consequences for youth and agencies.

We have conducted interviews with frontline staff in the disability, employment, education, and homeless sectors and interviews with disabled youth experiencing homelessness. A participatory, co-researcher model was used in this part of the data collection and persons with ID/DD who have experienced homelessness participated in the interviews with youth.

Results

In this presentation we report our initial findings on the prevalence of intellectual, developmental and/or learning disabilities among homeless youth who use the services of partner agencies in three sites in southern Ontario. We will report on the invisibility of disability in the homelessness sector, the systemic disjuncture between the homeless and disability service sectors, the convoluted pathways to service and the consequences for youth who are not well served.

Implications

Homeless youth with a disability require both their disability and their homelessness to be addressed in order to find stable housing and connect to education and employment. Disability is currently not addressed by the youth homelessness sector in any systematic way. Addressing disability cannot happen without awareness of the prevalence and nature of disability and changes to the convoluted pathways to service.

G8 Abstract ID: 455 Youth with a mild intellectual disability in a complex changing society

Floor Peels, Fontys University of Applied Sciences; Dana Feringa, Fontys University of Applied Sciences; Lisanne Rintjema, Fontys University of Applied Sciences

In the Netherlands there is an increasing demand for help from youth with a mild intellectual disability (MID). Youth with MID often do not only have a relatively limited IQ, but also face challenges in regard to social adjustment and social life skills. Problems in these fields appear related

to deficits in self-care, learning disorders, motor skill disorders, communication disorders, lack of social skills and pervasive developmental disorders. Helping these young people to fulfill their needs and wishes in life is therefore an important responsibility for social workers.

The increasing demand for help from youth with MID can partly be related to the increasing complexity of contemporary western societies such as the Netherlands. But there is more. The public and political opinion on the goals of the welfare state have changed over the last few years. In 2015 a new law institutionalized this paradigm shift. The government is now no longer responsible for the wellbeing of their citizen from the cradle to the grave. Instead, citizens have become responsible for their own wellbeing and for the wellbeing of others around them. Citizens themselves should state what kind of care they need and, importantly, try to find that help in their social network. Only when suitable care cannot be found there, citizens can ask the government for help. It is precisely this competence that is difficult for youngsters with MID who can use some help with the realization of their life goals. Especially youth with MID often state that they do not have problems and do not need any help from others, even at moments in which life is hard. Consequently, when these young people become 18 years of age and care is no longer forced on them they often cut off all their ties with care professionals; they do not want to be seen as a client any longer. Because of this they lack proper guidance in their major and minor struggles for years, which can result in the development and accumulation of problems in multiple facets of life. By the time a social worker is asked or forced back into their lives, difficulties have too often become very problematic.

During this presentation we will present the main results and conclusions of a research project in which we, in collaboration with youth with MID and professionals, developed a conversation tool. The use of this tool could contribute to a more positive and less stigmatizing outlook on the role of the youngster in his or her life. By surpassing a focus on 'talking about your problems', a more holistic approach of the youngster is enabled. Because of this, life will become easier to talk about, and potential difficulties can be discussed and tackled in an earlier stage.

G9 Researching health & social work

Chair: Sofia Dedotsi

Room: 50 George Square, G.05

G9 Abstract ID: 562

A thematic review of probable suicides amongst children and young adults in Mid and West Wales.

Thomas Slater, Cardiff University

Background/purpose:

Suicide is the leading cause of death for young people under the age of 34 in England and Wales. For young males, the rate of suicide is particularly acute. These deaths impact families, peers, professionals and communities. This is particularly true when the death is that of a child or young adult. The multifaceted nature of suicide, combined with varying levels of individual resilience, makes assessing and preventing suicide highly complex. Further to this, not all those completing the act are known to services. By learning from suicides, we can help to inform contemporary practice and multi-agency working, enabling us to consider the role of statutory and non-statutory agencies in preventing future deaths.

Method:

This paper reports on qualitative data gathered from a review commissioned by the Mid and West Wales Safeguarding Board into probable suicides amongst children and young adults (n=16) over ten-year period. For each case, a range of documents were provided for thematic analysis. Documents included: Child Practice Reviews; Serious Case Reviews; Adult Practice Reviews; Procedural Responses to Unexpected Deaths in Children (PRUDiC) minutes; multi-agency professional forum minutes and learning events; chronologies and some wider descriptive documentation.

Findings:

The findings from the thematic review identified key antecedents associated with suicides in young people. In many cases the young people experienced multiple adverse life events including; Adverse Childhood Experiences (ACEs); mental ill-health; and substance misuse. Other vulnerable groups included young people who were looked after and/or had Special Educational Needs (SEN). Recent bereavement, particularly where bereavement was from suicide, were common in many cases. Relationship breakdown and aggressive behaviours in young males, who accounted for three-quarters of all deaths, were associated with increased suicidality.

Professional responses to suicides amongst children were well managed through the PRUDiC process, however, responses to young adults' were more variable. Poorly managed transition between children and adult services served to heighten anxiety and mental health needs, factors associated with increased suicidality. Equally, access to, and the working relationship with, mental health services was noted to be problematic.

Conclusions and implications:

Preventing suicide necessitates effective multi-agency working and a strong focus on a person-centred approach. Four areas for development were identified: (i) training and support on suicide is needed for both qualified and unqualified staff in statutory and non-statutory agencies; (ii) clear mechanisms for recording and responding appropriately to suicides are needed in both adult and children services; (iii) mental health services have a key role in supporting young people with suicidal ideation and behaviours, however, all agencies need to be proactive; and, (iv) supporting families, peers, professionals and communities after a suicide is important in preventing future suicides.

G9

Abstract ID: 673

Social work in mental health. Epistemological identities and preferences among social workers

Tor-Johan Ekeland, University college volda; Vidar Myklebust, University college volda

Background and purpose:

The mental health field is an inter-professional arena where psychiatrists, psychologists, nurses, and social workers comprise the largest groups. For decades, there has been great differences, both within and between professionals concerning the most vital subject matter: how to explain mental illness and suffering and how to argue for the best treatment strategies and regimes (Ghaemi, 2003; Luhrmann, 2000). Historically, these differences have created substantial tension, both within and between professionals, and the tension still exists (Ekeland, 2011; Ringen & Dahl, 2002). Brendel (2009) characterized the necessity of healing—what he termed the conceptual wounds—in the mental health field as 'not simply an abstract task, but an urgent ethical imperative on which rigorous and humane clinical care, research, and training depend' (p. 24). In other words: our conceptualization generate practice. However, we do not know much about how different professionals identify themselves within this variety of epistemological stances. This study aims to measure that for social workers. Based on an epistemological model by Ekeland (2011) diverse theoretical models in the field can be placed along two epistemological dimensions: i) whether explaining models is understood with reference to objectontology (as in medical models) or subjectontology (as in psychodynamic models), and ii) whether therapeutic theories can be based on either intentionality (as in empowerment models) or causality (as in psychoanalytic models). We hypothesises that social workers in the field identify themselves more with theories and models founded in subjectontology and intentionality.

Methods:

As part of a comprehensive survey to 2060 social workers in four counties in western Norway, recruited by their labor-union, those working in the mental health field (N=410) was asked to rate on a Likert-scale which of six specified models (psychodynamic/medical/cognitive/behavioral/humanistic/systemic) inspired them most/least. Furthermore; which of the models they regard as dominating on their workplace, and their evaluation (agree/disagree) to some statements about services and treatment in mental health.

Results:

As expected, most social workers identify themselves according to our main hypotheses, with CBT as the 'winner', followed by systemic and humanistic. CBT is also experienced as the most dominating model at the workplace, followed by psychodynamic and behavioral. The most characteristic are the eclectic attitudes (inspired by many), and their own perception as more eclectic than others at their workplace. Interesting, however, is that the more educated the social workers are (clinical courses at master level) the less eclectic. The most educated are also the most critical to services as being too individualistic and based on medical tradition.

Conclusions:

According to the definition of social work, one could expect a more explicit identification with social and contextual models among social workers in the mental health field. We suppose that such identity has implication for practice and the social workers ability to promote social work at interprofessional arenas. Strengthen the educations seems to have the potential to also strengthen such identity.

G9

Abstract ID: 677

Ethnicity and Access to Health Care: A Complex and Intersectional Analysis

Sarah Pollock, Manchester Metropolitan University

Analysis of the Health Survey for England (Nazroo et al 2009) suggests that ethnic minority individuals are significantly less likely to utilise health and social care services than their white peers. This paper will challenge the essentialist notions in this statement by reporting the themes arising from a project exploring older Pakistani women's experiences of health and social care in North West England. Participants were interviewed using narrative interviews to tell the stories of their interaction with English health and social care systems. The transcripts were analysed using dialogic performance analysis (Kohler-Riessman 2008). Each woman's story was retained but reoccurring themes between them were identified to gather a more holistic understanding of the issues preventing minority ethnic older women from accessing health and social care services.

The themes that emerged from the analysis included the familiar issues of lack of awareness of services and previous poor experiences. Importantly, analysis also highlighted the impact of the intersecting oppressions of 'race', class, gender and age, and the expectations of the behaviour of the majority 'other' on both the women's identity and choices.

Current service responses to underrepresentation are based on essentialist notions. This research challenges these notions, and the usefulness of such responses, highlighting the complexity of the factors involved. This approach can be used as a basis for improving access to health and social care and service engagement with marginalised groups or communities.

G9 Abstract ID: 813
Clients as Neoliberal Subjects: Constructing and Managing the Needs of Severely Mentally Ill (SMI) Clients in Community Mental Health Services

[Eunjung Lee, University of Toronto](#); [Marjorie Johnstone, Dalhousie University](#); [Jessica Herschman, University of Toronto](#); [Brayden Ko, University of Toronto](#)

Case management services have been recognized as one of the effective 'standards of care' for the severely mentally ill (SMI) in community mental health contexts. In a process of actively supporting and managing varied services to meet the complex needs of the SMI, in a neoliberal context, we wonder if this context results in reconstructing their needs to fit with the institutional agenda while constructing the clients as neoliberal subjects. Meanwhile, although unintended, social workers are managed and co-opted into costing the importance of the working alliance instead of learning about the 'person' of the client and his/her needs.

Drawing from critical theories of neoliberalism and social services, we illustrate 'how' this unintended disempowering can occur when providing CM services. This presentation draws on data from transcripts of audio- taped sessions between social workers and clients with SMI in an outpatient community mental health setting in an urban Canadian city. Inspired by critical theories in discourse analysis, we illustrate how neoliberal themes (re)position the clients and social workers to either comply with or resist session tasks in everyday interactions, and how these interactions shape the clients' and social workers' subjectivities as neoliberal subjects.

This presentation documents challenges for social work education and practices in a changing world of fiscal stringency, business based rationalities and neoliberal requirements for efficiency and cost effectiveness. Many human needs exist outside the profit formulas of a market economy and the needs of the SMI are a stark illustration of this. We use a research methodology (transcript analysis) which facilitates an exploration of the minutiae of the therapeutic process, and then draw on critical theoretical constructs to analyse the findings. Through this process links are made from theory to practice, and theoretical ideas are concretized through 'real life' examples.

