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List of abstracts

(in order by program schedule)

Index

Co-creation and participation in research.....	6
Covid-pandemic impact on people in vulnerable situations	11
Evaluation of social work practice and effects.....	16
Exploring the field of child protection.....	20
Interventions to support children	24
Inclusion and learning from people in vulnerable situations	29
International, transnational and interreligious social work	34
Knowledge, attitudes and skills in social work practice	39
Politicizing social work	44
Social work and intimate relationships.....	48
Social work with marginalized groups	52
Social workers' professional contexts	56
Young people in care	61
Symposium 11	66
Symposium 14	70
Workshop 1.....	74
Workshop 2.....	76
Poster Sessions	78
Un)employment and poverty	91
Arts-based methods and innovative approaches	95
Child protection and children's well-being	100
Community and neighborhood social work.....	104
Families in support contexts	109
Learning and intellectual disabilities.....	114
Opportunities of informal care.....	119
Practices of children's inclusion	124
Professionalism and decision making	129
Safeguarding practices in social work	134
Social workers' profession and well-being.....	138
Student, education and career development	142
Working with the right to asylum	146
Symposium 1	150
Symposium 8	154

Workshop 3	157
Workshop 4	159
Covid-pandemic impact on the social work profession	161
Creative and innovative methods	165
Elderly care	170
Opportunities and challenges of the digital and online world	174
Participation and innovation in social work research	179
Politicizing the social work profession	183
Protection, abuse and violence with children and adults	187
Refugees and migrants in vulnerable situations	191
Social work profession in national and political contexts	196
Supporting parenthood	201
The importance of reflection	206
Symposium 2	210
Symposium 9	213
Workshop 5	217
Workshop 6	219
Workshop 7	221
Attitudes and skills in the social work profession	223
Care leavers and recovery	228
Challenges in youth work	232
Creative methods and learning	237
Critical theories, methods and reflections	241
Crossing professional boundaries	244
Domestic and sexual violence	249
Evaluation of social work practice and effects	253
Matters of child welfare	255
Participation for inclusion of excluded communities	260
Participation of communities	264
Policy engagement and innovation	268
Supporting parents in challenging circumstances	273
Symposium 3	277
Symposium 6	281
Symposium 7	285
Poster Sessions	289
Beneficial contexts for mental health	302

Diversity and migration	306
Housing, neighborhoods and communities	310
Including service users' experiences	315
Intersectional matters of migration	319
Knowledge production in unconventional social work contexts	324
Professional identities in changing contexts	328
Professionalism and ethics	332
Social work education: students and the curriculum	337
Working with families and children	341
Working with young people	346
Symposium 13	351
Symposium 12	355
Workshop 8	359
Children and youth in vulnerable situations	361
Contested concepts	366
Expanding the field of social work	370
Social work and inclusive education	375
Social work in child protection	380
Social work throughout history	384
Solidarity and civil participation	389
Young people and political matters	393
Symposium 10	398
Symposium 5	402
Workshop 9	406
Workshop 10	408

Co-creation and participation in research

Co-creation and participation in research
**'All About ME!' project - Children as co-creators of
knowledge**

Brenda Herbert
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This paper explores the everyday lives of children. There is significant literature about domestic abuse and children, but very few studies have been conducted with children, in essence children have been excluded from the creation of knowledge about themselves (Callaghan, Fellin and Alexander, 2017). This paper is based on my 18 month ethnography research with children.

Using multimodal ethnography this paper attends to the everyday lives of children who have experienced domestic abuse and social care interventions. The knowledge for the research is being created with children using a multimodal ethnography method. The children have all experienced domestic abuse and a form of social care intervention. Methods that are being used to explore children's lives include; walking, playing, talking, writing, photography, participation observation, using digital and in person methods. The methodology is based upon the Connectors Study (Nolas et al., 2017; 2018; Varvantakis and Nolas, 2019; Varvantakis et al., 2019) .

The research foregrounds children's knowledge and experience of their lives, and uses a multimodal method to enable children to express themselves in verbal and non-verbal ways, so as to be as inclusive as possible. The paper demonstrates how in paying close attention to the mundane practices and materiality of everyday life, we can experience how children make sense of their lives and experiences, resulting in children creating knowledge about themselves, thus enhancing and sustaining social inclusion, and helping to develop good social work practice.

Co-creation and participation in research
**Care leavers as co-researchers in studying the intervention
of State in the lives of families**

Teresa Bertotti, Diletta Mauri
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Researches investigating the quality of child protection system (CPS), are increasing, often engaging service users. Less investigated is the opinion of the individuals regarding the core of CPS, namely the decision about the state intervention in the private life of families.

To close this gap we carried out a pilot study aimed at testing the feasibility of a wider research on this topic involving care leavers as co-researchers.

In making this choice we were led by the belief that, due to the sensitiveness of the topic and the concern of reviving trauma memories, children's and young people's views remain unheard, even if they are the main subjects involved in CP. Involving care-leavers in the definition of the whole research design represented a way to investigate together whether or not it is possible to investigate this central but also difficult and controversial topic, and how.

The research group, composed of three researchers and three care leavers, jointly defined the research questions and the draft of the interview. Care leavers tested the research design carrying out nine interviews to other care leavers. Data were jointly analysed, and the contents and methods discussed.

The pilot study showed the possibility to successfully investigate the topic and the relevance of involving care leavers at all stages of the research. After short overview of the results, the presentation will focus on the process we adopted, considering advantages, challenges, limits and ethical issues, thus contributing to co-creation of knowledge in the development of further researches.

Co-creation and participation in research
**Participatory methods in pedagogical design:
Stakeholders' experiences in co-creating and co-delivering
'Getting Involved in Research'**

Claire McCartan, Carolyn Blair
Queen's University Belfast, United Kingdom

Background: A collaboration of those with lived experience, academics, community and voluntary sector partners and a representative from the Health and Social Care Board in Northern Ireland co-developed a course ('Getting Involved in Research') to encourage and support people, who have used health and social care, to engage with research.

Method: The evaluation adopted an exploratory mixed method research design to 1. Investigate how effective 'Getting Involved in Research' was in engaging the course development members 2. Explore how effective 'Getting Involved in Research' was in achieving an authentically participatory approach. Participatory Theme Elicitation (PTE) was used to enable co-analysis of the qualitative data by the course development group.

Results: Four core themes were identified by the co-researchers through the PTE approach. These included (1) Participation and co-production (2) Partnership (3) Inclusion and involvement (4) Course content and delivery. The course development group indicated that a participatory approach was achieved and contributed positively to the learning environment.

Conclusion: The findings suggest that there has been significant benefits for all involved in the co-creation of 'Getting Involved in Research' including the empowerment of service-user stakeholders through their contributions to the course design and teaching responsibilities. The effectiveness of power-sharing, accountability and democracy in the process of co-creation is a sign of the effectiveness of the participatory design of 'Getting Involved in Research'.

Future Directions: Future research should explore the implementation of other processes that could further devolve power and enable meaningful lived experience contribution and more leadership in course design and delivery.

Co-creation and participation in research
**“We are key figures in this project”: evaluation of
“Collaborative Practice Research in Social Work”
model**

Sui Ting Kong, Evgenia Stepanova
Durham University, United Kingdom

Despite an ongoing debate about how the existing gap between research and practice in social work can be addressed through collaborative learning, the approaches to achieve effective mutually nurturing academic-practitioner partnership often remain limited and elusive.

In 2020 Durham University and the British Association of Social Workers (BASW) set up a Collaborative Practice Research in Social Work (CPRSW) project aiming to empower social work professionals and academics to co-produce new knowledge for helping social workers navigate the challenges presented by Covid-19. By building a collaborative network, project members developed and delivered training on social work practice research, co-analysed qualitative survey data, co-produced publications and advanced the agenda for social work practitioner research in the UK.

An evaluation of the project was carried out alongside the project to collect experiences of co-researchers through questionnaires and interviews. Findings show that suitable collaborative learning environment, such as safe space, social connectedness and collaborative problem-solving activities, can promote egalitarian collaboration. In these environments, co-researchers were supported to challenge the stereotypes that they had had of each other as academics/practitioners, and revisit their personal values and experiences that might have prepared them differently (psychological preparedness) for this collaborative practice research. In this paper, the relevance of the pedagogy of discomfort will be critically examined in relation to both the collaborative learning environment and processes. The paper will also distil out the core principles of collaborative learning in social work research, shedding light on how we further academic-practitioner collaboration in practice research.

Covid-pandemic impact on people in vulnerable situations

Covid-pandemic impact on people in vulnerable situations
Child protection managers between challenges and new learning. A quantitative research during the Covid-19 pandemic.

Paola Limongelli, Camilla Landi, Claudia Zanchetta
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The health emergency strongly affected Welfare organizations, practitioners, service users and their families. Child protection services never stopped their commitment to protecting children's rights by dealing with children's and families' old and new needs. Child protection managers were called to assist social workers in their fieldwork and collaborate with directors and policymakers in reorganizing social services and social interventions.

An online survey research was conducted to explore the role and activities performed by child protection managers during the pandemic. The research participants were 90 managers from different child protection services in Lombardy, one of the Italian regions most affected by the pandemic. The data collected refer to the period between March and May 2020.

A descriptive analysis was carried out highlighting managers' efforts in taking care of their staff member and creating new collaborations with Welfare organizations and communities to face the challenges emerging from the health emergency. Furthermore, the data shows that the managers felt alone and unprepared in facing the problems arising from the pandemic. For this reason, they felt the need to connect and reflect with other managers. Because of their specific skills, child protection managers contributed to defining flexible and generative strategies to support vulnerable children and families.

The research offers an overview of managers' needs, priorities and the new approaches adopted during the pandemic highlighting their crucial role in child protection services. The data underlines the importance of developing new research on managers' role in child protection services.

Covid-pandemic impact on people in vulnerable situations
**Enhancing and sustaining services for people in the sex
trade (IST) during COVID-19**

Guy Shilo, Einat Peled, Nur Shimei, Ayelet Prior
School of Social Work, Tel Aviv University, Israel

Background and purpose: Vulnerable and marginalized populations such as individuals in the sex trade (IST) are unequally and disproportionately affected by the COVID-19 pandemic, yet little is known about the pandemic's effect on aid work. This longitudinal study aimed to assess the changes, challenges and opportunities faced by Israel's IST aid services during the first year of the pandemic.

Methods: We conducted two waves of qualitative semi-structured interviews with 33 IST aid organization workers, representing the entire population of Israeli IST — after the first lockdown (May-June 2020) and a year into the pandemic (April-July 2021), Additionally, 30 IST were interviewed in the first wave.

Findings: The pandemic heightened the distress and needs of IST, and flooded IST aid services with requests for urgent material and emotional help to which they had to quickly adapt, while struggling with COVID related new regulations and enforcements. Major challenges revolved around the vast expansion of material aid, the impact of new tech communication means on both workers and IST clients, strengthening inter-relationship with other IST organizations, and managing tensions and obstacles in the relations with government systems.

Conclusions and Implications: The pandemic exposed service, funding and policy gaps that further marginalize IST populations. It has also demonstrated the strengths and flexibility of IST aid organizations and workers and the value of inter-organizational support during the crisis to the improvement of services for divers IST populations.

Covid-pandemic impact on people in vulnerable situations
**The Combined Impact of COVID-19 and Racial Inequalities
on Black and Asian Children**

Claudia Bernard, Anna Gupta Royal Holloway
Goldsmiths, University of London, United Kingdom

Background and Purpose

The COVID-19 pandemic is having a deleterious impact on the welfare and well-being of black and Asian children. The pandemic has exposed and amplified deep-rooted structural inequalities and racial disparities. COVID-19 has pushed black and Asian families, already disproportionately impacted by the health and economic disparities, into further turmoil thus increasing children's exposure to psychosocial risks. Caught at the intersection of the pandemic and longstanding racial inequalities, black and Asian children are differently impacted by COVID-19. A central aim of the research was to examine the factors that impact the health, well-being and resilience of black and Asian children during the pandemic.

Methods

The study employed a multi-methods approach including, focus groups and interviews with young people aged 12 to 18, parents/carers, and professionals working in children's services. A youth engagement panel was utilised as a research tool to aid meaningful engagement and involvement with youth participants.

Findings

The preliminary findings indicate that a number of intersecting factors compounded black and Asian children's experiences of the pandemic including: (1) belongingness (2) familial context (3) peer support and (4) multiple microaggressions. These findings show what children are doing day-to-day to increase their resilience in the wake of the pandemic.

Conclusions and Implications

For black and Asian children already experiencing the adverse effects of structural inequalities, the pandemic has added some extra challenges in relation to maintaining resilience. Their perspectives provide important insights into the complex mixture of factors that must be understood to build resilience post COVID-19.

Covid-pandemic impact on people in vulnerable situations
The consequences of the covid-pandemic to the different types of domestic violence in different relations

Johanna Hietamäki (1), Outi Kekkonen (2), Marita Husso (3), Anniina Kaittila (4), Anna-Mari Kangas-Kalinen (5), Anu Karhinen-Soppi (6), Jarno Tuominen (7), Suvi Nipuli (8)

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Finland*

Background: The pandemic prevented people from leaving their homes and restricted their contacts with the outside world. Home may become a trap and further worsen the situation for those who experience domestic violence.

Objective: This presentation aims to look at what kind of consequences the covid-19 pandemic may affect the domestic violence in different relations.

Methods: We utilize a mixed-methods approach to seek the corroboration, and correspondence of results from different methods. Sub-study1 data is based on the survey for the clients in shelters from December 2020 to March in 2021 (N=47). The data is analysed using frequencies and Wilcoxon signed-rank test. Sub-study2 consists of eight focus group interviews of shelter workers and community care workers working with the victims of domestic violence (N=27). Data is analysed using content analysis method.

Findings: Service users in shelters reported violence increased to during the covid-19. Especially psychological violence, coercive control and physical violence increased. Based on discussions in focus group interviews with professionals the review of violence took place through three types of relationships. Professionals looked at violence especially in relation to the partner, children and people with the migrant background. Coercive control became particularly visible due to COVID-19.

Discussion: The results show that it is important to understand and discuss COVID-19-related domestic violence. Restrictions, isolation, instructions to prevent the spread of COVID-19 and worries about life and lay the foundation for the worsening of violence. This is important to consider when set restrictions and organise services during the pandemics.

www:[https://thl.fi/en/web/thlfi-en/research-and-development/research-and-projects/impacts-of-the-coronavirus-epidemic-on-experiences-of-domestic-violence-and-the-use-of-services-kova-](https://thl.fi/en/web/thlfi-en/research-and-development/research-and-projects/impacts-of-the-coronavirus-epidemic-on-experiences-of-domestic-violence-and-the-use-of-services-kova)

Evaluation of social work practice and effects

Evaluation of social work practice and effects

Better together: a realist evaluation of the impact of social work practice in dementia care

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Amsterdam University of Applied Sciences, 4: *Vrije Universiteit Amsterdam*
The Netherlands

BACKGROUND: Participation in a network of family, friends and acquaintances is one of the hinge-pins of social inclusion. In this paper the authors explore the effectiveness of established social work practice in enhancing social inclusion for a group of people that suffers significantly from stigma and social exclusion yet that is only recently becoming of focal interest in social work practice: people with dementia and their families.

METHODS: This study draws on the method of realist evaluation, to highlight 'what worked for whom under what circumstances' in enhancing social support for people with dementia. Data were collected during a two-year research project in which social workers and nurses were being trained in - and applied in their work with people dementia network strategies that had hitherto only been established practice in youth work and care for people with mental disabilities.

FINDINGS: The paper discusses several mechanisms through which social support was enhanced: re-shifting focus, opening up the conversation to include family and friends, making plans together, aligning perspectives, working together in a mutual way. For each mechanism context factors were highlighted that enhanced or disabled the workings of these mechanisms.

CONCLUSIONS: This study was among the first to solely focus on enhancing social support for people with dementia and their carers. Results suggest that the application of established social work practice, such as strategies pertaining to working with social networks, is effective in the field of dementia care. The paper ends with reflections on how the application of these network strategies could be refined to better suit the needs of people living with memory loss.

Evaluation of social work practice and effects
**Involving unpaid carers in planning and supporting leave
for those detained under mental health legislation**

Martin Webber (1), Nicola Moran (2), Ruth Naughton-Doe (3), Emma Wakeman (4), Mark Wilberforce (5)

*1: University of York, 2: University of York, 3: University of York, 4: St Andrews Healthcare, 5: University of York
United Kingdom*

Background and purpose: Unpaid carers report being infrequently involved in decisions about leave for people they care for who are detained under the Mental Health Act (MHA) 1983 in England (1). There is a paucity of evidence about effective ways to support carers during inpatient stays (2). This project aimed to develop a 'Standard' to address the exclusion of carers from decisions about leave under s.17 MHA.

Methods: Qualitative data was gathered from carers (n=14) and mental health practitioners (including social workers) (n=19) through semi-structured interviews and workshops exploring experiences of s.17 leave and ideas about how it could be improved. Transcripts were analysed using thematic analysis (3).

Findings: Seven key themes emerged from the data: communication challenges; involving carers in planning leave; variation in practice; feedback following leave; carer support; expectations of a s.17 Standard; and the impact of Covid-19.

Conclusions and implications: A 10-item Standard was developed from the findings setting out how social workers and other mental health practitioners can better support carers around s.17 leave.

Evaluation of social work practice and effects
Mental health and disability in Cambodia: service accessibility, development and research priority setting

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1: Trinity College, Dublin, 2: Royal University of Phnom Penh, Phnom Penh, Cambodia, 3: Queen's University Belfast

Purpose: This paper is the result of the development of two social work led, international collaborative workshops, which focused on service mapping and research priority setting in the fields of mental health and disability in Cambodia. The aims of these workshops were: 1) to identify key issues which may limit the extent to which people with mental health issues and disabilities receive appropriate support, 2) the services and interventions currently available to both groups, 3) the key services and interventions that need to be implemented, and 4) to identify the most important research priorities in both areas.

Methods: A nominal group technique was used to gather ideas, suggestions and insights from a range of key Cambodian professional stakeholders (N = 44) during two collaborative workshops, held in Cambodia. Participants took part in a three-stage data collection process: 1) completing individual questionnaires, 2) engaging in group discussions, and 3) subsequent anonymous survey completion.

Results: The key issues in service provisions for people with mental health and disabilities, the interventions available and currently needed were identified. This paper also identifies five key research priority areas which could form the basis of effective research and development strategies which the Cambodian government could take forward and implement as part of their Strategic Health plans.

Exploring the field of child protection

Exploring the field of child protection
Private consultants performing child protection investigations- consequences for inclusion of children and for professional practice?

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Sweden

The use of private consultants in child protection investigations in Sweden is an evolving practice that occurs under the radar; it is not in the political agenda and it is obscure in relation to legislation. Still, this is a fast take off during the second half of the decade. The aim of the research project is to investigate the contextual forces behind this evolvement and the consequences for children and their families who are subjected to the private practice of child protection investigations. Also, the professional intentions from privately employed social workers are investigated. Data were obtained for the years 2013–2017 through a telephone questionnaire. Managers of 32 social services departments were interviewed and 15 privately employed social workers. A total of 120 child protection investigations were analyzed in order to find similarities and differences between investigations made by a private consultant versus a municipal social worker. The findings show that there were external forces to fuel the evolvement and facilitators that made the rapid evolvement of private consultants possible. The presentation will further focus on the consequences for inclusion of children and their families as well as the consequences for the professional practice of social work. The discussion will raise the issues of social inclusion and local sustainability in supporting children within the community.

Exploring the field of child protection
**UK Evaluation of NSPCC's Speak Out Stay Safe
programme for younger children**

Christine Barter Nicky Stanley
University of Central Lancashire, United Kingdom

Children, including younger children, need to learn about harm and abuse and how to ask for help. This presentation will report on findings from a UK wide evaluation of the NSPCC's Speak Out Stay Safe (SOSS) programme for children aged 5-11. SOSS is delivered to children in schools and aims to increase children's understanding of different forms of harm and abuse and enable them to seek help from a trusted adult. The evaluation examined whether the programme was effective and if some children benefited more than others and what aspects of the programme and schools supported effectiveness.

The mixed method evaluation included 3,297 primary school children from across the UK. Qualitative findings showed that children and school staff described the programme as important and relevant. Six months post-delivery children aged 9-10 who had received the programme had improved their knowledge of different forms of harm and abuse, especially neglect, compared to children in comparison schools who did not receive the programme. Children of this age were also more likely to be able to identify a trusted adult compared to those in comparison schools. However, Younger children, aged 6-7, were less likely to show significant change and this may be due to the shorter version of the programme they received. Readiness to seek help also improved in some respects for children who had particularly low knowledge of different types of harm and help-seeking at base line. In conclusion the wider messages for delivering such programmes for younger children will be explored.

Exploring the field of child protection
Who is being helped? The challenge of including adolescents in child protection

David Lätsch, Tim Tausendfreund, Ida Ofelia Brink
ZHAW Zurich University of Applied Sciences, Switzerland

Background: In the Swiss child protection system, when child well-being is endangered, social workers are often assigned to the family both to assist the family in improving the situation and to monitor the best interests of the child. We examined how caregivers and adolescents perceived these “child guardianships” in terms of participation, fairness, and impact.

Methods: A client survey was combined with in-depth case studies. The survey included 213 caregivers (31 % fathers) and 86 adolescents (51 % girls). In the case studies, 19 caregivers and 10 adolescents were interviewed.

Findings: A minority of caregivers had strong reservations about the fairness and efficacy of the guardianships. Fathers and German native-speaking caregivers perceived the guardian-ships as significantly less fair than did mothers and non-native speakers, respectively. More than half of adolescents reported they did not fully understand the objectives of the guardianship, and a majority said the support was not generally effective in improving their own situation or their family’s. In the interviews, adolescents often seemed to trust the social worker to be assisting the parent in some way, but they rarely saw the social worker as any help to themselves.

Conclusions: The study examines a key challenge to child protection practice: how to directly include children and adolescents in support processes that are occasioned by perceived problems in the parents’ actions towards their children. Our findings reveal that under present circumstances in Switzerland, adolescents often feel detached. We conclude by considering cases that seemed to defy that rule.

Interventions to support children

Interventions to support children

Are child welfare intervention rates higher or lower in areas targeted for enhanced early years services?

Martin Elliott (1), Jonathan Scourfield (2), Calum Webb (3), Paul Bywaters (4)

1: Cardiff University, 2: Cardiff University, 3: University of Sheffield, 4: University of Sheffield

Background and purpose: Flying Start is an enhanced early years programme in Wales which is universally offered in areas where a high proportion of households with children are receiving income-related benefits or tax credits. Child protection interventions are known to be concentrated in more deprived areas. Flying Start could have the effect of reducing risk to children or, conversely, it could result in more children coming to the attention of social services.

Methods: Administrative data were used to identify children in public care and on child protection registers in Wales on 31 March 2015 and to identify lower super output areas (mean population = 1500) covered by Flying Start services. Area deprivation was measured using the Welsh Index of Multiple Deprivation. Child welfare intervention rates were examined, and a comparison was made between areas within deprivation quintiles where Flying Start was operating and areas where it was not.

Findings: In areas where Flying Start services were provided, child welfare intervention rates were higher than in areas where they were not provided, after controlling for multiple deprivation. However, the presence of Flying Start centres is associated with a significant decrease in the socioeconomic gradient of child welfare interventions.

Conclusions and implications: Further work is needed to establish: why child welfare intervention rates are higher in Flying Start areas; why the social gradient is reduced; and what effect there might be longer term.

Interventions to support children
**Findings from a family intervention service working with
young people on the 'edge of care'**

Lucille Allain, Helen Hingley Jones
Middlesex University, United Kingdom

Background:

An exploratory research study into a residential, family intervention programme with families who were at the point of breakdown with their young people at risk of coming into foster care. Links were made with social work and social pedagogy models (McPheat and Vrouwenfelder 2017). The intervention involves young people and families leaving London to reside in a family home in a rural setting alongside professionals where they engage in intensive family work over a period of up to a week.

Research questions:

A qualitative approach was used to complete seventeen, semi-structured interviews.

An exploration of:

- the experiences of families who received the family intervention, including any changes made and sustained post intervention;
- professionals' perspectives on the family intervention compared to other approaches and whether this model altered professional practice in working with young people and families.

Results

Most families benefitted from the intervention and found spending time together gave them a chance to reconnect as a family. Some professionals described the experience as transformational in terms of their practice however others expressed frustration with the planning and logistics of the intervention including aftercare support. There were some changes in family connections where the likelihood of entry to care was reduced.

Conclusion

The model used has similarities with the Family Group Conference model where families themselves have the opportunity to lead the way in sharing decisions about what they think they need and how this might be achieved. This approach supported some new ways of working in the local authority.

Interventions to support children
Measuring Signs of Safety using a contrast study

Mary Baginsky (1), Ben Hickman (2), Jess Harris (3), Jill Manthorpe (4), Michael Sanders (5),
Aoife O'Higgins (6), Eva Schoenweld (7), Vicky Clayton (8)

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London, 5: What Works for Children's Social Care, 6: What Works for Children's Social Care,
7: What Works for Children's Social Care, 8: What Works for Children's Social Care
United Kingdom*

As part of the continuing evaluation of the implementation of Signs of Safety (SofS) in ten local authorities in England, the author conducted a contrast study to examine the impact, if any, of using SofS Framework compared with authorities adopting other frameworks. The work took place in two SofS areas and two areas not using SofS. The researcher worked with one social work team in each of the areas. The study was conducted using

- a. the Organisational Social Context (OSC) measure (Glisson, 2007 and Glisson et al., 2006) to assess team culture
- b. observations of social workers interactions with 60 families, including the use of the Clinical Competence-Based Behavioral Checklist (Lu et al., 2011)
- c. perceptions of families measured by interviews and a series of instruments
- d. self-reporting by social workers on usage in the 2 SofS sites in the contrast study
- e. examination of the case files of the families in the study with their consent

No differences were noted between SofS and non-SofS sites on any of the indicators used, although overall clinical and professional competence across the four sites was linked to more collaborative relationships between social worker and parent. The extent to which SofS was used by social workers had no significant impact on this relationship.

In addition to exploring these findings the paper will also examine the feasibility of applying a semi-experimental design to a study of this type and the constraints under which the study was conducted.

Interventions to support children
Systematic review of parenting interventions used to support vulnerable children in the United Kingdom

Martyn Higgins (1), Sally Boyle (2), Jitka Vseteckova (3)

*1: London South Bank University, 2: University of Bedfordshire, 3: Open University UK
United Kingdom*

This paper reports on the findings from a systematic review of parenting interventions to support vulnerable children in the United Kingdom. The study focused on children from birth to 11 years and 11 months based on Munro's rationale for early intervention (Munro, 2011). From the 423 papers initially identified, twelve met the inclusion criteria for this review. Four common themes were identified: developing relationships, effectiveness of parenting interventions, societal impact on families and health and psychological concerns. The importance of effective relationships between parents and social workers was identified as key to effective parental interventions but there was limited evidence of improved outcomes for children despite this. A common factor in the studies was the level of parental deprivation which in many cases was associated with a range of mental health issues frequently seen in association with drug and alcohol abuse and domestic violence. The review identified a number of successful outcomes across a range of parenting interventions. However, what was surprising was the limited input from the children themselves within this review. Applying our findings to practice the authors recommend a number of ways to contribute to the development of parenting interventions. Key words: parenting models, assessments, interventions, social work, better outcomes, best evidence

Inclusion and learning from people in vulnerable situations

Inclusion and learning from people in vulnerable situations
Co-creating knowledge: case of ex-prisoners' reintegration

Vera Virokallio
Tampere University, Finland

Released prisoners have complex situations that require multi-professional expertise in health and social care. This demands relational agency, that is, understanding what kind of resources experts from different fields bring into interpretation and responses to clients' problems (Edwards 2011).

Professionals both in criminal sanctions agency and local services aim for reintegration (see Maruna et al. 2004). However, they do not share enough knowledge on clients' situation to be able to integrate the services. Thus, once a client is released from prison, they might fall through the net, since they have not been guided to suitable services or have not engaged in them.

In our ongoing INSOTE research we study developing regional university-based health and social care center in Tampere, Finland. In this presentation I discuss prospects and challenges of co-creating knowledge between convicted clients and professionals in criminal sanctions agency and local services. How views of the ex-prisoners can be communicated to professionals developing integrated practice, and how experts from different fields bring forward and negotiate their views in groups for development actors?

Our data consists, firstly, of interviews with ex-prisoners, where we have mapped networks of their relationships and services to examine their circumstances and participation. Secondly, we have communicated these findings into multi-professional meetings and analysed the dialogue between experts of local services and criminal sanctions agency. These methods of co-creating knowledge are utilised in constructing a regional pilot project on multi-professional work with prisoners prior and after their release in the forthcoming health and social care center.

Inclusion and learning from people in vulnerable situations
Gender and women in rights-based social work practice in Kosovo

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1: *University of Prishtina, Kosovo*, 2: *University of Georgia, USA*, 3: *Kennesaw State University USA*

Background: Traditional gender norms impact professional development in Kosovo, where only 18% of women work (World Bank, 2018). Still, women's roles are changing: Kosovo has had two women Presidents, and women hold multiple Cabinet and Parliamentary positions. This presentation explores how gender shapes women social work practitioners' use of micro and macro rights-based methods.

Methods: A survey was distributed in Kosovo's governmental Centres for Social Work (CSW) using the Human Rights Methods in Social Work scales (McPherson & Abell, 2020) to measure the practice of 4 micro-focused (e.g., participation and strength perspective) and 4 macro-focused (e.g., capacity-building and activism) methods. Respondents' gender, age, and years of social work experience were queried.

Findings: The survey yielded 100 responses (42% of CSW workforce) of whom 52% were women. Overall, utilisation of rights-based methods was robust, but gender differences were noteworthy. Women reported using macro-focused methods like collaboration ($M=5.60$; $SD=1.23$) and activism ($M=5.13$; $SD=1.41$) significantly less than men ($M=6.11/SD=0.98$; $M=5.89/SD=0.87$); and they were less likely to "collaborate with other professions" ($t(2)=-2.62$, $p=0.01$); "reach out to local government officials to help clients" ($t(2)=-2.63$, $p=0.009$); or "feel comfortable joining with clients in political action" ($t(2)=-3.48$, $p=0.001$).

Conclusions: Results suggest that professional behaviour is impacted by gender norms (Krasniqi, Sokolić, Kostovicova 2020). To promote inclusion for women, all social workers should receive training on gender, and women should be encouraged to practice macro-level skills. Full utilisation of skills for women promotes their equal participation in society and human rights for all.

Inclusion and learning from people in vulnerable situations.
**Reflections on the inclusion of experiential knowledge
within participatory research into male sex work**

Anke van den Dries, Christoforos Boutsias, Frank van Oorschot
Stichting Humanitas, The Netherlands

At the request of the municipality of Rotterdam, the NGO Stichting Humanitas undertook participatory research on boys and men that do sex work in Rotterdam, the Netherlands. This demographic often goes unnoticed in interventions by public institutions or social work organizations. The research focused on discovering common characteristics and potential vulnerabilities this group faces. Furthermore, it assessed their needs in terms of support and assistance (Van den Dries, Boutsias & Van Oorschot, 2021).

Participatory research uses various knowledge sources such as propositional knowledge, practical knowledge, and experiential knowledge in the form of lived experiences (Groot, Haveman & Abma, 2020). The research team employed experiential knowledge of sex work, experiential knowledge of the Rotterdam LGBTIQAP+ queer community, propositional knowledge from the discourse on sex work, and social work research supplemented by practical knowledge from the social work practice of outreach and support to sex workers.

It has been known that different forms and interpretations of participatory (action) research exist, where, to a greater or lesser extent, similar principles and practices are followed (Dedding et al., 2020). In this contribution, the researchers focus on the lessons learned in this research project on inclusion and power division. They collectively reflect on the extent to which the perspective of experiential knowledge was maximized, which voices were valued and heard and how power balances were divided. Concepts from Power Literacy by Goodwill (2020) are used as a framework.

Inclusion and learning from people in vulnerable situations
**The emotional labour of social work research: balancing
the baby with the truth.**

Kate Blake-Holmes
University of East Anglia, United Kingdom

This paper reports the methodological observations of conducting sensitive biographical narrative research.

It is widely accepted that particular attention needs to be given to ethical considerations when exploring sensitive topics, generally this refers to the potential impact on the participant rather than the researcher. However, research is an embodied practice during which the researcher is 'touched' both intellectually and emotionally and therefore the importance of emotion in social work research is significant.

Reflecting on a qualitative project in which 20 adults across the UK who grew up with a parent with mental ill health were interviewed using an open biographical method.

The majority of participants came with a story of trauma and abuse. Several of which commented on the therapeutic nature of the interview process. It is this sense of being heard, accepted and validated that means that even when discussing sensitive topics, individuals participating in research find personal benefit in the process. However, as a researcher I was often left emotionally raw from the interview and drained from the emotional labour necessary to manage the process.

A further ethical dynamic for the researcher is also the balance between appropriately managing the participant's distress with the desire to reach the rich memories and truth of the research. Following on from this the researcher must also find a way to ensure that the analytical process is not blurred by counter transference and the findings as presented in a robust and faithful manner.

International, transnational and interreligious social work

International, transnational and interreligious social work
An Exploratory Survey of Mental Health Social Work in Europe

Kevin Stone (1), Pearse McCusker (2), Gavin Davidson (3), Sarah Vicary (4)
*1: University of Plymouth, 2: University of Edinburgh, 3: Queen's University Belfast, 4: Sarah Vicary - Open University
United Kingdom*

Mental health, as a field of practice, continues to draw largely from medical conceptualisations of mental illness and rely on pharmaceutical treatments. This is despite an increasing research base that confirms social factors as key determinants of mental distress (Silva et al., 2016). By utilising their knowledge of the impact of systemic disadvantage on mental well-being, arguably mental health social workers (MHSWs) can play a pivotal role in addressing the underlying precipitants of mental distress, including facilitating social inclusion by tackling poverty, discrimination and other forms of oppression. However, there is scant research into the MHSW role. In seeking to increase understanding of their potential, this study is the first to explore MHSWs' contributions at a European-wide level.

An online survey was distributed through existing European networks and social media. Conducted during the COVID-19 pandemic, it received 158 responses from 10 jurisdictions. Data were analysed using thematic analysis and four main themes were identified, relating to: role; law, policy and education; the distinctive contribution made; and the key challenges for MHSWs.

The findings demonstrate that the MHSW role, although described in different ways and confined by a multiplicity of factors, seeks to mitigate mental distress by facilitating social inclusion. This includes advocating for people and groups disenfranchised by race, ethnicity, immigration, war, poverty and stigma. Notwithstanding its limitations, including scale, the study illustrates both a need and appetite among MHSWs for further research and knowledge exchange to share approaches and challenges for building social inclusion into MHSW practice across Europe.

