Local Organising Committee
Dr Gary Clapton, Senior Lecturer in Social Work
Professor Vivienne Cree, Professor of Social Work Studies
Dr Sofia Dedotsi, ESWRA Vice Chair
Dr Steve Kirkwood, Senior Lecturer in Social Work
Pascal Rudin, Doctoral student in Social Work Research
Professor Mark Smith, Professor of Social Work

Supported by
Helene Frossling, Events and Dissemination Officer
Jane Marshall, Support Officer (Social Work)

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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,

Viviene 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)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Room</th>
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<tbody>
<tr>
<td>08.00 - 18.30</td>
<td>Registration</td>
<td>Appleton Tower</td>
</tr>
<tr>
<td>09.00 - 15.30</td>
<td>Pre Conference Activities</td>
<td>George Square Campus</td>
</tr>
<tr>
<td>16.00 - 17.00</td>
<td>Opening Session</td>
<td>Gordon Aikman Lecture Theatre</td>
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<tr>
<td>17.00 - 18.00</td>
<td>Keynote: Professor Bill Whyte</td>
<td>Gordon Aikman Lecture Theatre</td>
</tr>
<tr>
<td>18.00 - 18.30</td>
<td>Refreshments</td>
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<tr>
<td>18.20 - 19.30</td>
<td>ESWRA General Assembly</td>
<td>Gordon Aikman Lecture Theatre</td>
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<tr>
<td>19.30 - 21.00</td>
<td>Welcome Reception</td>
<td>Playfair Library Hall, Old College</td>
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### Conference Programme: Thursday, April 19, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Room</th>
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<tbody>
<tr>
<td>08.00 - 08.50</td>
<td>Meet the Editors: writing for publication workshop</td>
<td>Appleton Tower 2.12</td>
</tr>
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</table>
| 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 Convenors Meeting | 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                                                            |                             |
| 16.26 - 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

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>08.00 - 08.50</td>
<td>Writing (Good) Journal Papers - An early-career workshop</td>
<td>Appleton Tower 2.12</td>
</tr>
</tbody>
</table>
| 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                                                            |                             |
| 16.26-18.00 | 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.
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/outside – and the sensitivities and challenges present, as well as wider opportunities when addressing notions of refugeehood.

Biography

Dr Al-Makhamreh has been a lecturer on the BA social work programme at Al-Balqa Applied University (BAU) Princess Rahma University College, 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 establishment 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.

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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.
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 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 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 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 Bersford, Hugh McLaughlin, Salu Panta Tytikko 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 SR 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.

<table>
<thead>
<tr>
<th>Poster</th>
<th>Title</th>
<th>Researcher</th>
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<tbody>
<tr>
<td>75</td>
<td>Grandparents’ Experiences of Being a Special Guardian: An Interpretative Phenomenological Analysis</td>
<td>Paul McGrath, University of East Anglia</td>
</tr>
<tr>
<td>110</td>
<td>The Europalization reform of social welfare in the Estonian small local governments</td>
<td>Vaike Raudava, NGO “Idea”, Estonia</td>
</tr>
<tr>
<td>156</td>
<td>Gender sensitive and empowering social work with single mothers: method and its effect</td>
<td>Lynn De Pourcq, Karel de Grote University College; Jan Depauw, Karel de Grote University College; Sandra Verhauwert, KU Leuven</td>
</tr>
<tr>
<td>175</td>
<td>How can public welfare social workers use information and communication technologies to facilitate innovation?</td>
<td>Hong Zhu, UiT The Arctic University of Norway</td>
</tr>
<tr>
<td>224</td>
<td>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</td>
<td>Yuki Donen, Sophia University</td>
</tr>
<tr>
<td>234</td>
<td>Service User Involvement: Social Work Education in a Digitised Learning Landscape</td>
<td>Nadine Thomas, University of Stirling; Sian Lucas, University of Stirling</td>
</tr>
<tr>
<td>256</td>
<td>Critical reflexivity of field social workers working with the families</td>
<td>Katerina Glumbikova, University of Ostrava; Barbara Grundelova, University of Ostrava</td>
</tr>
<tr>
<td>295</td>
<td>Suicide prevention in Russian prisons: A review of practice</td>
<td>Elena Arkhipova, Ural Federal University; Aleksey Stanishinov, Ural Federal University</td>
</tr>
<tr>
<td>330</td>
<td>Analysis of Collaboration and Networking in local compact integral system of education, care and social services</td>
<td>Carmen Hack, Westfälische Wilhelms-Universität Münster</td>
</tr>
<tr>
<td>363</td>
<td>Realistic Evaluation, Qualitative Comparative Analysis and Impact Models. Empirical applications in four fields of social policy</td>
<td>Sigrid Haunberger, University of Applied Sciences and Arts Northwestern Switzerland</td>
</tr>
<tr>
<td>479</td>
<td>Methodological conceptualization of violence against children in the family</td>
<td>Nikola Sulic, University of Zagreb; Miracajn Ragić, University of Zagreb; Marina Ajduković, University of Zagreb</td>
</tr>
<tr>
<td>497</td>
<td>Revealing social work fallacies: Using script theory in critical thinking education</td>
<td>Florian Spanberger, Ludwig-Maximilians-Universität München; Sabine Pankter, Katholische Stiftungshochschule München; Ingo Kolari, Universität Augsburg</td>
</tr>
<tr>
<td>510</td>
<td>Knowledge creation in interprofessional assessment</td>
<td>Kaarina Mönkkönen, University of Eastern Finland; Taru Keikori, University of Eastern Finland; Aini Pelkonen, University of Eastern Finland</td>
</tr>
<tr>
<td>592</td>
<td>Image of social work education: students’ and specialists’ expectations</td>
<td>Svetlana Pankova, Ural Federal University; Elena Arkhipova, Ural Federal University; Roman Chechulin, Ural Federal University</td>
</tr>
<tr>
<td>687</td>
<td>Practitioner Vs Researcher: Inside out, outside in or the space in between?</td>
<td>Annemarie Monaghan, University of Strathclyde</td>
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<tr>
<td>689</td>
<td>Personal Learning Networks-the next steps</td>
<td>Shona Robertson, University of Dundee</td>
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<tr>
<td>811</td>
<td>Social Work in Times of Professionalisation and Neoliberalism</td>
<td>Sigrid Schilling, University of Applied Sciences and Arts Western Switzerland; Michael Lavalette, Liverpool Hope University; Rich Moth, Liverpool Hope University; Beat Müller, University of Applied Sciences Northwestern Switzerland; Lukas Neuhaus, University of Applied Sciences Northwestern Switzerland</td>
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### Conference Programme: Thursday, April 19, 2018

#### Parallel session A: 10.20-11.50

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<td><strong>Orals</strong></td>
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<td><strong>SIG Symposium</strong></td>
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#### Key:
- **Orals**: Oral presentations
- **SIG Symposium**: SIG Symposium
- **Workshop**: Workshop

#### Key:
- ECSWR 2018

### Conference Programme: Thursday, April 19, 2018 (continued)

#### Parallel session C: 14.45-16.15

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<tbody>
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<td>15:25</td>
<td><strong>Symposium</strong></td>
<td>50 GS: 50 George Square</td>
</tr>
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#### Key:
- **Orals**: Oral presentations
- **Symposium**: Symposium
- **Workshop**: Workshop

#### Key:
- ECSWR 2018

### Conference Programme: Thursday, April 19, 2018 (continued)

#### Parallel session D: 16.20-17.55

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#### Key:
- **Orals**: Oral presentations
- **Symposium**: Symposium
- **Workshop**: Workshop

#### Key:
- ECSWR 2018

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**Key**
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**KEY**

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## Parallel Session A

**Thursday 19 April, 10.20-11.50**

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This presentation will report on the views and experiences of the factors that contribute to the resilience of the NQSW in Scotland and discuss Japan, and few studies have used participatory methods of investigation. Addressing these gaps in policy and research was urgently needed. 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. 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 skill-building 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 (Kinnman & 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 NQSWG in Scotland and discuss any uniquely Scottish factors in the process. We will also reflect on the interviewers’ experiences of conducting research whilst, at the same time working as a frontline Child Protection Social Workers.