We hope that the detailed illustration of moment-to-moment interactions between clients and social workers around CM tasks will assist social workers in critically reflecting upon their own practice. In addition, an enhanced understanding of neoliberal ideas and how these ideas can penetrate everyday practice may inspire practitioners on ways to resist and enrich therapeutic responses. The findings are also very pertinent for social work pedagogy as transcript analysis could be used for classroom analysis in combination with consideration of macro thematic discourses as a foundation for discussion and teaching.

Notes

Special Interest Group meetings

Friday 20 April (lunchtime)

All Special Interest Groups (SIG) have allocated space for meetings in the lunchtime of Friday 20 April. Please see below for room allocations. The meeting agenda is set by each group.

Critical Realism and Social Work Research	Appleton Tower 2.12
The Decisions, Assessment and Risk Special Interest Group (DARSIG)	Appleton Tower 2.14
Doctoral and Early Career Researchers	Appleton Tower 2.11
Sexuality Studies in Social Work	Appleton Tower 2.07
Social Work, History and Research	DHT LG.06
Social Work Practice Research	DHT LG.07
Social Work with Children and Families Across Europe	DHT LG.08
Social Work and Extreme Events	DHT LG.09
Research on Social Work Education	DHT LG.10
Social Work in Film, Television and the Media	DHT LG.11
Gerontological Social Work	50 GS, G01
Social Work Research on Integration Policies with Migrants and Refugees (SWIM)	50 GS, G.02
Arts-Based Research in Social Work	50 GS, G.04
Service User Involvement	50 GS, G.05
Transnational Social Work	50 GS, G.06

There are also two additional meetings on Friday lunchtime for groups who may opt to form a Special Interest Group. All interested conference participants are most welcome!

Social Pedagogy	Appleton Tower 2.04
Underrepresented Countries	Appleton Tower 2.05

Notes

Workshops & Symposia

Parallel Session A: Thursday 19 April 10.20-11.50

Symposium	726	Enabling practice research skills and confidence: An international perspective	Rm: 50GS G.03
Workshop	390	Practitioner Led Research, negotiating turbulent ethical waters?	Rm: AT LT 3
Workshop	200	Can statistical data qualify assessments of children at risk?	50GS G.04
Workshop	568	Using online diaries in blended social work	Rm: AT LT 1
Symposium	237	Child Welfare Concepts – in Transition and Change	Rm: AT LT 2

Parallel Session B: Thursday 19 April 12.00-13.30

Symposium	258	Arts as a transitional space within social work research	Rm: 50GS G.03
Symposium	391	User involvement in Research	Rm: 50GS G.04
Workshop	111	Claiming a new work field – strategies of asserting social work competences	Rm: AT LT 1
Symposium	298	Methodological challenges in researching child protection decision making in a changing world	Rm: AT LT 2

Parallel Session C: Thursday 19 April 14.45-16.15

Symposium	453	Matters of Professional Identity	Rm: 50GS G.03
Workshop	779	An Overview of Advanced Quantitative Methods for Social Work Research	Rm: AT LT 3
Workshop	174	What is Transnational Social Work Research? Designs, Methods and Methodologies in Transition	Rm: 50GS G.04
Symposium	248	Ethnographical research in social work judgment and decision-making. Innovative ideas for exploring professional practices	Rm: AT LT 1
Symposium	473	Researching long-term social work and child protection practice by getting as close as possible to practice and organisational life	Rm: AT LT 2

Parallel Session D: Thursday 19 April 16.25-17.55

Symposium	538	Ethical challenges in leaving care research: International insights and prospects	Rm: AT LT 3
Workshop	367	The potential for social work research on social media	Rm: 50GS G.03
Workshop	187	Designing, delivering and disseminating research impact: lessons from the Talking and Listening to Children Project	Rm: 50GS G.04
Workshop	486	Teaching Social Work History as Critical Pedagogy	Rm: AT LT 1
Symposium	531	Challenges and benefits when comparing leaving care studies – 3 international tandems on 3 dimensions of social networks	Rm: AT LT 2

KEY

AT: Appleton Tower
DHT: David Hume Tower
50 GS: 50 George Square

Workshops & Symposia

Parallel Session E: Friday 20 April 10.20-11.50

Symposium	547	Poverty-Aware Social Work Paradigm: Theory, Research and Policy	Rm: 50GS G.03
Workshop	430	Come and talk: using conversation analysis for change	Rm: AT LT 3
Symposium	463	Tensions in transitions leading to four kinds of participation workers supporting social enterprises	Rm: 50GS G.04
Symposium	632	Repositioning social work practices under the cloak of (in)visibility	Rm: AT LT 1
Symposium	42	Researching unequal access to social and health services – the utility of the 'concept of candidacy' for social work research	Rm: AT LT 2

Parallel Session F: Friday 20 April 12.00-13.30

Symposium	489	Continuous Realist Evaluation of Human Services in a Changing World: Repeated Analyses of Big Data Combining Effectiveness Research and Epidemiology Methods from Chautauqua and Rockland Counties (New York State) and Manchester City Council (UK)	Rm: 50GS G.03
Workshop	487	Practice-based Evaluations in Social Work Services: Collecting and Analyzing Data to Help Service Users	Rm: AT LT 3
Workshop	793	Experiencing the Social Work World: Using art to explore social work practice	Rm: 50GS G.04
Workshop	270	Professional ethical identity re-examined: A workshop with dialogue and data	Rm: AT LT 1
Symposium	115	Practice research with co-researchers. Dilemmas, lessons learned and added value	Rm: AT LT 2

Parallel Session G: Friday 20 April 14.45-16.15

Workshop	525	The study of social work interaction as a method of knowledge exchange	Rm: AT LT 3
Symposium	239	Implementing and Evaluating Child Welfare Practices in Local and Global Contexts: the Case of Reclaiming Social Work Model	Rm: 50GS G.04
Workshop	723	Addressing global concerns through everyday care	Rm: AT LT 1
Symposium	222	Social Work Research in Transition: A comparison of conditions and infrastructures for social work research in different European countries	Rm: AT LT 2

KEY

AT: Appleton Tower
DHT: David Hume Tower
50 GS: 50 George Square

A Symposium 726 Enabling practice research skills and confidence: An international perspective

Laura Yiruka, 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.

A Workshop 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 researchers 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.

A Workshop 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.

A Workshop 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 Re- search 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 clients. 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 diary tool.

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)

A Symposium 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.

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.

B Symposium 258 Arts as a transitional space within social work research

Eltje Bos, Amsterdam University of Applied Sciences; Ephrat Huss, Ben Gurion University; Tony Evans, Royal Holloway University of London; Erik Jansen, HAN University of Applied Sciences; Susan Levy, University of Dundee; Mieko Yoshihama, University of Michigan

There is at present a turn towards the arts in social theory and practice as seen in arts based research, visual culture and anthropology, in indigenous, decolonizing and action based research methods, in social media and community arts, and in playback and community theatre, photo-voice, arts therapy and outsider arts, to name a few. Arts are particularly suited for researching transitions, as they have always used to mobilize a system through a transition because they enable dealing with the past in symbolic form, and reconstructing a vision of the future. Arts enable to create an embodied phenomenological and complex gestalt that helps to manage transferring knowledge, allocating limited resources, and integrating complex cultural levels to reach joint benefits in an integrative form. This symposium is made up of members of a special interest group in the arts in social work at ECSWR, and we are now publishing an edited book together on how arts are used in social work. We aim to connect between social work and the arts on a deep theoretical level, as a methodology to enable to create research on transitions and as a potential new core competency and vision-in social work research education and practice. This panel will cover a broad range of the ways that arts can help to capture the elusive and multifaceted nature of transitions.

B Symposium 391 User involvement in Research

Ole Petter Askheim, Inland Norway University of Applied Sciences; Peter Beresford, University of Essex/Shaping Our Lives; Cecilia Heule, Lund University

User involvement in research is quickly proliferating across Europe. Increasingly participatory research strategies are supported by agencies responsible for governmental policy, and many funding agencies require that users should be named as collaborators on funding applications.

Major developments have been taking place in the epistemology of health and welfare research with new requirements for user involvement in research and development of user controlled research. However, there are complex and contentious theoretical, philosophical, ethical and ideological issues raised by such involvement, which increasingly seem to be qualifying its development. Firstly, the claim for user involvement have different roots: It comes partly from public authorities with the aim to make more effective and better services, and partly from user organisations, which are critical to this approach as it does not take into the account how the services have been marginalizing and suppressing user groups. Reviews of user involvement also shows that the involvement in research often is modest and that the users mostly are involved after the premises for the research projects are decided. The literature also give limited evidence to what importance and consequences user involvement really means for the results of the research. An important conclusion is that the better training, planning and procedures that are put in place, the clearer definition of roles and the more positive the attitude towards user participation and the greater the trust and respect the parties have with each other is important for positive impact of the user involvement (Brett et al 2014). An important question thus is who is in control of the research and whose knowledge does it also when it is marketed as participatory.

Involvement of service users in research also raises more ethical and practical issues: The projects have to give priority to use time and resources to the collaboration with the users, which for the researchers might collide with what they experience as claims from academia. In addition, the co-researchers must be paid properly.

In the symposium, we will explore and discuss the opportunities and barriers emerging with user involvement in research, building on the experience of research projects from different European nations. An overall question will be how user involvement can contribute to the democratization of knowledge production. The participants are all part of the PowerUs network which for a long period has developed models for user involvement in social work education and related professions.

B Workshop 111 Claiming a new work field – strategies of asserting social work competences

Peter Voll, University of Applied Sciences, HES-SO Valais; Julia Emprechtinger, University of Applied Sciences, HES-SO Valais; Evelyne Thönnissen Chase, University of Applied Sciences, HES-SO Valais

Social change and the corresponding challenges may create new fields in care and social work. Mostly, various professions and actors advance their competences and jurisdictional claims to play a leading part in the creation and delivery of services responding to new problems.

This workshop will offer a platform for exchange about such processes in different European countries and contexts. We thereby will lay the focus on the tactics and strategies of social work to take its place in a newly opening or suddenly expanding field of work, and the ways of raising and defending jurisdictional claims against other professions. Under what conditions can new fields be opened for social work? How do these fields relate to established social work identity? How do research and (scientific) knowledge influence the success of these strategies? How can social workers extend their influence in legislative processes framing these new fields? What might be reasons for failing jurisdictional claims? And, finally, what might be appropriate research designs to answer these questions on an international level?