International, transnational and interreligious social work
**Building Bridges Between South and North in International
Social Work Research: Ten Year Reflection**

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*1: Robert Gordon University, Scotland, 2: Espirito Santo Federal University, Brazil, 3:
University of Habana, Cuba*

This paper reflects on our international experience of social work research collaboration between three countries - Cuba, Brazil and UK. It focuses on the research process of developing new knowledge not only between high, medium and low-income countries but also between the disciplines of Social Work and Economics. Recognising the disparities in social work knowledge development and dissemination between low-, middle- and high-income countries (Lombe et al, 2012, Roche & Flynn, 2020) we reflect on our international research experience. Our experience involves researchers, academic staff and students speaking three languages (English, Portuguese and Spanish), utilising two theoretical frameworks i.e. social work and political economy. Our reflection highlights the importance of a shared perspective of the research process, including the importance of critically identifying concepts being explored, as language doesn't always mean the same thing to everyone despite the use of the same terms; focusing on interpersonal relationships, professional curiosity and trust to address the differences in theoretical frameworks. The paper reflects and theorises the opportunities and challenges of research including that of decolonisation (Adefila et al, 2021) and proposes a framework for teams undertaking this type of research. For our teams, "building bridges" represents the commitment we have to one another, to persevere when faced with research adversity (including funding, peer review paper rejections or exploring the nuances of language, culture and perspectives).

International, transnational and interreligious social work
**Religious Affiliation, Religiosity, and Parenting:
Comparison of Jewish, Muslim, Christian, and Druze
Mothers in Israel**

Rana Eseed, Iris Zadok, Mona Khoury-Kassabri
Hebrew university of Jerusalem, Israel

The role of religiosity in shaping family functioning in general and parental discipline in particular have received wide research attention, especially in studies conducted among Christian parents from Western cultures. Little is known about the relationship between religiosity and parenting in non-Western cultures, and among non-Christian parents. The current study aims to explore the role religion and religiosity play in predicting maternal use of psychological control and punitive discipline of mothers from Israel who belong to two ethnic-national groups and represent four religions: Jewish, Muslims, Christian, and Druze. The study was based on a survey of 502 Israeli mothers of children aged 3-5. Mothers were asked to fill out an online structured, anonymous self-report questionnaire survey that was distributed through social networks. We use multivariate hierarchical regression to explore the role of religion and religiosity in predicting mother's use of punitive discipline and psychological control, after controlling for child and family factors (i.e., child gender, anger and peer rejection, mother socio-demographic factors and co-parenting). The results showed that religiosity is significantly and positively associated with mothers' use of both psychological control and punitive discipline. Furthermore, it was found that Arab mothers reported more than Jewish mothers on using psychological control, while no significant differences between the four religions were found in predicting maternal punitive discipline.

Intervention and prevention efforts aim to abolish maternal psychological control and punitive discipline should take into account the variation between parents' cultural and religious values, in order to design culturally sensitive and effective interventions. Also, they should be designed to include family therapy and not to focus solely on one parent, usually mothers.

International, transnational and interreligious social work
**Social work across borders: Developing transnationally
embedded social work**

Mieke Schrooten

Odisee University of Applied Sciences and University of Antwerp, Belgium

Borders and cross-border processes and structures pose essential challenges for social work research and practice. Whereas state borders may be opening up for certain cyber, social and economic functions, they are (re-)closing at the same time for other security and political functions. Moreover, more metaphorical and symbolic boundaries are also becoming stronger in our society.

Reflections on the changing nature of social work against the background of increasing transnationality have given rise to new conceptualisations of social work, reflected in the emerging field of transnational social work. Transnational social work critiques conventional social work for its narrow local and sedentary focus, which contrasts with the mobile and/or transnational lives of service users and the transnational nature of several current concerns of the profession. It also offers a critical perspective on cultural norms and belonging, both in societies and within social work practices.

In this presentation, I explore how this transnational perspective has developed within social work. I then argue that a transnational turn in the educational, theoretical and practical field of social work requires a movement away from the conventional local and sedentary conceptualisation of society and social life, which is still pervasive today, to develop social work that recognises and explores borders and boundaries, but also challenges and transcends them. I conclude by setting out a research agenda for this transnationally embedded social work.

Knowledge, attitudes and skills in social work practice

Knowledge, attitudes and skills in social work practice
Effects of Worked Examples and External Scripts on Social Work Students' Fallacy Recognition Skills

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Germany

Objective: Identifying fallacies is an important aspect in social work decision making and an essential part in the promotion of critical thinking. We argue that fallacy recognition skills (FRS) entail two facets: fallacy assessment (FA) and fallacy explanation (FE). To facilitate students' FRS, case-based reasoning (CBR) is a promising approach (Kolodner et al., 2003). During CBR, students may be scaffolded through external scripts (ES) as well as through worked examples (WE).

Our research question was: 'What are effects of ES and/or WE on social work students' FRS during CBR?'

Method: N=130 6th semester social work students (Mage = 25.3, SDage = 6.0, female = 109, male = 19, N/A = 2) were randomly assigned to four conditions of a 2x2 factorial experimental pre-post design with the factors 'WE' (with vs. without) and 'ES' (with vs. without). Students analyzed three (pre-test, application, post-test) vignettes with fallacious social work cases. Students' FRS were measured by assigning scores to their FA and FE.

Results: Across conditions, we found significant learning gains from pre- to post-test regarding both, FA and FE. During the intervention, we found a significant negative interaction effect for FA, a significant positive main effect of WE for FE and a significant negative interaction effect for FE. No effects of the two scaffolds were found on students' FRS after the intervention.

Conclusion: Participants improved their FRS from pre- to post-test. While CBR seems to be effective in enhancing students' FRS, WE as well as ES do not seem to be appropriate.

Knowledge, attitudes and skills in social work practice
Praxeological dialogues from within, processing Praxis-based Theoria

Catrine Torbjørnsen Halås
Nord University, Norway

Background/purpose: This presentation addresses the need to develop concepts and approaches to co-creation of knowledge, aiming to handle tensions and power dynamics which become visible and exposed in collaborative processes of social work action research.

Main points: I will explore praxeological dialogues as a potential framework for action research from within, where the idea of within is based on the Aristotelian concept of Praxis-based Theoria. Praxeology is a cross-cutting language philosophy and action theory, developed by the Norwegian philosopher Jakob Meløe. I will argue for that Meløes praxeology can be used as a perspective and conceptual framework for an appreciative, critical and constructive dialogical approach in social work action research from within: Appreciative, as it helps us to investigate actions and practice as meaningful and intelligible. Critical, as it offers questions to highlight and investigate different contextual positions. Constructive, as it invites to explore intentions embedded in practice, striving to articulate the idea of good praxis.

Conference aims/themes: As the presentation reflects on ways to handle the power dynamics between researcher, practitioner and user, it addresses the conference main theme; Enhancing social inclusion, and the subtheme; Connecting social work research and practice/ co-creation of knowledge.

Conclusions/ implications: Praxeological dialogues has a potential to process collaborative knowledge development from within practices towards Praxis-based Theoria. The framework can help expose and explore tensions and power dynamics between research and practice in collaborative research, hopefully aiming to expand and transcend both the sayings, doings and relating in social work action research.

Knowledge, attitudes and skills in social work practice
**The measuring organization - knowledge and learning
through systematical follow-ups in social services**

Petra Höglund
Linnaeus University, Sweden

The demand for evidence-based interventions in social services is an ever-present and challenging topic. In the wake of criticism of EBP (evidence-based practice) concerning a too narrow view of evidence, the importance of systematical knowledge production in the local context has been emphasized. One possible way to obtain such knowledge is through aggregated data of individual-based systematical follow-ups (ISF), of measurable aspects concerning e.g. the individual's situation and intervention results.

This presentation highlights how ISF results are used in different ways in social service organizations. By applying a mixed-method approach, these aspects have been investigated within two Swedish social service units that provide non-institutional treatment for children, youths and families, that has implemented different ISF models: LOKE (Local Evidence) and FIT (Feedback-Informed Treatment). The empirical material contains eight observations, 45 documents and 21 interviews with family therapists, head of units/departments, executive directors and development officers.

The findings suggest a broad area of uses which extends from ensuring quality and building legitimacy to creating opportunities for reflection and knowledge production. However, using knowledge from ISF in terms of developing the organization and day-to-day practice, i.e. learning, appears to be limited and highly dependent on organizational conditions and contexts. These findings have implications in practice since they underline the importance of supportive organizational structures both for doing ISF and for using obtained knowledge for development purposes.

The presentation is based on research done within a graduate program for professionals in social services with a focus on practice-based research.

Knowledge, attitudes and skills in social work practice
What is the significance of Love in Social work?

Hilde Marie Thrana

Norwegian University of Science and Technology, Department of Social Work, Norway

The concept of love has historical roots in social work practice mainly as a philanthropical approach through women's charity work. Today, the concept of love has reappeared in professional social work through young people's demand for personal relationships, recognition, and to be met with love from the social workers.

The presentation is based on comprehensive research in Child Welfare Services(CWS) in Norway with the purpose to explore the concept of love from different perspectives, different methods, to find the significance of love in social work. The approach has involved several methods: individual interview of adolescents, group interview of social workers, and participant observation within a specific follow-up program for adolescents in CWS (Thrana, 2015). In social work, what love is or can be, is discussed from an interdisciplinary range of theories such as systemic- biological perspective, theory of recognition, and ethics (Aristoteles & Stigen, 1996; Honneth, 1995; Løgstrup, 2000; Maturana & Verden-Zöllner, 2008).

Both the empirical findings, and the theoretical discussion led to an understanding of love as a way of seeing each other, recognizing the person's individuality, endurance, and to social inclusion, being invited into a close fellowship with others.

The closing discussion problematizes including love in social work practice, which to a great extent is built upon bureaucratic principles and non-personal relationships. Despite this, love is proposed as a core competence in social work and can be understood as specific ethics.

Politicizing social work

Politicizing social work
**Social Exclusion in a Post-Industrial City: Towards a
Critical Urban Social Work Perspective**

Dassi Postan-Aizik
Yezreel Valley College, Israel

Many cities around the world have been radically transformed by deindustrialization, neoliberalism, and globalization. While these processes have marked progress in various aspects of urban life, they have also generated inequality and exclusion especially in already marginalized communities. The contemporary post-industrial urban context places new challenges for social work practice and research that supports social inclusion. Following Wacquant's concept of "urban relegation" (Wacquant, 2016), this study examines multilevel structural processes that produce and reproduce social exclusion.

The study examined a post-industrial city in Israel, using data from interviews with community activists (N=20) and local professionals (N=10), focus groups (N=63), documents, walking tours and observations. All interviews and focus groups were audio-recorded, transcribed, and analyzed to identify emergent themes and patterns. Coding was focused on shared understandings and divergences, as well as descriptive analyses of participants' evolving understanding of exclusion and inclusion.

The findings confirm the progressive deterioration of the communities under study and identify multiple institutional practices in three main mechanisms that propel exclusion: service erosion, spatial deterioration, and political disempowerment. These mechanisms manifested urban policies reflected at the local level, while sustaining a dynamic that spiraled community marginalization. Implications suggest that social work practice and research in post-industrial cities should a) be informed by the urban context affecting communities b) critically re-examine services and programs to identify their possible effect on urban mechanisms of exclusion c) adopt a multidisciplinary approach to confront the varied aspects of urban community marginalization.

Politicizing social work
**Sowing the seeds for change: Developing social workers
who are prepared to challenge.**

Joanna Rawles
Nottingham Trent University, United Kingdom

Globally, contemporary social work often takes place from within organisations that are constrained by procedurally-driven managerial priorities. Such environments run the risk of encouraging social workers to enact their professional practice via a lens of ‘what works’ for the organisation and the state rather than from a position of genuine service user inclusivity and centrality. Are social workers losing the art of challenge? How should social work education contribute to the development of a profession that can reclaim its use of “good authority” (Ferguson 2011 p171) and ensure we have professionally confident and assertive practitioners who can use their position to act as allies to service users? This presentation will combine findings from research on how social work students were enabled to develop their expertise in professional judgement and find their professional voice, together with thoughts on how to embed critical thinking throughout the curriculum. This practice-based research (Epstein 2001) used principles of Appreciative Inquiry (Cooperrider & Srivastva 1987) to co-create knowledge with social work students. The findings indicate that facilitation of the students’ professional voice was a crucial element in establishing the self-efficacy needed to positively challenge the status quo in order to promote service user inclusivity and perspective. This was achieved when social work educators fostered an autonomy-supportive approach (Reeve 1998). Combining this pedagogical approach with one that also takes critical thinking as its primary standpoint could be a way forward for developing social workers who go on to become the positive change agents required by the profession.

Politicizing social work

“This is (un)acceptable...”: Portuguese social workers perspectives and positions toward the right-wing populism

Antonela Jesus, Rita Barata, Fernanda Pinheiro
ISCTE - Instituto Universitário de Lisboa, Portugal

Notwithstanding the values promulgated by the right-wing populism “shake” the values of social work (Noble & Ottmann, 2018), research shows that social workers have different positions toward it (Fazzi & Nothdurfter, 2020; Fazzi, 2015). In Portugal, the right-wing populism gained political visibility and representation in the 2019 elections (Santana, 2021) and the authors of this communication observed on network group pages of Portuguese social workers multiple perspectives when discussing the political activities of professionals in the right-wing populism. This communication aims to analyse and understand the conceptions of social workers about the involvement of these professionals in political activities regarding right-wing populism, deepen the following aspects: i) conceptions and meanings attributed to the political nature of the SW and to the political activities developed by professionals; ii) perceptions of the implications of the right-wing populism on human rights and social inclusion, namely in social policies, professional practices and interpersonal and intergroup discourses or actions; iii) perspectives and positions on the political participation of social workers towards right-wing populism, including issues such as political diversity, neutrality and personal and professional values. This is a qualitative study, guided by an inductive logic. Data collection will be conducted on semi-structured interviews with 20 social workers in various fields. Data analysis will be conducted through content analysis and multivariate analysis to identify profiles. The results will be presented and allow to "extract" opportunities and challenges that the right-wing populism pose to practice, education and research in SW committed to human rights and an inclusive society.

Social work and intimate relationships

Social work and intimate relationships
**A qualitative exploration of women's experiences of
problematic substance abuse and intimate partner abuse
victimisation.**

Sarah Fox
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Overview

Studies show that intimate partner abuse (IPA) victimisation is a common experience among many women who use drugs and alcohol. Among these women, using substances to cope with the physical and emotional impact of abuse is common, however, the relationship between IPAV and women's substance use is also impacted by the perpetrator's coercive and controlling behaviour. This paper will discuss the complex relationship between IPAV and substance use among victims, and highlight the implications for social work practice, drawing on recent guidance developed for social workers who support IPA victims and perpetrators.

Methods

This study is influenced by feminist theory, focusing on the lived experiences of women with histories of problematic substance use and intimate partner abuse victimisation. Using semi-structured interviews, 12 women consented to share their experiences, and interpretive phenomenological analysis was used as a guide to analyse their narratives.

Findings

The women's narratives highlighted how perpetrators used the women's substance use as justification to control, isolate, restrict, and inflict physical and sexual abuse on them. Their narratives also showed how the women used substances to cope with their experiences of abuse, both in anticipation of abuse, and, after an abusive incident.

Originality

This research is important because it demonstrates the complex and nuanced relationship between problematic substance and IPA victimisation among women. The findings have important implications for social work and social care practice, which will be discussed in relation to recent guidance developed for social workers who support both victims and perpetrators who use substances.

Social work and intimate relationships
**Contextual Safeguarding and Relationships: How
intervening in contexts facilitates relational working with
adolescents experiencing harm**

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United Kingdom*

Contextual Safeguarding (CS) is an approach (Firmin, 2020) to responding to adolescent's experiences of harm beyond their families, including sexual and criminal exploitation and serious youth violence. CS has recently begun to be utilised to make changes to child protection systems throughout the United Kingdom, with a particular focus on assessing and intervening in contexts where young people experience harm. Thus, much of the evidence on CS has developed without scrutinising how it might enhance or facilitate professionals' ability to form trusting relationships with young people. Relational working has been identified in the research literature as essential to effectively safeguarding adolescents from harm, and so this study sought to identify how CS might contribute or inhibit relational working.

As part of a larger research project on responses to extra familial risk and harm, data was collected via case studies involving 1) a local authority (rural, southwest England) and 2) a London-based charity, both using CS to make changes in their approach to safeguarding young people. Data included: 25 professional interviews; 23 meeting observations; 16 case file reviews; 95 professional surveys; and 2 focus groups with young people. Thematic analysis, conducted by a team of 3 researchers, found that where an organisational ethos values trauma-informed, relationship-based practices, fosters a culture that enables professionals to hold (rather than avoid) risk alongside young people, and supports professionals to have a strong foundational understanding of adolescent development, CS may facilitate improved relationships with young people facing harm beyond their families.

Social work and intimate relationships
Opportunities and limitations for relationship-based practice. Exploring the perspectives of social workers in Northern Ireland.

Katheryn Margaret Pascoe, Tony McGinn, Bethany Waterhouse-Bradley, Shaun Roddy
Ulster University

Where once the relationship with service users was considered the bedrock of practice (Howe, 1996), social work has been shaped by neoliberal and managerial reform, with increased bureaucracy and technocratic structures dominating the delivery of social services (Munro, 2011; Parton, 2008; Yuill & Gordon, 2019). To enhance social inclusion and social justice, social work cannot be limited to tick boxes, procedures or data driven practice. Relationship-based practice (Ward, Ruch & Turney, 2018), however, enables meaningful engagement with service users through the principle of partnership and harnesses a nuanced understanding of their lived experiences to form the foundation for advocacy efforts.

This research investigates relationship-based practice in Northern Ireland through 16 semi-structured interviews with registered social workers working and living in Northern Ireland between March-May 2021. Employing an interpretivist epistemology and reflexive thematic analysis, the interview data was analysed through the expressions of power framework (Rowlands, 1997; Vene Klaseen & Miller, 2007) to assess how social workers implement relationship-based practice on a day-to-day basis. Findings highlighted the importance of collective power in the form of support from colleagues and managers, power within reflecting the social worker's confidence in their skills, knowledge and professional identity, power over where social workers acknowledged top-down constraints to practice and discussed professional discretion, and power to, where specific acts of resistance and strategies for employing relationship-based practice were explored. These findings give hope for recentralising the relationship in social work practice and challenging bureaucratic structures and managerial reforms which have dominated since the 1990s.

Social work with marginalized groups

Social work with marginalized groups
**A qualitative analysis of the address for homeless persons
in Belgium and the Netherlands**

Laure-lise Robben, Koen Hermans
KU Leuven, Belgium

Including the most excluded? A qualitative analysis of the postal address for the homeless persons in Belgium and the Netherlands.

In many European countries, the route to obtaining and exerting social rights starts with registration in the population register. An address is indispensable to obtain an identity card, to apply for a job, to claim child allowance and unemployment benefits, to be eligible for social housing, to be affiliated with a health insurance company, to vote, et cetera. Experiencing homelessness therefore comes with a cruel irony: to obtain rights, you need an official address. To address this minimum prerequisite, mechanisms for administrative anchoring are in place for people who lack an official address, such as the reference address at a Public Center for Social Welfare (PCSW) in Belgium and the postal address in the Netherlands. However, enshrined in a series of conditions, claimants need to meet eligibility criteria to qualify. This paper disentangles this underlying conditional logic by drawing on a literature review and in-depth interviews with social workers. We specifically pay attention to the role of social workers and social services in implementing these eligibility criteria, since they are the link between social policies and this specific vulnerable group. By focusing on this administrative address in both countries, the results are expected to lead to a greater understanding of the minimum minimum of social protection to guarantee social inclusion of homeless persons, of the role of social workers to guarantee this lower limits of social inclusion and of the concept of an administrative address that includes the most excluded.

Social work with marginalized groups
**Radical Hope: Current developments in Poverty-Aware
Social Work in Israel**

Michal Krumer-Nevo (1), Yuval Saar-Heiman (2)

1: Ben-Gurion University of the Negev, Israel, 2: Royal Holloway College of London, United Kingdom

This presentation will describe the latest developments of the poverty-aware paradigm (PAP) in Israel, and will focus on a public social service department that has implemented the PAP in all the spheres of its activities. Through a six years process in which the whole team of the social services department learned the poverty-aware paradigm and received on-going supervision according to the paradigm, they perceived themselves and are perceived by others as a poverty-aware social service department. Based on an in-depth case study that combines ethnographic and participatory methods, we outline how critical ideas are translated to a whole set of organizational practices: developing a critical learning culture; acknowledging services users' knowledge and skills; leading a critical discourse in the community; and developing poverty-proofing services. By broadening the framing of critical practice as an individual, street-level endeavour, this case study offers policy makers and public social services professionals an organizational model that aims to mitigate the negative consequences of current neoliberal and managerial policies.

Social work with marginalized groups
Social inclusion or exclusion? Structures and practices promoting access to services of prisoners during detention

Mia Tammelin
Jyväskylä University of Applied Sciences, Finland

Despite the ethos and principles of social inclusion, certain groups, often at the margins of the society, might be affected by structures and practices hindering social inclusion. One of these groups is prisoners serving their sentences or re-entering the society. Yet detention may be used to enhance desistance, ie. a crime-free lifestyle. Advancing of employability is one way of supporting this, and this may require training or vocational rehabilitation: prisoners' ability to work is often reduced. In the study, we focus on the study of inequality, and in particular on the mechanisms that cause inequality presented by Therborn (2013) namely distancing, exclusion, hierarchy, and exploitation. We look at the structures and practices of work that enable and hinder access to rehabilitation in prisons and in community sanction offices. The research is guided by the questions: what structures and practices support social inclusion and access to services? Are there structures and practices that create exclusion? The study is based on 11 interviews of various professionals, such as social worker, special counselor or work supervisor. The data was analyzed using content analysis.

Content analysis identified five key themes: exclusion and distancing through (1) lack of skills and knowledge; (2) access to (prison) health care services; (3) failed transitions; (4) documenting; and (5) multi-professional cooperation. Each identified themes may also promote social inclusion. The study contributes to the knowledge on social work and social welfare's ability to secure and promote social inclusion looking at the institutional practices and work practices.

Social workers' professional contexts

Social workers' professional contexts
Barriers to knowledge acquisition and utilisation in child welfare decisions: a qualitative study.

Paul McCafferty (1), Brian Taylor (2)
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Background

Permanency decisions in child welfare are recognised as being challenging. Nevertheless, society and the profession expect that professional judgements should be of the highest quality, consistent, reliable, fully justified and informed by evidence of what works, particularly where decisions are potentially life changing. However, barriers to knowledge acquisition and utilisation exist, preventing practitioners from gaining the full range of knowledge they require, leading to permanency decisions being interventionist and protectionist in orientation (McCafferty, 2020). Think-aloud protocols and semi-structured interviews, in conjunction with a specifically designed vignette, were used with social workers (N=17) in statutory services to explore barriers to knowledge acquisition and utilisation in permanency decisions for children in state care. NVivo 11 was used to analyse the data and generate themes.

Findings

The main barriers to knowledge use were (1) misunderstanding or misuse of theory; (2) limitations in training and learning; and (3) organisational issues.

Conclusions and Implications

By developing a real-world understanding of the barriers and listening to the views of the professionals themselves, we can begin to realistically inform policy and practice, with the aim of decreasing the barriers to knowledge acquisition and utilisation in permanency decision-making. If we appreciate the barriers to knowledge acquisition and utilisation in permanency decision-making more fully, then perhaps we can reduce them, thereby facilitating more fully informed decisions that best serve the individual needs of children and their families

Social workers' professional contexts
**Do Social Workers feel safe at work? Findings from English
research 2017-2021**

Liz Frost
University of the West of England, United Kingdom

For the last 4 years myself and 'Community Care' have been commissioned to undertake 15 surveys with ten local authority child and family social work departments, through which managers seek evidence to understand the factors that support staff well-being and retention, both to improve staff support and service delivery. Service users' needs are badly met by stressed and distressed staff, their absences and turn-over [CT; ST1].

The research used mixed methods: a questionnaire sent to all social work staff -between 100 and 200 in each survey- and a qualitative interview with 10-15 self-selecting interviewees. The questions were formulated from a broad sweep review of the literature of social work stress, burnout, emotional distress, physical threat, organisational climate, resilience, vicarious trauma, moral injury and retention.

The underlying ethos of the research draws on a contemporary psychosocial paradigm, in which contextual/social structural and relational/affective factors are interwoven, allowing a multi-faceted approach to understanding social phenomena, including individual experience [ST5]. Five categories emerged from an analysis of the literature to inform the research: safety; support; organisations; development and satisfaction. This paper focuses on findings in relation to the issue of 'safety'. Drawing on the literature review and the original findings from my research, I will present and discuss findings about social worker safety: from abuse; from naming and shaming; from discrimination; from emotional distress; from unmanageable workloads and additional safety issues in the context of Covid19. How the organisation can apply this knowledge to improve staff well-being and retention will be considered.

Social workers' professional contexts
Social work on a digital platform

Anne Wullum Aasback
Norwegian University of Science and Technology, Norway

This research presents the Digital Activity Plan (DAP) introduced by the Norwegian welfare and labor administration (Nav) as a case to investigate how governmental digital platforms impact social work practices. DAP has several intentions for developing digital client communication and managing casework, as well as governing and implementing social policies.

This presentation will investigate the socio-technical affordances of the digital platform and how it affects the role of the counselors in Nav. Affordance is a term used to describe possibilities of action in the multi-dynamic relationship between DAP and its users and includes both social and political contexts. Five affordances of DAP will be presented: client communication, information systems, citizen-state contract, measuring, and political instruments. These affordances will be discussed in light of empirical findings from the research project and contemporary social politics.

The results from this case show the impact of digital platforms on social work, how multifaceted socio-technical assemblages emerge, and how complex negotiations of platform affordances take place. For social work, the rise of platforms connects to discussions with a long tradition in the field, like the dichotomy between help and control and the individualization of social problems. However, not only does it deepen existing dilemmas of the field, but it also creates new ones. Surveillance practices, the use of data to nudge certain behaviors, and ethical concerns involving ownership and access of data are important examples.

Social workers' professional contexts

The well-being of social workers in residential care homes during the pandemic: a qualitative research

Giulia Avancini, Francesca Corradini
Università Cattolica del Sacro Cuore, Italy

The health emergency in Italy has had a significant impact on residential care homes (Carter Anand, J. et al. 2021). Attention was focused on the high number of infections and deaths, while less attention was paid to the pandemic's consequences on the work of the professionals and their experiences (De Kock, J. et al. 2021).

The study involved seven Residential care homes of Northern Italy, different in dimension, contagion's levels, management forms, and urban or rural placement.

The research's general purpose was to understand the consequences of the pandemic on elderly people in care homes, their families, and social workers. Within this broader purpose, it was possible to ascertain the experiences of social workers during the first wave of the pandemic and which elements supported them in that period.

The research followed a qualitative approach. Forty-six semi-structured interviews with coordinators, staff, residents and family members were carried out, when possible, in person, otherwise online. Interviews were audio/video recorded, transcribed and subjected to content analysis.

The findings show numerous elements that supported social workers in dealing with the pandemic situation. They are related to individual characteristics, such as, for example, the ability to adapt and acquire new skills, and to organizational aspects, such as, for example, creating a supportive and dialogue-conducive environment, interprofessional collaboration and the recognition of the role of social workers by the residents and their family members.

The research findings could help social workers and residential care home managers identify operational paths aimed at promoting professionals well-being and implementing preventive measures.

Young people in care

Young people in care

An interplay between Youth Work and Youth Care; Growth opportunities for youngsters receiving youth care.

Jolanda Sonneveld

Amsterdam University of Applied Sciences & Tilburg University, The Netherlands

A substantial part of youngsters who participate in professional youth work settings receive specialist youth care, such as addiction care, mental health care or intensive family treatment. However, little is known about the unique value of youth work settings for youngsters who receive specialist youth care.

For this exploratory study we investigated the unique value of youth work for youth in specialist youth care trajectories. Interviews were conducted with: 1) youngsters who receive specialist youth care and participate in youth work settings; 2) youth workers and 3) professionals working in specialist youth care.

Our analysis shows that participation in youth work settings is of significance in five ways for this target group. First, youth workers are accessible dialogue partners for these youngsters who can motivate them to take problems seriously and accept professional help for their vulnerabilities. In addition, youth worker offers these young people an environment to 2) build meaningful relationships, 3) strengthen their self-concept and self-esteem, 4) enhance their social participation and 5) receive support that helps them increase their independence.

These findings thus suggest that youth work offers growth opportunities for this specific group. In addition, the results show that if these youngsters participate in youth work settings, it can reduce the duration and intensity of youth care provided. The results offer municipalities and youth care professionals a better understanding of how professional youth work is important for those youngsters receiving specialized youth care and how youth work can be a partner in reducing high healthcare costs.

Young people in care
**Care-Experienced Children and Young People's
Interventions to Improve Mental Health and Well-Being
outcomes: Systematic Review (CHIMES)**

Rhiannon Evans, Maria Boffey, Sarah MacDonald, Jane Noyes, G.J. Melendez-Torres
Melendez-Torres, Helen Morgan, Mike Robling, Rob Trubey, Simone Willis, Charlotte
Wooders
Cardiff University, United Kingdom

The mental health and well-being of children and young people who have been in care is a priority. There are interventions aimed at targeting these outcomes, but the international evidence-base remains unclear. This presentation will present our complex systems informed systematic review of interventions, reporting impact, equity, cost-effectiveness, context, implementation and acceptability. We searched 16 databases from 1990 to June 2020. Supplementary searching included citation tracking, author recommendation, and identification of evidence clusters. The eligible population was children and young people (aged ≤ 25 years) with care experience. Outcomes were (1) mental, behavioural or neurodevelopmental disorders; (2) subjective well-being; (3) self-harm; suicidal ideation; suicide. Study quality was appraised with methodologically appropriate tools. We constructed a taxonomy of programme theories and intervention types. Thematic synthesis was used for qualitative data reporting context, implementation and acceptability. Meta-analysis was conducted with outcome data. Searches retrieved 116 eligible studies for inclusion. This included 17 studies reporting intervention theory of change; 90 reporting outcome evaluations; 26 process evaluations; and one economic evaluation. There is a lack of focus on wellbeing and suicide and a lack of structural interventions. Most interventions ($n=91$) are parenting interventions that enhance the parenting skills of carers. There is mixed evidence of effectiveness. Process evaluation data indicates key context, implementation and acceptability factors: 1) The potential overburdening of carers with intensive interventions to support mental health; 2) Challenges in retaining participants in interventions; and 3) The absence of children and young people's voices in evaluating intervention acceptability. Central reflections on the evidence-base to date include: 1) A need for interventions that focus more explicitly on wellbeing and suicide; 2) A need for higher level, structural interventions; and 3) A need to develop more interventions locally, rather than just transferring approaches from other contexts.

Young people in care
**Home-isolation and homemaking among homeless youth in
Amsterdam - Towards inclusive crisis management**

Lieke Wissink

Inholland University of Applied Sciences, The Netherlands

Government measures aiming to contain COVID-19 added to already existing life challenges for undocumented youth in Amsterdam. This empirical research asks what daily life looks like amidst such 'double crisis' to better understand how to include marginalized youth when managing societal crises. More specifically, it asks how a sense of home was created by youth lacking aspects typical of a 'home setting' while the government called for 'home isolation' as a key measure to contain the corona virus. The fieldwork took place in 2021 in settings that were granted an emergency decree by the Amsterdam municipality based on a 'vulnerability' qualification of youth gathering there. Participatory fieldwork was complemented by a dozen in-depth interviews with both youth and social workers. The article shows what conditions enable marginalized youth to mobilize 'homemaking' outside 'homes' as a resilience supporting practice. Importantly, the focus therein lies not on undocumented youth 'being' resilient but on 'doing' resilience in collaboration.

The argument put forward based on researching ways of homemaking-in-the-margins during the corona pandemic is thus twofold. First, inclusive social work and urban spaces for youth in the margins is key to adequately adjust crisis management implementation. Second, a theoretical exploration is proposed into the potential of conceptualizing 'practices of resilience' to move away from the dominant focus on individual's supposed responsibility to participate in crisis management. Instead, practices of resilience emphasizes the societal responsibility to guard inclusive crisis management.

Young people in care
**Let's talk about sex. Professional competencies on
relationship and sexuality education for young people in
care**

Leonieke Boendermaker, Mirjam Walpot, Renske van der Gaag
Amsterdam University of Applied Sciences, The Netherlands

Background and purpose

Providing care and upbringing on relationships and sexuality is important to support healthy youth development including gender identity development. For vulnerable young people in care relationship and sexuality education (RSE) is even more important as studies find higher levels of sexual risk behavior and victimization among these young people compared to young people in the general population (1-4). Moreover, gender diversity is an underexposed topic in child and youth social care (5). Therefore we conducted three studies to answer the question: What competencies do (future) professionals in child and youth social care need to facilitate adequate relationship and sexuality education in their work with vulnerable children and young people?

Methods

We will show the steps we took in subsequent projects to define, underpin and operationalize core competencies on RSE as to get RSE teachable, doable, learnable and assessable (6) and develop a practice profile (7) to be used in training and coaching of (future) professionals on the subject. Subsequent steps were:

- 1) interviews among professionals working and young people living in care (8)
- 2) document review (9),
- 3) work sessions with professionals.
- 4) a scoping review (10)

Findings

Five core competencies were formulated based on the first and operationalized in the first three steps: 1) Discussing sexuality, 2) Supporting young people's needs concerning sexual development 3) Dealing with sex and sexuality in a professional and open manner, 4) Dealing with differences in values and cultures regarding sex and sexuality, 5) Recognizing and responding to harmful sexual behavior. The scoping review strengthens the theoretical foundation of the competencies and provides extra input, especially on gender identity issues.

Symposium 11

Symposium

Critical gerontology: an inequality and diversity-informed approach to social work with older people

Sandra Torres (1), Sarah Donnelly (2), Alisoun Milne (3), Anna Olaison (4), Marjaana Seppänen (5)

1: Uppsala University, Sweden, 2: University College Dublin, Ireland, 3: University of Kent, United Kingdom, 4: Uppsala University, Sweden, 5: Helsinki University, Finland

A global transformation is taking place as the world's population is rapidly ageing; this is a cause for celebration but is also a challenge for social work since this is one of the professions that is expected to help in maximising the health, functional capacity, social security and participation of older people. This symposium aims to expand the horizons of social work researchers, practitioners and educators who work with older people by giving insight into what critical gerontology-informed ways of thinking about ageing and old age-related issues can offer. The critical gerontological approach questions taken for granted assumptions about old age, and argues that many of the problems associated with population ageing, are ideologically and socially constructed. This approach grapples also with inequality while searching for explanations that not only expose the complexities of the challenges that older people face, but also the possibilities that social work with older people offers. The symposium brings together some of the contributing authors to one of the edited collections that are part of the 2022 Policy Press ESWR Series: Critical Gerontology for Social Workers. This edited collection is the result of some of the work that the European Network for Gerontological Social Work that works under the auspices of ESWR organization has done over the past two years. The symposium will introduce the critical gerontological approach to the audience while showing how specific practice challenges to social work with older people could be addressed through it.

Symposium paper 1: What is critical gerontology and why is it important for social work?