As a nation that experiences many disasters, Japan has a strong government-centered disaster prevention and response system; 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). Thereafter, we held biographical interviews with 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 (Aidar, 2017). This raises questions on the contribution of social work, i.e. outreach work, to a persistent social problem as homelessness. 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 vision 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.
**A2 The social work education curriculum in research focus**

Chair: Jo Moriarty  
Room: Appleton Tower 2.14

**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 Polukhina, 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 an ‘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 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-Szalyi, Southern Adventist University; Mirea 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, if it is to be effective, provided there is optimisation of learning 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 & Russel, 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 in Spain, 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<.05 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.
the exploration and visualization 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 medicalization 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 - form 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 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 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.)
Social work research in Asia/Pacific countries

Background

Social work is an ethical practice that pursues both social justice and social care. Rather than being entirely compatible, these two types of virtues create an uncomfortable tension that social workers need to navigate in their professional role.

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 informed 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 of a wider struggle for democracy and genuine universal suffrage in Hong Kong. It took place in three key locations, and was criticized by different actors experienced an epistemic break, giving them both a new perspective on, and an impetus to question that authority. Many of them

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 Chinese traditional patriarchal and patrilineal characteristics of Chinese families.

Retention of the Umbrella Movement

The social justice and social care dilemmas that social workers face are not unique to New Zealand social workers (Sherman, 2016). This study suggests that preparation for transnational social work might usefully focus on interprofessional working and in particular support the development of conscious, principled, pragmatic relationship-building skills to bridge the gap between the teaching and social work professions and improve the welfare of children.

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 Beddow, University of Auckland; Shajmon 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 overall aim was to develop an informed-up-to-date understanding of the needs of 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 revealed a surprising convergence of views and experiences across the various participants, and this 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 around 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.
Criminal identities in transition: The role of social work in shaping non-offender identities

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-focused’ 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’ 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-focused’, ‘social investment’, 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.

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 empathetic, 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 elements such as rejecting the label ‘sex offender’ or minimising offences are more delicately treated, accounting for the context and risk whilst maintaining engagement.

Researching criminal justice social work

Chair: Judith Mullineux
Room: David Hume Tower, LG.08

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.
Researching children & families

Chair: John Clifton
Room: David Hume Tower, LG.10

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 Leichter, 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 disregarded the children’s perception of the family system, which is a deep-rooted and much-valorized 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.

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 Meets, 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 network-forming 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.

A6 Researching children & families

A6 Abstract ID: 138
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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.
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.

Introduction

The study was 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 & Dienssens, 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. Counsellors 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 organisation’.

A7 Social work research in Europe

Chair: Mary Baginsky
Room: David Hume Tower, LG.09

A7 Abstract ID: 68
Marcin Boryczko, University of Gdańsk

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 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 & Dienssens, 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.

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 hierarchical 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 the acts of violence reported so rarely.

Conclusions

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 hierarchical 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 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 Nanup, Aalborg University; Bettina 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 careers) 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
Geosine 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 hysteric 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.

**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 conlates 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 matching 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.

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**Researching the social work profession**

**Chair:** Campbell Killick
**Room:** 50 George Square, G.06

**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.

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.

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**Regulating, risk and blame culture in social work**

**Birgitte Thelmann, Aalborg University; Maria Bülow, Aalborg University; Erik Laursen, Aalborg University**

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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.
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 processes in the history of 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 professionalisation of social work as a transnational occurrence.

Accordingly, research questions are as follows: What were the contributions, networks and new identities evoked 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 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 transience 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 about the ontology of human beings and social problems and, how forms of exclusion are embedded in changing political ideas of welfare. Historically, social work as a transnational occurrence.

Pia Ringoue, University of Aalborg

Keywords:

Abstract:
The aim of this presentation is to promote reflection on how political ideas of society, welfare and social work are informed by shifting types of knowledge about man and society. Historically, social work as a transnational occurrence.

The proposition 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, about how best to ensure a population consisting of ‘productive individuals’ and of how these narratives have led to shifting understandings,

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 intergenerational, nuanced view on the dialectics between society, human conditions and social problems in the future across varied contexts (family; psychiatry; disability; community work, social work with unemployed people etc.).

Healy, Lynne (2001): International social work. Professional action in an interdependent world. New York. This paper focuses on the professional 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 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 Courtès 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 actors, 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 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.

ECSWR 2018

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

Abstract: ECSWR 2018

Youth work and prevention. A conceptual framework.

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 developments in youth work and the complex, dynamic and interactive nature of youth professional’s way of acting professionally, the methodological way of acting professionally. In this paper, we will present a conceptual model for youth work underpinned with practice based evidence and literature.

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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 (298 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.

Abstract ID: 448
Young people that need support to participate in education and work
Manita Gerritsen, HAN University of Applied Sciences; Lisbeth Verharen, HAN University of Applied Sciences

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

Based on 35 narrative interviews that were retrieved during multiple student research projects at HAN University of Applied Sciences, a qualitative analysis was made of statements the adolescents made about their way of life, their possibilities and their experiences with professional support. The analyses make clear that this group of vulnerable adolescents wishes to live a life as normal as possible and there is an intrinsic need to gain progress in life. Their goals are based on a more or less traditional framework of values: paid work, independence and sharing their life with people they love. On the 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.
### Parallel Session B
Thursday 19 April, 11.50-13.20

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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 a fertile environment 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 of challenges 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 purposeful 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 precarious 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 unobserved as ‘voluntary work’. Each of them was trying to find an individual solution for their situation, as 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 transition’ and perennial crisis such as Bosnia-Herzegovina, and development of social work at Europe’s semi-periphery.

Methodological challenges: action research

Chair: Gemma Yanwood
Room: Appleton Tower 2.12

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

Hyo-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 researcher-participants (YPs) 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, YPs gained pertinent knowledge, 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.

Abstract ID: 376
Action Research Approach to Post-graduation Transition and its Challenges

Gorana Panic, University of Jyvaskyla/Kokkola University Consortium Chydenius

The International Association of Schools of Social Work’s 2010 census recorded dramatic growth of institutions offering social work education

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 researcher-participants (YPs) 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, YPs gained pertinent knowledge, 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.

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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. It replaces the 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 engaging 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 as 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.
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’, ‘Students Debates’ strategy (Keller et al., 2001) and enrolling 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 enrolling of research corpus we aim to contribute to a more effective social policy teaching and to disseminate innovative and creative pedagogical practices.

### B2 The social work education curriculum in research focus

**Chair:** Trish McCulloch

**Room:** Appleton Tower 2.14

**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 they 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 (Pappe & 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 in 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 payed 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.

### 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

### 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 McAughrinn, 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. Posing 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, the 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 refusal, confirming common themes and attitudes 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 had suicidal thoughts. What learning can we take from these experiences for professional regulation?

From here, the second half of the paper will examine the political context of professional regulation as, in England, central government desire 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.

### 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 ethos 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 how BME attainment gaps 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’ (Rai, 2001) potentially further contributes to the challenges for BME students with more limited linguistic choices.
This presentation also seeks to contribute to the conference conversation about ‘social work history, identity and practice in changing times’.

The degree of professional identity was different in the two countries surveyed. A higher degree of identity was found among social workers from the Czech Republic and Slovakia, formerly one state. These countries have a common history of formation of social work organizations, hospitals, etc. Participants could also fill in the online version of the questionnaire.

The completed study confirmed that local conditions have an impact on identification with the profession of social work. We perceive in 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, identity support, professional identity 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/ideology 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.

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 Czech Republic. 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 specifics 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.
This paper studies how social work research can meet the newly emerging need for knowledge regarding asylum seeking and refugee children and young people. The rapidly changing situation has created new needs for knowledge for social work practice and research. 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 experiences 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.

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 reflects 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 viability. 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 emerge 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 bid 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 are labeled as ‘applied phronesis’: dialogical encounters tapping into ‘peoples’ practical wisdom in dealing with both routine decisions and unexpected contingencies (Flyvbjerg, Landman, & Schram, 2012, p. 48). Different types of applied phronesis will be presented, each of them focusing on the 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.

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 relating 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-Arapone 2016), Researchers (e.g. Kollin 2005; Kauko et al 2017; NiRaghaigh 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 SA385692, 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 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 experiences 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.

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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).

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.