On the example of the Swiss authorities in charge of mandating child and adult protection, we would like to stimulate the discussion (Emprechtinger and Voll 2017). In 2013, professional authorities replaced the former mostly lay authorities in place since 1912. By law, the authorities are interdisciplinary: Mainly law and social work, but also psychology and pedagogy, have been established as the disciplines represented in the board. According to Abbott (1988), these new authorities can be seen as an arena where the professions in charge of child and adult protection are claiming for jurisdiction. Besides the agency or workplace, two other main arenas may be distinguished: the politico-legal arena and the public opinion. The outcome, the acceptance as well as the rejection of the claims, depends on the shaping of these arenas by different collective actors (professional groups as other stakeholders) and on their strategies and tactics within.

Workshop method

The workshop aims to elaborate new insights on topics of professionalization and positioning strategies in inter-professional collaboration. We would like to meet researchers with similar research topics on national and international level in order to generate a future collaboration network.

After a brief introduction to the research topic on the bases of a current research project concerning two of the arenas mentioned (workplace and politico-legal), we will start a World Café on three topics of the actual research, that we would like to discuss with workshop participants. The world café method should facilitate the conversational process by focusing the discussion on specific research question. Three planned world café topics:

1. Creating new work fields for social work: when, where, by whom and why?
2. Positioning social work in new work field: actors, discourses and debates
3. What research method for which arena or: opportunities, challenges and expected benefits of mixed-method designs.

The workshop will end with a short conclusion on the different topics discussed, creating a common base for a future research network on an international level.

B Symposium 298 Methodological challenges in researching child protection decision making in a changing world

Andrew Whittaker, London South Bank University; Brian Taylor, Ulster University; Helena McElhinney, Ulster University; Marlene Sinclair, Ulster University; Joel Gautschi, University of Applied Sciences and Arts Northwestern Switzerland; Beth Coulthard, Ulster University; John Mallett, Ulster University; Konstantinos Katsikopoulos, University of Southampton

Professional judgement and decision making are central components of good social work practice that raise challenges for researchers, practitioners, service users and policy makers. The Decisions, Assessment and Risk Special Interest Group (DARSIG) of the European Social Work Research Association (ESWRA) has drawn together four papers that address key methodological challenges in meeting the needs of social work in a changing world. All of the papers are empirical studies that demonstrate methodological developments in studying decision making in child protection.

The first paper by Brian Taylor, Helena McElhinney and Marlene Sinclair used a factorial survey design to measure perceptions of relative weights of risk factors in pregnancy. Using samples of child protection social workers and midwives, the study examined the ranking of risk factors identified by both groups.

The second paper by Joel Gautschi is an empirical study that aims to disentangle child protection workers' judgment and decision-making using a multi-factorial experimental vignette design. It will present an empirically tested multilevel model of case, professional and organisational factors associated with professionals' decision-making in child protection. The paper also discusses the benefits and limitations of using statistical multilevel models to study professionals' decision making in experimental designs.

The third paper by Andrew Whittaker reports the findings of an empirical study about learning decision-making skills. The study is a randomized controlled trial of an educational intervention that enables social work students to develop pattern recognition strategies through intensive digital feedback for highly experienced practitioners.

The final paper by Beth Coulthard, Brian Taylor, John Mallett and Konstantinos Katsikopoulos outlines an empirical study using 'Big Data' techniques to identify the factors most strongly predictive of court outcomes in children's care proceedings. Such techniques allow traditional logistic regression as well as more innovative approaches drawn from artificial intelligence as well as the potential to evaluate heuristic decision strategies. As well as highlighting the strengths and potential benefits of such innovative developments, the paper will also explore the methodological logical and ethical challenges.

C Symposium 453 Matters of Professional Identity

[Martin Kettle, Glasgow Caledonian University](#); [Scott Grant, Glasgow Caledonian University](#); [Maura Daly, Glasgow Caledonian University](#); [Trish McCulloch, University of Dundee](#)

The issue of professional identity, legitimacy and direction has presented a significant challenge for social work in recent times, and is a matter of concern for both social work practitioners and educators whose role is to support students in the development of their professional selves. The profession is influenced by the political and social context in which it operates and different national responses to global philosophical and political changes influence its identity. In a Scottish context, the literature review conducted for Changing Lives (Asquith et al, 2005: 9) asserted that: 'the role we expect of our social workers must inevitably be associated with the professional identity of social work, the function of social work, the structures within which social work services are provided, major social and economic changes, and broader social and economic ideologies'.

Drawing on Bourdieu's theory of social action, this symposium seeks to address the conference subtheme, 'Social work history, identity and practice in changing times and across varied contexts (family; sexuality; disability; ethnicity etc.)'. It presents Bourdieu's concept of habitus to reflect on the deeply ingrained dispositions that social workers bring to their professional lives from their early life experiences and which enable them to successfully navigate social environments. It considers the impact of the ever-changing social contexts in which social work is practised drawing on Bourdieu's concept of field. The positioning of social workers within these fields is determined by the volume and distribution of various kinds of capital including professional knowledge and status. It considers the rules and conventions governing the field, the implicit and explicit schemata which orientate social workers in the course of their daily lives and which impact on the continuing development of their professional identity.

The symposium will consist of three linked papers which draw on empirical studies of professional identity and professional socialisation. One of these is a longitudinal study of newly qualified social workers in progress that is following them over a five year period from when they entered the field of practice. The second is a doctoral study in progress that takes a narrative approach to professional identity amongst experienced practitioners. The third applies a Bourdieusian lens to an existing data set from a grounded theory study of child protection social work.

With its combination of original empirical research and theoretical rigour, this symposium will offer a range of original insights, both theoretical and pedagogical, about how professional identity is developed. It will identify implications for social work education and explore possibilities for research.

C Workshop 779 An Overview of Advanced Quantitative Methods for Social Work Research

[Christopher Wretman, University of North Carolina at Chapel Hill](#)

Background

Quantitative analysis is a research paradigm that uses a variety of statistical models to answer questions about social phenomena. By emphasizing precision and standardization, these methods produce numerical results that are generalizable to large populations of service users. Like other social sciences, quantitative analyses are increasingly gaining a prominent foothold within social work. Despite considerable education and outreach efforts however, many social work scholars find themselves transitioning from a fundamental understanding of inferential statistics to a sophisticated application of advanced quantitative methods that dominate other professional fields such as medicine, public health, and economics. Even now it is likely that too few social work scholars have robust expertise to conduct advanced quantitative analyses for dissemination. This fact may place social work scholars, and the research they produce, at a disadvantage compared with their interdisciplinary peers. Thus, there is a need to guide social work researchers through a transition of understanding quantitative methods into application.

Content

This workshop designed specifically for the 2018 European Conference on Social Work Research (ECSWR) theme of 'social work in transition' aims to address this need in four main parts. First, quantitative research methods as a whole will be placed within the broader context of hypothesis testing, probability theory, and causal inference. Attention will be given to study design and measurement as they relate to statistical methods, and on the broader concern of statistical conclusion validity. This overview will focus on the ordinary-least-square regression framework that serves as the foundation for the advanced statistical models to follow. Second, the workshop will include sections devoted to the following five methods: (a) multiple regression, (b) multilevel modeling, (c) factor analysis, (d), structural equation modeling, and (e), survival analysis. Throughout the discussion the focus will be on the practical application of these methods rather than technical details. Numerous

graphs, figures, and other visual aids will be included. Each of the five methods will be covered with (a) a succinct description and rationale, (b) a contextualization within the realities of social work research, and (c) a specific illustration within an extant social work article. Attendees will thus gain pithy but detailed overviews of all five of the major advanced models. Third, the discussion will broaden to cover overarching issues that often concern each of these five methods. The key data problems of (a) non-normality, (b) clustering, and (c), missingness will be prominently discussed. Finally, the fourth part will comprise brief discussions of statistical software, resources, and key references. The workshop will also allow significant time for audience comments, questions and interactions.

Conclusion

Overall, this type of general overview can be invaluable for ECSWR scholars and students who are at the beginning stages of their understanding of statistical models. It will serve as an approachable and easygoing starting point for further study and exploration. It also pairs well with the 2018 ECSWR themes of (a) enhancing research methodologies and methods and (b) social work education.

C Workshop 174 What is Transnational Social Work Research? Designs, Methods and Methodologies in Transition

[Claudia Olivier-Mensah, University of Mainz](#); [Wolfgang Schröder, University of Hildesheim](#); [Cornelia Schweppe, Johannes Gutenberg University Mainz](#)

Are you doing or planning research across different nation-states? Or are you dealing with a target group, (e.g. migrants, refugees,...) who exhibits transnational practices (e.g. mobilities, identities, networks) in their day-to-day worlds? Or are you focussing on the organisations of social work in social services or practice research and are encountering their challenges with the increasing flows of people, social relationships and organisations that transcend national borders?

Then this workshop could be of interest for you!

The workshop is organized by the newly established special interest group "Transnational Social Work" (TRAN-SOW). It aims to invite current members and interested participants to network on the topic of a transnational approach to social work research.

The interactive workshop will be based on theoretical inputs on what is Transnational Social Work research as well as on short empirical project presentations of TRANSOW members and others from Norway, Ireland, Israel and Belgium, which will reflect their designs, methods and methodological approaches. We also invite participants to share information about their ongoing research or ideas for new studies. What research designs and methods are suitable for research in transnational social work settings? What transitions and adaptations are necessary and what special challenges in transnational contexts can occur? What theoretical challenges are implied?

This workshop provides an open space to jointly engage in the discussion about the theoretical and empirical implications of Transnational Social Work research. It will provide an insight into the wide field of transnational research in social work as well as an insight on how empirical research across national contexts can be conceptualized and realized.

The workshop will also provide a forum for the exchange of ideas for future collaboration like the planning of conferences or publications projects.

We will bring together researchers from the field of Transnational Social Work in order to develop the circle and activities of the special interest group "TRANSOW" in this emerging research area further.

Presentations:

- Meetings on the Margins: Irregular Migrants and 'Regular' Social Workers - Turid Misje, Centre of Diaconia and Professional Practice, VID Specialized University, Norway
- Child Rearing Practices: Cross-Cultural Perspectives of African Asylum Seeking Families and Child Protection Social Workers in Ireland - Colletta Dalikeni, Dundalk Institute of Technology, Ireland
- Contextualizing the Relationship between Eritrean Refugees and Social Workers: The Case of Israel and Germany - Lior Birger, The Hebrew University of Jerusalem, Israel
- The Organization of Social Work in Addressing Victims of Sexual Trafficking: The Case of Denmark - Mette Rømer, Aalborg University, Denmark
- Transnationality as a Key Topic for Social Work: Emerging Practices in Belgium - Mieke Schrooten, Odisee University College, Belgium

C Symposium 248 Ethnographical research in social work judgment and decision-making. Innovative ideas for exploring professional practices

[Pascal Bastian, University Mainz](#); [Katharina Freres, University Mainz](#); [Mark Schrödter, University of Kassel](#); [Marion Pomey, University of Zurich](#); [Yvonne Smith, Syracuse University](#); [Duncan Helm, University of Stirling](#)

Empirically we have a small knowledge about how professionals in social work make decisions in practice. Most studies have their focus on judgment errors, biases or external influences. This deficit-oriented view about professional judgment and decision-making may be the result

of a premature imputation of normative standards to professional practice. Commonly, so-called mistakes or deviations in judgments are not explained by the questioning of these assumptions, but rather by certain basic conditions, such as the lack of competence or poor training of the actors, external influences or cost pressures.