Sarah Donnelly

This presentation will set the scene for how critical gerontology, with its dual emphasis on macro and micro levels of analysis and theory construction, embracement of interdisciplinary perspectives, and its activist agenda for emancipatory social and economic change offer new ways of approaching social work with older people which strongly align with the underlying values of the profession. We will provide an overview as to where currently critical gerontology sits within social work research, education, policy and practice and we will explore why we need it and outline where we need to go in order for it to be fully adopted by social work community globally. By introducing the audience to the key features of a critical gerontological lens, this presentation will argue that at a time when population ageing is not only increasing the sheer number of older people that social workers meet, but also their diversity, we need to expand the way in which we make sense of ageing, old age and the life-course in ways that resonate better with the changes we are seeing and the challenges that these changes pose in upholding the human rights of older people.

Symposium paper 2: The lifecourse perspective: a foundational concept for gerontological social work

Alisoun Milne

This presentation will draw attention to the fact that the life course is both a lived experience and a conceptual frame of reference. A predominant theme when keeping the life course at the forefront of our inquiries is that stages in life are not necessarily standardised or chronologically fixed but are subject to a variety of social, historical and cultural influences. It is the linkage between the individual experience of ageing, on the one hand, and the social and historical contexts within which individual ageing occurs on the other, that differentiates the life course approach from the individual-level life cycle approach. As a field, critical gerontology is strongly influenced by the life course perspective, and the idea that life experiences, which are inevitably organised by social relationships and embedded in socioeconomic contexts, powerfully influence health outcomes and how people grow old. A life course perspective offers social work the opportunity to understand health related issues and other challenges such as poverty, in their long term context and to appreciate the nature of causative pathways rooted in childhood or early adulthood. It also facilitates engagement with the perspectives of the older person and their family. This paper will also emphasise the power of linked lives and shine a spotlight on the significance of age, not only as a property of individuals but also as a product of social structure.

Symposium paper 3: Assessment, care planning and decision-making

Anna Olaison

This presentation examines the impact that practice models and assessment instruments have on social work interventions with older people within the context of the move towards a rights-based approach to care planning and supported decision-making. Social workers have a key role to play in ensuring the participation of older people in assessments, care planning and decision-making in ways that uphold human rights, autonomy, and self-determination. The presentation will argue that the application of a critical gerontological lens is particularly important in a context of neoliberalism and scarce resources, where social workers are increasingly reliant on informal caregivers, mainly family members, to provide care and support to older people, creating challenges and ethical dilemmas in practice situations. By exploring how despite national and international legislative and policy advances in relation to older people and decision-making, paternalistic approaches are still often the norm, this presentation will show what the critical gerontological lens offers. The exclusion of older people with a cognitive impairment or dementia from care planning meetings and decision-making will be critically examined including an analysis of power dynamics and systemic influences such as discharge planning pressures. The presentation concludes with a helpful checklist for students and practitioners on 'Best Practices in Care Planning Meetings' with older people.

Symposium paper 4: Opportunities and future prospects for gerontological social work with a critical lens

Marjaana Seppänen

This presentation draws attention to gerontological social work research, policy, practice and education and argues that there are an array of lessons that could be drawn from critical gerontology. The presentation proposes the opportunities and future prospects for a critical gerontological social work that challenges dominant narratives about age and ageing, and the tendency towards proceduralised practice that characterises much social work with older people. The aim is to urge social work practitioners, older people and researchers to contribute to debates which are at the moral heart of social work (for example, rights-based practice, working with complex needs, citizenship, discourses on autonomy, relational practice grounded in an ethic of care; care democracy; choice and self-management). The presentation will also propose priorities for gerontological social work over the next decade.

Symposium 14

Symposium

Preparing for practice development and innovation: Insights into four master's programmes in three European countries

Mike de Kreek

University of Applied Sciences Amsterdam, The Netherlands

We present four master's programmes from Germany, Switzerland and the Netherlands that were designed to train graduate social workers to adopt a specific role in social work practice in order to strengthen professionalisation. We evaluate how our programmes relate to the professionalisation of the students and how their acquired professionalism relates to practice development and social innovation. We include findings on graduates' labour market absorption, the match of the competencies learned with their functions and their actual involvement in innovation.

The introduction of master's studies in the social work field at Universities of Applied Science (UAS) in the Netherlands, Germany and Switzerland had potential both in terms of an extension of education (which is valuable per se), and with regards to its potential for the design of study programmes, allowing for increased value for professional practice.

These programmes take a specific direction. They teach students to develop their professional social service delivery: professional interventions, courses of action, offers, programmes and tools. In other words, these programmes contribute to professionalisation by educating a new generation of professionals skilled in developing and innovating social work practice.

This development fuels a differentiation in the profession, because the alumni form a group of 'practice developers' – skilled in taking on this role in various social work fields. We provide and discuss insights into the differences and similarities of the four master's programmes that have been conceptualised, developed, and implemented independently while all aiming to perform this new role

Symposium paper 1: The master's programme in Social Work with Emphasis on Social Innovation in Basel

Social innovation refers to the process of creating new social work offers or interventions. Hence, the master's programme provides learning opportunities to build the competencies needed for a) the identification of (changing or arising) needs; b) the evaluation of existing offers and interventions; c) the collaborative conceptualisation and development of new offers or interventions bolstered by theory and research findings; and d) the implementation of new or further developed offers or interventions.

Given the assumption that social innovation should draw on theory and empirical findings, the learning arrangement intertwines two major strands facilitating the development of i) research competences with the aim to enable students to establish, understand, critically assess research findings, and draw conclusions for development processes; ii) the knowledge and skills needed for the management of innovation processes and implementation of new offers.

Evaluations confirm that graduates are well received on the labour market and that salaries are adequate. They are predominantly in positions a) that require competencies in practice development or b) in academia. Self-reports of alumni confirm that they feel prepared for the innovation tasks they are dealing with in practice.

Symposium paper 2: The master's programme Social Work in Amsterdam Work with Emphasis on Practice Development

The social work master's programme in Amsterdam facilitates a learning community around practice development in the students' practices embedded in a flexible curriculum. For each studying professional, the practice development line in the programme functions as a backbone, where tackling an issue in his or her context and following the master's programme come together. During the first year students start to realize that making a success of the programme assignments, above all, contributes to their practice development projects in their work practice. This ownership stimulates the intrinsic motivation for their efforts, because it positions the study programme as a means of realizing goals in their organizations, not as a goal in itself.

The students experience the study programme as a candy store where interesting chunks can be found that are relevant for their specific practice development projects. A departure point in our programme is that each issue and the context in which it arises, requires specific approaches and relevant concepts for arriving at practice development. The flexibility to support this variety can be found in many ways during the study programme. Many activities carried out by the studying professionals for practice development require selections, choices, judgements, experiments, failures, adjustments, successes, etcetera. Only an inclusive and safe professional learning community can provide the processes that support this kind of learning. Within this community, we identify three partly overlapping spheres that focus on making connections among the studying professionals, researchers from our research centre and curriculum developers

Symposium paper 3: The master's programme Social Work with Emphasis on Innovation Management in Cologne

Innovation management, for which our master's programme aims to qualify students, is not about inventing new or better ways of practice on their own. It is about providing productive circumstances for progress and development. The collaboration of social work practice and science with politics, addressees and informal helpers is crucial to promote social change in a way that enhances wellbeing, as we face the consequences of transitions in everyday life, in the expression of human needs, in social structures, in values and in discourses. However, because of diverging rationale and organizational closure these different contexts of action and transactional processes of social innovation need to be managed carefully.

As a postmodern profession and a transdisciplinary science social work is adept in bridging the gaps between different social systems and disciplines. In addition, more than in other markets social service providers are used to new cooptative styles of interaction. Besides these skills and characteristics featuring social work in general as promotor of social innovation, there are specific fields of action which are, more than others, shaped by social change or initiating new developments in social work. Examples of these are youth work, where future generations provoke conflicts with the status quo, or clinical social work involving evidence-based practice, social diagnosis and other hot topics on the agenda in order that social work develops as a profession and a discipline. To achieve this, besides general progressive skills, students choose from one of these prioritizations in the fields of social work.

**Symposium paper 4: The master's programme Social Work in Arnhem/
Nijmegen with Emphasis on Practice Development**

Evaluations showed that according to stakeholders, Practice Development (PD) should be the core aim of our programme, which started in 2008. PD is a known approach in nursing and translated to the domain of social work through focus group sessions. PD is viewed as a systematic methodology of designing evidence-based interventions aimed at improving social work practice. It is co-created in collaboration with relevant stakeholders and adapted to their interests and possibilities, resulting in effective and cohesive social work practice and improved wellbeing and the social functioning of citizens. Because of the nature of social work and the problems it is engaged with, cooperation and accommodation are conditions of problem solving. This makes PD in social work a social process in itself and it is therefore called Social Practice Development.

In our programme, experienced social workers with a bachelor's degree are educated to become social practice developers and therefore have a different position in the field. A 10-step model was developed for the programme. Students follow this model by carrying out a practice development project. They start with an issue in professional practice and then perform a literature search followed by empirical research. Based on the research findings, they design, implement and evaluate a practice intervention. Lastly, they write an article and give a presentation in which practice improvement and new knowledge for social work are elaborated on. They are supported in this by three extensive courses: research and implementation skills, social work theory and professional leadership.

Workshop 1

Workshop
IFSW Europe New Social Workers Project

Omar Mohamed
University of Birmingham, United Kingdom / IFSW Europe

Recognising that the future of the profession is with new workers and students, IFSW Europe started a project where each member organisation was encouraged to nominate a 'new social worker' (defined as a final year student or a worker in the first five years of their career). These new social workers have been meeting together regularly and have progressed the project significantly. They designed, translated and distributed a survey and had follow up conversations to explore the experiences of almost 1,000 new social workers. This interactive workshop will be facilitated by group members and will:

- Share the project findings
- Discuss the forthcoming IFSW Europe policy statement on new social workers
- Outline advice for new social workers, social work educators and employers

This workshop will begin with a presentation from the IFSW Europe new social workers group. The group will go through the project, the background, process, and findings so far from the policy paper. The group will then lead multiple breakout sessions based on themes that emerged from the policy paper, with discussions on these themes and potential for rich discussions on how the transition from education to employment can be improved for new social workers across Europe.

Please do come along and hear from the future of the profession.

Workshop 2

Workshop

Transitional Safeguarding: Exploring opportunities and challenges in systems supporting young people and young adults who experience extra-familial risks

Nathalie Huegler, Gillian Ruch, Jeri Damman, Michelle Lefevre, Susannah Bowyer
University of Sussex, United Kingdom

Transitional Safeguarding (TS) is an emergent concept in the UK (particularly in England), which was originally outlined by Holmes and Smale (2018). TS acknowledges the 'in-between' position of young people in transition to adulthood and challenges the binary framing of safeguarding systems and services for children and those for adults. In England, these gaps are experienced by many young people as a 'cliff edge', with support reducing or dropping away around their 18th birthday. As part of a four year study funded by the UK Economic and Social Research Council, researchers from the Innovate Project (www.theinnovateproject.co.uk) are following developments in two local areas in England adopting TS based approaches, focusing on young people who experience risks and harm outside the family, such as sexual or criminal exploitation (including in gang contexts), peer abuse and serious youth violence.

Based on our emergent findings, and with the diversity of support systems for young people and young adults across Europe in mind, this participatory workshop aims to stimulate discussion and exchange. We will use an iterative, psycho-socially informed approach to explore the diverse views and perspectives on some of the following questions and dilemmas generated by our research:

- How do we understand contested terms such as adolescence, young adulthood, transition and safeguarding?
- How do professional systems and services in different countries support young people and young adults who experience harm outside their family contexts?
- What are the opportunities and challenges associated with innovation and transformation that involves 'whole systems change' at local levels in this field?

Poster Sessions

Poster Sessions

What works for whom: A realist synthesis of neighbourhood interventions for families in the community

Sanne Rumping, Leonieke Boendermaker, Ruben Fukkink
Amsterdam University of Applied Sciences, The Netherlands

Neighbourhood interventions are important for creating supportive structures and social inclusion for parents and children and for other community members. Little is known, however, about what works for whom in what situation. The aim of this study was to gain a better understanding of what works for whom in community interventions for families in the neighbourhood. Realist synthesis was used as a review methodology to examine community interventions and 28 community programs were included. Multiple rounds of coding and several discussions with experts and the project team were conducted to analyze these studies and programs, and to understand underlying assumptions of neighbourhood interventions. This resulted in the definition of ten important mechanisms of change in specific contexts. These were found on two levels: on an interpersonal level (e.g. social support) and on a community level (e.g. social norms). Positive mechanisms of change varied from supportive professionals to participants in the intervention, to co-production in developing the intervention. Negative mechanisms were only found on the community level and were related to professionals' and community members' skills. Mechanisms of change were found to be related to specific contexts, such as implementation strategies and the type of intervention. Community interventions require specific attention be paid to the implementation processes and, relatedly, to the skills of professionals and community members. Social youth work professionals and municipalities can use these mechanisms of change to improve their interventions and social inclusion in neighbourhood practices.

Poster Sessions

Beyond the Risk Discourse: Photovoice as critical-pedagogical tool of Sexuality Education for Adolescents- A case-study

Menny Malka (1), Sivan Lotan (2)

1: *Sapir Academic College, Israel*, 2: *The Open Door for Healthy Sexuality, Israel*

Background

Framing photovoice as a pedagogical-critical tool, current case study explores the use of the methodology by a group of adolescents, as a part of their training program as campaigners for a non-governmental organization promoting healthy sexuality: "The Open Door for Healthy Sexuality". Thus, the aim of the study was to examine the learning processes, focusing on the socialization of ideas and principles of critical thinking and the development of a critical point of view.

Methods

The case study was based on a community-based participatory research in which the photovoice was implemented among 15 adolescents, ages 16-18, who participated in the Ambassadors Group Intervention Program. The study took place in the city of Beersheba in Israel, between the years 2017-2019.

Findings

An analysis of the learning processes identifies four themes: 1) Beyond the risk discourse; 2) The right to self-subjective recognition; 3) Challenging gender constructions; and 4) Human rights and healthy communication.

Conclusions and implications

Photovoice has contributed in six areas of learning: 1) The interrelationship between creativity, critical perspective, and active learning; 2) Frozen pedagogical moments; 3) Creating a safe place for learning and exploration; 4) Ecological perspective; 5) Interrelationship between lived-experience and theoretical knowledge; 6) Activism and social change. Thus, it is advisable to apply the photovoice among other frameworks, to enable complex and in-depth discourse and learning that are beyond the risky and preventive aspects of sexuality education.

Poster Sessions

Professionalism and training needs of social work between theoretical and practical knowledge

Giovanni Cellini, Marilena Dellavalle
University of Turin, Italy

As the social work profession has a key role in the welfare system, it operates in the field of social policies and thus relates from a multidimensional perspective to the changing needs of clients, organizations, and communities. The evolution of policies is interconnected with that of professional practices, which require social workers to perform increasingly complex tasks. In this context, where gaining and maintaining a high level of professional knowledge and skills is essential for practitioners, social work education plays a crucial role. This contribution presents the findings of a study consisting of two stages. The first focuses on the current educational provision in the 37 three-year bachelor's degree programs in social work offered in Italian universities, through a survey of institutional documents mediated by the internet. Data were extrapolated from the documents in order to carry out a comparative analysis of the training needs indicated by the degree courses and the educational provision. In the second stage, in progress, fifteen interviews were carried out to managers of social services, academics, social workers. Topics addressed by the qualitative analysis are the social worker's professional identity, the knowledge and skills needed by practitioners, the relationship between professionalism and managerialism. Findings show that the bachelor's degree programs provide a good theoretical grounding; at the same time, there is a need to "reinforce" social work education as a whole to ensure that skills that can be used in professional practice are acquired.

Poster Sessions
**Utilization of social work services by former Soviet Union
immigrants in Israel**

Maya Kagan
Ariel University, Israel

Background and purpose: Utilization of social work services may be viewed as an important indicator of immigrants' adjustment and integration in the host country. Yet, although many former Soviet Union (FSU) immigrants in Israel encounter difficulties in a wide range of areas, studies show that they underutilize social services. Better understanding of the barriers to social services utilization is critical in order to develop culturally and socially adapted programs for this population, aimed at removing these barriers and making social services more accessible to them. Hence, the aim of the current study is to explore the contribution of selected demographic variables (gender, age, socioeconomic status), attitudes towards social workers (SWs) and trust in them, stigma attached to seeking help from SWs, and knowledge of SWs' professional roles, to the likelihood that immigrants from the FSU will seek the professional help of SWs.

Methods: The research participants were 217 FSU immigrants aged 24 and older in their second or third decade in Israel. The data were collected by structured questionnaires.

Findings: Greater knowledge of SWs' professional roles, more positive attitudes towards SWs, greater trust in them, and lower levels of stigma, were associated with a greater self-reported likelihood of seeking help from SWs. Yet, none of the demographic variables significantly predicted this variable.

Conclusion: SWs must take a proactive approach and initiate contact with FSU immigrants, in addition to educational and informational programs intended to help FSU immigrants overcome the barriers to seeking professional help from SWs.

Poster Sessions

**ICT during the COVID-19 pandemic in the practice of social work:
implications for social work education**

Soňa Kalenda , Alice Gojová, Ivana Kowaliková
University of Ostrava, Czech Republic

The COVID-19 pandemic was an accelerator of the use of ICT in social work interventions. During that period, the authors, in cooperation with three organizations of social services, introduced a social innovation - the use of ICT in social work with the following target groups: (1) vulnerable children and (2) elderly people. The group (1) - vulnerable children and their key social workers - were provided with 37 tablets with an internet connection and the group (2) - elderly people and volunteers taking care of them - were given 13 tablets with an internet connection. Subsequently, the authors evaluated the implementation of this social innovation in practice. The aim of the introduced social innovation was to prevent, or to reduce, the effects of digital exclusion on vulnerable target groups through social work during emergencies. By evaluating the social innovation, we found out how social workers, volunteers, and social work clients themselves interpret the possibilities of reducing the impacts of digital exclusion using ICT in social work. As a technique of data collection, we used semi-structured interviews, which took place online due to the unfavorable epidemiological situation. A total of 50 interviews were analyzed using open coding. 31 interviews were conducted with clients (7 with seniors, 24 with parents and their children). 13 interviews were conducted with social workers and 6 with volunteers. The results confirmed that social workers, volunteers, and clients consider the introduced social innovation as a contribution to alleviating digital exclusion. In their statements, social workers and volunteers emphasize the need to introduce specialized courses supporting the use of ICT in the education of social workers and social work students. This raises a question of updating the minimum standard in the education of social workers in the Czech Republic with an emphasis on the process of advancing digitization.

Poster Sessions
Social Work students facing Covid-19: knowledge and attitudes

Maria Angeles Cuadrado Cenzual, Lucía López Álvarez, Carmen Rabadán Hungo, Aurelio Palafox Bogdanovitch, Aurora Castillo Charfolet
Complutense University of Madrid, Spain

BACKGROUND AND PURPOSE

Young people have been identified as the main causes of the increase in infection, due to unknowledge and non-compliance with the rules established. It is very important to consider the impact of the pandemic on the students. The objective was to carry out a survey to analyze the Impact of the Pandemic on their emotions, attitudes, perceptions and feelings.

METHODS

A structured anonymous survey has been launched, using 5-point Likert Scale, distributed by the UCM to social work students. The questions evaluate perceptions, attitudes and feelings facing Covid-19 Pandemic.

FINDINGS

The students comply with the rules established. More of the students (78%) referred that their circle of friends and their social life has been affected due the distance measures. Most have reported increased of feelings of anxiety and depression. Most of students studied form home to avoid infections. Mobility has been changed, with a decrease in the use of public transport

CONCLUSION

This pandemic has exposed the fragile balance os society. The scenario of imminent risk and vulnerability in which we find ourselves shakes all the structures. For this reason, Social Work professional play a key and vital role, behind the trench of health professionals

Poster Sessions

COVID-19 and homelessness: discourses around homeless quality of life

Iria Noa de la Fuente-Roldán, Esteban Sanchez-Moreno
University Complutense of Madrid, Spain

Housing is a central element to guarantee the well-being of citizens. This importance of housing has been reinforced since the SARS-CoV-2 pandemic starts. The motto "stay home" was not an option for those people who are affected by housing exclusion processes. Along these lines, this proposal shows part of the results of a broader investigation with the aim of analyze the impact of the SARS-CoV-2 pandemic on the quality of life of homeless people in Spain, highlighting the role played by the increase and transformation of social inequalities and homelessness.

A qualitative methodology was used in the form of a biographical approach involving 18 life stories from the homeless population of the Community of Madrid (Spain). Taking sociostructural representativeness as a fundamental principle, this research approach was adopted to discover the sociohistoric determinants and experiences that underpin the new forms taken by homelessness in the context of the sanitary crisis.

The results show that the social and economic reality generated by the Covid-19 pandemic has had a deep impact on homelessness. This impact has blocked the inclusion processes in which these citizens was involved. In addition, it is found that the social and relational dimensions of the quality of life have been the most affected, increasing the situation of structural isolation that affects homeless people. This has important implications for social action that conduct to analyse homelessness not only from its physical dimension (housing), but also, considering the social contexts.

Poster Sessions
Researching social housing-project

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More and more social housing-projects start to emerge. In this workshop we present the research on three of these projects in the region of Alkmaar (in the northwest of the Netherlands). Over 30 professionals and residents are interviewed and observations are done commissioned by local municipality. This with the ambition to develop such projects in future in a sustainable way. Challenges on interprofessional teamwork, supporting younger adults in their new homes, communitybuilding and the businessconcept can be discussed in the initial phase of this projects, as the research shows.

Learning from these housingprojects the voice of the residents are important but sometimes difficult to record. A pure scientific research is not always what is needed for hands-on professionals and sometimes is a future driven advice for further developing better than an evaluation. This presentation shares the ins- and outs of this researchproject.

Poster Sessions

**Opinions and experiences of out-of-family minors' parents.
A challenge for Social Work in Central-Southern Italy**

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1: University "Federico II" Naples, 2: University "Sr. Orsola Benincasa" Naples, 3: University
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Italy

CONTEXT AND PURPOSE. One of the challenges for Social Work in Central and Southern Italy is the opinion and the experience of the removed minors' families of origin. We intended to determine its critical points and the perspectives that the attention of the Social Workers has to focus on, asking the following

RESEARCH QUESTION: «What are families of origin's opinions and experiences toward the child removal procedure? What are the ways to improve?»

METHODS. A survey based on practice research has been conducted through the critical valorization of the knowledge matured on the field by child protection operators. Twenty-nine referents (out of a sample of thirty-eight subjects) from the main child protection public institutions in Lazio, Campania, and Puglia were interviewed. Twenty-six subjects from third sector parts of the territories were also interviewed. They were semi-structured, qualitative, in-depth interviews that were then analyzed in three phases: macro-thematic; micro-thematic; critical.

RESULTS. The survey, conducted in 2019, underlined that child removal is experienced with great hostility and as a sign of family failure. The importance to work on the parents' consent and consciousness emerged, along with the trust between them, the Social Services, and the fostering context.

CONCLUSIONS AND IMPLICATIONS. It is needed to strengthen support measures to families, to develop consensual removal and daytime fostering, which will be useful to conduct specific research on.

Poster Sessions

Children´s participation: a hopscotch game of power

Esther Mercado Garcia, Ana Isabel Corchado Castillo, Ana Dorado Barbe, Maria Begoña Leyra Fatou, Marta Blanco Carrasco, Carmen Roncal Vargas
Complutense University of Madrid, Spain

Background and purpose: Despite of participation rights by the CRC, encouraging children's participation in decision-making remains a major challenge for institutions and professionals. This poster analyses the methods and tools used by Social Workers in social service organizations, both public and private, in the city of Madrid.

Method: Qualitative research approach was defined. The first step was analysing the scientific literature review was based on the collection of different sources. The second step was analysing the tools and methods used by practitioners.

Findings: 28 documents were analysed. The majority of publication, most of them were articles. Of the 23 articles published, 6 of them were literature reviews and 4 were scientific essays. Based on the set of articles in the sample and the type of research, 14 were deemed to be of a theoretical nature and all involved bibliographical reviews on participation, with the exception of one that analyses the legislative framework for the protection of minors. The empirical papers (n=11) address different areas and contexts of participation, using both qualitative and quantitative techniques. Finally, only (n=3) specifically address tools used by practitioners.

Conclusion and implications: Children's participation continue to be a major challenge and is still viewed from an adult-centric point of view in which different paradigms of the concept of childhood coexist and affect actions aimed at children. Most interventions within the Child Welfare and Protection Services are aimed at involvement on a micro-system level.

Poster Sessions

Vulnerability and Posttraumatic Growth among Jewish and Arab Pregnant Women in Israel during the COVID-19

Miriam Chasson, Orit Taubman - Ben-Ari, Salam Abu-Sharkia
Bar Ilan University, Israel

Objective: On the assumption that coping with a crisis from a position of vulnerability may elicit not only negative but also positive outcomes, this study examined posttraumatic growth (PTG) among Jewish and Arab pregnant women six-seven months into the COVID-19 pandemic, exploring the contribution of ethnicity, personal resources (intolerance of uncertainty, optimism, and self-compassion) and COVID-19-related anxieties. In addition, the moderating roles of ethnicity, optimism, and self-compassion were examined. Method: A convenience sample of 916 Israeli women (517 Jewish, 399 Arab) was recruited from July 5 to October 7, 2020 through women's forums on social media. Results: Arab women reported significantly higher PTG, COVID-19-related anxieties, optimism, and self-compassion than Jewish women. A 6-step hierarchical regression that was performed to determine the contribution of the independent variables to PTG revealed that younger age, being primiparous, being an Arab, higher intolerance of uncertainty, optimism, self-compassion, and COVID-19-related anxieties were associated with greater PTG. Furthermore, a positive association between intolerance of uncertainty and PTG was found among Jewish, but not Arab women. Finally, the positive association between intolerance of uncertainty and PTG was stronger among women reporting higher self-compassion. Conclusions: The study sheds light on the potential for the positive outcome of PTG in the wake of the prolonged COVID-19 crisis and highlights the contribution of vulnerability and personal resources.

Poster Sessions

**Social Work vocabulary: Conceptualizing equal dignity
related to persons with intellectual disabilities**

Jeroen Knevel

Utrecht University of Applied Sciences, The Netherlands

Context and Aim

Equal dignity is deemed an underlying moral value of humanity. Consequently it affects the social workers' support of people with intellectual disabilities. Contemporary theories, however, insufficiently help to reflect (inter)actions respecting dignity and (inter)actions witnessing indignity. Hence, a new language was sought that better lives up to the praxis of the moral idea of dignity and indignity, and critical reflection on it.

Method

Between 2015 and 2022 a Grounded Theory method was applied to construct a new language on equal dignity. Data collection comprised 43 written reflections and additional conversations by students Social Work, open observations, literature and researchers' own reflection.

Results

A vocabulary has been developed fostering the thoughts and discourses on equal dignity.

Conclusion

Equal dignity constitutes a social continual dynamic. It appears helpful to describe dignity in gerund-participles and in so doing it provides for a language that helps social work practitioners, researchers and educators to reflect on their work and the professional relationship with service users with intellectual disabilities.

Un)employment and poverty

Un)employment and poverty
A democratic perspective on user participation: a case study in practices of job counselling

Sylvie Van Dam, Peter Raeymaeckers
University of Antwerp, Belgium

User participation (UP) is increasingly acknowledged and actively promoted in social work. However, many professionals struggle with bringing UP into practice. UP is often approached rather instrumentally. Moreover, even in social work practices built on participatory approaches, power inequalities and exclusionary mechanisms still exist. In this paper we explore how the concept of democratic professionalism can be adopted in participatory practices of social workers. We use the framework of Dzur (2008, 2019) and analyze job counselling practices where UP is introduced through a process of joint reflection and action with users and experts by experience. Through evaluation research we jointly developed a model of working principles and a step-by-step plan for implementing UP in an organization. This project was built on co-creation of knowledge with professionals and experts by experience. We find that bottom-up collaborative (inter)action is the key to successful implementation of UP in social work. Through joint action and reflection by professionals and users, both gain tangible experiences to construct a shared understanding of problems and solutions (Spierts et al., 2021). We argue that a process of collaborative action of deconstructing and reconstructing the decision-making and service delivery with users as equals will enable social professionals to develop and implement a democratic professional practice where UP surpasses tokenism and escapes power inequalities. The developed model of UP implementation can help professionals and organizations adopting UP. The mechanisms of democratic professionalism can inspire further research on the translation and evaluation of implementing UP in social work organizations.

Un)employment and poverty
**Integrating environmental and social sustainability in
services for unemployed people: A challenge for ecosocial
work**

Ingo Stamm

University of Jyväskylä, Kokkola University Consortium Chydenius, Finland

Services for unemployed people and environmental sustainability are rarely interlinked in social work research despite the emerging discussion about ecosocial work and sustainable welfare in Europe (Gough 2017). This paper is based on a Finnish case study within a broader cross-national research project. It focuses on the inclusion of unemployed people and the impact of social work regarding environmental and social sustainability by examining the meaning of sustainability in the field of social work services in a medium-size city in Finland. The case study aims at the policy and practice dimension and is structured by two main questions. 1) How is 'sustainability' perceived and interpreted in the context of services for unemployed people? 2) What potential for eco-social policies can be identified in the field? The data was collected through expert interviews with various actors in the field. The data analysis followed the constructivist grounded theory approach, as well as sequential analysis according to objective hermeneutics. The results reveal a number of valuable ideas and concepts for future ecosocial work and eco-social policies. However, an interdisciplinary, integrated eco-social approach was largely missing from the field. The analysis further reveals a fragmented picture of numerous meanings, interpretations, and concepts of sustainability. In conclusion, social work would need to clarify its own role regarding sustainability, drawing for example on the concept of its third mandate by Staub-Bernasconi (2016). This would enable social workers to become experts not only regarding the social inclusion of their clients but also regarding the goal of sustainability.

Un)employment and poverty

Social work and people in poverty: assessment of professional service through the voice of the service users.

Claudia Zanchetta
Catholic University of Milan, Italy

Problem statement and research questions

In this PhD project, my research assesses a professional service (Sportello Lavoro) in Tarcento, Italy, that aims to help people experiencing poverty through relational, social and job reintegration.

My research will highlight best practices of this service through identifying and analyzing successful cases. The purpose of this PhD project is to improve services that aim to help those who are experiencing poverty and whom are socially and economically excluded.

The research questions are: What helps people come out of poverty, and what knowledge should social workers have to best help them.

Methodology

The study is based on the methodological framework of the Relational Social Work (Folgheraiter, 2011).

The project draws on a mixed methods research design and constitutes a mixed approach in both data collection and analysis.

The aim of this research project is to analyze successful cases through two levels of analysis: firstly (quantitative method), I designed a survey in order to identify successful social work cases at Sportello Lavoro and I chose out of a sample of ten users experiencing poverty within the Service. Secondly (qualitative method) I conducted and analyzed ten focus groups where service users and their network described their life, personal plans and what or who helped them come out of poverty.

Findings, conclusion, and implications

The results of the research would highlight good practice of services that help people in poverty and propose a reorganized or improved local service, therefore influencing the local social policy.

Arts-based methods and innovative approaches

Arts-based methods and innovative approaches
Citizen-art projects for the promotion of cultural participation

Swetha Rao Dhananka, Beatrice Vatron-Steiner, Marc Tadorian, Julien Glauber
University of Applied Sciences and Arts, Switzerland

With this contribution we aim to present the innovative methodological approach of combining a participatory citizen-art project process with developmental evaluation and documentation to produce learnings on the promotion of cultural participation in cities.

Through artistic productions, this citizen-art project aimed to allow people for whom the festival of Saint Nicolas - an important living tradition in Fribourg (Switzerland) - is not familiar, to give meaning and to "make their own" through their own cultural expression to promote cultural participation and social cohesion. The symbolism of this festival allows to create a link and a shared meaning between this local tradition and other cultural experiences of people with a migration background.

Developmental evaluation is the guiding methodological approach. A corpus of project and actor related interactions was consolidated to be analysed through qualitative content analysis.

Preliminary findings indicate various challenges that have to be considered while conceptualising such a participatory process in view of increased cultural participation. First, within the framework of the project the respective competencies and expertise of involved actors need to be defined clearly. Second, the project cycle dynamic varies between phases of emergence and consolidation, involving moments of instability for all involved. Third, to create inclusive processes for the conceptualisation, the artistic production and the implementation, needs high levels of resources (financial, human and time), commitment and a facilitative and flexible macro environment. The developmental evaluation allowed for a reflective engagement in the participatory citizen-art project process and facilitated the formulation of lessons learnt to be transposed and adapted for future such projects.

Arts-based methods and innovative approaches
Intersectionality: A Proposal for Social Work Intervention

Inmaculada Expósito Cívico, Mercedes Serrato-Calero
University of Huelva, Spain

In 1989, African-American jurist Kimberlé Crenshaw formulated a theory in which she related the different forms of discrimination against black women. In the following decades, studies and analyses using intersectionality as a theoretical approach have proliferated.

Beyond a legal theory, intersectionality relates to studies and work related to vulnerable groups, traditionally excluded or marginalized for various reasons.

A relational analysis of how different forms of oppression and discrimination interact in people's lives is both a good starting point for diagnosis and a tool to address solutions and even prevention of certain situations.

Methodologically, there are various schemes and diagrams for carrying out analyses from an intersectional point of view. However, our proposal has a more practical vision, related to the professional practice of social work.

Thus, we raise key issues to carry out interventions and research in social work with an intersectional perspective. In this sense, it is fundamental to: critically examine the categories we use, analyze the relationships of these categories, consider the invisibility of some realities and pay attention to the situated position of those who investigate or intervene.

With these approaches, it is not only possible to carry out individual or case-based interventions and research. Also, it is a useful tool for the design of resources, programs and even social policies.

Arts-based methods and innovative approaches
**The Chilean social revolt from trans images: visual
methods in social work research**

Juan Carlos Ruiz, Josefa Ibacache, Mauricio Martínez
Universidad Tecnológica Metropolitana

The Chilean October 2019 riots were a time of identities manifesting themselves. The largest social mobilization in the country in recent decades demanded greater inclusion. In this context, the expression of identities was approached from a liminal group: the collective of trans sex workers, given its invisibility in relation to other narratives present throughout the outbreak. Analysis and promotion of social transformation processes allow social work to assume ethical-political stance in understanding these phenomena. The question that guides this work is: In what ways are the identity discourses of trans sex workers linked to the Chilean social revolt? Throughout visual methods and photo-elicitation techniques, the convergence of voice and image of the testimonies of trans sex workers is analysed. This methodology contributes to expose from the social work, vulnerability that affect this community, as well as for the reconstruction of meanings and acknowledge of the Other. The conclusions show that social revolt was a political space where identities without a hierarchy were expressed, which allowed an extraordinary resignification of the trans sex worker identity. In this context, trans women could express their demands in conjunction with other social voices with agency, without fear of being discriminated against. What this resignification shows is that we observe the transition of a collective social identity. The return of "people" as an identification of a "we" acknowledge the construction of a shared identity. Bodies and spaces will be constantly transforming, and we are definitely facing a process of social change

Arts-based methods and innovative approaches

Using arts-based methods to access vulnerable children's experience: The case of children in the Lesbos refugee camp

Ephrat Huss

Ben Gurion University, Italy

The aim of this presentation is to demonstrate a qualitative arts-based methodology that was used to understand and to evaluate refugee children's lived experience of refugee camp psychosocial interventions. This research method can be applied to additional contexts of vulnerable children's lives, health and needs, that are difficult to research using traditional methods due to cultural and context – related challenges.