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.
The evaluation of the ‘Visiting Mum’ scheme involved a wide range of qualitative data collection. Three focus groups were held in the prison (F(3,391)=4.60, p = .004). Furthermore, girls who received an individual approach are better capable of reflection upon their actions and the (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). Although 92% are born in the Netherlands, 74% have a mixed cultural background. From the girls who participate in secondary school, 72% agency and an important step in the development of active citizenship. When vulnerable girls know who they want to become and how they 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. 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: 6 months, 12 months, 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 themselves. Based on the exploratory factor analysis and reliability analyses, the scale has 13 items and is measured on a five point Likert scale (α= .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 actions 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 living 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.

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

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 analyzed. 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 ‘splitting identity’ , and that the nature of the mother-child relationship means that 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.

Reflecting on ‘Mothers Apart’: what have we learnt from this partnership project since 2014

Linda Bell, Middlesex University; sarah Lewis-brooke, Middlesex University; Rachel Harring, Middlesex University ; Lynne lehane London Borough of Tower Hamlets; Sian 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 Plthouse
Room: David Hume Tower, LG.08

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 ‘perspectivalisation 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.

Abstract ID: 357
Doublethink and the Doublebind: negotiating the protection/participation dichotomy in working with child sexual exploitation
Michelle Lefteves, University of Sussex; Kristine Hicke, 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 at the same time understand the need to safeguard them. This paper explores the challenges faced by professionals who, working within legal frameworks, sometimes find themselves in situations necessitating a 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 overwhelming and at other times impossible to understand. The study introduces a new concept developed by the author termed the ‘perspectivalisation 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.
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 Corradi, 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 recrui"tments 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 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.
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 Borowiecka-Bienzta, Nicolaus Copernicus University Torun; Piotr Krakowiak, Nicolaus Copernicus University Torun; Urszula Bartkiewicz, Warsza and Mazury University; Katarzyna Czyrniko, Warsza 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, Thongood 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 analyzed 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 30-50 implemented legally as carers (social work assistant - people with care needs) 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; Fish 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, Fish, 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 caregivers. 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.
This study will provide specific insights into the role of the PA in supporting parent-child relationships and:

Thematic analysis is ongoing. Early findings highlight the complexity, intensity and fluidity of relationships within families using PA support, and context of social work education. This has resulted in social work emphasising managerial goals, strongly influenced by New Public Management. 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.

**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 and mixed 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 Ghazanfareeon Karlsson, Mid Sweden University

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

**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 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 786 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 (Kuzynski 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) little or no opportunity given; or (v) 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

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 UMRs’ transit experiences during their flight.

The objective of this research is therefore to study the psychological impact of experiences occurring during UMRs’ 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 UMRs per country, aged 14-17. The initial interviews are taking place in diverse settings, including first reception centres/’hotpots’, detention centres and shelters for UMRs. 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 UMRs 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.
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?

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?

Background and purpose:
In times of austerity the Norwegian government, as well as many European countries, calls for extended volunteering 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 relationship 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 where identified as the “social work language” and “the institutionalized mindset”. Both where 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 identify 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.
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, present people from being drawn into terrorism.

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

We argue however that far from a traditional welfare safeguarding position, which we argue could be defined as the a traditional tension of coercive power being suced 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 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.

This presentation focuses on the implementation of the IPS method in a Danish welfare context. The paper ex- amines 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 set- tings, that builds on document-analysis and interviews with stakeholders. Empirical data have been analysed using content analysis.

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

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


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’ and barriers, Scandinavian Journal of Disability Research, DOI:10.1080/15017419.2016.1222306

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

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

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

Milena Heinsch, University of Newcastle

Background and purpose:

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

Methods:

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

Results:

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

Conclusions and implications:

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

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.

Gemina 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 exploited 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.
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.

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 the 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 overlap of particular circumstances and traits (Moeyby-Jensen and Moeyby-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 (Hants and Moller, 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 Gentilowarior, 2016). 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

**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 Susic-Janjetovic, University of Banja Luka; Andrea Rakonović 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 change 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 tran- sitional 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 Zehaw, Ruppin Academic Center; Anat Ben-jonah, Bar-Ilan University; Tehila Rezwe, 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 examines 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.
C2  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 Chidzey, Oxford Brookes University; Bob Benne, 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 (Kinnman & 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 (Kivlov, 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 Kinnman 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 Kinnman 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 predicted resilience.

Discussion:
This study provided further support for Kinnman 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 understanding resilience. It 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 Moms, University of Sheffield; Paul Bywaters, Coventry University; Jonathan Scourfield, Cardiff University; Bird Featherton, 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-conducted study – nested within a larger UK study of children in complex adversity – that explores 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-related support, we present unique insights into the relationship between deprivation, service use and family life.

Methods:
Mixed qualitative methods are being used to capture the everyday challenges of living with deprivation, alongside engaging with the services that offer poverty-oriented support. Key community organisations (including a debt advice centre, a community centre and a food bank) have been selected purposely, 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 (Nullifield 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 neighbours 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.

C 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 11,000 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 p99-100 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 (Eringson, Syssem & Odaten 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 at the healthcare. (Bohlén & Sager 2011) 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. Hoot 1991; Newman 2006). 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 & Lundstrom 2012; Bohlén & Sager 2011). This motion towards governance informed by distrust has been observed as unfavourable and new efforts are now promoted from the national government in terms of governing public administration (Prop. 2016/1750 p98). In order to achieve this the proposition highlights the concept of trust (lif) 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 (Blfrgard Blterten 2016) where the governing of public organizations is based on mutual trust between politicians, managers and street-level professionals (d 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?
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 belonging 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 Qiqros, 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 provides 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’ approaches; and (c) the finding that social work is central to the lives of women who struggle with poverty, shapes their relationships with the welfare services and motivates political activity.

The paper will conclude with some final reflections about broader themes Advanced Social Work Practice (especially in relation to the AHRC-funded D Wise project) and potential research directions.

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, into the improvement of the quality of social work practice, and different research methods, into the improvement of the quality of social work practice.
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 socialization, improved sleep, enhanced experience of an activity, reduced boredom, enjoyment/pleasure, feeling calm/cheerful, reduced stress/anxiety, and feeling high/numb. Least reported effects included sadness, guilt, being late/absent, missing work/obligation, reduced school/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 legalization, 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 individualized 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 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

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Understanding Child Neglect in Namibia

Victoria Sharley, University of Bristol, Ayson Rees, Cardiff University; Janetten 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 study explores the understandings, thoughts and feelings of participants when identifying and responding to children who are suspected of neglect. Semi-structured qualitative interviews were employed in two primary schools within three diverse regions of Namibia (n=6). Kangaso (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 com- munities 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.

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Researching health and social work

Chair: Gillian MacIntyre

Room: David Hume Tower, LG.08

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 does the representative handle the pressure to participate and the possible opportunity to impact strategic work? How does 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 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 themselves 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.

Sexual Violence and Mental Health Units

Marion Foley, Manchester Metropolitan University; Ian Cummings, 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 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.
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 centered 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.
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
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, flexibly, 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, comprehensiveness 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.
emphasising the fact that they did not obtained 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 where 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 behavioralist 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 ‘uncharted 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 have 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 Abstract ID: 242
Views and attitudes towards Evidence-based Practice in a Dutch social work organization.

Renske van der Zee, University of Tilburg; Deirdre Berekoven, Utrecht University; Katrijn Haagse, Hogeschool Pontius Schakel, Tilburg University; Tranci Van Riezen, Regerenmortel, 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 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 both shown 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

Mikko Mantysaari, University of Jyvaskyla; Sami Heikin, University of Jyvaskyla; Anna-Kaisa Rikalainen, University of Jyvaskyla; Mikko Kasanen, University of Jyvaskyla

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 (co-)exists with physical and mental health problems, heightened risk of suicide and other problems of well-being (Hepojoki et al. 2008; Herbig et al. 2013; Minner 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 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 (2005, 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 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 (PREMEQ).