The aim of the symposium is to discuss studies, based on an ethnographical perspective, which takes a closer look at the practices of decision-making. Such studies focusing the conditions of 'doing' professional decision-making show that professional judgments are highly contingent. Even under the conditions of high standardization, professionals do not primarily use specified norms and standards, but always produce them in their practice. Judgments are established and negotiated in interaction, between colleagues, clients, and objects (e.g. tools, computers) and can be understood as practices interwoven in networks of these actants. These networks are composed of rules, organizational and institutional values and routines, assessment tools, press and the public, judges, medical practitioners, addressees, colleagues and superiors. Research that locates judgment and decision-making as something outside these networks treats them only as intervening contexts and does not meet the complexity of social interaction.

The symposium will discuss results and methodologies of ethnographic research from Germany, Scotland, Switzerland and the United States with a strong emphasis on professional judgment and decision making. All studies present intriguing results from different fields of practice, like residential care, child protection, children and families social work and crisis intervention. The synthesis of the research in those different fields allows for a unique insight in decision-making practices not from a normative but from an empirical perspective. The international experiences presented in the symposium will give the opportunity to address the challenges and opportunities of ethnographical research in judgment and decision making in social work and will discuss appropriate ways to theorize professional social work.

C **Symposium 473** **Researching long-term social work and child protection practice by getting as close as possible to practice and organisational life: A symposium**

[Harry Ferguson, University of Birmingham](#); [Jadwiga Leigh, Sheffield](#) , [Elizabeth Beddoe, University of Auckland](#); [Tarsem Singh Cooner , University of Birmingham](#); [Tom Disney, University of Birmingham](#); [Lisa Warwick, University of Birmingham](#)

Background and purpose:

Although a large research literature now exists on social work and child protection, surprisingly little of this concerns what social workers actually do. The aim of this symposium is to feature four papers taken from the same Social Work and Child Protection Practice research project - a two year ESRC funded study carried out by a team of 6 academics from three universities. The focus of the research is on what goes on between practitioners and service users, especially in long-term case work, and how this is influenced by organisational routines, culture, supervision and staff support. The core research question was how do social workers establish and sustain long term relationships with children and parents in child protection cases, or do not do so? Encounters between social workers and children and other family members were observed for up to a year and service users in the same cases were interviewed at up to three points in the year. Researchers were embedded in two social work departments with different office designs for a period of 15 months and conducted a detailed ethnography of organisational practices and staff supervision, with the same staff involved in the casework. This has produced rich longitudinal case-studies of practice and organisational life.

Methods:

A range of ethnographic research methods were used within an overall qualitative longitudinal research design (Hammersley and Atkinson, 2007; Neale, 2012). Each paper in the symposium covers a particular aspect of the innovative research design and these will be: 1. Qualitative longitudinal method, observing practice and building case-studies. 2. Organisational ethnography and observing and recording staff supervisions. 3. Using GPS tracking devices to explore the movements and time-use of social workers, within the office and on home visits. 4. Disseminating ethnographic research about social work through immersive 360-degree videos.

Results:

The symposium considers the many methodological and ethical issues that arose and the kinds of insights into the nature of social work, its meanings and effectiveness such longitudinal, sensory and mobile research produces, as well as innovative ways of disseminating findings. The unit of analysis in previous ethno- graphic social work research has tended to be either been the organisation as a bounded institution, or observations of one-off home visits, constituting a 'snapshot' approach. In combining organisational and practice ethnography within a longitudinal approach the study 'offers a movie rather than a snapshot' (Neale, 2012). The papers will cover a range of empirical and theoretical issues concerning the temporal dimension of experience in social work, in terms of process, causality, dynamics, continuity, change, transitions, and turning points, discerning 'change in the making' in case work and organisational life over the longer term.

Conclusions:

Researching social work close up using such innovative and diverse methods produces novel and indispensable insights into how service users are worked with, what meaningful relationships and safe, helpful practice involves and what needs to improve. It also provides practitioner-friendly training and dissemination materials that promote good practice.

D **Symposium 538** **Ethical challenges in leaving care research: International insights and prospects**

[Tehila Refaeli, Ben-Gurion University of the Negev](#); [Marei Lunn, University of Luxembourg](#) ; [Veronika Paulsen, Norwegian University of](#)

[Science and Technology](#); [Samuel Keller, Zurich University of Applied Sciences](#); [Katharina Mangold, University of Hildesheim](#)

Conducting research among vulnerable groups in the field of social work has always been known for its ethical complexity (Josselson, 2007). Even though broad statements are often made that all stages of social work research should be conducted according to ethical protocols and follow ethical rules, these rules and protocols are still fuzzy. It seems that the main statement that leads ethical decisions is 'first do no harm', which is derived from the medical field (Jonsen, 1977). However, the field of social work can benefit from a more personally tailored ethical suit.

The aim of this symposium is to focus on international research among one specific group of young people who aged out of residential or foster care and are confronted with changing networks and communities. This symposium wants to bring together and discuss insights from different countries concerning social work as transitional practice between dependency and independency, as well as within a rapidly changing world for youths. This results in the following questions: What are the main ethical challenges in qualitative research with young people leaving care? How do different methodologies create ethical issues that should be addressed? Which ethical challenges arise within different stages and steps of the studies? What consequences can be deduced for social work research?

In the presented symposium, five case studies of research with care leavers from five different countries (Germany, Switzerland, Luxembourg, Norway and Israel) will be reflecting on these questions to understand needs of young service users locally and globally. Each presentation will refer to the unique ethical issues that were raised by the chosen methodology, some specific stages of the study, as well as to possible solutions or ways to deal with the challenges. One presentations will focus on ethical questions that arose in longitudinal studies with care leavers– when meeting them more than once, two presentations will reflect on specific challenges before, during and after the stages of the interviews, and one will critically report on ethical issues in the peer-research approach.

Dealing with ethical issues in social work research is not as widely recognized as it needs to be. This symposium will bring together different experiences and thoughts about dealing with ethics in research on leaving care. Furthermore, it will point to comprehensive challenges which arise when we strive to promote vulnerable groups through research. The presentations will draw attention upon the importance of developing unique professional relationships with the interviewees, assessing and managing risks, and empowering interviewees through the research process. The case studies from different countries will illustrate that the ethical challenges faced are common in the international context. We can learn a lot by sharing and discussing them, but, nevertheless, cultural contexts and differences in social services should also be considered as a factor in certain circumstances.

D **Workshop 367** **The potential for social work research on social media**

[Jonathan Scourfield, Cardiff University](#)

Across the world, and especially in more affluent countries and amongst younger generations, the use of social media has become an essential part of social interaction for many people. It is therefore necessarily an important terrain for social work. To date, some social work academics have shown considerable interest in using social media for enhancing education and professional development. Some make good use of social media for dissemination of research and for social media campaigns related to their interests and expertise. However, very little empirical research into social media has been conducted by social work researchers. A range of examples of research possibilities will be offered, based on funded studies about self-harm and suicide conducted by the presenter and colleagues. These include: a systematic review of Internet-based interventions to prevent suicide; qualitative interviews with young self-harmers about their Internet use; the development of an automated classifier of suicide-related communication in Twitter; analysis of the social networks of suicidal tweeters; analysis of Twitter use around the time of a high-profile fictional suicide on television; and comparison of newspaper and Twitter reporting of suicides in young people. There will be discussion of the potential for these research approaches to be applied to a much wider range of social work topics. Particular emphasis will be placed on the need for inter-disciplinary collaboration with computer scientists and academic involvement in the development and evaluation of social media-based social work interventions.

The emphasis of the workshop is very much on the potential for researching social media in relation to a wide range of social work issues, of interest to the workshop attendees. These might include, for example, interviewing or surveying people who use social media for self-help, evaluating web-based social interventions, assessing practitioners' use of social media or automated analysis of debate around a controversial topic (e.g. an aspect of child protection). The workshop format will include individual tasks and small group discussion about delegates' own interests. Those attending will be encouraged to tweet during the session and a recording of the presenter's contributions will be made available online, following the conference.

D **Workshop 187** **Designing, delivering and disseminating research impact: lessons from the Talking and Listening to Children Project**

[Gillian Ruch, University of Sussex](#); [Viv Cree, University of Edinburgh](#); [Karen Winter, Queens' University Belfast](#); [Fiona Morrison, University of Edinburgh](#)

Research impact is now a core component of research undertaken in UK Universities. The creation of research case studies that showcase the impact research has had across a wide range of domains and stakeholder groups is a requirement of the Research Excellence Framework. This workshop will provide a space to think about how impact is designed into research bids from the outset, and drawing on impact activities associated with the ESRC-funded, Talking and Listening to Children (TLC) Project, will illustrate how creative approaches can generate impact

that directly influences everyday social work practice.

Over a two-year period, the TLC project involved researchers from the four UK nations in gathering ethnographic, interview and documentary data comprising:

- 82 observations of direct encounters between social workers and children/families
- pre- and post-encounter social work interviews
- extensive ethnographic observation conducted over 4-5 months in eight diverse child care social work teams (two in each of the four UK nations)
- 10 video stimulated recall recordings.

In phase three of the project, freely-available, digital resources, which were informed by the TLC substantial body of data and research findings, were co-produced with practitioners in order to provide easily-accessible and practice-relevant resources that would, we hoped, bring about real and lasting improvements in social workers' communication with children.

In the year after the end of the TLC project, with additional funding from ESRC Impact Accelerator funds (and some additional funding from stakeholders), TLC team members sought to impact on policy and practice in their own nation contexts, through running seminars and knowledge exchange events for policy-makers and managers and by delivering workshops for practitioners, using the digital resources. Different models were tried out in different contexts, with, for example, an Action Learning Inquiry approach adopted in England, and a Critical Reflection approach used in Scotland. Evaluations of the workshops indicate they are having an immediate and direct impact on everyday practice with children.

This conference workshop, facilitated by the TLC researchers and practitioners who have been part of the impact workshops, will give participants the opportunity to explore the research informed online digital resources and participate in activities informed by the Action Learning Inquiry and Critical Reflection approaches. Opportunity will be provided for participants to think about how impact can be incorporated into their current or prospective projects and how strategies for sustaining projects in the longer term can be shaped.