. Our aim is to capture children's phenomenological emotional, but also physical and socially contextualized experiences, needs and salutogenic coping as a holistic whole, and to co produce knowledge with these children. who have a right to be consulted and to and express their worldview with those providing service.

The main points of the presentation will focus on a case study of arts based research with children in Lesbos refugee camps. It will enter the methods in detail, explaining it's rational. The results of the study will be outlined, showing how they shifted social workers understandings of the children's needs, and created a child- informed model of intervention, as well as an ongoing evaluative tool.

This presentation will contribute to the conference theme of methodological development, innovation and capacity building in social work research, that is often challenged to co produce knowledge with vulnerable children,

Child protection and children's well-being

Child protection and children's well-being
Integrating voice and data to improve children's lives

Elaine Sharland, Perpetua Kirby, Liam Berriman
University of Sussex, United Kingdom

Few would disagree that children, parents and carers should be included and heard in decision-making concerning children (UNCRC, Article 12). Realising this principle, however, often falls short, including when it comes how children's data are constituted and used. Children's lives are increasingly 'datafied', policy makers reliant on administrative data to plan children's services, sometimes to predict and aiming to improve children's outcomes. However, there is public distrust in how personal data are used, and scant evidence in the UK that voices of children, parents/carers and significant others are effectively incorporated within, or taken into account when using, children's administrative data to inform decision-making.

This paper draws on early work from a new 5-year study in England, where researchers and local authority partners, together with children and families, will co-produce, test, and exchange learning from initiatives to enhance ethical and effective use of data and voice to promote children's welfare, wellbeing and development. Discussion will start with conceptualising voice – as, for example, situated and relational, individual or collective, formal or everyday, verbal or non-verbal - in order to interrogate how voice is currently understood in practice. We will then look at early evidence of how these understandings are enacted in practice – whose voices tend to be elicited or heard (how, where, when, why) and whose do not. Lastly, through examining what it means for voices to be included and heard as data and about data, we will identify productive possibilities for bringing voice and data practices together to improve children's lives.

Child protection and children's well-being
Mechanisms of impact of successful child protection interventions

Sirkka Alho, Kaisa Vuolukka, Marjukka Rasa
University of Jyväskylä, Finland

The subject of the presentation is the child protection practices of a Finnish public organization, which have had a positive effect on the situations of children and young people in post-placement child protection work. We call this a critical step in the process of child protection. Research are linked to relationship-based social work and family social work (Goodman & Trowler 2012). The research data consists of interviews with families and employees as well as customer documents. In this presentation we describe a case study in which the CAIMeR (Blom & Morén 2010) method has been applied in the analysis of the data and in the interpretation of the research results. The main results of our study are follows: The return of a child or young person to the home with the help of a strongly supported family work is considered a positive situation, which served as a stimulus for conducting this study. Other support from the service network for children and young people has also been created according to needs. Parents have received support for parenting and their own problems. The study revealed three main dimensions: relationship-based, the process of child protection and multiprofessional work. Mechanisms and effects appeared in the dimensions as factors within them as well as between dimensions.

Child protection and children's well-being
**The space for professional discretion in the situation of
child removal from a family**

Violeta Gevorgianiene, Laimute Zalimiene
Vilnius University, Lithuania

Background and purpose. Child removal from the unsafe family environment poses challenges for the child protection workers. The legislation that defines the procedures aims to help the specialists to make the right decision. However, sometimes the legislation becomes an obstacle that contradicts specialists' moral feelings. The purpose is to reveal the need for professional discretion in the ambiguous family situations when there is a risk for a child's safety.

Methods. We have used a retrospective semi-structural interview method to collect information about the past event and reflect on it in a broader sociocultural context. A total of 33 interviews with child protection workers took place in children's rights protection offices in 2020.

Findings: When there is a risk to a child's safety, workers have to act in a multidimensional space of moral and legal dilemmas. Their freedom to make a decision is mediated by clarity of legislation, institutional support, parents' behaviour, public reaction, constraints of time. Some workers consider the clarity of legal acts as the crucial prerequisite for the right decision. For others, too detailed prescriptions confront their moral judgment of a particular situation and underestimate professionalism.

Conclusions and implications: The limited space for professional discretion leads either to dissatisfaction with the decision, or causes a formal approach to work. Professional training should focus on the purposes of the legislation, not on precise descriptions of how to act. The widened space for professional discretion would allow a better response to unexpected situations.

Community and neighborhood social work

Community and neighborhood social work
Group work and Community work in practice: students learn from Experts by Experience

Martina Sala, Valentina Calcaterra, Chiara Panciroli
Università Cattolica del Sacro Cuore, Italy

Group work and community work are traditional levels of social work interventions.

However, to define precisely and understand in depth the role of a social worker doing group and community work is not so easy. To allow students to better understand the social workers' role in group and community work, students at the third year of the bachelor in Social Work, at the Catholic University, currently attend a workshop in which Experts by Experience and caregivers present their experiences of group or community work.

14 experiences of group or community work have been presented to students last year. At the end of each meeting students were asked to answer two questions by filling a form online. 218 forms were filled out for a total of 436 answers. A qualitative analysis was conducted.

Results show that listening to EBE experiences allowed students to:

- better understand some methodological concepts
- understand how the role of social worker can be declined inside the communities without formal setting
- get examples of how participation in collective projects could provide benefits to community members
- understand in practice the meaning of some principles that inspire social work internationally
- verify that aid is also a natural dimension of the relationship between people and have example of the function that relational social workers play in facilitating human relations
- get strategies that social workers could put in place to cope with problems in promoting and implementing group and community work.

Community and neighborhood social work
Tracing the meaning of social infrastructure for social inclusion in neighborhoods

Annica Brummel, Ester Klaassen, Robin Smits
HAN University of Applied Sciences, The Netherlands

Enhancing social networks is a core theme in social work practice, e.g. to remedy social isolation of persons and families. To stimulate social participation of all citizens, including people with a disability, social policies generally scope neighborhood-level processes, while considering the neighborhood itself as a fixed and unchangeable background. However, Klinenberg's (2018) concept of social infrastructure assumes a more dynamic and active role of physical places in shaping social networks in neighborhoods, and therefore yields a promising new perspective in social work research. Our central research question is: how does social infrastructure contribute to social inclusion of citizens on neighborhood-level?

In the Netherlands we explored the meaningfulness for citizens of physical places in four different neighborhoods in both urban and rural areas in the region of Nijmegen. First, a community developer and students from HAN University of Applied Sciences mapped meaningful physical places in these neighborhoods. Second, to learn more about the meaning of social interactions in two places per neighborhood observations were held and at least three people were interviewed. A scholar, a lecturer-researcher and an experience-expert analyzed the data on level and quality of social infrastructure in these neighborhoods, and the opportunities for different groups within these neighborhoods to form social networks. Based on a theoretical framework combining the concepts of social infrastructure and social inclusion, we reflect critically on the required conditions for providing opportunities for social networks for all citizens

Community and neighborhood social work
**We need to talk about our feelings: Emotional labour of
community practice in times of pandemic**

Guy Feldman, Yael Itzhaki-Braun
Tel Aviv University, Israel

From the earliest days of the Covid-19 pandemic, which disproportionately affected marginalized communities around the world, community practice has assumed a critical role on the front lines of the social services' response to the pandemic. Studies have devoted growing attention to community practice in normal and crisis times. Still, little is known about the emotions of community practitioners and how they cope with them in order to do their job well. Further, although other studies have directed effort at investigating emotions and feelings in social work settings, we know little about the emotional work social workers perform during times of crisis and emergency, especially during the Covid-19 pandemic. This blind spot is especially troubling because of the emotional toll the pandemic has taken on all social workers, thus there is very much need of further discussion of their coping practices. Drawing on Hochschild's concept of 'emotional labour', this study examines how community social workers confronted and managed their emotions during the Covid-19 pandemic so as to meet the requirements of their job. We address this question by drawing on in-depth interviews with 30 community social workers in the public social services in Israel. Our research shows that community social workers experienced a wide range of interrelated negative emotions, including helplessness, frustration, disappointment, and anger. In response, findings reveal that workers developed four distinct coping mechanisms: emotional distancing; sharing of emotions; self-soothing; and politization. Building on Foucault's notion of 'technologies of the self', our analysis reveals that Covid-19 produced what we call 'pandemic subjectivity' among social workers.

Community and neighborhood social work
**“No matter what, I do not give up”- Community social work on the
frontlines of COVID-19**

Yael Itzhaki-Braun, Guy Feldman
Tel-Aviv University, Israel

In February 2020, the corona virus began spreading all over the world, afflicting millions of people. Community social workers have assumed a critical role on the front lines of the social welfare services' response to Covid-19. However, very little is known about the everyday practice of frontline community social workers during “the age of the pandemic”. The current study fills this gap in the literature by examining community social workers' professional experiences during the Covid-19 pandemic. Qualitative design and methods were utilized. Data came from in-depth, semi-structured interviews with 30 frontline community social workers in municipalities in Israel. Finding highlights three main themes regarding community social workers' experience during the COVID-19 pandemic. The first theme deals with the gap between participants' expectations that community social work play a significant role in the crisis and reality that exposed its lack of power and influence in the public arena. The second theme concerns community social workers' efforts to realize community practice's core values and activities in times of pandemic. The third theme focuses on community workers' disappointment and anger over the conduct of decision makers at the political level during the crisis. Findings highlight the complex situation community social workers faced during the pandemic and their professional integrity to keep on doing their professional work in the face of these challenges.

Families in support contexts

Families in support contexts
Discretion in social work between theory and practice

Mette Bonderup
University Collage Lillebaelt, Denmark

Abstract for 11th edition of The European Social Work Conference

Sub theme: Social work research, policy, practice or education across boundaries - including across national, social, cultural, disciplinary and professional boundaries

Discretion in social work between theory and practice

Professional discretion is cognitive reasoning, where general knowledge is translated into action in single cases (Grimen & Molander, 2008; Molander, 2013). Knowledge in social work and its relation to practice is a recurring theme in the literature. Some argue social work is intuitive and practice-bound, others that it is rooted in formal and evidence-based knowledge. Such polarization is problematic when exploration discretion, which requires a perspective that can capture the gap between the two (Grimen, 2008).

To address this, this article draws on the concept of process knowledge (Sheppard, Newstead, Di Caccavo, & Ryan, 2000) as an analytical approach to study discretion knowledge. The empirical data stem from fieldwork conducted in a Danish municipality. The practice is holistic; ie. that social workers from Work and Employment as well as Children and Youth Administration works together. This article draws on a vignette-inspired process; 13 individual reflections on a family case. Subsequently, the overall situation in the family is discussed in three interdisciplinary teams.

The preliminary findings point to how social workers develop knowledge in different ways. In the encounter with the family, the social workers emphasize the importance of different information and therefore create different hypotheses about the family's problems. The empirical findings are linked to the ongoing discussion on social work practice between administrative management through established methods (eg the National Board of Welfare) and reflective practice as a professional competence (Munro, 1999; Schön, 2001).

Families in support contexts
**Enhancing the representation of socioeconomically
disadvantaged families in qualitative studies**

Nikola Koschmieder Sabrina Wyss, Andreas Pfister
Lucerne University of Applied Sciences and Arts, Switzerland

Background and purpose

Socioeconomically disadvantaged families are difficult to reach for practice (like health services) and for research. To enhance the social inclusion and promote health equity of disadvantaged groups, it is important that they are adequately represented in research. Although recruiting hard-to-reach groups in qualitative studies is challenging and key factor for social inclusion, it has yet rarely become the subject of scientific negotiations. Therefore, this analysis aims to identify barriers and success factors of recruitment strategies on reaching socioeconomically disadvantaged families for qualitative studies.

Methods

Basis for our methodological reflection is a grounded theory research project, that dealt with the hindered usage of addiction prevention services by socio-economically deprived families. The recruitment of participants was conducted between April 2017 and June 2019. The recruitment documents collected in this process form the data for this analysis.

Findings

Choices of recruitment strategies influence the sample composition. Recruitment with the help of gatekeepers was the most efficient strategy to engage socioeconomically disadvantaged families: It was relatively resource-efficient and enabled the highest number of interview participants. However, this strategy had its pitfalls. The most effective way was to address potential interview participants directly. Although the strategy was very time-consuming, there were the least external bias effects. Other strategies included snowball sampling and the placement of flyers and advertisements.

Conclusions

Regular reflection loops and the use of diverse strategies are necessary. When accessing socioeconomically disadvantaged groups, it is important to consider their specific contexts as well as structural conditions. When recruiting families, the development of a child-friendly approach is relevant. Furthermore, recruiting hard-to-reach groups requires significant investments in time and in some cases financial resources (incentives).

Families in support contexts

Meaning of Caregiving for People with Mental Disabilities in the Haredi Society: Parents and Social Workers Perspectives

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Israel*

Background and Purpose: The collectivist way of life of the ultra-Orthodox society highlights the process of caring for family members with intellectual-developmental disabilities. Hence the importance of understanding the perceptions and attitudes of the involved in the caring process in order to optimally adjust the services for the benefit of children with intellectual-developmental disability and their families. Another important goal is to promote a culturally-sensitive social policy in this field.

Methods: Data collection was done through semi-structured interviews held with 15 family units that included parents and the social worker caring for the family. The criteria for inclusion was having a child (under 18) with intellectual-developmental disability. The main research question was - What is the meaning of care for a family member with intellectual-developmental disabilities in the ultra-Orthodox society? The research method was qualitative-phenomenological dealing with the "living experience" of the factors involved in the phenomenon under study.

Findings: Three main themes were found in all three groups. The first dealt with family ties and social support of the extended family, The second focused on community ties, such as formal and informal assistance in the ultra-Orthodox society. The third highlighted issues of religion and faith.

Conclusions and Implications: The issue of caring for people with intellectual-developmental disabilities in the context of a faith-based society has been partially investigated. With the rise in awareness of the need for professional and formal caring for them, the need arises to better understand this phenomenon and develop a tailored policy that will include culturally-sensitive interventions.

Families in support contexts
Understanding Role Perception of Volunteer Supporters in Supported Decision Making Scheme

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Background and purpose: Criticism towards the practice of guardianship has led to the development of a less restrictive alternative, Supported Decision Making (SDM), formally set in Israel in its 2016 amendment of the Guardianship Law. SDM aims to enable individuals to make their own choices while receiving support from supporters, specifically family members, professionals or volunteers. Since the role of supporters is still emerging, it is important to understand the way they perceive their role and shape its contours for future improvements. This study examines the commonalities and differences in role perception of family, volunteer and paid supporters.

Method: In-depth interviews were held with 10 family, 16 volunteer and three paid professional supporters. Interviews were content analyzed thematically.

Findings: Findings highlight the challenges of supporters and the dilemmas they face in performing their tasks. These include, for example, the tension between risk and autonomy, and the question how to avoid undue influence. Difference were found between family members and volunteer supporters regarding the balance between allowing autonomy and risk taking vs. controlling and guarding the decision-makers who receive support. We will also highlight the ways through which supporters attempted to resolve these dilemmas.

Conclusions and implications: Given social workers cardinal role in making decisions and regulating this field, findings will be discussed in terms of their implications for social work practice and policy. Our findings will help develop guidelines for the process of support and tentative solutions for dilemmas including best practices for training supporters, and setting regulations for social workers in charge of this field.

Learning and intellectual disabilities

Learning and intellectual disabilities
Agricultural Context and Inclusive Paths: Social work and Initiatives for Adults with Autism Spectrum Disorders

Carla Moretti
Polytechnic University of Marche, Italy

In recent years, national and international literature has reported the positive impact that social farming has on people with Autism Spectrum Disorder (ASD). The experiences available in the scientific panorama are heterogeneous, but all confirm that activities in agriculture represent a form of social inclusion that has a value both from a rehabilitation point of view and from improving the quality of life. The data collected indicate that the social farming has positively influenced the areas of communication, independence, socialization. Furthermore, the activation of social inclusion initiatives has implemented the offer of social services in agricultural contexts.

The contribution presents the elements that emerged from a study of the experiences of social farming carried out at national level in the field of autism; in particular with regard to the project models, the professionals involved and the results.

In addition, the project started in the Marche region - Italy in 2021 will be presented, which aims to build an integrated socio-health-community path aimed at improving the social and work inclusion of people with ASDs, through initiatives carried out on farms.

The project, which originates from the integration of the different policy areas (agriculture, social, health), provides for the involvement and training of various professionals (farmers, social workers, psychologists, educators).

Particular attention is paid to the interventions of social workers in the field of social farming: the planning of the initiatives; the construction of interventions; the development of relational goods and mutual aid networks; the activation of processes, with a view to community development and social innovation, for inclusive and sustainable growth.

Learning and intellectual disabilities
**Intellectual Disability in the History of Social Work:
Lessons for a Human Rights Profession**

Rita Barata
Instituto Universitário de Lisboa, Portugal

How has social work, framed in the socio-historical context, contributed to the social construction of intellectual disability, including to the reproduction or rupture of theoretical currents, discourses and movements that underpin processes of social exclusion of people with disabilities? This is the starting point for this communication that is based on a multiplicity of sources, particularly books, documentation in archives and scientific articles written in journals (social work and not only). This communication focuses at first on systematization regarding dynamic and complex contexts and concepts necessary to understand the historical legacy as well as the current challenges related to intellectual disability. In this sense, we deepen for example the different understandings about "rights" and "human", "social inclusion", "vulnerability", "dependence", "autonomy", "care", "control" and "needs". With this framework, the emblematic figures of social work are revisited to examine their ideas and influence which leads to reflection on the controversy and duality found in this story. Next, the historical study is developed with the discourses of portuguese social work about intellectual disability, pointing out its main phases and influences as well as the connections and particularities in the face of the international context. The communication ends with reflections and suggestions related to education, research and practice for social work as a human rights profession. This presentation meets the theme conference providing a reflexive and critical analysis on the social construction of intellectual disability (and its inclusion / exclusion) from the discourses produced in social work in local but also global terms.

Learning and intellectual disabilities
**Twenty Suicides; Learning from the deaths of care
experienced people in custody in the UK**

Justin Rogers, Ian Thomas
The Open University, United Kingdom

This paper presents a review of the Prison and Probation Ombudsman's reports into fatal incidents in custodial settings in the United Kingdom. The review focuses on the reports of people aged between 16-30 who died in custody due to suicide and more specifically those that had a care experience.

Findings show between 2004 and 2020 out of 419 deaths there have been at least twenty people with a care experience that have died in prison due to suicide. In the analysis of the reports we identified four key findings; 1) that the people who died often had well documented histories of mental health difficulties and had expressed suicide ideation; 2) Many had experienced a significant transition prior to their deaths, for example, a move of prison, or a recent sentence; 3) This was often compounded with the person experiencing relationship difficulties in the lead up to their death, either with peers in prison or family and friends in the community; 4) in the reports there was often little to no mention of the people receiving any support from social work services.

The paper presents recommendations for policy and practice and concludes by reaffirming previous calls from academics and advocates for a UK government inquiry into the deaths of children and care experienced people in custody.

Learning and intellectual disabilities
**Usher syndrome, challenges and opportunities for social
work research with people who experience unseen/hidden
disabilities**

Michelle Evans
London South Bank University, United Kingdom

Background and purpose:

Usher syndrome (a rare form of D/deafblindness) could be described as an unseen disability as there may be no physical presentation. Research is important because globally individual's experiencing Usher experience marginalisation and social exclusion (Evans and Baillie, 2021).

This presentation aims to demonstrate how social work research contributed to inclusion for people experiencing unseen/hidden disabilities by discussing the literature review which demonstrates lack of previous research and limited methodologies.

Methods:

Innovation arose due to there being no other studies using a qualitative descriptive phenomenological methodology for studying experiences of people living with Usher and an internationally screened film being produced as a result of the research. The study included twenty participants, purposively selected, male/female (18-82 years) who experience Usher (Evans, 2017). Data were thematically analysed. This study identified experiences of exclusion associated with the condition being an unseen/hidden disability.

Findings:

Four messages: diagnosis is the start of the experience; familial relationships across the lifespan; A sense of belonging and experiences of professional support.

Conclusion:

The study highlighted, Usher is an under-researched hidden/unseen disability that presents challenges and opportunities for social work research. As an early researcher, disseminating Usher research is imperative to improve social work practice. Learning from this study could impact future research with people with Usher syndrome (Evans and Baillie, 2021) and people who experience other unseen/hidden disabilities, such as autism. There are few internationally collaborated studies for unseen/hidden disabilities therefore, social work education could contribute to people with Usher syndrome being socially inclusive.

Opportunities of informal care

Opportunities of informal care

Combining employment with informal care for the aged: New challenges for (corporate) social work to inclusion

Thomas Geisen (1), Sibylle Nideröst (2), Andrin Altherr (3), Salome Schenk (4), Reka Schweighoffer (5), Charlotte Dötig (6), Karl Krajic (7), Ingrid Mairhuber (8), Viktoria Quehenberger (9)

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Demographic developments are increasing the demand for informal care, therefore, knowledge about combining employment and informal care for the aged is of growing importance. Previous research showed that this involves more than financial considerations. The main challenges lie in the interplay between company, individual and family practices, which are conditioned by a complex nexus of organizational, welfare state, and household elements (Arksey 2002). In a Swiss-Austrian research project, we examine which formal and informal practices were developed on the company level to handle the interplay between employment and caring for the aged. A crucial part of the research project is also to examine how existing professional support structures, especially (corporate) social work and social services for the aged contribute to combining employment with informal care for the aged.

From March 2021 until May 2021 a systematic literature review (SLR) was conducted on the combining of employment and informal caregiving of older relatives, followed by 30 qualitative expert-interviews in Switzerland and Austria, from October 2021 until January 2022, analyzed with Grounded Theory. Findings indicate that combining employment and informal caregiving often involves extreme burden and self-restrictions and its success depends on supportive private or professional care networks. Mental and physical health significantly worsens for double-duty caregivers (Jimenez et al. 2019). But remaining in employment is also described as beneficial, offering compensation for the demands of informal caregiving if supported by organizational structures and cultures at the workplace, welfare state provisions and informal support networks (Reuyß 2012). The SLR findings show that professional support for employers and employees is often insufficient and unavailable if needed. There is also an absence of research on the role of (corporate) social work in support of combining employment and informal care for the aged in the literature.

Opportunities of informal care
Dyadic quality of life of older carers and those they support: Findings from a scoping review

Alisoun Milne Wenjing Zhang, Stacey Rand, Barbora Silarova, Grace Collins
University of Kent, United Kingdom

The vital contribution of family carers to providing care to relatives with dependency needs is increasingly recognised; supporting carers is a policy priority for European welfare states. A growing proportion of carers are older ie. aged 65 or over; older carers are typically a spouse/partner or an adult son/daughter supporting a very elderly parent. For many older carers, whose role is embedded in a long term familial relationship, the common approach to assessing and addressing their needs separately from the person they support may be unhelpful. This approach may not fully consider the overlapping nature of user/carer need, reciprocity, or the impact of social care support on both parties' quality of life. The purpose of this scoping review is to synthesise what is known about dyadic quality of life of older carers and care-recipients, both in general, and with regard to the impact of community-based social care. We searched 16 electronic databases and grey literature between September 2020 and April 2021. Only fourteen items met the inclusion criteria; these were thematically analysed. Four themes emerged: the value of adopting a dyadic approach; theoretical perspectives that support a dyadic approach; how older carers and care-recipients conceptualise & experience dyadic quality of life; and how formal care can promote dyadic quality of life. Findings will inform social work practice with carers and their relatives and the benefits and challenges of adopting a dyadic approach.

Opportunities of informal care
Intersectionality in informal care research

Rieke Hengelaar (1), Yvette Wittenberg (2)
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Background and purpose: Informal caregivers share common experiences in providing care to someone with health and/or social needs, but at the same time their experiences differ across diverse backgrounds such as gender, age, culture, as these aspects of diversity co-shape experiences. In our scoping review, we explored how aspects of diversity, across their intersections, are currently incorporated in informal care research. We discuss how an intersectional perspective can further develop our understanding of informal care.

Methods: A scoping review was performed to map relevant caregiving literature from an intersectional perspective. Key terms 'informal care' and 'intersectionality' were used for a search in four databases resulting in the inclusion of 28 articles. All studies were analysed based on a scoping review created intersectionality informed coding scheme.

Findings: Aspects of diversity are largely understudied in informal care research, in particular across their intersections and from a critical perspective. This intersectional informed analysis revealed that when studying diverse caregiving experiences, the use of intersections of dimensions of diversity provides a nuanced understanding of these experiences.

Conclusions and implications: Adopting an intersectional perspective ensures that not only different categories or social identities of caregivers are included in future studies, but the mutual relationships between these categories embedded in their specific context are actually studied. Using intersectionality provides the opportunity to analyse how caregivers are made vulnerable. By doing so, power structures are made visible and diversity is translated as questioning inequality and structural disadvantages.

Opportunities of informal care
**Social work contact in UK cohort studies – methodological
and substantive findings**

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BACKGROUND AND PURPOSE: General population cohort studies have unique power for assessing both predictors of receiving social work and outcomes that follow. They include detailed measures about many dimensions of living – much more detailed than in routine administrative data sets - and data are collected prospectively so recall bias is minimised. Unlike surveys of social work service users only, they allow for comparison between service users and the rest of the population. However, in the UK at least, there is little input from social work researchers in designing the studies and the data have rarely been used to answer research questions about social work.

METHODS: The presentation will reflect on lessons learned from the experience of analysing the predictors and outcomes of social work contact in four different UK cohort studies.

FINDINGS: There are several methodological implications from these analyses. Social work contact is poorly specified in these studies and key confounders are missing. There is evidence of under-reporting of social work contact, possibly due to stigma. The results themselves show a pessimistic picture of various outcomes either deteriorating or not being improved following social work contact, regardless of the statistical model. It is unclear how much of this is attributed to selection issues.

CONCLUSION: What is needed is either a dedicated cohort study of social work service users, including standardised measures used in whole population studies, or an additional module as part of an existing study, with oversampling of social work service users.

Practices of children's inclusion

Practices of children's inclusion
**Availability of adequate support for mothers with
intellectual disabilities in the Czech social work
environment**

Miloš Votoupal, Martina Bakalíková
Masaryk University, Brno, Czech Republic

The paper aims to find out the view of mothers with intellectual disabilities to external support of their parenthood. Mothers with intellectual disabilities are a hidden target group for social workers in the Czech Republic; Currently, there is no evidence of the characteristics life situation of mothers with intellectual disabilities and adequacy of forms of support.

Paper overcomes this situation through a qualitative research study based on semi-structured interviews with mothers with intellectual disabilities, clients of social activation services in two selected localities of the Czech Republic. Research focuses on household, social relationships, and issues linked to health and safety of family as three main aspects of the life situation of mothers with intellectual disabilities. Each element is seen from three points of view

- (1) The difficulties faced by mothers,
- (2) Participants of provided social support and
- (3) Mother's perception of the way of providing support.

The conceptual framework for research is based on three primary sources the Parental Capacity Model (MacDonald, 2009), the Supports Intensity Scale (AAIDD, 2004), the American Association on Intellectual and Development Disabilities Conceptual Framework (AAIDD, 2021),

The paper shows the main areas in which mothers with intellectual disabilities seek support in area of parenting and also identifies the main sources of this support and the mothers' view of it. It thus contributes to a better understanding of the life situation of this target group and the impact of social work interventions in this specific area

Practices of children's inclusion
**Living inclusion - Children and Youth with Disabilities and
Medical Fragility in Foster Care in Germany**

Friedegard Föltz
Theologische Hochschule Friedensau, Germany

German legislation caused an excluding child and youth welfare system for children and youth with special needs due to disability or medical fragility. In the area of foster care concerning these children, there is only little knowledge and research.

The purpose of the study was to understand how care giver manage their lives with a special needs child or youth and meet the challenges of assisting them adequately. It aimed at insights how to enhance inclusion for this population at risk through informed social work. Findings show how a child is integrated into the foster family and how foster parents emotionally bond with them. They further reveal how the development of strategies and the mobilization of resources in confrontation with stigmatization and marginalization, are evolving.

The qualitative research design used the instrument of narrative inquiry through in-depth interviews. Within the framework of Grounded Theory, the author developed a theoretical structure of the strategies care givers use for coping. Results showed that they dealt with this new and often unpredictable situation by applying an Action-, Resource- or Reflection Strategy based on their own personal biographic experiences and their worldview.

Understanding these behavioral strategies gives administrative and supportive entities like child welfare systems and agencies a unique approach to recruit, retain, train and counsel foster families adequately, strengthen their well-being and ability to perform well for themselves and their children. These foster care giver represent inclusion prototypes and a practical example of how appreciation and living together can succeed under special conditions.

Practices of children's inclusion
**Social workers as allies in combating violence against
LGBTI+ children and young people**

Mojca Urek (1), Ane Jurek (2), Andrej Poglajen (3)

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Background

As recent history in Europe has shown, the changes in political climate, economic and other crisis, can lead to a decay of basic human rights, with the rights of the LGBTI+ people often being the first to be attacked. The progressive policies and ideas in different professional areas are often met with backlash in the context of anti-gender populisms.

The aim of the presentation is to present some aspects of the process and to discuss findings of the two-year EU research project "Diversity and Childhood" (DG JUST, REC, 2019-2021). The project aimed to address the attitudes and bridge the gaps of knowledge of experts from five key areas: education, health, public space, media and working with families. For the purpose of this presentation, special focus will be given to the challenges gender diversity in children in youth poses for social workers in Slovenia. While we will briefly present the research findings, the main focus will be on reflecting on the experiences and lessons learned from training for social workers.

Main points of the presentation

Findings of research part of the project show that violence and discrimination against LGBTI+ children and youth persist across different areas of their lives. Their needs are often neglected in family, schools, social and health services. Professionals recognize lack of knowledge and the inevitability of adopting the tools to address the oppressive contexts in which LGBTI+ children live. Training participants recognized potential changes that need to be made in practice, while also observed challenges, such as lack of management support, prejudice of employees, and others.

Conclusion

Although anti-discrimination legislation and policies is a fundamental step, it is far from being enough. Beliefs and attitudes require a constant and articulated plan for educating and monitoring the change.

Practices of children's inclusion

The complexity of stigma and shame in support groups for children

Maria Svensson
University of Lund, Sweden

Background and aim: Children exposed to parents' substance use disorder, mental illness or domestic violence constitutes a vulnerable group. Providing interventions to prevent negative development during childhood is crucial and at the core of social work practice. One type of such preventive program is support groups for children. However, stigma and shame associated with parental problems has shown to act as barriers for children to enter and participate in support groups. This presentation aims to examine the tension between children's need of help and support and the complex presence of stigma and shame in support groups for children.

Method: The empirical data is based on 5 group interviews with 16 professional support group leaders, supplemented by individual interviews with children and parents with experience of support groups. The study design was exploratory qualitative with a purposive sample of interviewees from different municipalities in Sweden.

Result: All interviewees were highly aware of stigma and shame and some described a "scale of shame", ranging from conflict during divorce as less shameful to domestic violence as particularly shameful. Professionals described a number of strategies that were used to lower barriers and enhance the means of recruitment. The result has an applied value for social work practice as it provides a detailed understanding of challenges intrinsic to support groups for children of parents with substance use disorder, mental illness or incidence of domestic violence in the family.

Professionalism and decision making

Professionalism and decision making
Acting methodically: the bicycle of social work

Judith Metz
SAXION University of Applied Sciences, The Netherlands

Social workers, like many volunteers, are committed to promoting social justice, human dignity and freedom (International Federation of Social Workers, 2014). One of the core aspects of their profession is that social workers have learned to approach this methodically, as a means of ensuring the quality and effectiveness of their interventions. In thinking about the professionalism of social work, attention to methodical acting should not be missing (Metz, 2017; 2020). The central question in this paper is what is a common ground in methodical acting in social work, compared to, for example, health care, education or technology?

The provisional conclusion is that despite the many variants and traditions, methodical acting in social work has a common ground. Characteristic of the methodical acting of social workers is that it is goal-oriented, systematic, situational, relational, reinforcing, moral and groping [feel one's way]. Based on these characteristics, methodical actions takes shape in interaction with various grabbing points, ambitions, manifestations [appearances] and contexts.

In my presentation, I will elaborate on how I arrived at this preliminary conclusion. I start with the importance of methodical working within social work profession for Enhancing and sustaining social inclusion people, communities and societies. Working methodically ensures that social workers can come to an appropriate approach which fits with goals, wishes and needs in micro, meso and macro level. My contribution is based on an ongoing study of a broad variety of social work interventions, handbooks, methods and methodologies.

Professionalism and decision making
**Professional discretion in social work - a reworking of
Dworkin's doughnut**

Anders Jönsson
Lund University, Sweden

The discretion of social workers in general, and regarding social assistance in particular, has been studied from legalistic perspectives as well as from views grounded in practical social work. What has not been done is to systematise the discretionary elements in an encompassing model based on an empirical material in order to theoretically understand the complexity of the practical social work.

The empirical material is gathered from three Swedish municipalities and consists of 25 interviews with social workers and 89 decision texts on social assistance. The study shows that the social workers recognise several elements that affects their discretion when making decisions. Besides the obvious aspects such as laws having a discretionary element, social workers also regarded the organisation, the profession and the colleagues as elements to have discretionary influence.

I argue that Dworkin's classical view of discretion as a doughnut can be elaborated to include several layers to illustrate how an action can be seen as incompatible with some rules but still in accordance with others. A vast discretion has been used to argue that clients' access to social assistance is dependent on the goodwill of the social worker; while a model that incorporates laws, organisational rules, collegial relationships and professional standards can illustrate how a vast discretion can allow social workers to make decisions that are more in line with the intentions of the law and the professional values of social work.

Professionalism and decision making
The importance of co-creation in social work

Maria Anna Dienaar

Outside areas of cities are fast-changing like never before. This impacts the everyday life of communities and presents several new challenges. Like rising rents, a decline in social housing, limited local economic opportunities, disappearing jobs and decline of strong ties within the community. While municipalities frequently hire professionals for short term local projects, their efforts fail to adequately bring long term solutions and address the needs of the community to these challenges. Due to the limited amount of time it is almost impossible to truly understand the challenges of everyday life and engage with existing efforts from communities and community professionals to address these challenges.

Long-term projects have the potential to better connect to opportunities already present by amplifying these and building on them. As a social worker who has been working in this area I mostly have been working on building trust and getting to know the networks within and between the communities. What appears to be a good solution is working according to the principles of participatory action research. This allows me to build on foundations that are present, allows communities to have ownership and be part of opportunities within the neighborhood. Regardless of all the social issues and challenges due to fast-changes, the community deems the decline of strong ties within the neighborhood as the main challenge. Therefore I am co-creating with a group of neighbors, to test and implement solutions to maintain and build ties within the community, using participatory action research and design thinking.

Professionalism and decision making
**Which client deserves a deviation from the rule? A
narrative approach to studying personalisation in front-line
practice**

Jonathan Berg Lieke Oldenhof, Jeroen van Wijngaarden, Kim Putters
Erasmus University, The Netherlands

Personalisation is an ambiguous concept currently dominant in public policy narratives (Needham 2009). In the Netherlands, public service providers are called upon to bring personalisation into practice (Rijksoverheid 2021). Whereas personalisation narratives have been studied from a policy perspective (Needham 2009, 2011a, 2011b; Fischer 2003), little is known about how personalisation is constructed and/or negotiated at the street-level in inter-organizational settings. In this paper we address this gap, and study how social workers with different professional and organizational backgrounds justify to each other which client deserves a personalized approach and what is a just allocation of scarce resources.