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 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 with the implementation of new public management in the nineties.
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.
### Presentations

**Parallel Session D**
Thursday 19 April, 16.25-17.55

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**D6: Researching children & families**

- Problematising permanence: the impact of permanence decisions on sibling relationships
- 'Child Trafficking': Experiences of separated children on the move
- Ensuring that Social Work Services Help Sex-Trafficking Survivors: Recommendations for Innovative Research in a Changing World
- END-TRAFFICKING, Lines of work to combat sex-trafficking
- Social Work in an Ableist Society
- Social Workers’ Professional Ideologies In times of Activation Logics
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- Getting more men into Social Work: Final study results and online intervention
- ‘I’ll pass you to my wife’: the interactional accomplishment of fathers avoiding parenting services (and what might be done differently)

**D7: Researching health & social work**

- Exploring patient, family member and professional perspectives of rehabilitation hospital family meetings using a participatory action research approach.
- Engaging with an advisory network: A critical discussion of its role in health and social research
- Remaking “Community” Mental Health Services: A Study of Contested Institutional Logics and Organizational Change

**D8: Researching child protection**

- How much does it cost to help a child recover from the effects of sexual abuse?
- Recognising and Addressing Child Neglect in Affluent Families
- Child protection research, research ethics and children’s involvement
- Online child sexual abuse: a new context?

**D9: Researching children & families**

- Family policy regime typologies: paradoxes, potentialities and pitfalls
- ‘We are caregivers, too’: Foster siblings’ difficulties, strengths and needs for support
- Impact of displacement on child marriage in Jordan: Insights from qualitative interviews and focus groups with Syrian Refugees
- Why are some innovations adopted by staff more readily than others? Diffusion theory and multi-disciplinary working in children’s services
Methodological challenges: user-led research

Chair: Hugh McLaughlin
Room: Appleton Tower 2.12

Abstract ID: 73
Neoliberal reframing of user representation
Bente Heggem Køjan, Norwegian University of Science and Technology; Edgar Marthinsen, Norwegian University of Science and Technology; Anne Moe, Norwegian University of Science and Technology; Nina Schiøtt Schjødt, 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 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 misjudging.

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; Hennerjick, 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 affects which voices are heard and which pictures are painted? Our analysis suggest there is an emphasis on words and concepts considered as valuable in the public space, such as children’s rights 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, 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.

Abstract ID: 213
Service user violence against social workers in Italy: prevalence and characteristics of the phenomenon
Alessandro Scola, University of Calabria; Urban Nolthdurft, 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 30,112 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 reveal that an overwhelming majority (88.2%) of social workers have experienced some forms of verbal abuse during their career. 35.8% of the respondents declare 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 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 emphasise 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.

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 an Italian educational innovation in a social work degree course. Following the experience of the Social Work Department of University of Herfordshire (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 carers in the 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 engagement...’ My systematic narrative review examined the international and national empirical research for service users and social workers collaboration with Inform Professionals and Organisations and co-production it also highlighted seven recurring themes: meaningful involvement, social work values, dialogue, challenges, positive power relationships, organisational commitment and learning through training. The outcomes and the learning from this systematic narrative review will also be drawn on in the presentation.

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

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

Results
When collecting data, many different challenges arise and they are not always easy to solve. In this presentation, the researcher will explain the difficulties encountered during this project and will give tips on how to solve them.

Conclusions and implications
The research evidenced that the project had positive outcomes in terms of both satisfaction and learning. The project was well received by all participants and it was seen as a valuable contribution to the field of Social Work. The findings of this research can be used to improve future projects and to inform policy and practice.

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 powerful’ (Prost, 2015, p.21) strategy for social workers worldwide” (James, 2007, cited by Goldbrai, 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 addressed 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 objective of the research.

- 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 juxtaposition 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 priority to immigration matters, with overtly discriminatory 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 Rico, 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 recrimation. 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 (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.

Conclusions and implications.
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.
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 ways the causes and 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.

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.
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.

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 presents 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 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

Parents’ 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 10%’ (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, 2006) 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 where 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 rational use of 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 refer. 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 Abstract ID: 543
Social Services, activation and the right to self-determination- The case of Iceland
Gudni Björk Eydal. University of Iceland; Gýta Hiptardottir. 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 (Vellabarðabætur 2014).

The Act strongly emphasises the autonomy of the municipalities having duties to guarantee financial and social security of the inhabitants. The Act makes it clear that the municipalities can not demand clients to participate in activation measures but nevertheless are addressed by policies that not only promote but also demand integration as well as promote 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 positions of young adults from working-class immigrant backgrounds in Switzerland. It is based on empirical data derived from a qualitative longitudinal study (May 2010 and 2017). In the study, 23 young people from a working-class immigrant background, living in the 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 explaining processes and patterns of belonging and participation and hence positions 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 lightening of regulations pertaining to migrants rights in the context of an increasingly racist public discourse, including populist, xenopohobically-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 political-social position in Switzerland.

The investigated life courses also show a relentless shift from 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 these experiences leads to differences in motivation 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, 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 pihouse, Cardiff University; Alf Roger Djupvik, Volda University College; Alysson Rees, Cardiff University; Charlotte Brookfield, Cardiff University; Tor-Johan Elekvik, University college volda; Vidar Myklebust, University college volda

A historic legacy of pessimism over forces of loss and identity over the last 25 years has been constructed within much majority 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 dejection 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 unflattering 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 tact ‘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. How- ever, 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 manageralist, 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 (a) training systems at qualifying and post qualifying that
We would like to share with the audience thinking of such a challenge that includes political, theoretical, professional, educational and cases from Poland and Georgia (based on social work literature analysis, data comparison and key informants perspectives namely social and nonprofit institutions? How clients benefit from having both formal/public and nonprofit programs? How to research the voluntary based social and economic crisis, into the opportunity of creating ‘new beginnings’, it is worth to observe, what learning lessons come from these especially in Central and Eastern European countries, when changes have gone so quickly – from collapse of welfare system, through has altered its focus and roles in social care spheres.

Discussions on social work role and social work professional education. The study on challenges in social work during this transition period life-course, came to a practice in social care. Social care systems meanwhile have gone through a crisis and reconstruction, including new discussions on 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, 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 social work professional education. The study on challenges in social work during this transition period shall include a closer look on how the non-profit sector, that takes a crucial part in the development and change of helping professions in Europe, has altered its focus and roles in social care spheres.

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.

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 an exploratory in-depth qualitative research project whose aim was to explore the knowledge that social workers 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. 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.

Abstract ID: 205
Practice frameworks in children’s services: Snake oil, panacea or genuine solution?
Mary Bagirzadeh, King’s College London

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 should they be 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.

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Educational trajectories of children in care in England across the primary years of schooling

Eitan 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 complete 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 Profiles), 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 = -4.4; S = -0.03, 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 = -0.01, S= .66***), ‘average and decreasing’ (51%; I = -0.15, S= .21***), ‘low and increasing’ (17%; I = -1.64, S= .05***), and ‘low and decreasing’ (28%; I = -1.08***, S= -.06) and ‘low and decreasing’ (28%; 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.

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; Elle 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 asked 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=48), 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 by 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 (Kuczyński & 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 32% of IDT members reported receiving any training in relation to family meetings and 79% 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 and, 3) some of the areas of difference and tension between the research team and advisory network. To conclude, we will discuss the unanticipated ethical issues and challenged us to think more critically about the methods we were using to develop and record our interactions with the 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 translatability of the advisory network approach to other areas of research and community-based practice.

### 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 Paties, 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 randomized 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 (44%). 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**

ECSWR 2018
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 £568) and during the trial period (£436 vs. £432). 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.

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**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 Communities data platform. Indices of deprivation (Income, Health, Education, Housing, Crime) by geographical areas were used to select five counties and seven local authorities, which represented a geographical mix and a range of socio-economic divisions.

The study used a qualitative approach, and a semi-structured topic guide was used in interviews and focus groups with a total of 30 participants. The sample consisted of professional stakeholders from across children services and included frontline social workers, team managers, an Early Help team manager, principal social workers, designated safeguarding leads, service managers, a Head of Service for Safeguarding Standards and a Local Authority Designated Officer.

**Results**

The findings revealed that neglect in affluent families can be difficult to recognize and address, posing challenges for effectively safeguarding children at risk. 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.
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 the authors of the not of the Independent Inquiry into Child Sexual Abuse.