D Workshop 486 Teaching Social Work History as Critical Pedagogy

Caroline A. Lanza, University of Washington; William Vesneski, University of Washington; Danae Dotolo, University of Washington; Susan Kemp, University of Washington

Today's social work students begin practice in an era of profound political change and global challenge. Their ability to navigate these complicated currents will likely be strengthened if they can take a long view of history, cultivate the capacity for critically contextualizing contemporary events, and grapple – seriously – with the limits and possibilities of their actions and professional practice (Waalwijk, 2011). With this in mind, and acknowledging that the teaching of history is often only on the sidelines of social work curricula (Reisch, 2014), this workshop aims to stimulate a collective conversation about reclaiming a vibrant space for history in social work education. Our goal is to explore the joys and challenges of teaching social work history, to share innovative pedagogical practices, and, ultimately, set the stage for building a global network of social work history educators. To this end, we propose a two-part workshop:

Part 1 (Groundwork):

To anchor the conversation, the facilitators – all dedicated teachers at the University of Washington (UW) School of Social Work in Seattle – will reflect on their experiences teaching an innovative and rigorous course, The Intellectual and Historical Foundations of Social Work Practice. Taught in the first term of the MSW program, the course serves as an intellectual 'hub' around which the curriculum builds. Undergirding it are Foucauldian and decolonizing (Tuhwai-Smith, 2000) theories, which are operationalized throughout and inform our pedagogical practices. Both explicitly and implicitly, the instructors place social work and social welfare history within a larger framework of social justice and human rights. In part one, we explain this overall approach, including:

- Course requirements, students' responses to it, and the decision, by a leading US social work program, to make an historical course foundational to the MSW curriculum.
- The evolution and expansion of our integration of social justice as a core ethical framework of the profession and its central place in the course.
- The ways in which we have prioritized and struggled with race and identity – both as core themes in US history and in our own self-reflexive pedagogical practices.
- The difficulties and benefits of tracing genealogies of practices and policies, along with unpacking associated keywords (Fraser and Gordon, 1994), to elucidate both their liberatory and oppressive elements.
- The joys of engaging students in biography and narrative as a means of facilitating realization of their own professional and personal agency.

Part 2 (Community Building):

In the second part, we will facilitate small group conversations in order to collectively create an international interest group focused on social work historical pedagogy. Specifically, we will:

- Invite participants to share their curricula and ideas for social work history courses.
- Identify effective and creative pedagogical practices.
- Develop ways to share resources for teaching our common and comparative histories of social work and welfare systems.
- Strategize about how to build an online compendium of tools, activities, readings and exercises.
- Create an initial agenda for moving forward.

D Symposium 531 Challenges and benefits when comparing leaving care studies – 3 international tandems on 3 dimensions of social networks

Samuel Keller, Zurich University of Applied Sciences; Kelly Devenney, York St John University; Mattias Bengtsson, University of Gävle; Inger Oterholm, VID, Specialized University, Oslo; Veronika Paulsen, Norwegian University of Science and Technology; Åsa Söderqvist, Linnaeus University

Six young researchers from four countries will discuss benefits and challenges of international comparison and collaboration for research and practice in leaving care (as well as for youth leaving care). In three international «tandems» from two countries each, the Symposium will focus three evident topics that arose in research projects on social relationships of young care leavers.

Goal of the Symposium: On the basis of international findings from young social scientists' research projects in this field, this Symposium wants to bring together and discuss critically how to compare and collaborate across different projects with different designs but similar questions and topics to discuss. Beside some international research projects hundreds of national or regional studies exist which are often only published in national language. Thus the goal is to work out how a concrete exchange on research methodologies and methods helps to meet the needs of social work research, practice and service users in a changing world. Following question will lead the discussion:

- Which relevant topics of leaving care emerge when focussing meaning of relationships and dependency?
- What are challenges when comparing international leaving care research with different designs?
- Which benefits do international comparisons produce for Social Work research?
- Which benefits do international comparisons produce for practitioners and young people leaving care?

Method of the Symposium:

The method of international tandems will allow reflecting critically own methods of research and practice and to take into consideration youths' perspective comprehensively – separated from national laws and structures. Having nuanced insights in international methodological reflections on research is important for planning and reflecting structures, processes and attitudes in further research projects. Further their results should be able to be transferred into practice to support regional and national Social Services in order to meet the needs of young people – in education, employment, housing, health and well-being.

International tandems:

Topics and international tandems concerning relationships and dependency in transitions from institutional care to adulthood are:

- The social networks of unaccompanied asylum seeking young people leaving care - Sweden and UK
- Young care leavers' strategies coping with adult services – Norway and Sweden
- Meaning of informal social networks and support for young people leaving care - Switzerland and Norway

Each international tandem will follow the same structure of argumentation to enable open discussions and conclusions: They will present a short background of the tandems' topic, joint hypothesis, short presentation of compared studies and some comparative issues for discussion and conclusion. Therefore after each tandem and at the end there will be enough time to discuss with all the presenters and the audience most relevant overall findings and take-home messages.

E Symposium 547 Poverty-Aware Social Work Paradigm: Theory, Research and Policy

Michal Krumer Nevo, Ben-Gurion University of the Negev; Yuval Saar-heiman, Ben-Gurion University of the Negev; Shachar Timor-shlevin, Bar-Ilan University, Ben-Gurion University; Aila Brand Levi, Ben-Gurion University

How do we imagine social justice oriented social work with people in poverty? Is it possible for such an image to be realized in the current neo-liberal oriented public social services? What would this image mean for social work practitioners and service users? This symposium will present the current developments in the new Poverty-Aware Paradigm (PAP) in Israel. Offering a revamped connection between social work and the body of knowledge known as 'new welfare theorizing' or 'critical poverty knowledge,'[1] the paradigm tackles questions in three interrelated facets – ontological, epistemological, and axiological. These facets mutually influence one another, and together they shape the way in which practice is conducted. Adding to the dynamic complexity of the model is the fact that practice itself continually influences and

shapes these facets as well.

The answer of the paradigm to the ontological questions – what is poverty? and what are the essential characteristics of service users? – is that poverty is a violation of human rights and that people in poverty fight against poverty and resist it on a day-to-day basis. To the epistemological questions – what is considered to be knowledge? and how do social workers come to know and evaluate the situation? – the paradigm emphasizes the importance of relationship-based knowledge. To the axiological question – what are the ethical stances that should be taken in regard to poverty? – the paradigm highlights solidarity between social work practitioners and service users as the basic moral position for practice.

The paradigm was developed during 20 years of research, teaching, and involvement in policy initiatives in Israel. In 2014 the Ministry of Welfare and Personal Social Services decided to implement the paradigm in a pilot program run in social welfare department in six municipalities, and after two years it decided to implement it in additional four programs run in 94 municipalities. This last expansion has included also the application of the paradigm in child protection services.

The symposium will be dedicated to the examination of this process, focusing on four of its aspects: the first presentation will briefly describe the paradigm, its organizational model and its application in the various programs. The second presentation will describe the use of the paradigm in social work practice in child protection setting. The third presentation will describe the tense encounter between neo-managerial discourse and poverty-aware discourse through the perspectives of supervisors and managers on the national level of the Welfare Ministry; and the fourth presentation will describe service users' perspectives on the paradigm.

[1] A detailed description of the paradigm can be found in Krumer-Nevo, M. (2016). Poverty-Aware Social Work: A paradigm for social work practice with people in poverty. *British Journal of Social Work*, 46 (6): 1793-1808.

E Workshop 430 **Come and talk: using conversation analysis for change**

Val Williams, University of Bristol; Joseph Webb, University of Bristol

When someone asks you 'Do you remember?' does your mind go blank? Further, if someone asks you the name of a person you both know, then you might suspect they were testing you! Questions always have to be interpreted, and are regularly the source of understanding and misunderstanding in our everyday, mundane conversations. However, they are even more important in the conversations that go on in social care settings, with different groups of disabled people.

Our study, 'Getting Things Changed' was a wide-ranging three year programme funded by the ESRC, in which we set out to examine problematic social practices, which exclude disabled people, and to build understandings of change.

This presentation focuses on the 'micro' elements of social practice, and draws on the strand in our research which collected over 30 hours of naturally occurring data in the form of videos, with three groups of participants interacting with support workers or assistants: a) dementia activity and memory groups; b) people with learning disabilities and their personal assistants; c) young people with complex disabilities making music. We have used the data to analyse the fine detail of interactions that occur within these different settings, using the tools of conversation analysis (CA) (Sidnell and Stivers, 2014; Author 1, 2011) and this paper aims to consider some of the practicalities of doing this research, showing how it can achieve impact.

We will discuss, with video examples, a) how and why we focus on the minutiae of interaction; b) how we have analysed video data, including that which concerns people who do not use verbal language; c) the insights gained by discussing this data with groups of disabled people. Our workshop will include some brief re-enactments, to demonstrate how CA can be used within practice settings or social care training; for instance these methods can be used with those working with people with dementia who want to conduct good reminiscence conversations, and equally they can be used to help disabled people themselves understand how they can be in control of their interactions with PAs.

We want to explore both the usefulness of these methods with participants in the workshop, but also the limitations, and the ways in which other the micro can provide a mirror for the wider elements of social change.

E Symposium 463 **Tensions in transitions leading to four kinds of participation: workers supporting social enterprises**

Mike Kreek, Amsterdam University of Applied Sciences; Eltje Bos, Amsterdam University of Applied Sciences; Pieter Van Vliet, Amsterdam University of Applied Sciences; Nesrien Abu Ghazaleh, Amsterdam University of Applied Sciences

Recently, the impact of the ongoing transformation in the Netherlands from traditional welfare state arrangements into arrangements enabling a more active role of the informal civil society is becoming visible. For instance, there is an emerging activism and social enterprises of local people engaging with social and physical issues as well as with wellbeing in general. We see a shift from 'third generation' civil participation where citizens contribute to value creation, into a 'fourth generation' civil involvement aiming at citizens obtaining 'voice' in, and even control over, public services provision. The cardinal rule here is that local government and social service providers have to listen to and facilitate local citizen initiatives and the formation of their social enterprises. However, in local settings with weak social networks, other endeavours are required of various 'participation workers' to foster people to obtain a sense of ownership over their social and physical environment.

Transformational processes at the local level are traditionally associated with only two kinds of professionals: social workers and civil servants, who engage with local people in activities of 'collaborative learning'. This learning refers to the adoption of new roles and modes of conduct, new capacities and interactions. More precisely, collaborative learning is "a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible" (Gray, 1989, p. 5). The Amsterdam University of Applied Science has conducted three funded research projects over the last two years focussed on identifying the various roles workers take in these processes and the repertoire they develop. Each of these projects consisted of a multi-case study in itself, together covering 19 sites of local initiatives in Amsterdam.

In this symposium, we compare the multi-site results of these three projects arriving at four – instead of two – groups of involved 'participation workers': the civil servant, the social worker, the individual social entrepreneur and the volunteer-professional. Each of these workers arrive at the scene with their own 'traditional' roles and interests that need to shift to new roles and accompanying competencies. The most important new competencies can be placed in communicative, entrepreneurial and strategic craftsmanship categories. We will present how in each research project the involved workers develop new competencies, each of them with a different distribution over the three mentioned craftsmanship categories. This implies that the focus of what is learned by these groups is different, although they operate in the same context of supporting and strengthening social enterprises. The symposium concludes with a discussion: to what extent are these four types of participation workers and their newly developing repertoire recognized by colleagues from other countries?