Our empirical case is based on qualitative research of multi-problem cases in the municipality of Rotterdam. We specifically zoom in on multidisciplinary case meetings of two neighborhood teams that cooperate with other municipal departments, such as the income and work department, and many other organizations, such as housing associations, to provide integrated support.

We combine concepts from narrative research (Fischer 2003; Coultier & Smith 2009) and storytelling (Yorke 2013) to identify archetypical stories that legitimize personalization and counternarratives that critique this. Preliminary findings indicate that social workers apply several discursive devices to tell stories that call upon different values such as self-sufficiency, legality, or sympathy to legitimate or criticize personalisation. The study of storytelling as an interactive practice in social work might help us to better understand how access to scarce public resources is regulated in new ways and how personalisation policy is performed in front-line practices.

Safeguarding practices in social work

Safeguarding practices in social work
**Re-actualizations of intimate partner violence in Swedish
maintenance support processes**

Marie Flinkfeldt, Stina Fernqvist, Helena Tegler
Uppsala University, Sweden

In Sweden, family policies strongly promote gender equality and children's rights. Post-separation child maintenance is underpinned by parents' shared legal responsibility and the assumption that children benefit from contact with both parents. According to these regulations, the liable parent pays an agreed monthly amount directly to the resident parent and public authorities are not involved. However, if there is a history of violence in the family, or if the liable parent does not pay, the Swedish Social Insurance Agency (SSIA) can function as an intermediary between the parents to make sure that children receive necessary financial support. This means that parents with experiences of such problems must disclose them to the SSIA, and the need for the SSIA to step in is then re-assessed every six months.

We argue that this scheme ignores the reality of gender inequality, parental conflicts, and intimate partner violence. For this analysis, we draw on a corpus of 649 recorded phone calls (~55 hrs) from parents to the SSIA. Post-separation conflict of some kind was disclosed in 133 of these calls, which were analysed thematically. Our analysis focuses on how violence is re-actualized in separated families through regulations and routines that facilitate economic abuse. We show how the SSIA in practice encourages parents to be in contact also in cases of possible violence, which may increase risks. Meanwhile, disclosures of experiences of violence to the SSIA can be traumatic. To avoid re-actualizing violence, abused parents may abstain from maintenance, which may bring financial hardship.

Safeguarding practices in social work
**Supporting Survivors from the Workplace: Resources from
the USVreact and ACTIVE Projects (#ACTIVproject
#USVreact)**

Allred Pam, Gigi Guizzo
Nottingham Trent University, United Kingdom

This paper introduces practical resources for employers developed in two EU projects across 7 European countries, freely available in 8 languages. Both projects addressed employers regarding i) employee wellbeing and ii) wider social change. One project targets universities, and the other, employers more generally. The resources cover how to create a supportive work environment where those experiencing violence feel safe to disclose (e.g. plans, protocols, awareness), how to support survivors with appropriate referral, and how to promote an inclusive society from and at the workplace (particularly to prevent stereotyping, discrimination or secondary victimisation). The resources will be introduced from USVreact (<https://usvreact.eu/resources/training-resources/>) and ACTIVE projects (<https://activproject.eu/resources/>) and reports of successful (or otherwise) adaption to various contexts are invited by the teams.

The #USVreact project developed innovative training for university staff who may hear disclosures of sexual violence and must respond appropriately, and sought to embed this – and improved care pathways - within university institutions. It was funded by the EC's DG Justice, Rights, Equality and Citizenship Programme (DAPHNE), 2016 to 2018, and changed practice in 24 universities during the funding period and is still doing so now.

The ACTIVE partnership noted a gap between different actors involved in the socio-professional (re)integration of women experiencing domestic abuse and the project facilitates collaboration between support and orientation structures and companies, who currently don't work together on this issue. The project partners are co-creating a guidebook for organizations and companies. The #ACTIVEproject is co-funded by the EU's Erasmus+ Programme, and runs 2020 to 2022.

Safeguarding practices in social work
**The challenges of social service providers who work with
young Arab women who were abused in childhood**

Haneen Elias(1), Raghda Elnabilsy (2), Shira Pagorek-Eshel (3), Lia Leven (4)
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Background and Purpose

Young Arab women in Israel (aged 18-25) who were abused in childhood are at the intersection of positions at the margins of society, due to their gender, ethnicity, age, and social status. However, the challenges among their social service providers have been under studied. Thus, this study aimed to examine service providers' challenges and to promote context-informed social services which adequately meet the gender and socio-cultural needs of young Arab women.

Method

We conducted a qualitative study based on semi-structured interviews with 23 social service providers who work with young Arab women. All participants were women except one. Eighteen were Arabs and five were Jewish. The research question addressed their challenges from micro to macro levels. Data analyzing were conducted after completing the interviews.

Findings

Analysis of the findings yielded two main categories of service providers' experiences: a) Professional challenges: Lack of cultural and gender adaptation of services provided to young women and lack of trust of the young women toward service providers as representatives of the establishment. b) Personal challenges which relate to life-threatening situations associated with high-risk aspects of their work.

Conclusions and implications

The encounter between the professional and personal challenges of service providers shows emotional intensities in working with young Arab women. They underscore the need for policymakers to invest resources and programs for service providers who in turn will provide tailored interventions for young women

Social workers' profession and well-being

Social workers' profession and well-being
**Examining the Well Being of Social Workers during the
Corona Virus pandemic using mix-methods**

Talia Meital Schwartz Tayri
Ben Gurion University of the Negev, Israel

Background and Purpose: Social workers' health is a crucial determinant of service quality. Scant research has examined how contextual and personal level predictors interact in explaining social workers' health. This study examined a multi-level predictive model which included pandemic-related service restrictions, job characteristics, stress, and work-related health, drawing upon the moral-distress theory. Additionally, the impact of the pandemic on the professional and personal life of social workers was assessed via a 4-open question national survey.

Methods-:

The sample of 2,542 social workers represented all types of social work services in Israel and completed a closed and open-ended questions survey.

Results:

The research model explained 32% of the variance in work-related health problems and fit the data well. Perceived stress mediated the association between service restrictions and job satisfaction to work-related health problems. Job satisfaction mediated the association between service restrictions and work-related health problems. Emotion detection machine-learning algorithms used to analyze participants' text answers generated a dataset of 10,265 text fragments. The dominant emotions were fear, disgust, and sadness.

Conclusions and implications: This study revealed the complex relationship of multi-leveled predictors in explaining social workers' health status during the pandemic. This study demonstrates how high levels of moral distress jeopardize social workers' ability to respond adequately to the needs of service users and affect workers' health using mixed methods. Policymakers and employers should implement practical screening tools to monitor workers' exposure to stress and provide readily available sources of support during times of national crisis.

Social workers' profession and well-being
**Social worker wellbeing and coping while working during
the COVID-19 pandemic**

Mary Baginsky

Background: The Covid-19 pandemic has been a difficult period for the social work workforce. A UK study by McFadden and colleagues, aimed to examine the impact on health and care worker wellbeing and coping during this challenging time.

Methods: Cross-sectional survey measuring burnout (Copenhagen Burnout Inventory), wellbeing (Short-Warwick-Edinburgh-Wellbeing), and coping (Carver Brief Cope/Clark Coping Scales) and work-life quality (Work-Related Quality-of-Life -Scale).

Findings: Results from statistical analysis shows the relationship between wellbeing, coping and work-related quality of life and burnout, from two time-points (November-January 2022 and May-July 2022) in a sample of 6K UK health and social care workers. Burnout is reported to be high in relation to personal and work life, but is reported less around client related burnout, suggesting levels of compassion and empathy for service users despite impact on other areas of life. This interesting finding was common across all the disciplines in the study, but more so for social workers. Wellbeing was negatively affected if burnout was high, and this was associated with intention to leave.

Implications: This paper will explore the impact on wellbeing and work-related quality of life, when burnout co-exists. The paper focuses on an exploration of 'how' in particular, social workers coped in the context of the COVID-19 pandemic whilst maintaining compassion for service users. This knowledge can inform employers and policy makers about what supports the workforce need to cope during crises like pandemics. The study is strengthened by the multi-disciplinary comparison that is possible from the data.

Social workers' profession and well-being
**The Global Self-Care Initiative: An International
Comparison**

Jay Miller (1), Zuzana Poklembova (2), Beáta Balogová (3)

1: *College of Social Work, University of Kentucky, United States* 2: *University of Prešov, 3:
University of Prešov, Slovakia*

Background/Purpose: Undoubtedly, the importance of practitioner self-care is germane to contemporary social work practice. Several researchers assert that self-care can address burnout, stress, and secondary-trauma. Despite the promise of self-care in social work practice, research examining self-care in an international context is nominal. A review of literature revealed no published studies in this area.

Methods: This exploratory study examined the frequency of self-care practices among social work practitioners in Czech Republic, Finland, Poland, and Slovakia. Utilizing data collected as part of Wave I of the Global Self-Care Initiative, a large-scale exploratory study designed to examine self-care practices among diverse practitioner groups, researchers sought to investigate differences in practitioners, by country. Both hierarchical regression and regression tree analyses were utilized to assess the data.

Findings: Data from 1,546 social workers across the four countries were analyzed. Results indicate significant cross-country differences. Both hierarchical regression and regression tree analyses showed country to have significantly explanatory effect. Practitioners from Finland reported engaging in self-care significantly more frequently than did practitioners in the other countries. Practitioners in Poland reported the lowest engagement in self-care. In summary, country explained over 30% of the variance in self-care practices for the sample.

Conclusions/Implications: This study is instrumental in understanding cross-cultural differences in self-care. Additionally, this study sheds light on contextual factors and systemic structures that impact self-care for social workers. This presentation will discuss what lessons the broader profession can glean from engaging in cross-country examinations of practitioner wellness, in general, and for self-care, specifically.

Student, education and career development

Student, education and career development
Social work students' contribution to research: The Malta story

Patricia Bonello
University of Malta, Malta

This Oral Paper Presentation, which fits within the sub-theme “Challenges and opportunities for social work research, practice, policy or education in contemporary contexts”, will focus on:

- the contribution of social work students from the University of Malta to research; and
- how students’ research can be utilised by stakeholders to inform their policies, practices and service delivery.

The presentation will be based on part of an exercise undertaken within the Faculty for Social Well-Being of the University of Malta in an attempt to understand the large amount of research done by students and make it more accessible to stakeholders. Through this exercise, all dissertations submitted to the Faculty within the past five years (between 2016 and 2020) were compiled and analysed. This presentation will focus on part of this exercise, the dissertations submitted by social work students and indicate how data was extracted from them and the process by which this is being made available and accessible to stakeholders. It will indicate the trends and the gaps in students’ research, data which can help structure future research. The presentation will demonstrate the importance of community engagement, through research, and of using research to bridge the possible divide between academia and social welfare services, elements which might be a reality for other countries and contexts.

Student, education and career development
Social work students' reflections on personal social media usage

Anca Mihai
University of Bucharest, Romania

Background and purpose: In the field of social work, technology has been integrated to such an extent that various codes of practice make recommendations concerning proper usage (Pascoe, 2021). The release of "Facebook papers" disclosed company's internal research showing that the platforms it runs have negative effects on democracy by enhancing division (Facebook) and on mental wellbeing (Instagram on girls). Taking all the concern and the mission of social work into consideration, social work has a role in managing these effects and should be included in decision making concerning how can the platforms be used to foster social justice and social inclusion.

Methods and findings: For this reason, I've invited 20 social work students to reflect on their social media usage. The data is collected in two waves (half in 2020 and half in 2021). While all respondents use social media, some raised concerns considering the impact of social media on their lives offline, such as reduced ability to focus for longer periods of time and interest in pursuing hobbies. Social media is usually used for personal purposes, but it expands to their studies through passive behaviour (following social work specialists or organisations).

Conclusions and implications: My research aims to contribute to a larger goal, namely how will social work change in the next few decades, considering the embracement of technology by society which was only hastened by the SARS-CoV-2 pandemic. Exploring students' perceptions is relevant because they are gaining professional skills in a world highly mediated by technology.

Student, education and career development
**Thinking, critical reflection and supervision among the
students in Social Work**

Domingo Carbonero (1), Inés Martínez Herrero (2), Ana Belén Cuesta Ruiz Clavijo (3), Irene Aceña Iriarte (4)

1: La Rioja University, Spain, 2: Essex University, United Kingdom, 3: La Rioja University, Spain, 4: La Rioja University, Spain

The theory and practice of critical reflection applied to social work are well developed social work education and practice in countries including the United Kingdom, the United States, Australia and (more recently) the Nordic countries.

The use of models of reflection to support critical reflection in social work arguably offers a great potential for improving professional practice and education, particularly with regards to helping to question assumptions about service users and their situations, helping to manage practice-related emotions (improving wellbeing) and facilitating the integration of theory and practice in social work. However, reflective models are largely unknown in social work in Spain.

This presentation will present the findings of a pilot project aimed at introducing and evaluating a series of critical reflection activities in a social work course at a Spanish university. 60 students took part in the pilot, which included a teaching session on critical reflection and models of reflection in social work, followed by group and individual critical reflection exercises. An online survey including (50) close and (65) questions was used to evaluate the students' experience and their views on the use of models of reflection in social work. Research findings highlighted the potential use of reflective models to improve several aspects of practice and address ethical dilemmas, but they also pointed to some challenges and doubts experienced by the students such as finding it difficult to establish links between theory and practice and identifying emotions, or finding the approach too individualistic.

Working with the right to asylum

Working with the right to asylum
**Enhancing Social Inclusion of Asylum Seekers Through
Social Workers' Education: Lessons from an International
Course**

Edith Blit-Cohen, Hana Zur
Hebrew University of Jerusalem

Background and purpose: The paper describes and evaluates an international course which took place during 10 days in USA-Tulsa taught by two Israeli lecturers. The course dealt with the traumatic state of asylum seekers in Israel and in USA, and emphasized the need of developing practices aimed at sustaining their social inclusion and building resilience.

Methods: In the course participated 20 graduate social work students. The course was based on a Transformative Learning pedagogy. Students' started the course by learning about the problem, designing solutions, and finally publicly presenting their solutions.

A daily questionnaire examined the students' ideas and learnings, attitudes and knowledge. At the end of the course, the students wrote feedback regarding their learning process.

Findings: Students appreciated the way of approaching the problem and planning a project, as well as the self-learning process of understanding trauma, inclusive and anti-oppressive practices (micro and macro) and its relationship with asylum seekers and their situation. In spite of the differences between Israel and USA, they could link the importance of knowledge and skill accumulation to a learning process based on facing real life complex problems.

Conclusions and implications: The conclusions of the course call for education that encourages contextual understanding of the sources of vulnerability and social exclusion, together with the need of social work practices based on human rights and values that encourage social inclusion. There is a quest for education to teach students that it is their professional responsibility to lead toward social inclusion and sustainable change.

Working with the right to asylum
Reception of unaccompanied minors: Organization and experiences from Sweden

Katarina Thoren, Åsa Backlund
Stockholm University, Sweden

In 2015 approximately 35 000 unaccompanied minors (UM) applied for asylum in Sweden. In Sweden, the municipal social services have the main responsibility for the reception of UMs including finding housing, arrange school placements, assign custodians and provide other forms of social support. During the last decade, UMs have become a significant part of the child welfare system in Sweden. However, it is rather unknown how Swedish municipalities responded to the large influx of UMs and how the reception was organized and performed.

This presentation is based on a study that examines the Swedish reception of UMs in municipal social services and in residential care homes, with focus on structure, organization and performance, mainly from a staff perspective. The study was conducted through a survey to all 290 Swedish municipalities and a survey to a sample of all residential homes that was registered and approved for the care of UMs. In this presentation a main focus is on patterns and differences in the reception of UMs. A main finding is that despite a governmental ambition to integrate and normalize the reception of UMs into the regular child protection system, the result indicate that the municipalities have specialized their actions towards this particular client category. The result is discussed through a theoretical lens of neo-institutional organizational theory and theories about new public management (NPM).

Working with the right to asylum
**Social work as “housekeeping”? Meanings and dilemmas
of the caseworker-client relationship in asylum seekers'
reception**

Paolo Boccagni
University of Trento, Italy

Refugee reception and inclusion in Italy have recently been subject to major retrenchments. This affects the mandate and everyday practice of case workers in asylum facilities, as an instance of tensions that cut across social work with migrants and refugees. Based on a 3.5 yrs. ethnography in an asylum centre in Northern Italy, I unpack the salient features and dilemmas of the caseworker-client relation along multiple axes. This has implications at policy and organizational levels, no less than in the training, selection and empowerment of social workers.

My study of the dwelling experience of young male residents has entailed, over time, systematic interactions with their indoor counterparts – the caseworkers in charge to run the centre and facilitate "appropriate" behaviours of their temporary guests. As my study shows, the tensions inherent in the caseworker role have not to do only with well-known dilemmas between care and control. More fundamentally, their everyday interactions with clients are played all along the continuum between opposite stances: narrowing the focus on asylum seekers' compliance with formal rules, vs enlarging it on their chances for local inclusion; approaching the centre as an institution in itself, vs reworking it as a potential node in broader support networks; sticking to one's pragmatic and rather minimal mandate, vs probing the scope for more inclusive and personalized practice, given the attendant disincentives and costs. In sum, is social work, here, a matter of “housekeeping” or of “societal inclusion”? What factors and conditions account for either outcome and its socio-political aftermath?

Symposium 1

Symposium

Connecting research and practice in debts counseling and financial care: how to help best? - Recognizing and guiding people with mild intellectual disabilities by professional guardians - Good practices in the field of social work debt counseling - Lessons learned: evaluating Dutch financial education projects over five years

Rosine van Dam, Lisette Desain, Evelien Boonstoppel
Amsterdam University of Applied Sciences

In the Netherlands, almost 8 percent of all households are registered with problematic debts. These figures are not equally distributed. Some groups – such as low-income households or people with mild intellectual disabilities (MID) - face an increased risk. They have relatively poor financial management skills and/or low financial capabilities.

In order to improve the effectiveness of the social work professionals working with these vulnerable groups, we study how financial care for these people with (imminent) debts can be made more accessible and how it can be improved.

This symposium will provide an overview of several studies conducted by our research group Poverty Interventions over the past years. What kind of support do professional guardians need to recognize and guide people with an MID, so that these people become more financially self-sufficient? What are the good practices in the social work debt counseling and how can social work organizations incorporate this scientific knowledge in practice? What is the impact of financial education programs and which programs perform best for whom?

With this knowledge, we aim to contribute to effective, sustainable poverty and participation policy, that includes those citizens needing the most support.

Symposium paper 1: Recognizing and guiding people with mild intellectual disabilities by professional guardians

Rosine van Dam and Marleen Kruithof

Background and purpose

Professional guardians indicate that their client group has changed: the proportion of people with mild intellectual disabilities (MID) has grown. They often have difficulty recognizing and guiding this group. The aim of this paper is to explain how we, in co-creation with professional guardians, MID-experts and peer supporters, have developed tools and how the findings and tools are helping them. The following research question was formulated:

- What kind of support do professional guardians need in recognizing and guiding people with an MID and debts?

Methods

Cross sectional design based on a combination of literature research, interviews (n=22), focus groups (n=6), two written questionnaires (n1=343; n2=190). The qualitative data were collected by 15 guardianship organizations in the Netherlands. The quantitative data were collected by 24 professionals from 14 different organizations. This data were tested using multivariate logistic regression.

Findings

This study found that people with MID display limited responsible financial behaviour and poor financial skills. For example, only 32% knows the difference between fixed expenses and incidental expenses, and only 15% is capable of understanding post and mail. Based on these findings we developed five tools, such as a short movie about guardianship and a screener.

Conclusion and implications

These findings suggest that people with MID are at increased risk of poor financial management. It is important for professional guardians to be conscious of the financial behaviour and skills of their clients. They should focus on enhancing these skills so that people with MID might become more financially self-sufficient.

Symposium paper 2: Good practices in the field of social work debt counseling

Lisette Desain

Introduction

The social work debt counseling in the city of Amsterdam is carried out by different social work organizations throughout the city. The city of Amsterdam is commissioner and by means of the subsidy, the social work organizations are held to a certain standard of quality.

Research goal

From 2014 and onwards, there is a growing awareness among both the city of Amsterdam as well as the social work organizations to incorporate more evidence based knowledge into their practices. Therefore, our research group started to work together with the city of Amsterdam and the social work organizations to define the good practices in the social work debt counseling. We worked together to incorporate scientific knowledge on for example motivational interviewing (MI) and on how to work customer oriented and stress sensitive (SSD). The professionals were trained in these fields and we evaluated in 2015, 2018 and in 2021 in what manner and to what extend the professionals work customer oriented and along the lines of SSD and MI.

Methods

For these evaluations we used the following methods:

- focus groups with professionals
- observations
- clients interviewed by students
- questionnaire among professionals

After each evaluation, we shared the findings with the organizations and the professionals and we formulated recommendations how to further implement the good practices. In every evaluation, two professionals from the social work debt counseling teamed up with our research group and take part in collecting the data.

During the symposium we present the results from our latest evaluation.

Symposium paper 3: Lessons learned: evaluating Dutch financial education projects over five years

Evelien Boonstoppel

Background

In order to combat poverty and prevent household debts, two Dutch foundations started a program in 2016, aiming to increase the financial competency of low-income households. The program covers a wide range of different types of financial education projects. It has been offered in seven Dutch cities, targeting the most vulnerable areas. This study aims to investigate the impact of these projects. Do they indeed enhance the financial ability of their participants, and under what conditions? Who benefits the most and what types of programs perform best?

Methods

Between 2017 and 2020, we collected data from over 4500 participants of over 70 different financial education programs. In addition to these survey data, we also held yearly interviews with the trainers of all the different financial education programs. Besides, we ranked the projects based upon the five What Works Principles, to evaluate their likelihood of increasing the financial capability of their participants. Together, these data covers a rich dataset at both the individual and project-level.

Findings

This 5-year study offers important practical information to improve financial education projects and to help vulnerable people more effectively. The findings show - among others - that the program benefited the majority of the participants, but the most among who reported lower levels of financial ability prior to the program. It emphasizes the importance of targeted methods that respond to individual variation in prior knowledge of the participants.

Symposium 8

Symposium

Leisure for some, crime for others: A critical outlook on the construction of cannabis in social work

Yuval Saar-Heiman (1), Anna Gupta (2), Griet Roets (3), Maya Lavai-Ajayi (4), Amar Ghelani (5)

1: Royal Holloway, University of London, United Kingdom, 2: Royal Holloway, University of London, United Kingdom, 3: Ghent University, Belgium, 4: Ben Gurion University of the Negev, Israel, 5: Wilfrid Laurier University Faculty of Social Work, University of Toronto Health and Counselling Centre, Canada

Cannabis is currently the most commonly used illegal psychoactive substance in the world. Although its legal status and social legitimacy are rapidly changing, it continues to occupy a rather ambiguous sociocultural and legal position. Changes in the social construction of cannabis affect multiple social work systems – e.g., mental and physical healthcare, child welfare and the criminal justice system – and have important implications for social work research, practice, and education.

Yet, the scholarly attention given to cannabis and cannabis use in social work is rather narrow, individualised and one-dimensional. Moreover, although the influence of social determinants on the enforcement of cannabis use are well documented, the links between social inequality and the ways social workers interpret and react to cannabis use is scant.

This symposium aims to address cannabis research, policy and practice in social work through a critical lens that highlights the social and political aspects underlying the profession's approach to cannabis. In line with the conference's focus on enhancing social inclusion through research, we will present three papers that explore the construction of cannabis in three different contexts and focus on the links of these constructions to social injustice: The first presentation, will describe a scoping review of the construction of cannabis in the social work literature in the last fifty years; The second presentation, will explore the intersection of cannabis, race and social work in North America; The last presentation will describe a study on the construction of cannabis use in child protection court decisions in the UK.

Symposium paper 1: The Social Construction of Cannabis in Social Work

Maya Lavai-Ajayi

Background and purpose: Contemporary scholars argue that the term 'drug' is not merely a descriptive term used to refer to a substance, but also a socially constructed concept grounded in political and moral considerations. The objective of this presentation is to chart the construction of cannabis in articles published in social work journals across the last half century.

Methods: A critical review of empirical articles with references to cannabis published in 15 key social work journals between 1970 and 2018. Systematic searches resulted in a combined set of 510 articles, of which 244 matched the inclusion criteria for this study.

Findings: A content and thematic analysis of the corpus identified the dominant construction of cannabis in social work research literature as a harmful substance undifferentiated from other drugs. This construction was challenged by a minority of the articles in three ways: first, by differentiating between use and abuse and between cannabis as a soft drug and hard drugs; second, by highlighting social inequality as an important component of any consideration of social work policy and practice with regard to cannabis use; and third, by considering the possible positive effects of cannabis use.

Conclusions: The evolving body of knowledge on cannabis, the effects of its use and the racialized enforcement of its prohibition, highlight the need for a new social construction of cannabis in social work scholarship.

Symposium paper 2: Deconstructing the Racialized Cannabis User: Criminalization and Intersections with the Social Work Profession

Amar Ghelani

Cannabis users have been historically stigmatized and criminalized for non-violent behaviors such as consuming, producing, and distributing cannabis. Racialized cannabis users in particular have been constructed as fundamentally different, dangerous, and mentally unstable, while state actors have benefited from the repression of this group. This article reviews the history of cannabis prohibition with an emphasis on the social construction of racialized cannabis users and role of social workers in the treatment of this group. As laws liberalizing cannabis use and trade are passed across North America, an emergent legal framework is maintaining racial divides and marginalizing non-White cannabis users. Recommendations for social work professionals to advocate for change and take a stand on ongoing social justice issues are provided.

Symposium paper 3: The construction of cannabis use by parents in child protection court proceedings

Yuval Saar-Heiman, Anna Gupta, Griet Roets

Background and purpose: The constructions of cannabis use are of special importance in the child protection system, where parents' cannabis consumption is many times considered a major risk factor with far-reaching implications for how their parenting is perceived and assessed and consequent impact on decisions made regarding children's lives. However, cannabis use by parents has scarcely been addressed as a phenomenon distinct from substance use in general and little is known about the meanings attributed to parental cannabis use by social workers, other professionals, including the judiciary, and parents. This presentation will explore the constructions of parents' cannabis use in child protection court proceedings and to position these constructions within a political and social context.

Methods: We employed a qualitative data mining of 32 Family Court judgements in care proceedings that involved parents using cannabis in England and Wales.

Findings: The analysis of the court decisions revealed that most professionals and judges constructed parents' use of cannabis as a negative, deviant, and harmful activity. Three constructions of cannabis use were identified, two by judges and professionals: parental cannabis use as a risk to children and cannabis use as proof of parents' deficits, and one by parents and a small minority of professionals: cannabis use as responsible self-medication.

Conclusions: We will discuss the findings in light of two social and political processes that underpin not only the construction of parents' cannabis use, but of parents and parenting in child protection proceedings: the adoption of a risk lens and the manifestation of othering processes.

Workshop 3

Workshop
**Appetite for Construction: co-creating recipes to connect
with vulnerable groups**

Suzanne Lagerweij
University of Applied Sciences, Leiden

Reaching out and getting in touch with vulnerable groups can be quite a challenge. As social workers we aim to provide the support needed to all groups in society. We use methods that have proven to be helpful and we develop new procedures or methods based on what we think should work. However some vulnerable groups in society seem very hard to reach. Because they have a different cultural background, they “speak a different language” or they have given up on the hope that things will ever change.

In this workshop we try and create something valuable to help solve this problem. We will discuss the what, how and why from the client’s perspective to understand their needs.

We will work in small groups using practices inspired by Agile and Scrum to discover approaches that might work for different personas. We will use the knowledge and experiences of the whole group to co-create and test our ideas on working with these vulnerable groups, capturing our ways of approaching those clients in a "cookbook full of recipes", that we'll later share on-line.

It’s a living document where we can keep adding ingredients as well as new recipes based on our findings. The purpose of our "cookbook" is to add something valuable to the social field by sharing the outcomes as “concrete actions on how to reach your target group”, while the workshop format itself gives an example of how to “co-create with your colleagues and the target audience”.

Workshop 4

Workshop

Disrupting coloniality in social work knowledge production

Prospera Tadam (1), Reima Ana Maglajlic (2)

1: United Arab Emirates University, United Arab Emirates, 2: University of Sussex, Brighton, United Kingdom

Research in social work is a fundamental to the development of a knowledge base for social work education and practice, yet research suggests that papers which address minority issues in social work are less likely to be published. Similarly, grants and other funding for research appears to be skewed in favour of white PI's from developed countries. In the UK, the situation made headlines in 2020 when Black academics called for changes to UKRI funding when no Black Principal Investigator was successful in a funding call around BAME and Covid- 19. In the countries and contexts labelled as developing, knowledge production and its funding are predominately intertwined with preparation, assessment, monitoring and evaluation of humanitarian interventions, with tokenistic and/or minimal involvement of local social scientists.

The aim of this workshop is to examine the extent to which discrimination occurs to limit research about minority groups and explore opportunities for action to address this within future social work knowledge production. We argue that these limitations brought on by structures and processes that are institutionally racist and colonial impacts negatively on student learning and development and undermines the professions goals of inclusivity and respect for diversity. This is clearly a challenge for social work research and all those who seek to decolonise the social work curriculum and knowledge production.

Covid-pandemic impact on the social work profession

Covid-pandemic impact on the social work profession
Post-pandemic social work research, practice, policy and education: disasters, inequality and poverty

Panagiotis Pentaris Abiola Oresanya, Sue Hanna
University of Greenwich, United Kingdom

In the last two years alone (2020-2021), the world has faced an excessive number of challenges, including the climate change, war and conflict, extreme poverty in disadvantaged nations, increased inequality in health, education and living standards, natural disasters, and increasing social inequalities. Many of these areas, if not all, have been affected by the pandemic (i.e., COVID-19) that has impacted on both the way we live, and understand our lives. This paper does not take a holistic view on all the matters mentioned above but reports on findings from a survey and four focus groups with 220 social work students, practice educators, practitioners, academics and researchers in England, UK, about the challenges and opportunities stemming from the recent pandemic and its associated restrictions to social, political, and professional life, and includes a particular focus on equality, diversity, and inclusion. The findings highlight among others social isolation, disengagement, digital poverty and illiteracy, lack of a sense of belonging, and inequalities in education and practice learning. The upsurge of social activism pertinent to the Black Lives Matter movement, as well as activism related to LGBTQIA+ hate crimes in the period between 2020 and 2021 have informed much of the experience in social work education and practice learning. These findings lend to a discussion about and recognition of the need for further focus on equality and inclusivity in social work research, practice, policy and education, and this paper concludes with recommendations and implications in these areas.

Covid-pandemic impact on the social work profession
Reflections on the experience of teleworking in Social Services during the Covid-19 pandemic: necessity or opportunity?

Alfonso Chaves-Montero Aleix Morilla-Luchena, Alfonso Chaves-Montero
Univeristy of Huelva, Spain

This paper analyses the professional perception of the experience of teleworking within the Social Services during the State of Alarm caused by the Covid-19 pandemic in Spain and reflects on this modality of work and the possible opportunity for its incorporation into professional practice. The possibility of hybrid modalities combining teleworking and face-to-face work is considered for the future.

It is based on research carried out during the first wave of the pandemic in Spain, with fieldwork carried out in the months of March and April 2020 in which an online questionnaire was administered to Spanish professionals in active Social Services, obtaining a sample of 560. The results of the same have been perceived as an effective way to overcome the limitations of face-to-face work derived from the pandemic, both positive and negative consequences of the implementation of this modality of work should be evaluated with special emphasis.

One year after the quantitative study, the qualitative part is incorporated in a fieldwork study that took place from April to July 2021, conducting 23 in-depth interviews with professionals about teleworking after some time had elapsed since the end of the confinement, in order to explore their perceptions of the "forced" use of teleworking during the hardest moments of the pandemic and their consideration of whether or not it should be maintained once face-to-face contacts can be regained with full normality.

Covid-pandemic impact on the social work profession
**And I say, “yes” because I want to help’ – social workers
reflections on practice in Ireland during COVID 19**

Joseph Mooney (1), Declan Coogan (2), Caroline McGregor (3), Olive Lyon (4)
*1: University College Dublin, 2: National University of Ireland, 3: National University of
Ireland, 4: University of Toronto*

Background and purpose: This paper presents the findings of empirical research that gathered the practice insights of social workers who were working in statutory child protection services in Ireland during the Covid 19 global pandemic.

Methods: The study was designed as a practice research project. Data were gathered on the experiences of ten frontline social workers in child protection and welfare services in different regions in Ireland via qualitative interviews and reflective diaries. A constructivist grounded theory approach was adopted.

Findings: We collated and analysed the data develop a new conceptualisation of social work practice in Ireland during the pandemic, grounded in the experiences and perspectives of the research participants. A core concept of ‘connection’ was identified alongside its disparate variations; dis-connection, and re-connection.

Conclusions and implications: The core concept of (re)-connection identified in this study illustrates a heightened awareness among practitioners during the pandemic of core social work ethics and values. The findings of this study demonstrate person-centred practice in the establishment of varying communication styles and methods with families and children. Elements of compassion and empowerment were particularly evident in the context of social work in the area of foster care. The sense of ‘team’ was evident throughout and something which all participants seemed to value particularly during the pandemic, whether through experiences of its absence, or through its provision of resilience. We feel that this reconnection with our core social work values and ethics places the profession in good stead to face the next challenge.

Creative and innovative methods

Creative and innovative methods

Exploring the potential mechanisms of action of the mindfulness-based social work and self-care programme

Alan Maddock, Pearse McCusker

School of Social Work and Social Policy, Trinity College, Dublin, Ireland

In order for students to be able to cope with the demands of their social work education, the development of mindfulness-based social work and self-care skills and strategies could be important. To support the development of these skills, the mindfulness-based social work and self-care programme (MBSWSC) was developed and was found to improve feelings of stress, anxiety, mental wellbeing and burnout of social work students. This programme was also found to improve a number of domains of mindfulness which may be important in explaining how changes in these outcomes occurred. An explanatory sequential mixed method design was chosen in order to generate an in-depth understanding of what the potential mechanisms of action of MBSWSC might be. Data were collected using validated quantitative measures and through an open ended qualitative questionnaire. The quantitative data were analysed using regression and bias-corrected nonparametric bootstrapping techniques. Braun and Clarke's (2006) approach to thematic analysis informed the qualitative data analysis. The results provide some preliminary evidence on what the mechanisms of MBSWSC might be, how they might operate, enhancing our understanding of how mindfulness-based programmes might achieve positive outcomes.

Creative and innovative methods
**Peace painting art workshops – a tool for communication
and social inclusion**

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Peacepainting is paintings and exhibitions which aim for rising children's authentic voices in society. This paper refers to a project in an elementary school in Norway that suffered from environmental challenges between groups of pupils. Peace-painting was used as an approach to explore if the artwork could have a beneficial impact on the interaction between pupils. The study explored how these art activities affected the pupil's interaction, participation, and involvement, and to look for positive side-effects for the school environment.