D9

Reseaching children & families

Chair: Michelle Lefevre
Room: 50 George Square, G.06

D9 Abstract ID: 567

Family policy regime typologies: paradoxes, potentialities and pitfalls

Lennart Nygren, Uni; Susan White, The University of Sheffield; Ingvar T. Elingren, 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 FASK (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 regimens: 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 spheres, where norms have broken down, or tact 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.

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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.

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.
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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, Sosiaaltieto – Centre of Expertise on Social Welfare in Western and Central Uusimaa; Petten Heino, Sosiaaltieto – Centre of Expertise on Social Welfare in Western and Central Uusimaa; Marja Salmi, Sosiaaltieto – 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, Karhunki 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 Stlettebo, 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 Nurti, 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: Eilane 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; Lucile Alain, 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 quite recent years about the quality of social work education and graduates (Naney 2014, Crossover-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 marginalise 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 academic’s 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 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 to the degree in which they perceived themselves 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, (1879-1928). 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, 2003; Rajan, 2004; Hart, 1997; Hart, 1997; Merzoff, 1999), 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 injustices, infant mortality, environmental injustice, public health, and housing. Use of these methods arose in the wave 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; Rits, 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 (Bellman & Bergman, 2014, Texeira, 2015; Sakamoto, et al., 2014; Yoshihara & Carter, 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.
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-SP.

Methods:
Systematic reviews; an online Delphi process; and a consensus meeting of researchers, editors, and funders regarding content of the checklist.

Conclusions:
CONSORT-SP is an important step toward improving reports of many designs for evaluating social work interventions.

The social work education curriculum in research focus

Chair: Liz Beddoe
Room: David Hume Tower, LG.11

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.

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 Professions 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.

Factoring the ‘transnational’ into social work education: promises, pitfalls, ways ahead
Paolo Bocagni, Trento University; Mieke Schroten, Odense University; Erica Richard, Malmo 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 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 fail 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.

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 Richard, Malmo University; Norma Montesino, Lund University; Eva Westrom, Umeå University

Research on ethnic diversity and other related concepts such as ‘ethnic relations’, ‘culture’, ‘ethnicity’, and ‘race’, show that these tend to be
Researching the social work profession

Chair: Duncan Helm
Room: David Hume Tower, LG.06

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; Marion Potting, Zuyd University of Applied Sciences

E4

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-eminently concentrate on the accountability relation with the government. In terms of professional accountability 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-stakeholder 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.
The United Nations in 2002 estimated that 185 million people had lived outside their country of birth for at least 12 months (Crossette, 2002).

**Background:**
Shaun Roddy, Ulster University; Brian Taylor, Ulster University
Chair: Aidan Worsley

**Researching asylum seekers and refugees**

*Chair: Aidan Worsley*

*Room: David Hume Tower, LG.08*

**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 pre- and post-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.

**Abstract ID: 515**

The changing role of social work in self managed residential programs

Max Huberm, Amsterdam University of Applied Sciences

**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 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 the 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 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 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.

**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 of 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! PROMED 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 Mikkel, 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 have a long-term psychological well-being of new immigrants. Almost a third (28%) 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 90% 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
Juni Kiel University of Kassel, Franziska Södel 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 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 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.

E6
Abstract ID: 202
Comparative international analysis of the quality of social work research
Mike Fisher, University of Bedfordshire; Clare Tibury, 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 on 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 (Tibury 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.
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 dynamics at play that try 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 it's 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.

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

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 refueled 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 reform 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 to also undertake.

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

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 (39), 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).

Method:
We have been able to gain in depth understanding of three cultural approaches to access; we will call them the ‘ethical’ control 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.

Results:
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.

Access to social services as a rite of integration: power, rights and identity

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

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

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.
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 they use when discussing the role of biological parents of children placed into out-of-home care to other 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 policy, 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 focussed 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 sample.

In order to generalize the results participants were asked to consider their attitude to politics and social work. For this the questionnaire was divided into three parts: the first part was about participation in political activities, the second one was about the political perceptions of social workers, and the third one was about the political mandate of social work.

The results of the survey are surprising. The sample is very liberal and left-wing. This is comparable to the results of a nationwide survey (n=2000) in February 2017 (ZDF舆analyse). Social workers are compared to the total population in Germany significantly more left-wing and much more interested in politics. They also show a strong interest in politics and social work and are much more aware of the political mandate of social work. In compare to Neil Gilbert’s conceptualization of the orientations of child welfare systems, 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.

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 home-based 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 health issues can be ignored although we found that 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 longstanding and stable relations. Social relationships gave the individual a sense of safety at home and in the social environment. The interviewed older women described stable relationships 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 health 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.

**Presentations**

**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 Sarsai, King’s College London; Jill Marthorpe, King’s College London

**Background**

Deciding if and when to move a care home can 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 risk 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-skil 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 were 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 fact sheets 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, University of Strathclyde; Rebecca Chaddick, St Columba’s Hospice

The population is ageing 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 is that 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 in 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 running 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 Turner, 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 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 trialing a new method, the researchers aimed to engage participants actively in creating both the ‘product’ (CASA) and the knowledge ‘outputs’ that might emerge from it 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-rear 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 the use 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.

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, enables 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 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 child’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 sys-tems (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 research also considered, as strategies which can enable children’s participation in this research.

**E9 Abstract ID: 744**

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

Patricia Mackey, Australian Catholic University

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 fully implement 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.

**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 skillful 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

Prevalent 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 subscale = 4.299, p < .001, for WAI Task subscale = 3.945, p < .001, for WAI Bond subscale = 3.897, p < .001 and for WAI Total subscale = 3.152, p < .001). 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 (z(200) = 2.694, p = .006).

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
Friday 20 April, 12.00-13.30

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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) were reluctant to publish and distribute the report, even within the own 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) were reluctant to publish and distribute the report, even within the own corporation between authorities.

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, rest 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 council’s 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 in their stance, 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 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 workshops, 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-signed 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.

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

Teresa Cleary, Anglia Ruskin University

Abstract ID: 617

Neoliberalism starts at home: The marketisation of UK universities and its influence on social work academic identities, research and critical discourse

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 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 grown in student numbers, in improved facilities and in cost consciousness 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 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 Practice Development in social work: dream and reality?

Manel van Pelet, HAN University of Applied Sciences

Abstract ID: 658

Neoliberalism starts at home: The marketisation of UK universities and its influence on social work academic identities, research and critical discourse

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(n). 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(n). 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

Presentations
PD. PD, as a common research and improvement practice is constituted of three activities: Evidence Based Practices, 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 3 was to empirical 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 had to answer these questions. Factor-analysis showed that PD is not 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=190). 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 workers will be discussed.

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, less is known 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 suggests 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 relationship between 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.

In 2014, grading practice skills in child and family social work was introduced on the Frontline programme. In this paper, the first time that grading 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 and practice situations is regarded as the pinnacle of a learning journey, which culminates in demonstrating mastery of professional practice (Miller, 1990, Baer, 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. This paper reports on the research investigating how 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 this result. It raised the question if educational level or position in the organization are of influence.

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 enhances openness and transparency, inclusion and diversity, democracy and voice, equality and deliberation...’ (Keltty et al. 2015: 470). Participation is regarded important in combating social exclusion (Stevens, Bur and Young 2003), contributing to democratisation, increasing the self-efficacy of clients, building communities, increasing service efficiency and effectiveness, ensuring fairness and holding government...
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 2008: 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 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.

In this paper we discuss a study conducted in the public centre of social welfare in Ghent (Belgium). Previous findings in this public centre into practice deliberately, nor are they completely conscious about the premises of their personal and professional strategies. Instead, they 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 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 present these strategies of participation and implications for social work practice. We will use the findings of those three studies to answer our research questions.