E Symposium 42 **Researching unequal access to social and health services – the utility of the 'concept of candidacy' for social work research**

Andreas Pfister, Lucerne University of Applied Sciences and Arts; Mhairi Mackenzie, University of Glasgow; Sabrina Wyss, Lucerne University of Applied Sciences and Arts; Nikola Roth, Lucerne University of Applied Sciences and Arts

Most European states and institutions are currently dealing with severe cuts and restrictions to the public purse. In times of financial restraints, affecting also the quality and quantity of social and health services (e.g. Taylor-Gooby & Rose 2010; Taylor-Gooby 2013), it is even more important to know and understand, how the system of social and health care itself produces inequalities. Those living in poor socio-economic circumstances deal with higher life-time morbidity and mortality than the overall population, are less able to successfully access social and health services and get poorer service provision than more affluent people. For social work research, the challenge is to explain the contexts and mechanisms through which already deprived people are hindered from accessing high quality service provision. The 'concept of candidacy', it is argued, can shape research designed to provide such explanations that can in turn inform social work policy and practice.

The concept of candidacy has emerged from a critical interpretative synthesis of the literature in the context of healthcare (Dixon-Woods et al. 2005, 2006), and was further explored in other public services by Mackenzie et al. (2013). It draws attention to the interrelation of supply and demand factors concerning access to, and utilisation of, public services. Therefore, one's candidacy for good quality services is not static but constructed through interactions between users and providers situated within particular structural and policy contexts. Thus, the concept helps to explain journeys through public services.

The symposium demonstrates and critically discusses the utility of the concept of candidacy for social work research. The first presentation introduces the concept, its explanatory power and (methodological) impact on researching hard-to-reach and socio-economically deprived populations concerning their access to, and utilisation of, services. It is followed by two presentations that exemplify how to integrate the concept of candidacy in research projects. The first of these is an ongoing qualitative study on 'Hindered usage of drug prevention services by socio-economically deprived families with (pre-)adolescent children'. The authors give insights on how they work with the concept of candidacy as a sensitising concept (Strauss & Corbin 1996). The second exemplar focuses on how 'candidacy' is illuminated by listening to the voices of women who have suffered domestic abuse as they talk about their experiences of accessing primary health care. Throughout, the presentations will provide pertinent examples of other research that draws on the concept of candidacy. The symposium closes opening up a discussion on the perceived utility of the concept and how it might be operationalised further as a tool in developing equality focused social work research.

E Symposium 632 **Repositioning social work practices under the cloak of (in)visibility**

Carla Pinto, ISCSU Universidade de Lisboa; Maria Irene Carvalho, ISCSU Universidade de Lisboa; Helena Teles, ISCSU Universidade de Lisboa; Sónia Ribeiro, Universidade Lusófona de Humanidades e Tecnologias; Vanda Ramalho, Universidade Lusitana; Nelson Ramalho, ISCTE - University Institute of Lisbon; Cristina Duarte, ISCSU Universidade de Lisboa; Paula Sousa, University of Trás-os-Montes e Alto Douro (UTAD); Jose Luis Almeida, University of Trás-os-Montes e Alto Douro (UTAD)

The profession of social work has its roots in complex combination of pragmatism, humanism and the application of certain methods and techniques for the production of social change. Social work is now a recognized discipline of knowledge of the social and human sciences, with a scientific and technical competence and a social responsibility. Social work, profession and scientific discipline, was shaped by the role of the state in social welfare, assuming the function of politically mediating the interests of the state and civil society, and responding to existing and emerging social issues.

In the context of globalization, state action is clearly influenced by economic and financial capital and its global movements. The state loses the bargaining power it once had in the face of the Market forces, and in the social contract. In this unequal power relation, profitable and non-

profit private organizations present themselves with more competencies to manage collective assets (although using different arguments). This privatized management is carried out based on program-contracts, scarce budgets and greater control of the populations in the access to the resources, following rules of effectiveness and economic efficiency.

Unsurprisingly, this transformation has impacts on the social work profession and its fields of intervention. The profession tends increasingly to be practiced mainly in the private sector, being regulated by these type of organizations, is relatively poorly paid and with scarce career prospects. Social workers suffer more and more from burnout and complain that their action is mainly social emergency.

The fields of action for social work are complex, social problems become 'wicked problems', but public policies seem incapable to respond to the interests of the populations. Social policies, where social work professionals perform functions, do not have the capacity to respond in an integrated and holistic way to these problems. Social workers are pressed and feel pressed to solve problems quickly and low-cost, jeopardizing a critically reflected use of theory, methods and values. Social workers feel disempowered and invisible in their actions and achievements.

The symposium seeks to contribute to the conference's fourth subtheme: 'Social Work history, identity and practice in changing times and across varied contexts' by presenting for debate four research projects in the context of a southerner European country – Portugal. The symposium includes 4 papers and a discussion session of 20 minutes with the audience to broaden the dialogue about the potentials of these topics for social work research and education. Paper 1 presents a general mapping of social work field in Portugal, underlining the invisibility for social workers of power use and control, and the invisibility of macro policy practice. Paper 2 emphasizes work related stress and engagement by social workers in a particularly difficult time of austerity policies. Paper 3 considers the need to make more visible and recognized the community work and environmentally driven social work practice. And finally, Paper 4 draws our attention to the less visible, but crucial, concepts and skills of emotional and spiritual intelligence in social Work.

F Symposium 489 **Continuous Realist Evaluation of Human Services in a Changing World: Repeated Analyses of Big Data Combining Effectiveness Research and Epidemiology Methods from Chautauqua and Rockland Counties (New York State) and Manchester City Council (UK)**

[Mansoor Kazi, Fredonia State University of New York](#); [Marie Mclaughlin, Manchester City Council](#); [Yeongbin Kim, University at Albany](#)

The workshop is an interactive demonstration of continuous analyses of big data based on the realist evaluation paradigm, with the central aim of investigating what interventions work and in what circumstances. In this way, data analysis is carried out repeatedly in partnership with the human services, enabling the programs of intervention to be better targeted and developed to achieve the goals of the human services in a changing world in real-time. This is a workshop demonstration of award-winning realist evaluation (SAMHSA's Gold Award for Outstanding Local Evaluation in 2010) with live analysis of real big data from Chautauqua & Rockland Counties (NY) and Manchester City Council (UK). Research methods drawn from both epidemiology and effectiveness research traditions are demonstrated in partnership with human service agencies and the schools. Real live data from management information systems (schools, social services, mental health, youth justice) is used to investigate the effectiveness of the human service interventions in changing contexts. As the emphasis is on data naturally drawn from practice, quasi-experimental designs will be demonstrated using demographic variables to match intervention and non-intervention groups.

Binary logistic and linear regression will be demonstrated as part of epidemiologic evidence based on association, environmental equivalence, and population equivalence. Evaluators and agencies can make the best use of the available data to inform practice. The workshop will show how evaluators work in partnership with these agencies, to clean the data, undertake data analysis with them at regular intervals and not just at the end of the year. Establishing cause and effect in real time is a particular theme of this demonstration. As the data mining includes all service users (e.g. all school children in school districts), it is possible to investigate the differences in outcomes between intervention and nonintervention groups, and these groups can be matched using the demographic and contextual data. For example, the presenters will use datasets from their completed evaluations from New York State and the City of Manchester (United Kingdom), and discuss real-world applications of the analyses.

The didactic approach will be interactive, guiding the workshop participants through the requirements and limitations of each method. For example, binary logistic regression will be used to investigate what interventions work and in what circumstances. In each example, the variables that may be influencing the outcome will be identified through bivariate analysis and then entered in a forward-conditional model. The variables that are actually influencing the outcome are retained in the equation, and those that are significant provide an exponential beta indicating the odds of the intervention achieving the outcome where the significant factor(s) may be present. For example, disparities were found in the achievement of outcomes with regard to race, ethnicity, and poverty, and subsequently successfully addressed through evidence-based interventions.

The interactive live demonstration will show where an intervention is more or less likely to be effective, and how to utilize findings and inform practice on demand in real-time, addressing the real issues of effectiveness in contexts of social upheaval, changing communities and changing political landscapes.

F Workshop 487 **Practice-based Evaluations in Social Work Services: Collecting and Analyzing Data to Help Service Users**

[Sandra Martin, University of North Carolina at Chapel Hill](#); [Christopher Wretman, University of North Carolina at Chapel Hill](#); [Rebecca Macy, University of North Carolina at Chapel Hill](#)

Increasingly funders, governments, and policymakers are requiring social service and non-governmental organizations to implement evaluations and produce outcome information. In addition, social workers often wish to conduct evaluations to investigate their interventions and maximize program benefits for service users. When implemented ethically, such evaluations can help social workers to: (1) meet demands for information from their local communities, governments, funders, and policymakers; (2) assess the extent to which services are helpful to service users; and (3) discover any unintended consequences of services, both positive and negative. Unfortunately, many frontline social workers do not have training and expertise in how to design and implement meaningful and robust evaluations. In addition, many social services programs do not have instruments and procedures in place in their organizations to conduct such evaluations.

To help address these important needs, as well as to meet the needs of social work in a changing world, our research team has been collaborating with service users and service providers working in the area of gender-based violence to develop a practice-based evaluation toolkit. This toolkit is comprised of data collection instruments, data collection protocols, data management guidelines, and data analysis recommendations that can be used to conduct practice-based evaluations and research. Our team developed this toolkit in collaboration with service users and service providers to ensure that all the data instruments and data collection strategies would be: (1) acceptable to service users; (2) feasible for busy service programs and providers; and (3) provide valuable findings for communities, funders, governments, and policymakers. Although the toolkit was developed for services that are focused on responding to gender-based violence (i.e., intimate partner and sexual violence), the toolkit's development, content, protocols, and strategies are relevant and can be used in many other social work practice settings and service sectors.

With the aim of helping to develop attendees' collaborative and practice-based research skills, the workshop will: (1) present the practice-based toolkit approaches, including how the toolkit can guide both practice-based needs assessments and outcome evaluations; (2) present information on how the toolkit was developed in collaboration and pilot tested with social service programs, social workers, and service users; (3) provide examples of how data collected with the toolkit can be used for research and outcome evaluations; and (4) offer best practices for managing and storing service users' confidential data. Further, attendees will receive practical information and strategies for administering data collection instruments in practice settings and collaboration with service providers, as well as interpreting and using findings from such data collection efforts for both practice-based evaluations, as well as scholarly research endeavors.

To engage workshop attendees and facilitate their skill development, the presenters will use interactive pedagogies, offer practical examples from their own work, and provide opportunities for attendees to develop their own practice-based research plans. Throughout the development of this practice-based toolkit, our team has been guided by the ethical principles. Importantly, all evaluation activities consider service users' confidentially, safety and well-being. Accordingly, we will also emphasize these ethical principles throughout the workshop.