Observation of group interaction, painting processes, and individual conversations between pupils and tutors, provided the basis for field notes, photos, and soundtracks. We also conducted individual interviews with pupils and tutors.

The interaction and participation started with severe challenges in unifying and engaging the pupils, but the interaction changed rapidly and was characterized by creativity, concentration, joy, and mutual exchange of ideas. The pupils also developed positive responses in terms of participation, involvement, and inclusive interaction. Our findings show that art painting had an observable and considerable impact on both individual and collaborative interaction processes.

Positive individual experiences in group activities can be particularly important for children who suffer from challenges in traditional school activities, or for pupils who experience alienation or lack of inclusion or recognition. Experiences from this study can have transfer value to several other social work projects where self-expression, inclusion, mastery, and recognition can be a path to initiate empowering processes within groups, families, and individuals.

Creative and innovative methods
**Podcasts as Public Scholarship: The Social Work Routes
Podcast**

Kris Clarke
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Interest in podcasting has increased exponentially, especially during the pandemic. Podcasts are digitized audio programs that are often formulated as episodes on a theme. They have been used in a variety of pedagogical ways including delivering lectures, student experiential learning, practice learning, connecting with community stakeholders and learning in the community. This presentation explores the use of podcasts as public scholarship through an analysis of the Social Work Routes Podcast.

The goal of the Social Work Routes Podcast is to present diverse narratives of paths into and within social work, which is defined broadly, in a conversational format. Guests have included academics, community activists, practitioners from different countries. The podcast seeks to provide a deep listening experience which blurs the lines between academic and public scholarship and is rooted in the experience of storytelling and community lifeworlds. It has had several thousand regular global listeners primarily aged 18-30 years. By presenting a slow conversation with a variety of guests with intersectional identities, the podcast seeks to extend public understandings of social work as a discipline and practice, but also as activism by using the principles of compassionate communication.

This presentation discusses the preliminary analysis of the first season of the podcast. A total of 23 episodes are currently being analyzed. It examines how guests have constructed their narratives into and through social work and activism, as well as how they reflect on its meaning. It then examines the main themes that emerged in the conversations and considers their significance to social work research.

Creative and innovative methods
**Using Therapeutic Photography techniques in social work
research and practice**

Neil Gibson
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Therapeutic photography involves the taking and talking about photographs, normally within a group setting, with the intention to enhance self-esteem, self-efficacy, and empowerment. The technique uses a socio-ecological framework to explore issues pertaining to the self, relationships, narratives, and societal issues. The dynamics of using photography to explore invites participants to take control of the subject matter, objectify and externalize issues, and then discuss them (literally) at arm's length. Techniques employed within therapeutic photography are wide ranging and include an understanding of psychodynamic theories, right through to sociological perspectives, but the overarching influence is the Freirean approach of co-creating knowledge. As a result, therapeutic photography lends itself to positive outcomes in practice, as well as a powerful tool for research.

This paper will summarise how therapeutic photography has been used to elicit positive outcomes in social work practice before going on to look at the application within research, specifically during a project in Kibera, Nairobi, where participants explored the concept of resilience whilst living through a period of heightened political tensions and the threat of violence.

The paper will conclude by highlighting a framework for employing this technique in practice and research, including an acknowledgement of ethical issues, as well as issues of support and supervision. It is suggested that the research stance of "do no harm" can actually be revisited to appreciate that the co-creation of knowledge can bring positive, therapeutic benefits to participants during the process.

Elderly care

Elderly care

Customer safety in social work with older adults

Heli Valokivi

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This paper examines the concept of customer or user safety from the perspective of social and care work with older adults.

Background and purpose: Customer safety is a matter of social equality and inclusion of all citizens. Services for the older adults are often located in an overlapping area of health and social care. From the perspective of health care, the principles of patient safety guide the patient-professional encounters, and from the perspective of social work and care, more attention is paid to customer safety issues. Users of gerontological social work often live in vulnerable life situations. Recent societal debates on services for the older adults (nursing home crises, inadequate outpatient care in support of living at home, increasing use of technology in care work, and Covid-19) call for an analysis of customer safety issues and challenge social and care work principles to ensure safety. Theoretically, customer safety is approached as a matter of trust in society and in user-professional relationships when it comes to vulnerable life situation of service users (Gilbert 2020).

Method and data: The method of the paper is theory driven document analysis and the data include national policy documents on customer safety of older service users.

Findings and conclusions: As preliminary findings the following themes can be emphasised: Intertwined patient and customer safety, safety culture, self-monitoring, interprofessional practice, safe living environment, technology and experienced trust and safety. Customer safety is vaguely defined and thus discussion on all levels is needed.

Elderly care

Domestic abuse and the older population: Lessons for social work practice

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Older survivors of domestic abuse can be considered as a 'hidden group', based on a false assumption that domestic abuse only impacts younger people (predominantly women). There is therefore a need to develop knowledge and understanding in this area. This paper will report findings from a study which explored domestic abuse in the older population. The project was developed to explore the knowledge base and practice approaches within the area both from the perspective of workers from key agencies and from older people who had experienced domestic abuse. A qualitative approach was adopted with semi structured interviews undertaken with twelve participants. Participants included ten practitioners from a range of both voluntary and statutory agencies (including social work, health and third sector organisations providing refuge and support services to survivors of domestic abuse) and two older women who had received support following experiences of domestic abuse. Key themes were identified following a thematic analysis of the data. The research highlighted a number of challenges associated with supporting older people who had experienced domestic abuse. Some of these raised concerns about the exclusion of older people from services, for example, there was a clear message that existing services and interventions are not always available, appropriate, or accessible for older people. The key findings and learning from this research will be presented with a focus on unique characteristics of domestic abuse in the older population, ways in which services can become more inclusive, and the implications for social work practice. Conclusions for policy, practice and future research will be presented.

Elderly care

Organised insecurity in elderly care: Challenges for policy and work practice

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Sweden

Sweden has had a considerably higher excess mortality among the elderly during the pandemic compared to the other Nordic countries. This failure to protect the elderly has highlighted the unreasonable working conditions in elderly care. Despite political commitments to ensure individually adapted care, the enormous socio-political challenge remains while the demands for care are expected to increase and care workers wish to leave their jobs in increasing numbers.

This presentation argues that the adverse situation can be understood in terms of organised insecurity, which is linked to the development towards temporary forms of employment in elderly care.

The trend towards new forms of employment has created uncertain terms of employment for care workers. Our studies show that also non-fixed term employment now involves working conditions characteristic of more precarious types of employment to solve insufficient staffing. As a result, organised insecurity is a central aspect of how work is perceived. The concept includes various employment forms, from being called in at short notice on an hourly basis to non-fixed employment with scheduled hours. Organised insecurity is thus understood as a process of more or less predictability, from organised security to organised insecurity with a range of socially excluding consequences in between.

The gap is widening between the policy discourse about ensuring a dignified elderly care and how this is organised in practice. The failure to reconcile political ambitions with decent working conditions affects not only the quality of care but also the care workers through the process of organised insecurity.

Opportunities and challenges of the digital and online world

Opportunities and challenges of the digital and online world
**Conceptual Model for Youth Work in the Online Lifeworld
of (Vulnerable) Young People**

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Youth work has a role in addressing and meeting developmental needs of young (vulnerable) people in their online lifeworld. However, the literature is lacking the knowledge on how professional youth workers can fulfill this role. This paper seeks to present a conceptual model of youth work in the online lifeworld as a clarification of how professional youth workers can meet the developmental needs of young (vulnerable) people in the online lifeworld.

A qualitative research design was used: 20 focus group meetings with 25 professional youth workers. After the meetings, the draft version of the conceptual model was validated using a Delphi-study with 50 professional youth workers and team leaders from 14 youth work organizations.

The findings reveal three steps that youth workers continuously take when working in the online lifeworld and four steps that youth workers take from the moment they are making contact with young people in their online lifeworld. The findings also indicate how youth workers use the affordances of social media and how they support young people with dealing with these affordances in a way that will support their positive development. Finally, the findings show how methodical principles of youth work are used by youth workers in the online lifeworld to address the developmental needs of young people in their online lifeworld.

This paper concludes that youth work requires a multi-methodical approach in a hybrid environment in which the online and offline lifeworld of youth intermingle.

Opportunities and challenges of the digital and online world
**Digital well-being or digital divide: deShame Croatia-
research on online sexual harassment and harmful content**

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Dugave
Croatia

Digital well-being relates to positive impact of technology use and digital divide defines how online presence (or lack of it) can affect exclusion, both especially important for children. Given the lack of relevant data, Center for Safer Internet Croatia is conducting national representative, descriptive, quantitative research based on comparative research conducted in 3 European countries <https://www.childnet.com/our-projects/project-deshame>

Goal is to collect relevant data of online risky behaviors and exposure to sexual content and harassment. Target population are students (14 -18) from randomly selected high schools from each county in Croatia. The measure is adapted original DEshame questionnaire with active child participation in this research phase. Guidelines of the Code of Ethics for Research with Children from 2020 were complied. The research is currently in the phase of conduction. Preliminary results suggest that children in Croatia engage in risky online sexual interactions and are exposed to sexual harassment of peers through social media.

This presentation will include:

- the cooperation of the different sectors directed to achieving digital well-being and reducing digital divide (subtheme 5)
- methodological development, multidisciplinary, multisector and cross national cooperation in the field (subtheme 6)

Professional associates from chosen schools participated in training in the field of detection, prevention and treatment of online risks prior to the research. Issues of reporting and dealing with online sexual harassment and support resources are important findings for practical implementation. Guidelines for future research and interventions, especially in the field of interdisciplinarity and innovation in the field of digital well-being will also be presented.

Opportunities and challenges of the digital and online world
Embedding Virtual Reality in youth care organizations

Astrid Altena, Margriet Braun
Saxion University of Applied Sciences, The Netherlands

In the Netherlands, approximately 20% of divorces end up in a high-conflict divorce, characterized by ongoing and often long-lasting conflicts between parents. Parents typically lose sight of the impact of the situation on their children and their best interest. A persistent and difficult pattern to break. In a collaborative project a VR simulation was developed by which parents can experience interparental conflict from the child's perspective. This VR application can be used as a powerful form of 'perspective taking' in order to break the destructive pattern of conflicts and to increase awareness, self-reflection and empathy of parents.

With the introduction of technology, including Virtual Reality, new opportunities arise for youth care professionals. However, sustainable implementation of VR that is embedded in the structure and content of professional working methods in youth care is lacking.

By means of a two year participatory research project that started in September 2021, a VR intervention that is embedded in the regular working methods in youth care will be developed. The aim of this intervention is to break the destructive pattern of parental conflict and to enhance behavioral change of parents in high-conflict divorces. We will present the first research findings on the crucial elements for the VR intervention, the obstructing factors of implementation and the questions that came up during the first phase of this project. This research is conducted by the research group Social Work of Saxion University of Applied Sciences together with youth protection and youth care organizations and a VR developer.

Opportunities and challenges of the digital and online world
Social work supporting older people coping in the digital society- a comparative case study

Qingyun Fan, Qingyun Fan
University of Jyväskylä, Finland

Background and purpose: The rapid development of digitalization is rising inequality and social exclusion throughout the world, especially among older. Many regions such as Finland and China have conducted several projects coaching older people in the use of ICT. This article compares the different ways these social services are organised and maintained in two local projects of Finland and China, and investigates how services are organised which aim to support older people in staying connected in a digital society, and how these services are placed in the context of existing welfare services systems.

Methods: The data for this comparative case study were collected through participant observation, and separate focus group interviews with three different groups: older people, social workers and volunteers.

Findings: Despite enormous historical and cultural differences, the social service projects share similarities as multisectoral services. Support from the public sector and effectiveness in mobilising volunteers are the core reasons for the smooth implementation of these services. The services also have considerable differences. For example, the Chinese volunteers receive study credits in return for their participation, and develop friendships with the older people outside the service; the Finnish volunteers participate in the project as part of their labour market training. The results of this study may inform approaches to further social services that seek to improve the well-being of older people through ICT.

Conclusions and implications: The multisectoral service model found in this study provides a successful example for similar services to involve older people and different sectors in participation. Considerably more work needs to be done to identify digital inequalities among older people – for example, whether those with higher socio-economic status are more active in using new technical devices, or whether their psychological health also affects older people's adoption of ICT.

Participation and innovation in social work research

Participation and innovation in social work research
Action evaluation research as a space of inclusion

Andraž Kapus, Katarina Ficko, Kaja Zoran, Andreja Rafaelič
Social Protection Institute of the Republic of Slovenia

Slovenia has so far failed to ensure effective inclusion of people with disabilities in society, and despite many years of efforts to establish community care, institutions are still the central form of organized care for adult people who need long-term support. An important shift in the field of deinstitutionalization are two projects of transformation of institutions for people with disabilities from institutional to community care, funded by the European Union and launched in 2020. A group of researchers from the Social Protection Institute of the Republic of Slovenia have the task to evaluate and monitor these two projects. The paper will present a dynamic process of project evaluation and action research in which researchers are involved in various tasks and roles in institutions. Action research is focused on obtaining data for the needs of evaluation, and at the same time enables research campaigns and subprojects, organization of events, advocacy campaigns and the involvement of various actors in the project of transformation into the research process. Through research, consultations, direct actions and networking with various sources outside the institution, the inclusion of employees and users of services in the community is encouraged and networking with actors outside the institution is enabled. The paper will present experiences with action research and evaluation of these projects and the strengths and challenges that accompany the process.

Participation and innovation in social work research
**Building Positive Futures: Exploring a Peer Research
Approach to Study Leaving Care in Africa.**

Berni Kelly A van Breda, O. Santin, P. Bukuluki, A. Chereni, K. Frimpong-Manso, D. Jacobs,
R. Luwangula, M. Maanyi, B. Makadho, T. Muchiendza, J. Pinkerton
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This paper is based on the Building Positive Futures feasibility study that sought to develop and test a methodology for a cross-country, comparative study on leaving care in four African countries (Ghana, South Africa, Uganda and Zimbabwe) (Kelly et al., 2020a, 2020c). A mixed methods approach was adopted involving: qualitative interviews with care leavers to explore their transitional experiences and quantitative questionnaires to collect data on demographics, resilience and outcomes. The interviews with young people were jointly conducted with an academic researcher and a peer researcher who was a care experienced young person who had already left care and received training and support to work as a peer researcher on the study.

This paper will outline the peer research approach adopted including details of the approach to recruiting, training and supporting the peer researchers in each country. Peer researchers' involvement in the data collection and analysis process will also be explored, including the various roles these care experienced young people undertook during the course of the study. The presentation will also highlight the findings of the study in relation to the benefits and challenges of a peer research approach in care leaver studies in Africa and beyond. The peer researchers collaborated with the research team to develop key messages for future care leaver studies seeking to adopt a peer research approach that will be shared to inform the advancement of care leaving research that involved care-experienced young people as peer researchers (Kelly et al, 2020b).

Participation and innovation in social work research
**Financial counselling as a new method enhancing financial
capability in social work**

Katri Viitasalo
University of Helsinki, Finland

Indebtedness and financial problems weaken wellbeing among social work clients. A major segment of social work clients is people living in poverty. This means that poverty or financial problems need not to be the overt problem for clients, but it is often the reason that clients turn to or are referred to social services. This study highlights these needs of assistance. It scrutinizes a new method called financial counselling (talousneuvola). Financial counselling is a low threshold intervention organizing financial guidance and support by multi professional networks in Finland. The method is based on a holistic economic and financial orientation, financial social work, FSW (Sherraden & Huang 2019). The study is based on a client document study and an interview study directed at social workers and clients who participated in the service model. The aim is to describe and analyze factors influencing conditions for FSW, financial guidance and support when complex financial needs encounter new service model. This may be particularly relevant considering the recent changing settings of social security and its legislation, service production and societal transformation itself that are challenging the ability of social work to respond to demands in the society. But most of all these societal reforms have had a negative impact for the ability of vulnerable people to receive assistance in Finland. The need for knowledge that highlights the complex financial needs of clients, as well as the needs of social workers to receive professional education and training to prepare for this work is crucial.

Politicizing the social work profession

Politicizing the social work profession
An Arendtian Perspective on Social Inclusion

Jeannette Hartman

NHL Stenden University of Applied Science / Open University, The Netherlands

Hannah Arendt (1906-1975) would see a conference as 'a table' around which people have gathered to talk about the world they share with the aim of bringing together different perspectives. For only a pluralistic perspective can approach reality, according to Arendt. Central theme on this 'conference table' is social inclusion. Arendt's perspective offers an interesting view and encourages to think further about this concept.

Arendt herself did not use the term social inclusion, but she did speak out about exclusion and how to deal with it as citizen and as government. Arendt was driven by an enormous urge to understand, "Ich will verstehen", with life itself as a starting point. Many of her observations and reflections provoked discussion such as her article 'Reflections on Little Rock' (1959). In this article, Arendt examines the role of the government in the abolition of racial segregation in public education. She offers an idiosyncratic view of the responsibility for realizing (what we would call now) an 'inclusive society'. Her view is closely linked to her interpretation of plurality as a central concept in her political thought.

To gain insight in Arendt's perspective on social inclusion, some important concepts from her work will be related to contemporary definitions of social inclusion. In addition, her view will be linked to actual societal developments such as growing inequality and to the debate on politicizing social work.

Politicizing the social work profession
**Social Workers' Client Participation: The Mediating
Contribution of Perceptions of Participation to Factors
Impacting Implementation**

Lea Zanbar (1), Professor Margaret Greenfields (2)

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Background and purpose: Client participation (CP) is a central value in social work, promoting values of the right to self-determination and enabling clients to influence their future, rather than being dependent on the professional. Despite its importance, the question: "What increases CP among social workers?" is under- investigated.

Based on literature, it was hypothesized that higher levels of personal and organizational factors and perceptions of CP amongst social workers, will be associated with higher levels of CP. The Theory of Planned Behavior (TPB), argues that the extent to which a desired behavior will be implemented, depends on the extent to which it is perceived as meaningful. We therefore presumed perceptions of CP will mediate associations between personal and organizational factors and actual CP.

Methods: The research population included 571 Israeli social workers who use all three main methods of social work (Clinical; Community and Group SW). Structural equation modeling analyses were conducted to include all independent variables.

Findings: The findings revealed that only perceptions of CP and the use of non-directive approaches in the intervention contributed directly to actual CP. However, as assumed, perceptions of CP mediated the associations between other research variables: mastery, personal well-being, and organizational commitment, and the outcome of CP.

Conclusions and implications: Results validate the application of TPB to CP, and its ability to indicate factors predicting it. Findings emphasize: 1)the need to establish psycho-educational training for social workers to increase understanding of CP's importance; 2)constant guidance for social workers to advise on its implementation.

Politicizing the social work profession
**Social Workers' Sensual Bodies during COVID-19: The
Suspended, Displaced and Reconstituted Body in Social
Work Practice**

Sui-Ting Kong (1), Catrin Noone (2), Jane Shears (3)

1: Durham University, 2: Durham University, 3: The British Association of Social Workers

After more than a year living with COVID-19 restrictions, the UK Governments have now published their 'recovery strategies' in which social care has been considered as key to plans for post-COVID-19 recovery in England and the devolved nations. Emerging literature has already explored the ethical and practical challenges facing social workers during COVID-19 and how social work practice has been re-created to embrace hybrid ways of working. To add to this discussion, secondary qualitative data analysis was performed on a subset of data (280 responses submitted by 176 social workers) collected from the British Association of Social Workers (BASW) survey on social work during COVID-19, to explore how social workers' sensual bodies had been responding to challenges arising from the pandemic. Drawing on the sociology of senses and social work literature on tacit knowing and practice wisdom, we will present how social workers' sensual bodies have been suspended, displaced and reconstituted during the first UK national lockdown, leading to sensual compensation and sensual overload that impacted on social workers' practice. In striving toward a 'better normal' we offer key insights to implement hybrid social work practice and protect against the shortfalls that it might bring to the profession.

Protection, abuse and violence with children and adults

Exploring the field of child protection
Assessing and defining violence in child protection- social workers' discretion and the juridification of practice

Lina Ponnert
Lund University, Sweden

It is well known that children who witness domestic violence are at increased risk of being exposed to physical violence themselves, and that domestic violence entails a risk to their health and development. The understanding of violence is broad (different forms of violence), WHO defines violent acts as physical, sexual, psychological, or related to deprivation or neglect, but a consensus definition is lacking.

This presentation departs from a research project on social workers' assessments and interpretations of violence in a Swedish context, where managing violence as a risk has increasingly affected the legal framework and practice. Several professionals have mandatory reporting if they are concerned about a child, and the legal threshold to report is low. Since 2014 Swedish social workers are also obligated by law to initiate a child investigation whenever there is any suspicion of interpersonal violence, however violence is not defined in this law, which probably matters (Hamby 2017). The aim of the project has been to explore how a broad understanding of violence and new legal regulations have affected social work practice and legal and professional tensions related to suspicions of violence in child investigations. I focus here specifically on social workers' discretion (Ellis 2011; Lipsky 2010), based on group interviews with sixteen social workers in seven municipalities in Sweden.

The results show different interpretations of violence and law, and that work with violence can be steered by several logics (Freidson 2001), resulting in different types of discretion for social workers in different organizations.

Child protection and children's well-being
**Children referred to the CWS. Factors that lead to
decisions to investigate**

Torbjörn Kalin (1), Birgitta Persdotter (2)
1: Jönköping University, Sweden, 2: Karlstad University, Sweden

The study concerns the decision processes within the Child Welfare Services (CWS) in Sweden concerning referrals due to suspicions of child maltreatment and/or behavioural problems. The CWS must judge if the referrals should lead to investigation. There is a gap in knowledge on factors related to decisions to investigate since most prior studies rely solely on information from the CWS case files, or from aggregated data on the municipal level. This study draws on data from a prospective longitudinal multisource programme (LoRDYA) studying two cohorts of children in four municipalities (n=1884). By combining CWS data with children's self-ratings and registry data, we explore screening of referrals, i.e. if referrals of those who self-rated themselves as severely exposed to maltreatment and behavioural problems are more likely to be screened in for further investigation, and if decisions differ based on factors relating to the referral and/or the child. Data are analysed by bivariate and multivariate approaches and latent-class analysis. Preliminary findings suggest that being severely exposed to maltreatment and/or behavioural problems or being girl, under 15 years, living in poverty are factors that independently increase likelihood to be screened. Having prior referrals, however, is the solely most relevant factor for explaining decisions to investigate. Findings seem to imply that CWS social workers can detect severely exposed children, however about one out of three of these children are never screened in for further investigations. There is a need for screening guidelines with defined thresholds on when to investigate, making screening procedures more equal.

Protection, abuse and violence with children and adults
**Parents' participation in child protection decision making
processes: findings from a participatory research**

Chiara Pancioli
Catholic University of Milan, Italy

The study presents a participatory research with parents in Child Protection. The research, carried out in Milan (Italy) in 2019, aimed to explore the parents' experiences in helping relationships with practitioners and their level of participation in Child protection services.

To answer this research question, a steering group of four parents, experts-by-experience, collaborated with the researcher. The whole research process will be presented. It will be explained how the parents participated in the different phases of the research, sharing their knowledge of experts-by-experience. The co-researchers collaborated in the redefinition of the topic, in the choice of the sample and research tools, in the design and construction of the interview and in the collection of data. The researcher and the co-researchers interviewed other parents, service-users, and Child protection practitioners (social workers, psychologists and educators).

The participation of the parents in the steering group made it possible to construct an interview with an adequate language for the people interviewed and questions were conceived that were able to capture the experiences and emotions of the interviewed parents.

The research process allowed to understand important elements and difficulties of the helping relationship. The results show whether, how, how much and in which decision-making aspects the parents are involved in their child protection projects.

In addition, the research process has contributed to strengthen the co-researchers' capabilities and the awareness about their stories and their relationship with social services. The inclusion of people experts-by-the-experience has increased the knowledge of the researcher about the participation of parents in Child protection not only thanks to the data collected from the sample, but also thanks to the exchange that was born during the steering group meetings.

Refugees and migrants in vulnerable situations

Refugees and migrants in vulnerable situations
Contested Bodies in Contested Spaces: separated, migrant young women in state care in England

Rachel Larkin
University of Kent, United Kingdom

State reception and 'care' facilities for migrant children have long been a focus of international concern. Separated young women are an under-researched minority within European social work practice and their voices infrequently heard in research.

This presentation will foreground the rich accounts of three young women living in state 'care' in England, drawn from narrative and feminist doctoral research completed in 2019 and the focus of a forthcoming book. Doreen Massey's work is used to consider state 'care' as a network of highly contested and intersectional spaces, formed by racialised and gendered power relations. Wetherell's theory of affect-discursive practice is drawn on to explore how affect and power can shape how young women's bodies are 'seen' in these spaces, such as the 'vulnerable girl' or the 'dangerous Muslim'. Findings suggest that these aspirational young women are constantly navigating externally imposed constructions. These can frame them in binary ways which impact on their developing sense of self and their feelings of inclusion/exclusion.

This paper will argue that the gendered and racialised bodies of migrant young women can be theorised as contested and complex sites, as can the social work spaces where their bodies are welcomed, tolerated or excluded. In a post-Brexit context of polarised discourses about migration, and when some UK social work spaces have closed to migrant young people, it is crucial that research explores the excluding and inclusive discourses present in social work spaces and promotes inclusive and rights-based practice with young people who migrate.

Refugees and migrants in vulnerable situations
**Reclaiming activism into social work education: The case
of a student-academic project with refugees**

Ruth Hamilton (1), Sofia Dedotsi (2)

1: Northumbria University, United Kingdom 2: University of West Attica, Greece

This paper argues for a more political and activist approach to social work education, informed by a collaborative project between students and staff at a social work department in the North East of England focused on migration, everyday bordering and (anti-)oppressive social work practices. Whilst the European refugee crisis resulted in anti-immigration policies, there are examples of social work activism, based on advocacy for refugee rights and resistance to bordering policies through collective action and community engagement. The authors argue however, that the neoliberal agenda for social work education provides limited space for structural perspectives and understandings, collectivist practices and resistance but focuses more on the acquisition of technical skills and/or individualized perspectives with an apolitical approach (Dedotsi and Young, 2019). This project, involving a study trip to Athens and a series of events to raise awareness, was an attempt to understand more about migration policies, the violation of refugee rights, issues of power and privilege and engage in activism outside the walls of the classroom. The study trip included opportunities to debate the concepts of human rights and social justice with frontline professionals, refugee activists and social work students to develop understandings of social work across international boundaries. The authors share how through a dialogic process of de-construction and co-construction of knowledge, with an emphasis on critical and political analysis of migration, the self and the institutions in which we are situated as social workers, the project proved to be a good opportunity to reclaim activism into our teaching.

Refugees and migrants in vulnerable situations
Social inclusion of refugee families via family centres?

Doris Lüken-Klaßen Anastasia Baumtrog
State Institute for Family Research at the University of Bamberg

Within the last decade, more than 1.7 million refugees came to Germany. Their social inclusion is an important societal challenge that cannot be taken for granted. It could be supported by family centres and counselling agencies that are offering low-threshold, universal family support initiatives. While so far, many programs focus German middle-class parents, more and more institutions focus on refugee families, too.

Our research questions are: How do social workers actively try to include refugee families in their general programs and institutions, and how successful are they? What challenges do professionals experience when working with refugees, and how do they deal with them? Further, we were interested in professionals' motivation for social work.

We designed a qualitative longitudinal research (QLR), conducting 32 semi-structured in-depth interviews with social workers in spring 2016 and again in autumn 2019, investigating local experiences regarding social work for and with refugee families as well as assessments on social inclusion processes. The choice of interview partners was based on a theory- and quota-led selection process. The systematically analyzed data revealed various good practices. The professionals interviewed proved to be open-minded, implementing innovative initiatives to foster refugees' inclusion. Nonetheless, we also find prejudices and misunderstandings, frustration and fears; (invisible) barriers seem to hinder the inclusion of refugee families. Over the short period of three and a half years, our data already show evidence of a slight value shift, both on the side of refugees and social workers.

Keywords: social inclusion, integration, refugees, family centres

Refugees and migrants in vulnerable situations
“I came here to make my family situation better”: Migrant families with disabled children.

Guðbjörg Ottósdóttir, Unnur Dís Skaptadóttir, Snæfríður Egilson
University of Iceland

Historically migration studies and disability studies have shown little interest in disabled migrants. Inspired by Bourdieu's concepts of capital and field, the presentation discusses the social position of migrant families with disabled children in Iceland and their experiences of settlement, employment, family care and services, drawing on findings from a qualitative study. The aim was to explore families' experiences of migration, employment, family care and services for disabled children and families. Twenty-four interviews were conducted with parents from twelve first generation families from southern and eastern Europe, central America, and Northeast Asia with a total of sixteen disabled children aged two to seventeen. Parents were recruited through a purposive sampling method. Interview transcripts were analysed using an inductive coding technique that highlighted and analysed themes and subthemes in parents' experiences in relation to capital and field and how family's social position may be determined by the social, cultural, and economic capital they had lost and remade in the migration process. The findings show that families faced various barriers in their daily live, in juggling work and family care because of limited possibilities to build cultural, social, and economic capital linked with their social position. The findings highlight strategies parents used in their efforts to build social and economic capital. The study depicts the importance of considering diverse situations of migrant families with disabled children, including their knowledge of local language, employment position, relationships with services and access to informal support, which impacted on their abilities to generate and make capital.

Social work profession in national and political contexts

Social work profession in national and political contexts
**Social Workers' Decision to Run for Political Office – A
Qualitative Analysis**

Tobias Kindler, Kathrin Amann
Eastern Switzerland University of Applied Sciences

The focus of this presentation lies on the motivations that led social workers in the German-speaking part of Switzerland to run for political office, on factors that influence their decision to participate in politics, and on important policy-making skills and competencies among social workers holding elected office. Seven semi-structured biographical interviews with social workers that are serving as elected politicians on local, state, and national level were conducted and analyzed according to the principles of qualitative content analysis. The results of the study identify families of origin and mobilization networks as main influencing factors, alongside with professional experience in social work that also plays a significant role. It can further be concluded that important skills to succeed in policy-making processes are gained through training and professional practice of social work. This study shows that the expertise of social workers is of high value in politics. Social workers can certainly influence policy-making processes at different levels and stages. In order to further promote such engagement, political action should be more strongly integrated into social work education curricula at university.

Social work profession in national and political contexts
Social work with Irish Travellers

Jim Campbell, Joanne Kelleher, Michelle Norris, Angela Palmer
University College Dublin, Ireland

This paper reports on the findings of a review of a social work service (Norris et al, 2020) that was established to deal with the housing and other needs of Irish Travellers. Irish Travellers are an indigenous population that, as with Gypsies and Roma in Europe, experience many forms of racism and social exclusion (Okely, 2014; Urh, 2014). The study used a variety of data collection methods, including the use of government statistics, a call for organisational responses to the review, a survey of social workers and interviews with social workers, other relevant professionals and representatives of Traveller communities.

A number of key findings emerged from the analysis of the data:

- Travellers were often distrustful of social workers in understanding their needs and social workers' capacity to deliver services
- Social workers were often frustrated by organisational and political barriers that tended to marginalise their role, despite the fact that the profession is legally recognised and regulated by the state.

A number of key recommendations were made to the Irish state, sponsors of the study:

- A more concerted effort should be made by employers to introduce anti-oppressive and anti-racist training for all staff
- A recognition of the importance of a generic social work role that was better placed to meet the needs of Traveller communities
- The establishment of a national social work framework for the sector to quality assure services and ensure good quality continuous professional development.

Social work profession in national and political contexts
The struggle of the Romanian social work in turbulent times

Daniel Arpinte

Research Institute for Quality of Life

The study aims to explain the mechanisms (with focus on institutional and funding arrangements) which lower the potential of social work in Romania to provide support to the vulnerable groups, particularly those harder affected during the COVID-19 pandemic. Although it was supposed that the social assistance to have an important role during the pandemic period, statistical data show a significant contraction of the social assistance services, most affected being the least developed areas, and a decrease of the number of the beneficiaries of means-tested benefits, thus targeting the most vulnerable individuals and families. This pattern that seems to be common for the major crises faced by Romania, which thus can be defined as an “inequality regime” (Piketty, 2020), perspective which better explain the decline of the social assistance during the turbulent times, and the slowness and the difficulties of the reborn process of the social assistance system, still confronted, after more than 30 years from its reestablishment, with a chronic deficit of social workers (Lazăr, 2021), and being characterised by a significant deficit of services provided and an uneven of their coverage at national level. The study is based both on qualitative data (in-depth interviews with over 50 experienced social workers both from private and public sectors, conducted before and during the COVID-19 pandemic) and quantitative data including relevant social indicators related to the vulnerable groups and social assistances, with a particular focus on services from child protection area.

Social work profession in national and political contexts
Work characteristics and burnout among Hungarian professionals

Éva Perpék, Ágnes Győri

Centre for Social Sciences, Hungarian Academy of Sciences Centre of Excellence, Hungary

Despite the extensive knowledge available on the factors affecting emotional-physical-mental strain on social workers, quantitative research on the impact of the specific features of social work in the development of burnout syndrome is rare. Thus, the aim of the research is to examine the role of work characteristics in the development of burnout; and to explore how the specific working conditions of respondents (i.e. challenges of fieldwork, cooperation with clients, cultural distance and differences) are related to the severity of burnout symptoms. The data of the research are based on a cross-sectional questionnaire survey, involving all family and child welfare, child protection and pedagogical professionals working in Baranya county centers, Hungary (response rate: 43%, N=261). The data were analysed by factor analysis and multinomial logistic regression. Adjusted for work field and age, the results showed that the challenges related to clients and fieldwork, as well as job and task fitting problems played significant role in emotional exhaustion and depersonalization of social and pedagogical workers. In addition to that, the deficiencies related to work-motivation are positively associated with the reduced personal accomplishment of professionals. The empirical results suggest that in order to prevent the burnout of professionals, it is essential not only to create organizational motivating conditions for work, but also to prepare them for the substantive parts of work, real life situations, the associated expectations for their role and conflicts management, and provide on-going professional support.

Supporting parenthood

Supporting parenthood
Asset-based Approaches and Parents with Learning Disabilities

Hannah Jobling, Jenny Threlfall, Katie Graham
University of York, United Kingdom

The role of 'community' in enabling good family life is well established (Jack, 2000). Parents with learning disabilities can have a particularly acute need for community resources, but find it challenging to access them due to socioeconomic disadvantages (Emerson et al, 2015). This study explores the potential for one community-oriented model - asset-based approaches - to provide inclusive, preventative and sustainable support for parents with learning disabilities. It highlights the challenges and opportunities for asset based approaches in this field.

The study explores the perceptions and experiences of parents with learning disabilities (n=20) and the practitioners (n=35) who work with them. Semi-structured interviews, focus groups and photo elicitation took place with participants from across the UK who were recruited through family support and asset-based organisations. Data was analysed thematically in order to understand community inclusion and capacity building, and the development of social networks for parents with learning disabilities.

We report on the perspectives of practitioners about the following; the psycho-social impact of stigma and discrimination on access to community life for parents with learning disabilities; the kinds of 'communities' and 'community assets' parents with learning disabilities may rely on; the conditions necessary to enable parents' access to these communities and community assets for family support.