We will use the findings of those three studies to answer our research questions.
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 to 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 social workers 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 repertoire 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-Geron & Prin-sten, 2016). Research shows that the higher the quality of such services, the better the outcomes for clients (Goeree et al., 2016) and that frequent and targeted support is necessary to help social work professionals establish and maintain good quality in their work (see e.g. Schoenewald 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; Schoenewald 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) (Goeree 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 Goeree et al., 2015a and Goeree et al., 2015b). In each organization one team of 4-5 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). Analysis 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 Abstract ID: 19
Holistic refugee care in changing communities: Challenges to social work education
Mirea Dacorou, 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 Palestinian 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 & Zubryzk, 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 & Zubryzk, 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 (Aziz, 2005; Rautmann & 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 & Zubryzk, 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 & DuBlos, 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 confections imposed on migrants: an investigation into the dynamic relationship between the past and present
Tiina Mäkilä, 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 college 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 countries of origin narrated in relation to 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 marginalizing 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:
and a system-oriented approach to tackle complex social issues. The research argues that taking a ‘whole family’ approach is essential when working with families where there is parental learning disability. 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 dilemma 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
Sietsemen Nachtegaal, University College Ghent; Didier Reynaert, University College Ghent; Hedegard Goeyen, University College Ghent; Leen Van Landschoot, University College Ghent; Noëlle 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 (Bun nell 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 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 withdrawal 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. Using these focus groups, we discussed the changing roles and tasks of social workers dealing with complex social problems and the need to the 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 inter-play between formal and informal care and support; 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 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 channelled 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 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 oriented 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, 2010; Gustafson & Brungre, 2014; Damroch & 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 methodologies 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-Insider 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 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 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.

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 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 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 Olsson, Linköping University; Sandra Torres, Uppsala University; Emilia Forsell, Ersta Sköndal Bråcke 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=15) 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 clear guidelines in the needs assessment practice. Experienced care managers describe how they deviate from the guidelines and in this way create 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 Leskucak, 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 it is 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, Luxembourg, Poland and Sweden). Bulgaria, Slovenia and Sweden have the lowest gender difference in poverty of women -65+ (in 2015 Bulgaria -27%, Slovenia -16.0% and Sweden -10.9%). 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 Luxembourg 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 believes 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.

Revisiting children & families

Chair: Chris Jones
Room: 50 George Square, G.05

F9 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; Lorra Montgomery, Queen’s University Belfast; Helen Dunn, Heath 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 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.
promote the satisfaction of families undergoing assessments of the well-being of the child.

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

In this paper we will present conceptual model of the method of social street work, that's substantiated 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.

The increased number of migrants and asylum-seekers in Europe brings out the issue of permission to entrance and settle in a country but also about mining-related changes in the social and economic life and circumstances in the region. The interviews also dealt with mining related upon the changes that had occurred during and after the intensification of mineral extraction in the region, were asked about their perceptions 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 need to adjust its 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.

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 ecological/ ‘environmental or green’ social work is that the situation calls for a rapid, broad based ecological 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 (n=20), 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 need to adjust its 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.

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; Muros, 2011). Researchers’ interest in children, living in residential child care or in foster families, spread over (Pöös & 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 Realities (Furumüller, 1998) who engage actively in shaping peer-group relationships and the intergenerational order. The research strategy 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 family analogous 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, gives 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 interactive-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

Eveline Rauwerdin-Nijland, Amsterdam University of Applied Sciences

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 all, 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.

This paper is based on a combination of literature review, document analyses, 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 model (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 of it’s an open approach in contact with the target group which is highly dependent on context and has unpredictable character (Metc, 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 legitimize the profession of social street work. Because research is done in close collaboration with street workers, it also contributes to the development of the method.
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 qualitative 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 (52%) 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).
## Parallel Session G

**Friday 20 April, 14.45-16.15**

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G1 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’ interpretations of observed practice. However, there is good reason to assume that practitioner’s accounts are inherently fallible as they expose an ‘epistemic fallacy’ of reducing ontology to the realm of epistemology (Bhaskar, 1998). A current criticism of critical realism is that it is not aligned with any particular research methodology (Craig & Bigby, 2015). This paper highlights how critical realism can be used in social work research to fit well with the conference sub-theme: Research methodologies and methods to meet the needs of social work in a changing world.

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 act 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.
combined participants from two studies, yielding a sample of 566 from the U.S., 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 CGWSI 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, beginning, middles, endings). The alphas were .98 for the scale and ranged from .85 to .96 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 CGWS 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 Exploring Experiences of Belonging and Exclusion among LGBTQIA+ 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 (LGBTQIA+) students on college campuses face a wide range of challenges, including high levels of victimization and social exclusion. A recent study found that LGBTQIA+ 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 LGBTQIA+ undergraduate social work students in their social work programs and field placements across the United States.

**Methods:**

Purposeful 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 results.

**Findings:**

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 LGBTQIA+ 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 LGBTQIA+ 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 LGBTQIA+ communities; and by making sure campus and program resources are appropriate and available to meet the unique needs of LGBTQIA+ students.
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 Poznick, Ariel University

To some methods, 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 (MTR; 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 user interviews; and
• 159 social worker questionnaires.

102 audio recordings of observations of social work practice were transcribed and analysed using the MTR 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 MI 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 MI 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 in 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.
Room: David Hume Tower, LG.06

Communities

Social Work in Pakistan needs to explore and incorporate the indigenous roots of social work in the academic discipline, research and training challenges in the way of advancement of social work as an academic discipline and professional field in Pakistan.

earlier, is in transition due to various socio-political and cultural and educational problems. Hence, this presentation will identify multiple

Relevance to the theme of the conference

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 McLaren, University of Strirling

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 through 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 school 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 combating poverty on a par with people in poverty

Katieen Boone, Ghent University; Greet Roets, Ghent University; Rud Roosen, Ghent University

While emphasis has been put on the participation of people in poverty in social work practice (diagonally 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-conceptions of poverty. Yet, for others, the social justice system is in itself to blame for the perpetuation of poverty 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 ‘consciousization’ 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=68) 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 arms 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, collectingivizing 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 Hamreit, Lund university; Håkan Jönson, Lund university

The concept of needs is central to social welfare 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 as the right to keep one’s identity and speak one’s

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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 Plass; SMO Breda e.o.; Rick Den Haan; SMO Breda e.o. Tine Van Regenmortel, KU Leuven / Tilburg University; Rene Schalk, Tilburg University - Tranzo

Abstract

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 & Pichter, 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 riches’ which are places where people can grow and work on self-fulfilment 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) (Doreenwaard, K. & Van der Ven, 2015; Van der Donk & Van der Ven, 2010; Wallace & Pichter, 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.

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 & Pichter, 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.
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 representative 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 paradigm shift 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. Jonsson, 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 how 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 have social workers responded 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 uncerettically 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 solidarity social work more urgent than ever.

**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 participative approaches in the empowerment of parents and social workers’ competences in the field of home care interventions connected to child-neglect. It is 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 LabREF (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 LabREF, 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 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 dependent on personal characteristics, personality and environmental factors pertaining to the parents and their children (Nelson, Kushlev, & Lyubomirsky, 2013). 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 (ruminative and reflectiveness), 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.

**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

Nile 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

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...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-care homes, comparing those who returned to out-of-care home 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-care homes.

Children who have experienced a period of out-of-care home 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-care homes, 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-care homes (‘looked-after’) in Wales the study used quantitative analyses of routinely collected administrative data relating to almost 5000 ‘looked-after’ children (n=4889). The research was undertaken using binary logistic regression. The variables included in the model were: age; length of initial stay; category of nearest 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-care home than girls.

Children aged 12-15 years were over two and a half times more likely to return to out-of-care home than 16 year olds. There was however no statistically significant increase in likelihood of return for shorter stay 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 (Buick, Little and Milham, 1995; Packham and Hall, 1996). 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, Pišta 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.
Results: 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.

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.

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 extent 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 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.

G8 Researching people with disabilities

Chair: Ian Cummins
Room: 50 George Square, G.06

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 combating 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.

G7 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-Ikens, 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 labeling 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 extent 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 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.

G8 Where disability and homelessness meet: Mapping an intersection of vulnerability and disjuncture
Stephanie Baker Collins, McMaster University; Ann Fudge Schormans, McMaster University; Lisa Walt, McMaster University; Becky Iedema, 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 objective 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 interviewed 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.
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, 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 many 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 findings 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 stigmatising 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

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’s 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, professional and communities after a suicide is important in preventing future suicides.
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 reconstituting 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 minute 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.
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.