F Workshop 793 **Experiencing the Social Work World: Using art to explore social work practice**

[Lisa Morriss, Birmingham University](#); [Jadwiga Leigh, Sheffield](#)

The workshop will begin with an overview of how art can be used to explore social work practice by introducing the 'Experiencing the Social Work World' project. Workshop attendees will see artwork made by social workers, and hear the narratives which accompany these pieces. Next, artwork made by people who have experienced social work services will be shown, alongside their narratives. Finally, attendees will have the opportunity to use clay-modelling to explore their own experiences of practice.

Experiencing the Social Work World is an arts-based research project devised by two registered social workers, Dr Jadwiga Leigh and Dr Lisa Morriss. The original aim of our project was to give statutory social workers the opportunity to create artwork which represents their lived experiences of 'being a social worker'.

We chose to use an arts-based approach as we felt that if people see and hear how social workers feel, they are more likely to apprehend the stories being told. After gaining ethical approval, our visual practitioner, Matt Morriss, introduced eight social work participants to mono-printing, wire-work and clay-modelling. The participants used these materials to create their artwork; we then interviewed them in order to gain an in-depth understanding of their story and the artwork that they produced. Through doing this, a powerful narrative emerged which explained how certain organisational issues and public perceptions of social work deeply affected participants' identity and their practice. Finally, we curated an exhibition of the artwork produced by the social workers at the People's History Museum in Manchester, UK and the Art House in Sheffield, UK.

By seeing the artwork, reading participants' narratives and hearing the emotive content of their interviews (voiced by actors), visitors to the exhibition gained an understanding of what 'being' a social worker means and what 'doing' social work entails. Through this sensory and affective approach, we aimed to engage the public and in turn challenge current dominant stereotypes about social work. As part of the exhibition, we held a further workshop with people who had experienced social work services. These artworks and accompanying narratives have been exhibited in Edinburgh, UK. The workshop sits within the subtheme of using innovative research methodologies and methods to meet the needs of social work in a changing world, including knowledge exchange and theory to practice.

F Workshop 270 Professional ethical identity re-examined: A workshop with dialogue and data

Sarah Banks, Durham University; Teresa Bertotti, University of Milan- Bicocca; Ed De Jong, Utrecht University of Applied Sciences; Peter Hendriks, Utrecht; Mariel Kanne, Utrecht University of Applied Sciences; Sabrina Keinemans, Utrecht University of Applied Sciences; Ana Sobocan, University of Ljubljana; Kim Strom-Gottfried, University of North Carolina; Hugh Mclaughlin, Manchester Metropolitan University

Background

This workshop will be facilitated by members of the newly-formed Social Work Ethics Research Group (SWERG), comprising researchers from Europe and North America. We wish to expand our networks for future collaboration, sharing ideas about researching professional ethical identity in social work.

In the current climate of economic austerity, continuing managerialism and privatisation of social work services, many practitioners struggle not only to meet service users' needs, but also to engage in supportive and caring relationships. This causes moral distress, as social workers know what they should do, but feel unable to do it. Research by SWERG members in different countries shows social workers considering the implications for their senses of themselves as good social work professionals. Sometimes they refer to their identities as social workers, but often they simply tell stories about the kinds of people they are, and the emotions they feel when they cannot fulfil their role expectations or live up to their professional values.

Questions we considering as we examine interview data from social workers are:

1. Does the concept of 'professional ethical identity' make sense – referring broadly to people's conceptions of themselves and others as ethical agents, with profession-specific commitments and characteristics?
2. What different ontological and epistemological standpoints does each of us bring and how do these influence how we conceptualise and study 'professional ethical identity' – for example realist, social constructionist, post-structuralist; identity as a psychological characteristic, social construct or performative act; identity as fixed or dynamic; identity as discovered, ascribed narrated or co-created through research interviews?
3. Is the concept of 'professional ethical identity' used by, and useful for, practitioners?
4. How do we 'find' professional ethical identity in qualitative research data – what are we looking for?

Summary

1. **Introduction:** We will problematize 'professional ethical identity', offering examples from group members' research, discussing our different versions of the concept and how we are surfacing it in our data analyses (e.g. conversation, discourse, narrative or documentary analyses).
2. **Small groups:** Participants will divide into facilitated groups, each working on a short extract from an interview or recording of a social work interaction:
 - Biographical narrative interview – social workers telling the stories of their personal and professional lives.
 - Critical incident drawn from an interview – “tell me about something that kept you awake at night?” or “tell me about an ethical dilemma?”
 - Recorded social work meeting – social workers engaging in real-time interaction with service users and other professionals.

Each group will consider:

1. What can we see in this data extract that is relevant to professional ethical identity?
2. What do our comments/analyses tell us about our own conceptions of professional ethical identity and how do these differ amongst participants in the group?

Feedback and whole group reflection on learning

- Conference theme - Social work history, identity and practice in changing times.
- Conclusions/implications-Insights into how to proceed further with the study of professional ethical identity in social work and broadening of networks.

F Symposium 115 Practice research with co-researchers. Dilemmas, lessons learned and added value

Martine Ganzevles, HU University of Applied Sciences Utrecht / Tilburg University - Tranzo ; Eileen Berkvens, . Amsterdam University of Applied Sciences; Wilma Numans, Tilburg University - Tranzo / Contourde Twern; Simona Karbouniaris, HU University of Applied Sciences Utrecht

This symposium addresses the theme 'Research methodologies and methods to meet the needs of social work in a changing world'.

Usually the gap between theory and practice in social work is seen as a problem of bridging the results of academic research to the world of practice. This assumes that academic researchers are familiar to the questions in the field of social work and can develop explicit knowledge that is recognized and useful for practitioners. However, we know that this linear model of innovation is often not the most effective one. A constructive alternative has been developed in the form of practice based research. A unique characteristic of this type of research is that the research goal of developing new knowledge is often combined with the goal of changing and improving practice in local contexts. This type of intervention- and evaluation driven practice research is a challenge to undertake as the researcher constantly needs to manage the dilemma between rigor and relevance. Choosing the most appropriate methodology in collaboration with professionals and service users to increase the viable validity of the outcomes is one answer in living up to both the relevance and rigor claim. Collaboration can even be taken one step further as in working with professionals, service users etc. as co-researchers. In the role of co-researcher they are not only object of research but subject as well. This seems to be contributing to a fitting answer in the challenges of the changing local, regional and global world. Knowledge is disseminated through dialogue with practice during the research project, and relevant in and for practice.

This symposium starts with an overview of research methods and organizational forms of practice based research in the Dutch situation. This review is part of a PhD study on dilemmas and motives of social work researchers at UAS in choosing and applying research strategies for social work research.

Subsequently three papers are presented on experiences with co-researchers. Research practices are presented in which the role of co-researchers are carried out by:

- Citizens (with experiential knowledge)
- Service users
- Expert by experience
- Professionals
- Students with lived experience

Every presentation will address the same overall topics; the added value of working with co-researchers, methodological motives, the dilemmas faced and lessons learned.

The symposium includes an audience discussion about the added value of working with co-researchers in social work practice research. Participants will be invited to reflect on the presentations and share ideas and engage in a plenary dialogue.

G Workshop 525 The study of social work interaction as a method of knowledge exchange

Steve Kirkwood, University of Edinburgh; Eve Mullins, University of Edinburgh; Dorte Caswell, Aalborg University; Tanja Dall Aalborg University

This interactive workshop will provide participants with an experience of the methodologies used in data analysis and knowledge exchange processes of research on social work interaction. There is a growing body of research that examines social work interaction to understand the nature of social work practice and the ways in which it could be transformed. This research focuses on communication, using approaches such as discourse analysis, conversation analysis and narrative analysis, examining the detailed and subtle nature of interaction, usually with video or audio recordings of encounters such as social workers' interviews of service users, interprofessional meetings and groupwork sessions. Through fine-grained analysis, this research explores how social workers undertake their work, the consequences of different communication strategies, how choice, power and control function in practice, and a wide range of other topics based on the specific details of actual instances of social work interaction.

This methodological approach is particularly well suited to knowledge exchange activities with professionals and service users. Because it is based on actual instances of interaction, it requires the involvement of those participants on which it focuses and it inherently has strong relevance to their practices and experiences. Collaboration and knowledge exchange can be built into all stages of the research process: participants can be involved in agreeing the broad aims of a research project using this methodology, deciding on the type of interactions to analyse, exploring the data at an early stage to identify topics of interest, examining and validating the preliminary findings, responding to summative findings and suggesting implications, and engaging in and contributing to training events based on the data and findings.

The first part of the workshop will describe an ongoing study based on video recordings of groupwork programmes for addressing offending behaviour in Scotland. Using video materials, we will explain and demonstrate how the Conversation Analytic Roleplay Model (CARM), developed by Prof Liz Stokoe, can be used as a way to introduce social work practitioners to the methods of discourse analysis and conversation

analysis, present preliminary findings, validate assumptions, understand the nature of social work practice, examine the process of service user transitions and behaviour change, and explore ways of improving practice.

The second part of the workshop will take a point of departure in a study of decision making in inter-professional meetings in social work. Using transcription of audio recordings, data from three different municipalities in Denmark have been analysed. Using this research as a stepping stone we have worked with practitioners in other municipalities analysing their own data in a collaborative process between research and practice. These seminars have contributed to challenge and validate the research as well as promote reflections amongst practitioners around the role of language and possibilities to develop the inter-professional meetings in meaningful ways.

This workshop will demonstrate how interactional approaches to the study of social work have the potential to produce truly collaborative research that can be both responsive to social work in transition and transformative for social work practice.

G Symposium 239 **Implementing and Evaluating Child Welfare Practices in Local and Global Contexts: the Case of Reclaiming Social Work Model**

Donald Forrester, Cardiff University; David Westlake, University of Bedfordshire; Lisa Bostock, University of Bedfordshire; Elna Aaltio, University of Jyväskylä; Nanne Isokuortti, University of Helsinki

There is growing interest in identifying and implementing best practices in social work. However, reshaping social work practice is a challenging task. By adding a border-crossing element to the challenge of implementation of new practices, the complexity increases considerably.

Using the example of the Reclaiming Social Work (RSW) model (also known as 'the Systemic Unit Model' and the 'Hackney model'), we explore issues in implementation and effectiveness in different contexts, namely in England and Finland. Essentially, researching implementation involves identifying critical factors that support practice. In order to research effectiveness, we need to clarify our understanding about the aims of child welfare and find effective ways to measure the outcomes.

The RSW model was pioneered in London Hackney, England from 2007, and since has been implemented elsewhere in the country. Currently, the model is also being piloted nation-wide in Finland. It is a whole-system reform that aims to deliver systemic practice in Children's Services. Previous research (Bostock et al. 2017; Forrester et al. 2013; Cross et al. 2010) suggests that the RSW model provides a better quality of Children's Services than normal practice.

On the basis of two groups of researchers from England and Finland, the symposium provides new perspectives on possibilities and challenges related to the local and global implementation of child welfare practices. Moreover, we discuss contextual influences on the measurement of effectiveness. The session ends on general debate on the theme of the symposium's title.