With careful adaptation, asset-based approaches show promise for connecting parents with learning disabilities to their communities. More research is needed on overcoming stigma for parents with learning disabilities and evaluating the implementation of asset-based approaches that are tailored to parents' needs.

Supporting parenthood

Becoming parents means also mending the past. Open issues in the study of care experienced parenting

Diletta Mauri
Trento University, Italy

Strong evidence supports the existence of intergenerational transmission of child maltreatment, but less research has attempted to identify protective factors (Madigan et al. 2019). In addition, a widespread knowledge about at-risk parenting has developed, but subjective experiences of both parents, and the professionals called to support them, are still rather unheard. With my study I intend to focus on these two less explored aspects of parenting, focusing both on representations of care experienced parents and of professionals involved in the child protection system (CPS) (Roberts, 2021). The methodology I was inspired by for this study is the Constructivist Grounded Theory (Charmaz, 2014), and my research question is about meaningful dimensions to study/understand care experienced parenting. I carried out 9 in-depth interviews with professionals involved in different capacity in CPS and 17 with parents who spent their childhood in residential or foster care.

Among the many dimensions that emerged from the interviews, the birth family and CPS play a central role. It seems that the possibility of breaking the cycle of maltreatment is strongly related to the role that the birth family plays in the course of the children's life even when the latter are taken into care. Supporting the birth family and their relationships seems to be crucial. In this light, one can also see the role played by CPS, i.e. in supporting the family as a whole, even when a removal of the children from the family is seen as the best intervention.

Supporting parenthood
Constructing LGBT parenting in Italy: A Grounded Theory Analysis

Salvatore Monaco
Free University of Bozen – Bolzano, Italy

Although research largely agrees that there is no link between parental capacity and parents' sexual and gender identity, parenthood and parenting of lesbian, gay, bisexual and transgender people is still socially debated and not adequately recognized nor legally regulated in many contexts.

More specifically, through the analysis of 54 in-depth interviews carried out with parents covering the LGBT spectrum, the paper is aimed at investigating the construction of LGBT parenting in contemporary Italy, that still lags behind Northern and Western European countries when it comes to recognition, inclusion and support for LGBT parental rights.

Methodologically, the article is rooted in a sociological grounded theory approach. The constructed theoretical model allows for possible interpretation and understanding of how LGBT parents do and display their families between claims of recognition and feared or experienced practices of exclusion. It highlights common elements in the different transitions towards LGBT parenthood and attempts to push forward thinking about LGBT parenting on insecure grounds. More specifically, despite having different stories and experiences, uncertainty management emerged as a core category that explains the main concern of LGBT parents during different phases of construction of their parenthood, and in addressing ongoing challenges in everyday life. Facing a lack in recognition among hetero- and cis-normative contexts, the parents who took part in the study showed remarkable resilience and ability to anticipate and manage the challenges of navigating these contexts in their everyday life, constantly trying to make surrounding environments more inclusive and safe for themselves and for the children they are raising and caring for.

Supporting parenthood

Rising inequalities, rising adoption rates: the role of social work in accelerating social exclusion.

Nick R Burke

The University of Sheffield, United Kingdom

The public care system for children in England is in crisis. The number of children taken into state care between 2010-11 and 2015 rose by 17 per cent and care proceedings involving babies rose almost 2.5 times in 10 years. In deprived cities, as many as 1 in 200 babies are removed into care at birth (Bilson & Bywaters, 2020). Adoption is promoted as a solution to rising numbers of children in care (Murray et al., 2020), but does nothing to address the growing social exclusion of 'birth families' in poverty who are judged by the courts as not being 'good enough'. Building on the British Association of Social Workers' human rights based enquiry into adoption (Featherstone et al., 2018), I am developing a mixed methods research project which foregrounds these inequalities, comparing social work with 'birth families' to social work with adoptive families. This has implications for how we understand the role of social work in accelerating or resisting the social exclusion associated with adoption policies. This presentation will be of interest to social worker researchers in administrations with less 'closed' adoption systems than England, who are considering following the lead of America and England. It will cast a critical lens on the idea of adoption as a 'route out of care', by highlighting the ways that adoption can fail both adoptive and birth families.

The importance of reflection

The importance of reflection
Beyond individual reflection: Social Reflexivity as an instrument for structural change

Josip Kešić

Inholland University of Applied Sciences, The Netherlands

This presentations suggests a solution to the following problem: whereas the international mission statement of social work revolves around collective notions such as empowerment and emancipation, reflection as an central instrument in social work education and professional practice centers around the reflecting individual. Indicative of this individualization in reflection is the highly influential notion of the 'reflective practitioner' famously coined by Donald Schön. This discrepancy between collective goals and individualized tools is problematic because it frustrates the realization of social work's fundamental principles that seek to bring about contextual and structural change.

As a solution to this problem, this paper claims that more research is required on how reflective practice can complement the individual reflecting actor by expanding to a social praxis addressing and changing structural issues through collective action. These social and critical dimensions of reflection can be called 'Social Reflexivity'.

The first part of this paper sketches the problem of individualization in social work both empirically and theoretically. Then, a conceptualization of social reflexivity is provided. In the final part the paper provides several practical suggestions of how social reflexivity could be pragmatically researched, taught, and practiced. For the empirical evidence this paper draws from multiple research projects conducted in the Netherlands by the research group the author is part of. The main argument is that Social Reflexivity is an indispensable concept and competence for a discipline that bears the word social in its name.

The importance of reflection
**Critical Incident Reflection – a co-created tool to analyze,
reflect and qualify social work**

Lars Uggerhøj (1), Ilse Jukunen (2), Nina Schiøll Skjefstad (3)

1: *Aalborg University, Denmark* 2: *University of Helsing, Finland*, 3: *Technical University of Norway*

This paper and presentation will focus on a reflective and inclusive method in social work: Critical Incident Reflection (CIR). CIR originates from Critical Incident analysis which was developed to understand pilot errors in flying aircrafts and subsequently in researching safety in anesthesia. In this paper we will describe and explore further how CIR can be used as an innovative approach to develop and qualify social work and especially reflections within social work. The CIR was developed in a co-creation and comparative process including researchers, practitioners and students with the aim of producing new knowledge and new methods/tools in social work. The oral presentation will describe the research/practice process, the method and the lessons learned.

CIR consists of reflections based on an analysis of the surprises, discomforts and worries in practice as well as a critical re-examination with the aim of developing new knowledge, skills and values. The incident is hence, expected to cause professionals to think and reflect critically to learn about themselves, others (individuals/organizations) and/or collaborative processes. Incidents often appear to be 'typical' rather than 'critical', but rendered critically through analysis and reflections. Critical incidents can be gathered in various ways, but typically participants are asked to tell a story about a worrying or surprising experience. Most critical incidents are not dramatic or obvious but common events that occur routinely in social work education and/or professional practice. (The paper is relating to subthemes 6 and 7).

The importance of reflection
**Social Work and policy practice: group reflection and
policy inquiry**

Tony Evans
Royal Holloway University of London, United Kingdom

Social policy is often characterised as rules articulated in documents. But policy work in professional practice is more complex – it involves knowing what policy says and how it works and how to make it work. Social work also tends to work in street-level organisations where policy and its implementation are iterative and interlinked. It's a context where policy is found in a range of sources — levels of finance, organisational structures, and the deployment of human resources — as well as documents. Policy is a site for critical practice - but contemporary approaches to critical reflection give insufficient attention to policy work. Drawing on Dewey's ideas of democratic education and reflection as a group inquiry, this presentation will outline a structured approach to group policy reflection that foregrounds a critical approach to policy practice. Policy reflection enables group participants to:

- Describe policy situations and dissect key policy messages.
- Analyse policy messages, in the light of the demands of professional practice.
- Finally, work out how to respond, and how to act in line with critical professional commitments.

The presentation engages with the critical challenge of the relationship between policy, practice education in social work (theme 1). It also engages with the need to theorise the challenges and opportunities of policy for social work practice (theme 5). It will also contribute to exploring the role of policy work in the impact and effectiveness of social work practice (theme 3).

Symposium 2

Symposium

Challenges and opportunities in carer support in Sweden: Perspectives of carers and welfare professionals

Cristina Joy Torgé, Magnus Jegermalm, Pia Nilsson
Institute of Gerontology, Jönköping University, Sweden

The starting point of this symposium is the 2009 law on carer support in Sweden, that social services should “offer assistance to support persons caring for a relative who has a long-term illness, is elderly, or has a disability”. This law raised the status of informal carers as welfare clients in their own right. However, the actual uptake of carer support has remained low. Our research team investigates different aspects of this gap between the ambitions and outcomes of the Swedish carer support legislation, from carers’ and welfare professionals’ perspectives.

This symposium presents results for two substudies: a nationally representative telephone survey of informal carers in Sweden, and a web-based survey of family care consultants and needs assessors in two Swedish counties. The results underline the need of identifying the support needs of a diverse group of informal carers and the need to improve organizational conditions that could socially include carers and promote a carer perspective. Our research is within applied welfare studies and we collaborate with stakeholders who use our research in their improvement work. Additionally, we also aim to contribute to the theoretical development in field, by expanding on our earlier developed model panorama of care and Twigg and Atkin’s models on professionals’ approaches to informal carers.

European reports emphasize the growing importance of informal caregivers, but few countries have developed support services for informal carers. This symposium can contribute to a deeper understanding of some of the challenges and opportunities in developing relevant carer support.

Symposium paper 1: Informal carers: who are they, who helps them, and who might need carer support services?

Magnus Jegermalm

One challenge for social work policy and practice concerns the role of the welfare state and informal caregiving for the long-term care and support of an ageing population. In Sweden, a country with one of the highest public spending on long term care, there is also extensive informal care, i.e., unpaid care by family, friends, or neighbours. In this presentation, we explore informal caring using data from a nationally representative survey of caregivers, using telephone interviews (n=1108). In our analysis, we found three different caregiver profiles and we analysed these in relation to an earlier model we have developed, panorama of care, i.e., the help carers received from other formal- and informal co-carers. The first profile, the co-habitant family carer, consists of caregivers providing help for someone in the same household with special care needs, and were mostly alone in intensive caregiving. The second profile, persons in the care network, consists of caregivers providing help to someone with care needs in another household. They have a network of both informal and formal co-carers. Finally, the helpful fellowman consists of caregivers providing help for someone without special needs in another household. In developing relevant carer support, it is important to include the needs of different groups of carers and to explore the impact and effectiveness of different services.

Symposium paper 2: Organisational prerequisites in carer support provision in Sweden: Challenges in reaching a carer perspective

Cristina Joy Torgé

European reports emphasize the growing importance of informal caregivers but point out that few countries have developed support services for informal carers. In Sweden, carer support has been part of the Social Services Act since 2009 and it has created a new profession, family care consultants. Needs assessors who evaluate care receiver's needs are also in close contact with carers and thus can offer them support as clients in their own right.

To investigate how these two welfare professions provide carer support, a web-based survey was sent to all family care consultants and needs assessors in old age care and disability services, in Jönköping and Stockholm counties. 64 family care consultants and 53 needs assessors (52% response rate) answered the comprehensive survey, where organizational prerequisites for working with carer support was also investigated.

Both professions consist of relatively experienced social workers and had knowledge of which services were available to carers in their municipalities. Family care consultants were the central yet often lone contacts in providing carer support, while needs assessors often felt unsure of their role in supporting carers. There were also knowledge gaps and gaps in the organization. Half of needs assessors were not aware of strategies regarding carer support in their municipality. More than a third of family care consultants reported having no work description, and 40% do not have a budget. Our results suggest that organisational conditions play a role in the provision of carer support and that family care consultants are alone in their work.

Symposium paper 3: Welfare professionals' views of informal carers: Using and going beyond Twigg and Atkins' models

Pia Nilsson

Social service provision is inevitably regulated by rules and regulations. A constant challenge for welfare professionals is how to promote the perspectives of the client, i.e., the individuals seeking support. In this presentation, we will discuss this challenge in the context of carer support provision, that by law should be guaranteed by municipal social services in Sweden. We conducted a web-based survey for family care consultants and needs assessors in two Swedish regions, Jönköping and Stockholm (40 municipalities). Response rate for family care consultants was 86 % and for the needs assessors 37 %.

To analyse client perspectives in their work, respondents were asked to score the relevance of Twigg and Atkin's four models of professionals' approaches to informal carers, i.e., carers as resources, co-workers, co-clients and the superseded carer. Respondents were also asked to elaborate what they thought were current gaps in municipal carer support.

The two professions answered similarly high on social services' role to promote mutual independence between carer and cared-for (the superseded carer). The biggest difference is in the view of carers as co-workers, where 47 % of the family care consultants rated the statement highly on the scale, compared with 30 % of the needs assessors. This view includes carers' perspectives but as a complement to existing social care interventions.

To have truly socially inclusive carer support, we propose a need for a perspective beyond Twigg and Atkin's model, which is carer as collaborators, where carer support interventions are co-created together with the carer.

Symposium 9

Symposium

Informal social protection as a neglected yet promising field: Evidence from the Low Countries

Mieke Schrooten (1), Saskia Welschen (2), Sarah Maes (3), Bert Broeckaert (4), Peter Raeymaeckers (5), Maarten Davelaar (6), Harm Deleu (7), Pamela Lucas (8), Marc Hoijtink (9)

1: Odisee University of Applied Sciences & University of Antwerp, Belgium, 2: Amsterdam University of Applied Sciences, The Netherlands, 3,4 & 5: University of Antwerp & KU Leuven, Belgium, 6: University of Applied Sciences Utrecht, The Netherlands, 7: Odisee University of Applied Sciences & University of Antwerp, 8 & 9: Amsterdam University of Applied Sciences, The Netherlands

Within the field of social protection, many different types of organisations are active, ranging from formal social work organisations to informal social protection systems. The latter include family and neighbourhood networks as well as civil society and grassroots organisations. In this symposium, we investigate the support offered by these informal actors; more specifically, by faith-based organisations, migrant associations and citizen initiatives.

Informal social protection is a widely neglected field in social work research and practice, despite its huge relevance in the assistance of a large segment of the (urban) population. Informal social protection is particularly important where institutional trust is low and where formal social protection either fails or simply does not exist. In increasingly diverse urban areas, informal actors have often assumed an indispensable role to ensure the inclusion of (particular groups of) residents into society and into social support systems.

A central aim of the symposium is to underline the relevance of informal social protection as an important and promising field of social work research. Four different presentations with recent research findings on informal social protection will contribute to this aim. Two presentations cover the role of religiously oriented organisations as informal social work actors. The third presentation discusses the role of informal actors in supporting people in hidden homelessness. The final presentation addresses the paradox between the need of many of these initiatives for (government) support on the one hand, and their desire to remain autonomous on the other.

Symposium paper 1: Working in the name of God: Faith – Based organisations and alleviation in Flanders

Sarah Maes, Bert Broeckaert, Peter Raeymaeckers & Mieke Schrooten

Two related observations lie at the basis of this paper: on the one hand, welfare state institutions (WSIs) experience difficulties to cater for the needs of people not entitled to social support in the rights-based and territorial logic of the nation state. On the other hand, those who slip through the net are often observed to find support through Faith-Based organisations (FBOs). Within social work research the social role of FBOs remains largely unexplored. Our research project on solidarity and religion in Flanders aims to address this research gap. The overall objective of the project is to co-create complementary forms of social support across faith-based organisations and secular welfare state institutions. In this paper, we aim to provide insight into the field of FBOs and the extent to which they take up a role as welfare actors in the field of poverty alleviation. The analytical framework of the paper is based on a scoping review, followed by document analyses and interviews with representatives from both FBOs and WSIs. The findings point to the challenge of defining FBOs and

operationalising this definition for research purposes. Moreover, they support the observation that many Faith-Based organisations serve the most vulnerable people who are often not reached by welfare state institutions. Besides offering material support such as food pantry, clothes, medical aid, a place to sleep, Faith-Based organisations often give moral, religious or spiritual support and try to work on community cohesion and community based social change.

Symposium paper 2: Bridging gaps between communities and public services: the role of faith-based organisations in informal social support

Maarten Davelaar

In this presentation we explore the role of faith-based and humanist organisations in the provision of informal social support. Notwithstanding the ongoing secularisation in European societies and in spite of the often heated debate on religion, there is an ongoing and sometimes growing appreciation for their contribution to society in terms of establishing connections between groups and communities and providing support to those in need. In the face of welfare state retrenchment, persistent socioeconomic and health inequality, growing insecurity, societal complexity and ethnic and cultural diversity, formal care and support organisations and local governments want to (re)build bridges to deprived and/or isolated groups in society and hope to increase the efficiency and outcome of public programmes aiming at specific target groups.

The presentation draws on the results of (mixed-method) research among 176 faith-based communities and related social initiatives in the city of Rotterdam (2020), supplemented with relevant results from related research in the city of The Hague (2018) and on 60 faith-inspired low-threshold neighbourhood and outreach services across the Netherlands (2017). We start with a description of the context, nature and extent of the informal support. Second, we outline a number of bottlenecks and dilemmas they encounter in this work and in the collaboration with formal service providers and municipalities. Autonomy, recognition of the value of (the working methods of) these faith-based organizations and (formal) requirements for cooperation are important aspects here. Finally, we discuss various strategies through which these specific grass-roots organisations try to shape their role vis-a-vis formal services.

Symposium paper 3: The role of informal organisations in the support of people in hidden homelessness: the case of Brussels

Harm Deleu

This paper discusses preliminary findings of an ongoing research on homelessness in Brussels, Belgium. Our research investigates the role of informal non-profit organisations (NPOs) in the support of hidden homeless people. The research project uses a broad interpretation of homelessness, including people who are finding temporary solutions by staying with relatives or friends, living in squats or other insecure accommodations. These 'hidden homeless' are estimated to make up at least one quarter of the homeless population in Brussels. Up to now, little is known about their experiences and support seeking strategies. There is also a knowledge gap regarding the response to their needs from formal and informal social work. Based on a survey among 160 NPOs, 4 case studies of informal NPOs and participatory action research with people with lived experiences of hidden homelessness, our research demonstrates that housing problems, and especially the more hidden ones, are widely spread among the public of Brussels's non-profit sector. The support this sector offers varies strongly, from activities and services in social work, to alimentation, culture, education, religion and leisure. The studied informal NPOs are searching for their role and possibilities, even if they are active for a long time. They rely on few resources while being overwhelmed with questions that sometimes exceed their capacity.

Symposium paper 4: Needing both recognition and autonomy: challenges of social shadow workers

Pamela Lucas, Marc Hoijtink

During the Covid pandemic, it has become even more apparent how social work practices by informal actors, like churches or active residents, fill a gap concerning the social inclusion of particular (groups of) residents. However, this 'social shadow work' (Schrooten, Thys, & Debruyne, 2019) often takes place under the radar of formal actors and, as a result, lacks recognition. Our presentation will examine the vital role informal social workers play by supporting 'hard to reach' residents and addressing problems to which formal care and welfare have no answer.

We recently did a qualitative, local case study in a neighbourhood in the South-East of Amsterdam and a literature study on social shadow work. We conducted a series of (repetitive) in-depth interviews with providers of informal social work. In the presentation, we will argue that these workers possess indispensable expertise stemming from their proximity to the residents they support. This unique expertise manifests itself in, among other things, knowledge of culture-specific issues and views on how social policy can be improved. However, social shadow workers face various challenges, a central one being a lack of essential recognition. Many of these initiatives struggle with a need for (government) support on the one hand and a desire to remain autonomous on the other. If they have to formalize, this will affect their position of trust with residents. We will explore this paradox.

Workshop 5

Workshop
**Does it spark joy? The need for creativity in students'
research projects**

Yvette Wittenberg, Joep Holten, Roxane Kroon
Amsterdam University of Applied Sciences, The Netherlands

At the Social Work department of the Amsterdam University of Applied Sciences we use the Community Engaged Learning approach. This provides an educational environment where students engage with societal local and global issues by linking theory and qualitative methods and translate this into concrete hands-on practice with and in communities (1). We inspire our students to become actively involved in their own learning processes. During this interactive workshop, we will discuss how we use learning communities to train our 1000+ students to become critical, normative professionals who identify and address social issues such as social inclusion.

In our experience, working in learning communities turns out to be a good way to make sure students become acquainted with social issues. By creating their own projects, students learn how to advocate for people's voice using a human rights point of view. Although students are actively involved in addressing social issues and show ownership while doing so, we notice that they are not very resourceful yet when it comes to collect data. This part of their projects does not yet 'spark joy' and used methods are not always creative or inclusive. We want to change this by letting students experience the usefulness of creative methods during and outside class. We chose to use creative methods, because this promotes contact and connection with the vulnerable groups our students work with (2). During our workshop, participants will experience the way we do this. Afterwards, we will discuss the added value of our approach.

Workshop 6

Workshop

Pandemic provocations: Setting agendas for future research in social work ethics

Sarah Banks (1), Ana Marija Sobočan (2), Teresa Bertotti (3), Michelle Hei Yan Shum (4), Kim Strom (5), Sabrina Keinemans (6), Jane Shears (7), María Jesús Úriz (8)

1: Durham University, United Kingdom, 2: University of Ljubljana, Slovenia, 3: University of Trento, Italy, 4: Hong Kong Baptist University, 5: University of North Carolina, United States of America, 6: Zuyd Hogeschool, The Netherlands, 7: IFSW (Europe), 8: Public University of Navarre, Spain

This workshop is convened by the Social Work Ethics Research Group. It builds on findings of research conducted in 2020 on ethical challenges during Covid-19, inviting workshop participants to explore ethical lessons and agendas for future research.

Practising during the pandemic raised many ethical challenges for social workers, making visible often hidden aspects of practice and stimulating deeper and more extensive ethical reflections on the nature of relationships, risks, responsibilities, rights, freedoms and solidarity. As conditions for working continue to change, questions arise:

- How should new insights and practices be developed for future use?
- How should lessons learned about inequities be taken forward?
- What role should social workers have in co-building a new eco-social world post-pandemic?
- What is the role of research in promoting ethical social work practice?

Utilizing an exploratory research methodology, this workshop starts with a series of ‘provocations’ based on themes emerging from conversations with practitioners following our previous research:

1. Professional self-care versus moral courage and social solidarity.
2. Prioritising existing needs versus campaigning for more resources.
3. Digital communication for empowerment or exclusion.
4. Standards and procedures versus professional discretion and judgement.

Each ‘provocation’ will be introduced by two speakers, articulating opposing points of view. We will break into small groups, focusing on different themes, using vignettes to trigger discussion and debate. Each group will be asked to offer feedback for ethical practice in social work in the future, and suggest what research in this area may contribute to understanding and improving ethical social work.

Workshop 7

Workshop **Systematic Literature Reviews in Social Work Research**

Franziska Anna Seidel (1), Sigrid James (2), Annika Flächer (3)

*1: University of Kassel, 2: University of Kassel, 3: Baden-Wuerttemberg Cooperative State
University
Germany*

Background: Conducting systematic literature reviews has increasingly become standard to present the state of the art of previous research systematically. Systematic reviews follow a strict protocol. This method is valuable for structuring research regarding certain exclusion and inclusion criteria. Still, it also transparently presents the various steps of why certain articles are included in the presentation of previous research and their quality. Social work research can benefit from this method by gaining an overview of research relevant to the discipline. By carrying out systematic literature reviews, potential research gaps can be identified.

Purpose and Objective: Using various examples of social work research, this workshop will provide an overview of the necessary steps (e.g., developing of search strategy, abstract screening, full-text analysis, quality appraisal) to be followed when conducting a systematic literature review according to the Prisma standards by Moher et al. (2015). Besides providing an introduction into this method, this workshop aims to engage participants in discussions and small tasks necessary when carrying out a systematic literature review.

Didactic Methods: The workshop will use a mix of a short presentation, small group assignments, and discussion

1. An introductory 20-minute presentation will outline the rationale for systematic literature reviews and provide an overview of the various steps based on selected examples.
2. In a 40-minute group assignment, participants will practice outlining the various steps of a systematic review and will conduct an assignment in small groups (e.g., quality appraisal of selected studies)
3. 15-minute discussion of assignment
4. Final 'Questions-and-Answers'

Attitudes and skills in the social work profession

Attitudes and skills in the social work profession
**Effects of a trusting working relationship on family
conflicts: A network approach**

Lukas Fellmann

University of Applied Sciences and Arts Northwestern Switzerland

Intense conflicts are prevalent in families receiving child welfare services. Research in the field of family interventions usually focusses on dyadic conflicts within the limits of the nuclear family unit, ignoring the larger social context of families. Therefore, this study analyses change in conflict patterns in larger personal networks of parents during a family intervention by using the methodological advantages of egocentric network analysis. The sample consist of 46 parents who were enrolled in a home-based family intervention in Switzerland. The parents were interviewed at the start of the intervention and six months later. The results show that high levels of mutual trust between the social pedagogue and the network members of the parents are associated with significant decrease in conflict density and conflict reciprocity. Hence, network members are less affected by negative valences and escalating conflicts on the medium term. However, no effects were measured on the structural position of the parents in their conflict networks. The results point out that family interventions trigger change in larger conflict patterns of families that go beyond the dyadic level. Mutual trust between the social pedagogue and the network members of the parents seems to be a key mechanism to develop a less stressful environment for the network members. Furthermore, the results reveal the importance of a differentiated view on the several relationships a practitioner has when working with families.

Attitudes and skills in the social work profession
Looking into backstage case discussions: an important mission for research exploring social work practice

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Recommendations for how practitioners “should communicate about their work, so as to become ‘more efficient’ and make better use of their ‘team’” are increasingly being requested. However, if we want social work practice to change or improve, we first need to acquire insight into its actual content(s), that is, what practitioners do in different working contexts and how they interact. Based on a systematic review of recent empirical findings from studies on inter- and intra-professional case discussions in social work practice using naturalistic data, this presentation aims to provide insight into backstage case discussions and to provide directions for further research. Goffman’s concept of backstage implies that the discussions in focus take place metaphorically, away from an audience consisting of clients or significant others. In synthesizing the included studies, we identified five types of interaction among practitioners in relation to the case discussed and three types of content that were raised and shared, as well as an apparent mismatch between formal reasons for the discussions and the purpose they serve in practice. A lack of common vocabulary for conceptualizing the discussions and of attention given to their backstage character was also identified. The presentation will highlight an important area for further research and stress the importance of not being blinded by formal purposes or ideological underpinnings in examining intra- and inter-professional discussions in social work; it shows that we should look into what is actually going on in practice.

Attitudes and skills in the social work profession
**Responding to complaints in online written social work:
Counsellors' selective responses to service users**

Liv Bente Schellenberg Strømhaug, Kristin Halvorsen
Norwegian University of Science and Technology, Norway

The practices of social work are increasingly digitalized. This is also the case in The Norwegian Labor and Welfare Organization (NAV). Counsellors are encouraged to replace client-counsellor meetings with interaction on a digital platform, a form of digital social work (Zhu & Andersen, 2020) or e-social work (Peláez & Marcuello-Servós, 2018). The dialogue takes place in a written format with asynchronous messages that are sent within a secure system for one-to-one interaction. Based on a corpus of digital dialogues collected from one region in Norway, this project takes a discourse analytic approach to counselling practices on this platform. The paper explores sequences of interaction in which service users present complaints regarding the services they have received. The analysis shows that the counsellor responses are selective and rarely explicitly addressing what the service users highlight as “complainable” (Schegloff, 2005). Instead, the counsellors frequently orient to surrounding institutional issues that in indirect ways are related to the complaint, while acknowledging the service users’ experiences of a difficult situation. In the cases in which the counsellors reject the complaint being made, the responses are frequently implicit, and a shift of responsibility and blame is made from NAV towards the service user. This selective and largely indirect way of responding to complaints can be seen as an expression of the challenges inherent in online written counselling, as well as the dilemmas faced by counsellors when balancing the need for a working relationship with the service users while upholding institutional requirements.

Attitudes and skills in the social work profession
The role of emotional labour in child and family social work teams

Sara Carder
University of East Anglia, United Kingdom

Child protection is recognised as a particularly emotionally demanding area of social work. These demands can affect worker resilience, retention and the quality of decision-making for vulnerable children and families. To date, research has focused largely on resilience among individual workers, however there is a small body of research which suggests that social support from colleagues within the team environment play a key role in supporting child and family social workers to manage the demands of the work.

This presentation outlines the first, in-depth research study to examine the role of social support in everyday child protection social work teams using innovative hybrid ethnographic methods. The research focused on two local authority child and family social work teams engaged in child protection work rated 'outstanding' by Ofsted. Observations of virtual and physical spaces occupied by the team, followed by interviews and team groups interviews, offered insights into team functioning and support. The presentation will outline the findings from this study. Themes include the team as a site for collective emotional labour (Hochschild, 1983) in which front and back stage behaviour is performed; the staging of professional identity related to role and the use of emotional props (Goffman, 1959) as a way of promoting and sustaining social support in teams. The presentation will conclude with recommendations for team development in child protection social work and implications for organisational learning.

Care leavers and recovery

Care leavers and recovery
**Identifying the underlying mechanisms of successful
transitional programs for young care leavers: a realist
review of the literature**

Anna Raymaekers, Koen Hermans
LUCAS KULeuven, Belgium

The transition to adulthood is a turbulent life phase, during which support of friends and family is essential (Curry & Abrams, 2015). For young people who leave residential care this social network is often limited or missing (Gypen et al., 2017). International research has revealed that transitional programs can support these youth to transition to adulthood successfully (Heerde et al., 2018). However, in Flanders few well developed transitional programs are implemented. In this PhD research, a new transitional program supported by a digital application for young care leavers will be developed, implemented and evaluated. In the first phase of this research, we conducted a literature review on transitional programs, showing that social support is essential for positive outcomes including stable housing, education, employment, and mental health (Haggman-Laitila et al., 2019; Atkinson & Hyde, 2019). Hence, social workers could help youth establish a sustainable social network, but it is still unclear how such a network for young care leavers can be established in practice and why these networks contribute to positive outcomes on different life domains. Therefore, we conduct a realist review to uncover the underlying mechanisms that make the involvement of the social network led to positive outcomes in such transitional programs. We will present some preliminary results, including a discussion on how we encourage young care leavers to participate in this first phase of our research.

Care leavers and recovery
**Overcoming Multiple Challenges: Examining a Resilience
Among Care leavers**

Shani Manor (1), Yafit Sulimani- Aidan (2), Talia Meital Schwartz Tayri (3)

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Background: This study enhances our understanding of the resilience of children and youth and on what social workers can do to support youth adaptation following adversity. As the literature concerning future expectations' predictors among youth in care is scarce, this study aims to address this gap by examining the contribution of positive psychology, health and skills predictors to future expectations.

Methods: A representative sample of 171 Israeli care leavers (ages 18-25) participated in the survey using self-reported questionnaires, which tapped socio-demographic background, self-compassion, life skills, life satisfaction, SRH (self-rated health), self-efficacy, and future expectations. Our 3-steps analytic plan examined the associations between predictors, a path analysis model to explain youth's future expectations, and mediation effects.

Findings: Care leavers reported high levels of self-rated health, medium-high levels of positive future expectations, life skills, and life satisfaction, and medium levels of self-compassion and self-efficacy. SEM provided support for the model. Bootstrap analyses of specific mediation paths revealed that: self-compassion had a significant indirect effect on future expectations via self-efficacy and life satisfaction. Life skills had a significant indirect effect on future expectations via SRH and life satisfaction.

Conclusions and implications: This study uncovers the multidimensional nature of care youth resilience processes. The study also revealed the contribution of self-compassion to life skills, life satisfaction, and self-efficacy. These are considered desired outcomes to enhance social inclusion among youth who have experienced adversity. Practically, care facilities should strengthen youth emotional regulation and life skills by incorporating positive psychology and mindfulness interventions in youth treatment.

Care leavers and recovery
**Social recovery in substance use disorder: a
metasynthesis of qualitative studies**

Mariann Iren Vigdal (1), Christian Moltu (2), Jone Bjornestad (3), Lillian Bruland Selseng (4)
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Background. In substance use disorder, connection to social communities plays a significant role in the recovery process. Despite this, there is a knowledge gap about how persons in a long-term recovery process experience the social recovery process and how social workers can support the social inclusion process. The aim has been to identify and synthesise the existing qualitative research examining how persons in long-term recovery experience connecting with social communities. Methods. Metasynthesis using the following databases: CINAHL, Embase, MEDLINE, PsycINFO, Scopus, SocIndex, and Web of Science. The search returned 6,913 original articles, of which 18 met the following criteria: exploring experiences of connecting with social communities from a first-person perspective, age of 18+, recovery of at least 12 months, in an English-language peer-reviewed journal. Review protocol registration: PROSPERO (CRD42020190159). Findings. The persons in long-term recovery emphasised communities they perceived as safe and non-stigmatising. These are qualities that contributed to positive self-change, and these communities were perceived as suitable arenas in which to confront responsibility and trust. Additionally, participants found that their relationship skills were improving due to the new social bonds forged in these communities. A sense of social citizenship was gained along with a regaining of social dignity through voluntary work and giving back to society. Conclusion. The pivotal role of the social community identified in this review underscores the importance of recognising, supporting, enhancing, and sustaining social inclusion for persons in recovery.

Challenges in youth work

Challenges in youth work
Prioritizing cases in youth care: A moral and a political challenge.

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Belgium*

Social workers must often negotiate and make decisions concerning resource allocation on a micro-level, in the context of scarce resources. The scarcity creates a need for decision-making on prioritization: who should have priority to whom in receiving care, and why?

These prioritization decisions are always accompanied by doubt and controversy. Although they seem inevitable, they challenge the idea of inclusion and leave the decision-makers with an uncomfortable feeling, sometimes described as 'moral distress'.

In this presentation, we discuss the findings from several research activities where the following two questions were the central thread: which kind of decision-making practice actually takes place when professionals make these decisions, and how does this practice relate to its social policy context?

We analyzed video-recordings of meetings where professionals decide about priority cases, and we collected in-depth interviews with these same professionals. We confront this empirical material with a thematic analysis of policy documents.

The policy documents comprise a set of normative assumptions based on the objectivity of the decision-making, but the actual practice reveals that this is not a neutral activity at all. Professionals clearly take a stance by making their own interpretation and by bringing in other arguments than the legally imposed criteria. Their practice can be understood as a hermeneutical activity.

From the viewpoint of sustaining and enhancing social inclusion, the moral and political dimensions of this decision-making process pose an important challenge for social work practice and policy in an era of permanently limited resources.

Challenges in youth work
Risky Business: Youth work in turbulent times

Erika Laredo
Leeds Beckett University, United Kingdom

Strengths and limitations of approaches to participatory and democratic practice rooted in voice have been discussed in relation to education and 'youth voice'. Drawing on interviews with Young Covid Ambassadors (YCAAs) this paper will explore the emergence of a new voice of young people and evaluate the significance of their role during the pandemic.

Data exploring an intervention in Bradford during the first lockdown in 2020, will explore new opportunities youth workers were presented with to promote creative and innovative approaches to youth participation. Narratives about young people during the pandemic were ambivalent, frequently naming them as vectors of transmission. My research argues that far from being unaware of the dangers of the pandemic they were crucial actors, and a conduit for providing a better understanding of some key public health challenges, but also the wider effects of the pandemic on mental health and well-being on young people and their communities.