<table>
<thead>
<tr>
<th>Special Interest Group</th>
<th>Appleton Tower</th>
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<tbody>
<tr>
<td>Critical Realism and Social Work Research</td>
<td>2.12</td>
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<tr>
<td>The Decisions, Assessment and Risk Special Interest Group (DARSIG)</td>
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<tr>
<td>Doctoral and Early Career Researchers</td>
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<td>Sexuality Studies in Social Work</td>
<td>2.07</td>
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<td>Social Work, History and Research</td>
<td>DHT LG.06</td>
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<tr>
<td>Social Work Practice Research</td>
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<td>Social Work with Children and Families Across Europe</td>
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<td>Social Work and Extreme Events</td>
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<tr>
<td>Research on Social Work Education</td>
<td>DHT LG.10</td>
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<tr>
<td>Social Work in Film, Television and the Media</td>
<td>DHT LG.11</td>
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<td>Gerontological Social Work</td>
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<td>Social Work Research on Integration Policies with Migrants and Refugees (SWIM)</td>
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<td>Arts-Based Research in Social Work</td>
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<td>Service User Involvement</td>
<td>50 GS, G.05</td>
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<tr>
<td>Transnational Social Work</td>
<td>50 GS, G.06</td>
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</table>

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!
### Workshops & Symposia

#### Workshops & Symposia

**Workshop**
- **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

**Symposium**
- **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

**Workshop**
- **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

**Workshop**
- **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

**Symposium**
- **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

**Workshop**
- **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

**Symposium**
- **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 Yinka, The Heikki Wans Institute; Lyntte Joubert, University of Melbourne; Mija Silak, 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; Rose Buckingham, 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 Professionals (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 decision-making processes is not straightforward. The focus of the 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 particular 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 workshop data quality assessments of children at risk?
Lene Mosegaard Sabjerg, VIA University College; Anne Marie Villumsen, VIA University College; Christina Kjiberg 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 organisations (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.

• 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
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 in other languages. The understanding, interpretation and use of these 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 knowledge bases, assumptions and approaches which intervene 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 discourses analyses in social sciences.

**Symposium 258**

**Arts as a transitional space within social work research**

Elke Bos, Amsterdam University of Applied Sciences; Ephet Huijs, Ben gurion university; Tony Evans, Royal Holloway University of London; Erik Jansen, HAN University of Applied Sciences; Susan Levy, University of Dundee; Mieko Yoshishima, 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 been mobile. We aim to connect social work and the arts on a deep theoretical level, as a methodology to enable creative transitions on a potential 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.

**Symposium 391**

**User involvement in Research**

Ole Peter Askim, 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 is 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 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.

Involvement of service users in 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.

**Workshop 298**

**Methodological challenges in researching child protection decision making in a changing world**

Andrew Whittaker, London South Bank University; Brian Taylor, Ulster University; Helena McNally, Ulster University; Marlene Sinclair, Ulster University; Joel Gauthier, University of Applied Sciences and Arts Northwestern Switzerland; Beth Coulthard, Ulster University; John Maklet, Ulster University; Konstantinos Kaltsoupolou, 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 McNally 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 Gauthier 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 workers’ decision-making in child protection. The paper also discusses the benefits and limitations of using statistics and multilevel models to study professional decision making in experimental design.

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.

**Workshop 111**

**Claiming a new work field - strategies of asserting social work competences**

Peter Voll, University of Applied Sciences, HES-SO Valais, Julia Emprechtigner, University of Applied Sciences, HES-SO Valais; Evelyne Thirionnussi Chasse, 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 foundation for discussing the kinds of social work to be a place in a research field 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 (Emprechtigner and Voll 2017). In 2013, professional authorities replaced the former mostly by authorities in place since 1912. By law, the authorities are inter-disciplinary: 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 professionals in charge of child and adult protection are claiming for jurisdiction. Besides these, the legal and political arena include the policio-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 topcis 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 political/legal), we will start a World Café on these topics of the actual research, that we would like to discuss with World Café 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.
The paper will also explore logistic regression as well as more innovative approaches drawn from artificial intelligence as well as the potential to evaluate heuristic techniques to identify the factors most strongly predictive of court outcomes in children’s care proceedings. Such techniques allow traditional research paradigms to be transformed into a more sophisticated application of advanced quantitative methods that dominate other professional fields such as medicine, dentistry, law, and economics. By transforming the field of study from a descriptive science that relies on the identification of statistical relationships to an inferential science that allows for the testing of hypotheses and the prediction of outcomes, this approach can provide a powerful tool for social work research. However, this shift requires not only the adoption of new methods but also the development of new strategies for data collection and analysis. The workshop will provide attendees with an overview of the key advanced quantitative methods that are currently being used in social work research and will offer practical guidance on how to apply these methods to their own research projects.

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 advanced statistical models. It will serve as an approachable and engaging 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.

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) misspecification 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.

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 - Colette Daikeler, Dundalk Institute of Technology, Ireland
• Contextualizing the Relationship between Eritrean Refugees and Social Workers: The Case of Israel and Germany - Lot Birger, The Hebrew University of Jerusalem, Israel
• The Organization of Social Work in Addressing Victims of Sexual Trafficking: The Case of Denmark - Mette Remer, Aalborg University, Denmark
• Transnationality as a Key Topic for Social Work: Emerging Practices in Belgium - Mieke Schroeten, Odisee University College, Belgium
of a premature imputation of normative standards to professional practice. Commonly, so-called mistakes or deviations in judgments are not explained by the question of the underlying 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. It is not true that professionals do not deviate from 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 actors. 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 ethno-graphical research in judgment and decision making in social work and will discuss appropriate ways to theorize professional social work.

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

Harry Ferguson, University of Birmingham; Jadwiga Leigh, Sheffield; Elizabeth Beddowe, University of Auckland; Tarsem Singh Cooner, University of Birmingham; Tom Darney, 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 longitudinal case-studies of practice and organisational life.

**Methods:**

A range of ethnographic research methods were used within an overall qualitative longitudinal research design (Hammons 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 video.

**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 ethnographic social work research has tended to 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**
Ethical challenges in leaving care research: International insights and prospects

Tehila Rebei, Ben-Gurion University of the Negev; Mari Lenz, 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 standards have been 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 foster care 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 deducted 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 issues that arose in longitudinal studies with care leavers - when meeting them more than once, two presentations will reflect on ethical 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**
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 aspect of modern social interaction for many people. It is increasingly fundamental to their everyday lives. However, social work academics have shown considerable interest in using social media for enhancing education and professional development. Some 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, while conducting studies about self-harm and suicidality conducted by the presenter and colleagues. These include 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 suicidal communication in Twitter; analysis of the social networks of suicidal tweeters; analysis of Twitter usage at 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**
Designing, delivering and disseminating research impact: lessons from the Talking and Listening to Children Project

Gilian 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, it 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:

- 62 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 and Critical Reflection approaches. Opportunity will be provided for participants to think about how impact can be integrated into their current or prospective projects and how strategies for sustaining projects in the longer term can be shaped.

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 today’s social work students begin practice in an era of profound political change and global challenge. Their ability to navigate these complicated outcomes 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 (Wadidjik, 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:

Workshop 486
Teaching Social Work History as Critical Pedagogy
Caroline A. Lanza, University of Washington; William Vesneski, University of Washington; Danae Otoo, 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 outcomes 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 (Wadidjik, 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. To this end, we propose a two-part workshop:

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 dimensions of social networks
Samuel Keller, Zurich University of Applied Sciences; Kelly Denmerry, York St John University; Mattias Bengtsson, University of Gävle; Inger Osterholm, VID, Specialistied University, Oslo; Veronika Pautsen, 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: The on 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 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 youth’s 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 overview 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 Kramer Nevo, Ben-Gurion University of the Negev; Yuval Saar-heiman, Ben-Gurion University of the Negev; Shachar Timor-shlewin, Bar-Ilan University, Ben-Gurion University; Ita 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 theorising’ 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. On 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 14 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.


WORKSHOPS & SYMPOSIA

Symposium 42

Researching unequal access to social and health services – the utility of the concept of candidacy for social work research

Andreas Pfliter, Lucerne University of Applied Sciences and Arts; Mhini Mackenzie, University of Glasgow; Sabrina Wyss, Lucerne University of Applied Sciences and Arts; Nicola 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 restrains, affecting also the quality and quantity of social work, Tashavsky (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-morbid 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 circumstances 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. When supply and demand factors compel service users to devise ways of accessing services in order to meet their needs, the system is said to be ‘candid’. This important new concept can be placed in communicative, entrepreneurial and strategic craftsmanship categories. We will present how such a concept can be used within the context of everyday social work practice.