The first presentation by Westlake and Forrester describes the model as developed in Hackney, and reports key findings in relation to identifying the essential features of the model and the quality of practice when the model was compared to two authorities delivering services in a more conventional manner.

The second presentation by Bostock reports on the roll-out of the model across 5 other local authorities. Key findings included a generally exceptionally high level of practice where the model was delivered well, but considerable challenges in ensuring that this was the case. The findings highlight the challenges of implementing effective practices in new settings.

The third presentation by Aaltio and Isokuortti illustrate how the model is adopted and implemented across national borders by using evidence from Finland. It presents preliminary findings of an evaluation of the Finnish Systemic Unit Model pilot.

Overall the Symposium seeks to explore the development and implementation of this specific approach to systemic practice, while using the opportunity to explore wider issues relating to implementation and adaptation of new ways of working.

G Workshop 723 **Addressing global concerns through everyday care**

Claire Cameron, University College London; Mark Smith, University of Dundee; Nicola Boyce, St Christopher's Fellowship

The global movement of people challenges what have become orthodox western ways of thinking about social work. In the UK, this thinking, especially in relation to children and young people, draws, increasingly, on ideas of attachment and trauma. This, however, is travelling knowledge – trauma is becoming a powerful driver of policy and practice across Europe, often based on ideas imported from the US. This reflects a growing (neoliberal) political propensity to 'scientise' social issues and to render them amenable to time-limited interventions and to measurement. In relation to work with children, this medicalises social problems and locates expertise for dealing with them with professions that lay claim to a 'harder', more scientific knowledge base than social work.

By contrast, social pedagogy, with its emphasis on holistic development through the purposeful use of relationships and everyday lifespaces as the arena for learning, offers an ethical, empowerment-orientated, strengths-based paradigm for practice which recognises children and families as experts in their own lives. This approach can be understood as providing a critical perspective on dominant deficit-based discourses in UK social work and social care, which emphasise an image of the child 'in need' as passive, victimised and 'traumatised'.

This workshop will draw on the presenters' ongoing work, which queries the dominance of psychological and medicalised constructs in social work, across the UK and Germany, exploring the empirical basis for them, the ways in which they enter professional discourse and, more practically, how helpful they are in relation to day-to-day work with young people. We will use the workshop to introduce ideas from our theoretical work and to harness participants' views on how we might take these forward in subsequent stages of the project. Having outlined and discussed our ideas, the workshop will then introduce the work of one of the presenters, who has developed a training programme for working with children who have had adverse life experiences through a model of everyday care.

Drawing on a recent training course on social pedagogy and trauma devised for Scottish children's social care practitioners, participants will be invited to take part in interactive experiential learning activities to explore a practice-focused response, aiming to integrate trauma-informed approaches through a social pedagogic lens, while also retaining a critical reflective stance towards the image of the child and the social, relational context within which the concept of trauma is constructed.

We will conclude by introducing participants to the recently formed Social Pedagogy Professional Association (SPPA), the professional home for social pedagogy in the UK. It exists to nurture a learning community for all those interested in and practising social pedagogy and social pedagogic approaches within social work and other disciplines.

G Symposium 222 **Social Work Research in Transition: A comparison of conditions and infrastructures for social work research in different European countries**

Judith Metz, Amsterdam University of Applied Sciences; Darja Završsek, University of Ljubljana; Silvia Nicoletta Fargion, Trento University; Peter Sommerfeld, University of Applied Sciences Northwestern Switzerland; Claudia Steckelberg, University of Applied Sciences Neubrandenburg; Michaela Koettig, Frankfurt University of Applied Sciences

This symposium follows a comparative approach to regard and reflect the frameworks and policies for social work research in different European countries. Knowledge production in research projects needs supporting infrastructures to be able to reach a high quality of designed projects and outcomes.

When comparing the structural and organisational conditions for social work research in different European countries and regions, it soon becomes clear that there are many similarities. But a closer look will also find quite different structural and institutional conditions in the field. These differences lead to a diversity of formations for planning, establishing and carrying out research activities. On this background, the symposium aims to establish an international and comparative perspective to further identify and discuss the existing local research infrastructures and to identify the main institutional elements and frameworks for social work research projects.

The symposium starts with four short country presentations from Slovenia, The Netherlands, Switzerland and Italy and will then be followed by an interactive exchange with the audience. This dialogue will be designed along orientating questions that are directed to foster an interactive discourse and will also aim at gaining some first conclusions.

By this approach, the symposium will initiate a forum for exchange and a comparison of the different local conditions on research funding, the main research policies as well as the role of universities, private institutes, and other organisations. Furthermore the creation of arrangements for and the role of PhD dissertations and research groups, and the role and impact of professional associations and policy makers will be looked at and discussed.

The participants of the symposium will be:

Judith Metz (The Netherlands), Daria Završsek (Slovenia), Silvia Fargion (Italy) Peter Sommerfeld (Switzerland) Moderation: Michaela Köttig (Germany) and Claudia Steckelberg (Germany)

Guide to local stuff

Scottish Pubs

As we say in Scotland, you will be spoilt for choice, however, near to the Conference you can try:

The Royal Oak

Historic real ale pub with free live folk music in cosy public bar and compact basement lounge.
<http://www.theroyaloakoldtown.co.uk/jazz-on-the-corner/>

Sandy Bells

Small, friendly local with real ales, plentiful malts and live Scottish folk music most nights.
<https://www.sandybells.co.uk/>

Bannermans

Established pub with atmospheric warren of nooks and crannies for whisky, real ale and live music.
<https://www.facebook.com/BannermansBar/>

The Bow Bar

No-frills compact local emphasising cask beers and single malts, with fresh soup and pie snacks.
<https://www.thebowbar.co.uk/>

The Café Royal

A bit further away but a real gem of a bar, lofty and ornate tile-adorned, offering real ales, whiskies and seafood specialities.
<http://www.caferoyaledinburgh.co.uk/>

The Scottish Malt Whiskey Society

World's widest collection of rare & exceptional whiskies. Oh, and they serve food too.
<https://www.smws.com/about/venues/28-queen-street>

Dining

If you stand at one of Edinburgh's busiest cross roads in the middle of the City (Hanover Street and George Street), then you will be able to see at least thirty places, to eat and drink. Below we list just a few places to eat within five minutes of the Conference.

Divinoenoteca

Refined Italian cuisine and top-notch wines in a chic modern decor of dark wood and black leather.
<https://www.vittoriagroup.co.uk/divinoenoteca/>

Café de la Poste

Located in the former Newington Post Office, Le Cafe de la Poste is a traditional French Bistro. It offers simple fresh food during serving hours and snacks all day long.
<http://www.cafedelaposte.co.uk/>

Spoon

A restaurant/bistro in Edinburgh offering fresh, wholesome, hearty food, just doing it our way. Filling a much-needed gap between the casualness of a cafe and the formality of a restaurant, plus it's the authentic birth place of Harry Potter
<https://spoonedinburgh.co.uk/>

Ting Thai Caravan

Relaxed Thai restaurant with a no reservation policy and a hip, vibrant dining room.
<http://www.tingthai-caravan.com/>

The Mosque Kitchen

Informal, family-friendly budget curry joint offering no-frills cuisine, with disposable tableware.
<http://www.mosquekitchen.com/>

Cafes

Hundreds nearby, seriously, but try:

Mimi's on the High Street

Tray-bakes, scones and cakes galore at friendly cafe with camp 40s decor, lunches and teas
<https://mimisbakehouse.com/pages/mimislittlebakehouse-oldtown>

Clarinda's also on High Street, (named after one of Robert Burn's girlfriends)
<https://www.facebook.com/pages/Clarindas-Tearooms/163445917011243>

Elephant House

Serves Breakfast, Lunch and Dinner. We stock a large selection of teas and coffees, wines, draught and bottled beers and a very affordable selection of cakes, tray-bakes and main dishes.
<http://www.elephanthouse.biz/>

Places to Wander

Everywhere in Edinburgh really but:

- The Grassmarket – heart of old Edinburgh
- High Street – from The Castle to our Parliament, a mile of architecture, culture and history
- Clerk Street – full of quirky shops, cafes and dining spots
- The Meadows – on Conference doorstep, one big space of greenery
- The Queens Park – an even bigger space of greenery, and a big hill. Plus great views over Edinburgh
- Calton Hill – an easier climb and great views.
- Greyfriars Kirkyard – for that quiet moment among gravestones

Or just look up: <http://edinburgh.org/>

Edinburgh Essentials

Phoning

The local area code is 0131. The national area prefix is +44.

Emergencies

The UK Emergency number is 999 or 112. This will connect you to: Police, Fire Services, Ambulance and Coast Guard.

Medical Attention and Hospitals

If you require non-urgent medical attention, you can:

- dial 111 for the NHS 24 telephone service where medical professionals can assist you (available 24 hours per day, 7 days a week)
- visit the Accidents and Emergencies department at one of the local hospitals: The Royal Infirmary is open 24/7 for all emergencies. Address: Old Dalkeith Road, EH16 4SA; Telephone: 0131 536 100. The Western General hospital's Minor Injuries Clinic is open from 8am until 8pm for injuries and minor ailments. Address: Crewe Road South, EH4 2XU; Telephone 0131 537 3481. For delegates travelling with children: please note that emergency medical attention for children is provided by a dedicated children's hospital.
- The University Health Centre at 6 Bristo Square may be able to see you as a visitor to the University. Please phone 0131 650 2777 to enquire.
- Pharmacists can help with advice; please see more information below.

Pharmacies

Each Pharmacy has a qualified pharmacist who can be asked for advice regarding minor ailments, medication and health. The University pharmacy is located at the Health Centre at 6 Bristo Square. There are also two pharmacies nearby at 6 St Patrick's Street (Boots Pharmacy) and 79-81 Nicholson Street (Southside Pharmacy).

Water

The tap water in Edinburgh is drinkable. Bars, cafes and restaurants must provide tap water free of charge. At Edinburgh Airport, there are tap water fountains for re-filling bottles after the security check and the tax free shop.

Money Matters

There are several cash dispensers in the University area: two outside the Potterrow Student Union building, and several on Nicholson Street. Most local businesses have card paying facilities although sometimes there is a minimum spend (usually £5). If you intend to pay by card, it is good practice to establish that this is an option BEFORE ordering.

Local Transport

Lothian Buses serves Edinburgh with an extensive network of bus services. A single ticket is £1.70, which must be paid in exact coins to the driver (no change given). There is also a ticketing app for smartphones. For transport to and from the airport, there is a tram service, and three different airport buses; the most common one for the city centre is the Airlink 100.

More information about the bus network, airport transfers and tickets can be found on <https://lothianbuses.co.uk>

Taxis

Taxis with the yellow Taxi sign lit up can be flagged in the street. You can also find taxis at taxi ranks, or order one over the phone. The transport service Uber is used in Edinburgh but it is not as common as in other places.

Central Taxis: 0131 229 2468

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