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 into social work practice. The third presentation will identify the spaces in which it is relevant and how it might be contextualised in further research.

Symposium 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 the role of questions in professional conversations, 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) elementa 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 minute 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 that which concerns people who do not use verbal language; c) the insights gained by discussing this data with groups of disabled people.

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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 socially 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 southern 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.

Continuous Realist Evaluation of Human Services in a Changing World: Repeated Analyses of Big Data Combining Effectiveness Research and Realist 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. Experiencing the cause and effect in real time is a particular theme of this demonstration. As the data mining includes all service users (e.g., school children in school districts), it is possible to investigate the differences in outcomes between intervention and non-intervention 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-condition model. The participants used these methods to create their artwork; we then discussed how they worked through the analysis. Finally, we curated an exhibition of the artwork produced by the social workers at the People’s History Museum in Manchester, UK and discuss real-world applications of the analyses.

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. Attendees will have the opportunity to role-play, using our toolkit, to experience the narratives which accompany these pieces. Attendees will have the opportunity 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 and mono-printed clay-modelling. The participants used these materials to create their artwork; we then discussed how they worked through the analysis. Finally, we curated an exhibition of the artwork produced by the social workers at the People’s History Museum in Manchester, UK and the ArtHouse in Sheffield, UK. By seeing the artwork, reading participants’ narratives and hearing the emotive content of their interviews (voiced by actors), 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 workshops 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.

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 service 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. The toolkit will be used to conduct practice-based evaluations of interventions, especially in areas where current practice-based evaluation practices are lacking. The toolkit will help 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 toolkit, our team has been guided by the ethical principles. Importantly, all evaluation activities consider service users’ confidentiality, safety and well-being. Accordingly, we will also emphasize these ethical principles throughout the workshop.

Experience 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. New service users have experienced them, alongside their narratives. Finally, attendees will have the opportunity to use clay-modelling to explore their own experiences of practice.

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In the current climate of economic austerity, continuing managerialism and privatisation of social work services, many practitioners struggle with their identities as social workers, sometimes referring to their identities as social work professionals. 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.

Each group will consider:

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 problematise ‘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.

This workshop aims to discuss the following themes:

- The added value of working with co-researchers.
- Methodological motives.
- The dilemma between rigor and relevance.

The symposium includes an audience discussion about the added value of working with co-researchers, methodological motives, the dilemmas faced and lessons learned.

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.
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.

**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; Elina Aalto, University of Jyväskylä; Name 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 nationwide 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 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 role-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 Aalto 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.

**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 Zavirsek, University of Ljubljana; Silvia Nicoletta Fargion, Trento University; Peter Sommerfeld, University of Applied Sciences Northwestern Switzerland; Claudia Stockelberg, University of Applied Sciences Neubrandenburg; Michaela Kötig, Frankfurt University of Applied Sciences

This 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 workshop 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 discussion 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); Darja Zavirsek (Slovenia); Silvia Fargion (Italy) Peter Sommerfeld (Switzerland) Moderation: Michaela Kötig (Germany) and Claudia Stockelberg (Germany)

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.

**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 becoming a powerful driver of policy and practice across Europe, often based on ideas imported from the US. This reflects a growing (neo)liberal 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 lifespace 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 emphasises an image of the child ‘in need’ as passive, victimised and ‘traumatised’.

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.
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/

Bannernmans
Established pub with atmospheric warren of nooks and crannies for whisky, real ale and live music. https://www.facebook.com/BannernmansBar/

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 world’s widest collection of rare & exceptional whiskies. Oh, and no-frills compact local emphasising cask beers and single malts, with fresh soup and pie snacks. 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

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://mimismarketplace.com/pages/mimislittlebakeroom-edinburgh

Clarinda’s also on High Street, [named after one of Robert Burns’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, EH1 2UJ 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 (Booth’s Pharmacy) and 75-81 Nicholson Street (Southside Pharmacy).

Water
The tap water in Edinburgh is drinkable. Bars, cafés and restaurants must provide tap water free of charge. At Edinburgh Airport, there are tap water fountains for refilling 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://lothanbuses.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

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 décor of dark wood and black leather. https://www.vitoriaigroup.co.uk/idivinoenoteca/

Café de la Poste
Located in the former Newington Post Office, Le Café 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/

The Scottish Malt Whiskey Society

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Participants

Elina Aaltio National Institute for Health and Welfare
Hilde Aamodt OsloMet
Håvard Aasland Oslo Metropolitan University
Simon Abbott Kingston University & St George’s University of London
Nesreen Abu Ghazaleh University of Applied Science Amsterdam
Harpa Agustsdottir Akureyri Family department
Shakeel Ahmed University of Peshawar
Marina Ajduković University of Zagreb
Helga Albrechtsdottir Fjölskyldusvið Akureyriarbæjarfamiðlun
Lucille Allain Middlesex University
Elena Allegri University of Piemonte Orientale
Maria Inês Almeida ISCTE-Instituto Universitário de Lisboa
Sofiya An Nazarbayev University
Janet Anand University of Eastern Finland
Janetia Ananas University of Namibia
Elis-Marie Anbäcken Mälardalen University
Vivi Antonopoulou University of Bedfordshire
Gyöbä Björk Aradóttir Social Services
Ines Arendt Koblenz University of Applied Sciences
Andres Arias Astray Complutense University of Madrid
Christine Armstrong South Eastern Health and Social Care Trust
Katrin Arndottir Akureyri
Torunn Alise Aske University of Agder
Ole Petter Askheim Inland Norway University of Applied Sciences
Yehudit Asmuth Hebrew University
Magnus Valur Axelsson Akureyri
Mary Baginsky King’s College London
Issabel Bainton Policy Press
Stephanie Baker Collins McMaster University
Beata Balogova University of Presov
Terry Barndford Social Work History Network
Sarah Banks Durham University
Annabelle Bartelsen School of Social Work FH-NW
Alien Bartley University of Auckland
Albatröggur Bárudróttir Social Service of Reykjavik
Pascal Bastian Johannes-Gutenberg Universität Mainz
Elizabeth Beddoes University of Auckland
Maxine Bell Leeds City Council
Linda Bell Middlesex University
Shirley Ben - Shlomo Bar-Ilan University
Mattias Bengtsson University of Gävle
Rob Benne Oxford Brookes University
Ofir Ben-Yakov Bar-Ilan University
Peter Beresford Shaping Our Lives/PowErs
Anne Solie Bergman Linnaeus University
Eileen Berkvens Hogeschool van Amsterdam
Claudia Bernard University of London
Jill Bennick International Journal of Social Welfare
Teresa Bertoti University of Milano-Bicocca
Kesh Bhatti-Sinclair University of Chichester
Kay Biesel University of Applied Sciences and Arts North West Switzerland
Lior Binger Hebrew University of Jerusalem
Line Sebärg Björe Aalborg University
Ursula Blosser ZHAW Departement Soziale Arbeit
Paolo Bocagni University of Trento
Leonieke Boendersmaker Amsterdam University of Applied Sciences
Citra Bornbach University of Zurich
Cynthia Bomineks Amsterdam University of Applied Sciences
Katrien Boone Ghent University
Beata Borowska-Besztia University of Presov
Marcin Boryczko Gdansk University
Elżbie Bös University of Applied Science Amsterdam
Lisa Bostock University of Bedfordshire
Nicola Boyce St Christopher’s
Kate Bradley University of Kent
Kolbrún Bragaddóttir Reykjavik
Francesco Branco Catholic University of Portugal
Alia Brand-Levi Ben Gurion University
Steven Brandt University College Ghent
Margaret Braun Applied University Saxion
Elisabeth Brookhart VDI-Wissenschaiffs-Hochschule
Charlotte Brookefield Cardiff University
Sophie Bruce Jessica Kingsley Publishers
Inge M. Brydenup Aalborg University
Ann-Marie Buchanan Lincoln Memorial University
Gill Buck Chester University
Rosie Buckingham University of Bath
Kenneth Burns University College Cork
Phil Butler National Rehabilitation Hospital
Hilde Fiva Bužungu Oslo and Akershus University College
Elena Cabiati Catholic University of Milan
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<th>Name</th>
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