Using this time productively to increase detached and outreach work, youth workers created a range of new connections with young people, particularly those with whom they had previously had little or no contact. During these contacts, important details about how communities were responding to the crisis emerged. This weekly collection of informal data was invaluable for feeding back to Public Health England, delivering vital information for key messages and packages of support. Recognising their importance, youth workers then workers trained a group of Young People and paid for their role as Young Covid Ambassadors.

The paper will reflect on the development of the active promotion of youth voice and participation as a vehicle for empowerment, whilst critically exploring some of the issues created by employing young people in these roles.

Challenges in youth work
The Added Value of Professional Youth Workers Working with(in) Schools.

Willeke Manders, Rosa Koetsenruiter, Tara van Dijk, Stijn Siecekelinck
University of applied sciences Amsterdam, The Netherlands

There is an increase of collaborations between professional youth work and schools for secondary education in the Netherlands. This is based on the assumption that a joint preventive approach between youth work and secondary schools could contribute to a decrease in school dropouts, an improvement of school careers and a more positive, personal development of high school students. There is, however, limited evidence for the effectiveness of youth workers working with(in) secondary schools.

Based on previous qualitative empirical research, we developed a conceptual model illustrating the added value of youth workers working with(in) secondary schools. This model has been validated through an appreciative inquiry approach in 28 practices where youth work and secondary education schools collaborate. Focus groups were hosted with those involved in the collaboration practices such as youth workers, lecturers, mentors, staff members from schools, care coordinators, and safety and security coordinators.

Findings reveal that 12 methodical principles of youth work such as engagement with the life world of students, contribute to various beneficial processes within schools. Examples of these beneficial processes are early identification of problems, queries, and interests of high school students; an improvement of support of high school students and employees; and a better cooperation between school, local community, and formal and informal institutions. This paper concludes that the collaboration of professional youth work with(in) secondary schools contributes to a better school climate and a more positive, personal development of high school students by applying 12 methodical principles of youth work in the schoolcontext.

Challenges in youth work
The politics of cultural youth work practice

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In the midst of growing political and economic disparities, young people use cultural expression and production to bring relief and publicly assert themselves. Youth work becomes in different ways a facilitator and forum for such activities, ascertaining a politicized feature. Youth workers and young people are not always aware of the – at times implicit – political nature of their activities. We explore the ways and degrees to which cultural youth work practice becomes politicized.

The gap separating youth with and without strong social and institutional support systems and access to resources continues to widen, with the COVID-19 crisis exacerbating lasting effects. This is all the more concerning since young people generally have little influence on institutional politics and adults tend to exclude them from decision-making in public life. Consequently, feelings of distrust and frustrations about a lack of representation place large groups of youth at a distance of authorities. Many are apathetic about formal political involvement, while some express their discontent in disruptive, unruly ways.

Based on research, we identify four dimensions of cultural youth work practices, by which cultural expression invigorates youth empowerment: 1) Micro-political humanizing interactions – positive engagement of youth who feel labelled as problematic, 2) A politics of dignity – attentiveness to making choices that reflect self-worth and well-perceived self-interest, 3) Creating and recreating the world – imagining social improvement through music, dance, poetry and theater, and 4) Culturally infused social action – using creative means to collectively advocate for young people's needs and negotiate for resources that sustain their wellbeing.

Creative methods and learning

Creative methods and learning

"Playing and learning goes together": Integrating theater methods into courses for foreign language newcomers.

Pieter Cools, Michel Tirions

AP University College of Applied Sciences and Arts Antwerpen, Belgium

Over the past two years the center for basic education of Antwerp (Belgium) and 'art-care house' Sering have experimented with the obligatory language courses for people who are designated as 'low literate foreign language newcomers. The three hour course is cut in half: a classic and more creative part in which play- and theatre methods are used to work on posture, intonation, prosody, rehearsing real-life situations, improvisation and so forth. This project is developed by KUZO a learning network of social workers, artists, lecturers, self-organizations, students and researchers, including the authors of this paper. These researchers supported this project through participatory observation, flanking interviews, attending meetings, involving students, organizing a public seminar and writing an accessible report about this project and the lessons learned. As such they have been actively involved in facilitating reflection and co-creating knowledge about this project and the broader societal challenge of improving the extent to which learning the native language is an empowering and inclusion enhancing experience for foreign language newcomers. After a brief description of the project and our main research activities and findings, we will use the concept of 'knowledge alliances for social innovation' (Novy et al., 2013; Cools & Verschraegen, 2019) to reflect about the strengths and weaknesses of this interdisciplinary partnership and our role as researchers.

Creative methods and learning
A creative approach to capturing the language of participation professionals

Mike de Kreek (1), Jelte Brontsema (2)

1: Amsterdam University of Applied Science, 2: Participation Worker at Dynamo

In 2020 our group of 25 participation professionals, working at one of the Welfare organizations in Amsterdam, realized a book about the language we use in our work. Our main focus is to increase social and societal participation, and quality of life in neighbourhoods. The process towards the book consisted of creative knowledge cocreation between participation professionals and action researchers. Clarifying the character and language of our work together serves several purposes. We learn from each other and in that process contribute to the development of a common language. In addition, we want to communicate the content of our work more easily and more clearly with clients and cooperation partners. In this way we increase the visibility and reach of our participation work.

Our guiding research questions were focused on who we work with, what we do and what the meaning is of our work. In three meetings during half a year we went through a number of creative processes in order to help us share our implicit knowledge. Among other things, we made drawings of critical situations, selected photographs as metaphors, went through guided reflection sessions and had an online meeting supported by Mentimeter to interact on the preliminary results. The book contains four interrelated meaningful areas in our work, describes its core aspects and defines five future developments that can improve the impact of our work. In this session, we share the applied creative research methods and the results described in the book on a more detailed level.

Creative methods and learning

Care4aspirations, a participative action research project supporting social professionals in working with aspirations of youngsters in transition into adulthood.

Wim Van Tongel, Gwendy Moentjens, Yasmia Setta,
AP University College

Care4aspirations (sept. 2021-2023) is a follow-up project of the Erasmus+ 'A Way Home project' (2018-2020) aiming at preventing youth homelessness. In latter project the Strengths model of Rapp & Goscha (2006) had a central position. Aspirations are seen as one of 6 key elements in the Strengths model. Yet during the project youngsters and professionals testified that there is too little attention for these aspirations, both from social professionals working in care as from service providers, when working with youngsters transitioning into adulthood. From a rights based perspective, we consider aspirations of upmost importance for a healthy development and successful transition into adulthood. Through an interdisciplinary approach between social educational care work and social work we try to raise awareness for the importance of aspirations in the transition process of youngsters. A crucial role is reserved for youngsters themselves. After a short coaching trajectory, youngsters of Betonne Jeugd (www.betonnejeugd.org) and students of AP join us as co-researchers and interview other youngsters about their experiences with aspirations in their transition trajectory, analyze the data together with the research team and join us in co-creation with social professionals (care, services and other) to develop a framework and work package to support social professionals and youngsters in working with the aspirations of youngsters.

In this presentation we'd like to share our preliminary results of the first phase of the project, the methodology we used and the experiences of our co-researcher team with interviewing other youngsters and aspirations in their own story.

Critical theories, methods and reflections

Critical theories, methods and reflections
**Theorizing Sustainable Critical Practice in Social Work: An
Integration of Recognition and Redistribution**

Shachar Timor-Shlevin
Bar Ilan University, Israel

Background

This conceptual presentation introduces a critical social work theory of practice model that integrates recognition with redistribution practices.

Critical political theorists like Nancy Fraser and Axel Honneth highlight the importance of integrating social justice aspects of redistribution, such as class and economic deprivation, with aspects of recognition, such as identity and culture, in order to build a just society. However, direct social work theory and practice are mainly focused on recognition. This gap may construct direct social work as irrelevant for people living in poverty, who suffer from a lack of both recognition and redistribution. Thus, the practical aspects of integrating recognition with redistribution are underdeveloped and require further theoretical development.

Main points

After briefly presenting Fraser's conceptualization of social justice, and the ways current managerialist reforms impede sustainable critical practice, this model identifies four types of casework practice: isolated emotional support, isolated material assistance, managerialist withdrawal, and critical practice.

Addressing conference's aims

This presentation addresses current challenges which impede the sustainable development of critical social work in public services. By introducing this theoretical model, I wish to contribute to the construction of a sustainable and relevant theory of critical practice.

Conclusions

The model portrayed here contributes to the literature on critical social work by combining the ethical commitments to recognition and redistribution, which have previously been constructed as cancelling each other out. Furthermore, this model translates critical theory into direct practice, offering social workers and policymakers a contextualized roadmap to resist the deprofessionalization effects of managerialism.

Critical theories, methods and reflections
Towards an understanding of how Social Work generates effects

Peter Sommerfeld, Nadja Hess, Matthias Hüttemann, Maria Solà, Simon Süsstrunk
University of Applied Sciences Northwestern Switzerland, School of Social Work

Inspired by the CAIMER theory of Blom and Morén (Blom & Morén, 2010) we designed a research project with the same ambition, namely explaining how social work works, but with some variation in epistemological, methodological and theoretical orientation. The main difference is that we work on that same question with a systems theory approach, including the realist systemic ontology of Mario Bunge (Bunge, 1979) and our own general theory of Social Work (Sommerfeld, Hollenstein, & Calzaferri, 2011) based on systems theory as well. The research methodology basically is Grounded Theory (Strauss & Corbin, 1996) but adapted to the systems theory perspective.

The sample included three organisations of Social Work in the health sector but the findings will be presented along the example of a department of Social Work in a national centre for paraplegia. The data collection included document analysis, observations of the daily professional and inter-professional processes inside the organisations, interviews with professionals and repeated interviews with users, finally a longitudinal study on quality of life (using Seiquol) and capabilities (using Oxcap). The analyses have resulted in a promising model of the complex and dynamic processes that we would like to present for discussion. In sum, the model is a grounded theory on Social Work functioning and technology (in the sense of intervention theory). It provides a deep understanding of the dynamic, interactive, and timely stretched character of social work interventions. Therefore, it has implications for future effectiveness research and theory building in Social Work.

Crossing professional boundaries

Crossing professional boundaries
**Adult social care training: newly-qualified doctors:
crossing boundaries between social work education and
medical education/practice**

Lucille Allain, Linda Bell, Edd Carter, Helen Hingley Jones
Middlesex University, United Kingdom

Crossing boundaries between social work/social care and healthcare becomes even more vital, following the COVID pandemic and the challenges of delivering high quality adult social care practice (Kings Fund, 2018). We report findings from a pilot project evaluation, involving workshops designed by social work educators for newly-qualified doctors' taking post-qualification education programmes for general practice (GPs) in London (UK). We focused on strengthening GP trainees' knowledge of social work practice for all adults needing care, including (but not limited to) older people.

Using pre and post-workshop questionnaires and participant discussions, we present questionnaire data (from Phase one) and qualitative discussion data (from Phase Two). GP trainees from eight education programme sites (n = 221) participated in Phase One; in Phase two, GP trainees were joined by social workers from local adult social care teams.

We gathered data about trainees' prior experience and training, pre- and post- workshop levels of knowledge, confidence and attitudes towards working with social workers/ others in adult social care services, including knowledge of (UK) Care Act 2014 requirements (and reduction of care needs where this is possible and safe).

Overall findings demonstrate this workshop training impacted positively on knowledge and understanding gained by both trainee GPs and social workers in key areas including GPs' knowledge of social care referral routes, adult safeguarding and reciprocal roles of adult social workers and GPs.

Crossing professional boundaries
**Bridging professional boundaries to meet the needs of
care-experienced children and young people**

Suzanne Mooney, Carolyn Blair, Rachel Leonard
Queen's University Belfast

Background and Purpose: Care-experienced children and young people are increasingly recognised as presenting with neurodevelopmental challenges including sensory and speech, language and communication needs necessitating intervention across professional boundaries. However, there remains a gap between needs identified, availability of specialist supports and knowledge of benefits (Ogundele, 2020). This service evaluation explored professional perspectives of Allied Health Professional (AHP) provision to care-experienced children in Northern Ireland.

Methods: Tailored qualitative surveys were undertaken with regional AHP Leads; AHPs providing services to care-experienced children and their caregivers; and other key stakeholders (Social Work, Heads of Service, Clinical Psychology) to explore perceived need, challenges and benefits of AHP provision. Survey responses were supplemented by in-depth semi-structured interviews with identified AHPs, including two in dedicated Looked After Children posts (n=7).

Findings: Evaluation findings identified the need for revision of current processes for identifying and addressing children's AHP-related needs with resource limitations, referral and communication challenges found. Rigorous screening, assessment and early intervention were noted as priorities. Where available, direct work with dedicated Occupational Therapists and Speech and Language Therapists was highlighted as highly beneficial for children themselves, their caregivers and the wider social work team on recognising and addressing children's neurodevelopmental needs.

Conclusions and implications: This evaluation contributes to the vision for integrated therapeutic care to address the complexity of need in the care-experienced population, demanding collaborative interdisciplinary and inter-agency working. Integrated AHP provision has the potential to mitigate communication challenges, assisting social work staff provide more effective support to care-experienced children and their caregivers.

Crossing professional boundaries
Exploring the micro-macro relationship: a micro-institutional analysis of accountability practices in social work

Michelle van der Tier, Koen Hermans
University of Leuven & Zuyd University

Although social policy and social work are closely interrelated and are mutually dependent, their relation is an under-explored field of study (Nothdurfter & Hermans, 2018). Part of their profession is that social workers pay attention to the structural dimension of practice and reflect on their own role as a policy actor (de Corte & Roose, 2018; Hermans, 2014; van der Tier & van Lieshout, 2021). This paper addresses two gaps in social work research. First, building a conceptual bridge between street-level agency and the institutional environment social workers operate in (Nothdurfter & Hermans, 2018). Second, identifying analytical frameworks which can be used to understand the complex interaction between policy and practice (de Corte & Roose, 2018; Hupe & Buffat, 2014; Nothdurfter & Hermans, 2018).

We draw on a cross-national PhD study on accountability practices in social work, in which we used the micro-institutional model of Rice (2013) to build this conceptual bridge. Rice's framework enabled us to shed light on this micro-macro relationship and start to identify organisational, policy and societal institutions that interact with accountability practices in social work. For example, we found that interaction between government employees and social workers was important to bridge the gap between policy and practice, and enhance social workers' engagement in policy. This interaction was affected by the public-private relationship, the degree of funding and the governance model of the government. Our comparative approach highlighted the role wider organisational norms and administrative traditions play in practice.

Crossing professional boundaries
The inclusion of social work within primary health care

Nele Feryn, Rudi Roose, Joris De Corte
Ghent University, Belgium

Background

Internationally, there is a consensus for partnership between primary health care and social services in order to deal with the complexity and multidimensionality of health and social problems. Therefore, in Flanders, practice and policy is evolving beyond traditional boundaries of medical care by involving social workers in the organisation of accessible primary care (Agency for Care & Health, 2017).

Purpose and research question

Within the context of health, social workers are confronted with the task of broaden the medical perspective and incorporate their core values, such as social justice and human dignity, into this context (Ashcroft & Van Katwyk, 2016). However, it is not clear if social workers undertake this social justice oriented approach in primary health care settings, nor how the various actors within these settings view the substantive task of social work and perceive the collaboration with them.

Methods

In this PhD, we therefore examine the role of social work within primary health care. To do so, we use different methods. In a literature review, we focus on a recently developed framework (Vandekinderen et al., 2019) where the DNA of social work as a profession with a focus on social justice and human rights, is merged into five, interrelated building blocks. We examined the way in which social workers in primary health care relate to this DNA. Secondly, we conducted interviews with patients and social workers and conducted focus groups with both health professionals and social workers active in the newly organized primary care zones.

Domestic and sexual violence

Domestic and sexual violence
**Barriers for accessing mental health service among women
experiencing intimate partner violence and mental health
issues**

Neveen Ali-Saleh Darawshy, Nihaya Daoud
Bar-ilan University & Ben-Gurion University of the Negev, Israel

Introduction: Women victims of intimate partner violence (IPV) suffer the burden of physical and mental health issues (MHI). However, accessing mental health services (MHS) might be challenging for them.

Objectives: To identify barriers for accessing MHS among women experiencing IPV.

Method: A qualitative study including: In-depth interviews with 19 policymakers from the Ministry of Health (MoH) and the Ministry of Social Welfare (MSW); four directors of shelters for women victims of IPV; 35 women (26 Arabs, 9 Jewish) attending shelters for women victims of IPV who have MHI (age 22-50), and six focus groups with 26 social workers. Participants were asked about the barriers for utilizing MHS.

Results: Findings indicated complex multifaced barriers regarding the availability, accessibility, and quality of MHS for women victims of IPV who suffer from MHI. At the policy level, we identified structural organizational barriers related to the division of responsibilities between the two offices (MoH and MSW). These barriers included: Insufficient communication mechanisms, lack of collaboration, funding and information transmission issues. At the practice level, shelters' directors and social workers raised barriers, most of which are related to divisions in knowledge, terminology, and treatment approaches among health and social welfare therapists. The women themselves raised issues related to stigma and lack of family support. However, most of them positively comply with MHS although it lacked supervision and continuity.

Conclusion: Women suffering from IPV and MH issues face multiple barriers (individual, family, therapeutic, and organizational levels). Overcoming these barriers is critical for improving women's access to MHS.

Domestic and sexual violence
**Ethical Research on Intimate Partner and Sexual Violence–
A Review and Guidelines**

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United States of America*

Background: Conducting research on intimate partner violence (IPV) and sexual violence (SV) presents considerable ethical challenges. However, no review of relevant literature exists to help guide social work research. Thus, we reviewed the scholarship concerning ethics in IPV and/or SV research, with the aim of helping to answer the question– what are key ethical considerations when conducting such research?

Methods: Using the PRISMA extension for scoping reviews, we investigated 15 databases using a variety of terms for violence and ethics; hand-searched journals focused on IPV, SV, and/or ethics; and used reference harvesting and forward citation chaining. After screening articles for inclusion, we collected information on ethics in research conceptualization, recruitment, data collection, study context, data analysis, dissemination, and minoritized populations.

Results: Fifty articles met our inclusion criteria, including 31 commentaries and 19 empirical studies. Commentaries used a variety of frameworks and/or theories, e.g., feminist ethics. Empirical articles used qualitative (n=4; 21%), quantitative (n=11; 58%), and mixed methods (n=4; 21%). A majority focused on research ethics with female violence survivors and focused on whether study participation causes harm. Other focal topics included– considerations of research context and focus; complexities of open science; ensuring participants’ self-determination; and IRB requirements.

Conclusions: Concerning the research question guiding this study, overall findings showed a sizable, heterogeneous body of scholarship concerning research on IPV and/or SV presenting a variety of ethical issues. Based on review findings, the presentation will offer guidelines for determining how IPV and SV research can be conducted ethically, meaningfully, and rigorously.

Domestic and sexual violence
**Safeguarding practice for young people who have
experienced CSE before or during transition: a qualitative
systematic review**

Geraldine Brady (1), Alex Toft (2), Pam Alldred (3), Chloe Roesch (4), Helen Gair (5),
Ezinwanne Raymond (6), Geraldine Brown (7), Carrie Paechter (8)
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Knowledge of the complexity of the lives of children and young people who are exploited sexually is crucial in order to understand the need for appropriate responses. Sexual exploitation can continue past the age of 18 or the impact of sexual exploitation can stay with young people post 18. Many welfare services are organised in response to either children or adults, this can mean that the needs of young people of a transitional age fall between the two. This first international qualitative systematic review on transition used a meta-aggregation to synthesise findings, 2,746 studies were found which after screening were reduced to 57. A further 47 were excluded after detailed full-text review. The review included 10 studies, from the US (5), the UK (3) Australia (1) and New Zealand (1). Qualitative research on young people, CSE and transition is limited, however, young people's voices offered important messages: CSE can be experienced by anyone, age plays a key role in defining access to support; experiences of familial abuse and adversity can leave young people vulnerable to coercion, control and exploitation; instability at home and in social care systems exposes young people to risk and vulnerability; mental health is an important consideration; the quality of relationships impacts engagement with services; impoverished environments are ill-equipped to support transition out or recovery from CSE. The research evidences what facilitates or constrains a successful transition for young people. When sexual exploitation is regarded as a form of child abuse it can fail to include young people who are reaching adulthood – in the collection of data, evaluation of need or in promoting rights to protection. Attention should be paid to structural inequality, many push or pull factors relate to family, relationships, socio-economic circumstances, material conditions and gendered power relations.

Evaluation of social work practice and effects

Evaluation of social work practice and effects
**Street Triage Practitioners as Street Level Bureaucrats: revisiting the
relevance of Lipsky in a Mental Health context.**

Maxine Bell
Leeds Beckett University, United Kingdom

Street Triage has been defined as a “joint mental health service and policing approach to crisis care” (Reveruzzi and Pilling 2016 pg. 13). Street Triage practitioners, consisting of Social Workers and Nurses, act as a conduit between service users and emergency services and have a significant amount of discretion in determining the care pathways for individuals experiencing mental health crises. However, this is set on a backdrop of neoliberal reforms in mental health which have resulted in an increased focus on risk management, accountability, responsabilisation and significantly decreased resources (Stanford et al 2017, Moth 2018). This paper will examine the impact of macro neoliberal reforms on micro street level practice and how this shapes and constrains the use of discretion in a Street Triage context.

This paper has been developed through a case study method, based on original ethnographic research undertaken in a Street Triage setting in England. The research within this paper will examine the role of Street Triage practitioners as Street Level Bureaucrats (Lipsky 2010) and will propose that Street Triage provides suitable conditions for practitioners to act as Street Level Bureaucrats, both metaphorically and literally, as they work and locate their practices at a Street level. Revisiting the relevance of Lipsky through a neoliberal lens, the research paper identifies how Street Triage practitioners use their discretion to navigate practice dilemmas in a contemporary mental health landscape.

The paper meets two of the conference sub themes- challenges and opportunities for Social Work research and practice in contemporary contexts and Social Work practice across professional boundaries.

Matters of child welfare

Matters of child welfare
**Availability of Parental Support and: The Reports of Youth
in Residential Care**

Shalhevet Attar-Schwartz. Adena Hoffnung-Assouline
Hebrew University of Jerusalem

Social work policies emphasize the importance of encouraging parent-child contact to enhance the well-being of children in care. However, there is little research on the frequency and quality of contact between adolescents in residential care settings (RCSs) and their mothers and fathers. Research based on the self-reports of youth in RCSs is also limited. This study was based on a random cluster sample of 1,409 youth, aged 13 to 20, in Israeli educational RCSs designed for youth from underprivileged backgrounds. It examined the youths' self-reports of the perceived availability of support from their mothers and fathers and their in-person and phone contact with them. A range of correlates and the moderating role of marital status in the link between gender and contact were examined. Adolescents completed a structured questionnaire. Multivariate regression models with a moderation effect between gender and family status were used to test the correlates of contact. Overall, adolescents reported more perceived support and more frequent contact with mothers, though fathers were perceived to be involved fairly highly in their lives. Adolescents from divorced-parent families and those whose parents lived farther away from the RCS reported less frequent and supportive contact. Boys reported more parental support. Parents' education was linked positively with most measures of contact. Overall, immigrant adolescents reported less frequent contact. Among youth from divorced-parent families, boys reported significantly higher levels of support and phone contact with fathers, but among adolescents from intact families, the gender gap was insignificant. Identifying groups of youth at risk for poorer contact with parents has implications for pre-placement decisions and for designing interventions to enhance child-parent contact while in care.

Matters of child welfare
Challenges when involving children in research

Hervör Alma Árnadóttir
University of Iceland

Even though children's opportunities to participate in research has generally increased, the children's voice in research is still rather homogenous (Kyritsi, 2019). Children getting support from child protection are often treated as being too vulnerable to talk about their experience in research settings (Garcia-Quiroga and Agoglia, 2020; Kristinsdóttir and Árnadóttir, 2015). Therefore, their often-unique experience isn't visible to improve their life and situation. To prepare research with children living in difficult social situations has been a challenging process for researchers (Moore, McArthur, Graham et. al. 2020). The aim here is to discuss challenges researchers are facing when working on research with children and how to overcome such challenges. This paper reports on findings of 23 qualitative contemporary articles. Thematic analysis was applied to identify the main subjects in the articles. The results allow to conclude that when planning and conducting qualitative research in meaningful way with or by children, researchers need to be creative, have understanding of children's development and have a intuitive insight in the world of children when trying to meet their expectations and rights. To promote dignity and fulfil the right of all people by offering participation in research about their lives and society, all stakeholders included children need to take part in discussion on how to create a successful path.

Matters of child welfare
**Independent expert in the child welfare service and care
order proceedings**

Rakel Aasheim Greve, Tone Jørgensen
Western Norway University of Applied Science

Title: Independent expert in the child welfare service and care order proceedings

Author: Rakel Aasheim Greve, Ph.D. student.

Co-author: Tone Jørgensen, associate professor

Background and purpose:

Child welfare services (CWS) work includes protecting children from harm, and the last resort is to remove the child from its parents. Decisions to remove children from their birth family are mainly made in civil courts or tribunals of lay members. In these processes, an independent expert who has assessed the child's situation is commonly called as a witness. Further, independent expert reports are also an important part of the information-gathering conducted by the CWS prior to court. Research findings show concern for the organisation and quality of the care order proceedings and the use of an independent expert attending to the children's needs and rights. In this study, we explore the practice and utility of expert reports in Child Welfare Services (CWS) in Norway from the social workers' perspective.

Methods:

Focus group discussions of social workers are employed. We applied reflexive thematic analysis to collate patterns and themes across the data sets.

Findings:

Social workers express comfort by having an expert's competent look at their work, confirming their decisions. However, experiences with poor quality experts are worrying and demands from the system reflect an undermining of their profession.

Conclusion and implication:

Preliminary findings indicate a need to clarify the function of experts in the CWS, and to improve quality control of independent experts.

Matters of child welfare

**Promoting social cohesion without social exclusion:
contradictive expectations for early childhood services**

Melissa Dierckx, Michel Vandebroek, Jochen Devlieghere
Ghent University, Belgium

Recently, international organisations, NGO's and scholars have coined social work practice and early childhood services as places to foster social inclusion and cohesion as an antidote to the challenges of macro-economic and societal changes, such as neo-liberal influences and migration. In this presentation, we will present results of a study that analysed the interpretations of social cohesion as a concept by researching social work literature and interviewing policymakers in Flanders (Belgium). The study was led by the following research questions: how is social cohesion interpreted?; what is considered as challenges and opportunities for social cohesion?; and what role is assigned to early childhood services in contributing to social cohesion? A multi-method design was used, combining a systematic narrative literature review (N=76) with thematic analysis of policy documents (N=44) and semi-structured interviews with policymakers (N=14). Our analysis shows that interpretations of social cohesion can be placed on a continuum from a minimal to a maximal interpretation, where a focus on shared values can be seen as a historical continuity. Reflecting on the possible role of early childhood services leads to contradictive expectations. Do we think in terms of target-groups when organizing activities aimed at promoting social cohesion or is the aim to create connections between people across differences? However, the aim to achieve an inclusive society by promoting social cohesion paradoxically seems contingent with the introduction of exclusive measures targeting specific groups of families and reinforcing the individual responsibilities of families, leading to social exclusion, rather than social inclusion.

Participation for inclusion of excluded communities

Participation for inclusion of excluded communities
**In the context of Covid 19: Innovative Social Integration
Measures for New Poverty.**

Monika Goetzoe, Eva Mey, Nina Brueesch, Kushtrim Adili, Michael Herzig
ZHAW Zurich University of Applied Sciences

In 2020, when pictures circulated in the media in Switzerland of people standing in lines of several hundred meters to receive free food, the public reacted in shock and disbelief. In the cities of Geneva, Zurich, and Basel, poverty suddenly became publicly apparent, moving from "marginal poverty" to "disqualifying poverty", a form of poverty that affects broad and heterogeneous populations (Paugam 2008). This raises fundamental questions about social inclusion: Who is poor and why? Who is entitled to assistance? (Kronauer 2002, p. 76). Our proposed paper is based on our study "Data collection: pandemic-related free food" for the city of Zurich with the questions: who are the people standing in lines? Why can't they be (sufficiently) supported by regular social services? Qualitative interviews (cf. Spradley) with experts in social work and with persons concerned revealed 9 highly heterogeneous configurations of problems. Of these, three groups (Sans-Papiers, Sexworkers and people with limited residence rights) are excluded or restricted from receiving social assistance by legal frameworks. As systemic factors, these lead to social exclusion and thus to the formation of disqualifying poverty in Paugam's sense. The results were discussed with political leaders of the city of Zurich and led to the development of a municipal pilot project. The paper discusses this collaborative knowledge building, which led to a positive impact for the social inclusion of particularly vulnerable groups. Currently, the collaboration continues through evaluation of the implementation of the pilot project. The first results will be shared in the discussion.

Participation for inclusion of excluded communities
**Research for better intervention: A diagnosis of loneliness
in older people in times of Covid-19**

Marta Mira Aladrén (1), Pilar Sanz Martínez (2), Victoria Pérez Fernández (3), Inmaculada Leonarte Sánchez (4), Azucena Díez Casao (5), Javier Martín-Peñ (6)
1: University of Zaragoza, 2,3, 4 & 5: Arrabal Municipal Social Services Centre, 6: University of Zaragoza

Background and purpose. Within the biopsychosocial needs of older people, to identify loneliness is relevant to future interventions (Van Tilburg, 2020; Wigfield and Alden, 2018). This study, promoted by the Arrabal Municipal Social Services Centre (MSSC) (Zaragoza, Spain) and University of Zaragoza, aims to explore the psychosocial needs and the perception of loneliness in elderly users of the MSSC, derived from the COVID-19. Methods. This exploratory study involved 13 people over 65 years of age, users of the MSSC Arrabal. They were selected from participants in a similar study conducted in 2019, comparing the two to analyse the effect of COVID-19. A semi-structured interview was administered, utilizing a qualitative and quantitative approach. Findings. We found six main domains: 1.-COVID-19 situation has affected their daily life. 2.-They've been able to continue enjoying medical and social services, showing satisfaction. 3.-Most indicated that their health hasn't changed, linking some new conditions to the pandemic. 4.-They've had mostly social relations with relatives and neighbours, with a high frequency, mostly face-to-face or by telephone. 5.-Perception of loneliness increased, being higher among childless and/or non-religious people. 6.-Scores of threat perception weren't very high, although they indicated that they had stopped doing certain activities. Conclusions and implications. Research in MSSC is not always possible due to the high intervention load. Consequently, connecting university and social services contributes to broadening knowledge and theories in the area of social work, for example by making a diagnosis of the psychosocial needs of older people after COVID-19, improving the intervention.

Participation for inclusion of excluded communities
What works in participatory social work research with hard-to-reach groups?

Johanna O' Shea
Ulster University

Co-design and control are presented as the apex in meaningful and transformative user involvement in service planning and delivery (Godrie, 2017; cited in Osinski, 2021). Occasionally projects engage individuals, often interchangeably described as 'vulnerable', 'hidden' or 'hard to reach', about their experiences and needs with social work. This presentation considers the complexity of meaningful engagement of such groups. It reflects on critical learning in research enquiry from an action learning project with social work students and justice involved young adults in custodial and community settings. The project creatively engaged vulnerable young people to 'tell their story' and articulate their experiences of social work.

Linking to theme six of the conference, we reflect on key stages during the project, considering how meaningful participation in research can be achieved. Lessons for the research process include:

Building a trusting relationship must underpin the process to allow participants to tell their story and thus obtaining rich and meaningful insights.

The fieldwork process should be flexible and sensitive, recognising the complexity of people's lives.

Enabling choice and control in the space where engagement happens is critical to meaningful participation,

Accepting the ad hoc nature of such projects where uncertainty and messiness are inherent, and engagement is equally as important to the process as the outcomes.

Challenging the accepted co-production practices; and embracing the enormity of the task (eg. Overcoming prison security and the use of multimedia)

Exploring issues such as confidentiality, anonymity and informed consent with participants as agentic citizens as opposed to passive recipients of paternalistic and bureaucratic processes.

Participation of communities

Participation of communities

**Action research for community engagement in social work:
a case from Southern Italy**

Francesca Falcone, Antonio Sama

University of Calabria, Italy

This presentation provides the account of an action research for the co-creation of the social services provision in a District in an Italian Region.

The district includes 7 Local Authorities (LAs). The action research was implemented by a team of social workers, following the agreement between one University and the leading LA. The team included: lecturers in social work, the manager of the LA social work team, the LA social work team, social work graduates and students.

The bill that reformed social care and social services introduced a systemic and complex approach to social planning that encourages (almost forces) LAs and Third Sector organisations to adopt dialogical and participative approaches for promoting and designing innovative and sustainable solutions for addressing local social needs. In the last 10/15 years, many studies have argued, that the move from “government” to “governance” has not taken place without resistance from the LAs that are more used to top-down decision-making processes and that consider social planning as the bureaucratic approval of a plan without a true consultation and participation. Within this framework Third Sectors organisations are excluded or invited just to rubber stamp a plan.

During a period of five months 8 groups of Third Sector organisations (organised by area of intervention) met for 5 times.

We would argue that through action research (and its practical principles of inclusivity, democracy, and empowerment) social work research can achieve a robust community engagement that can co-create the conditions for significant changes in the social planning and decision-making processes.

Participation of communities
Community Social Work

Katra Zajc (1), Andrea Roman (2)

*1: Dom na Krasu, 2: Inštitut republike Slovenija za socialno varstvo
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Slovenia is one of the most institutionalized countries in Europe. This is the reason that led to the launch of the deinstitutionalisation process; i.e., in 2020, two social welfare institutions acquired European funds for institutional transformation and to resettle 70 people from the main building to smaller housing in the community. One of the main goals of the projects is to set up a community service network and to provide personalised support and care in the community. The first step was to explore what kind of services already exist and then to work on their improvement, as well as establishing new ones. Our research is based on a study case on resettling one person from the institution in the community providing support. We will present the case, the main obstacles and the sources of empowerment. The information obtained will also serve as an example for entering into the community, to acquire knowledge where users of social care institutions need support in order to avoid accommodation in institutions, and to improve the resettling process from the institution into the community.

Participation of communities
**Meaning and use of working time for Social Workers,
between responsibility and organizations.**

Cristina Tilli
Università Roma Tre, Italy

Background and purpose: Working time is often felt like a limited resource, especially in times of crisis, when people needs raise and social policies are still not enough. To promote social inclusion in such contexts, Social Workers must spend their time in taking care of people and families but also in resources planning and managing, and in taking care of their own. To know how Social Workers use their working time in their several activities and roles, and support awareness about this topic, a research group promoted an empirical research in Lazio Region, Italy.

Methods: It is a quantitative web survey, which asked the Social Workers to answer about their organizational contexts, how they use their working time in several activities and roles, and to make an overall analysis on their working time use. The survey is based on a structured questionnaire, composed of 28 questions; more than 1300 Social Workers, members of the Regional Order, answered the questionnaire.

Findings and implications: The survey shows that participants are involved primarily in activities aimed directly at people and families; but they are aware of the relevance of other activities to make a good work, and they spend part of their working time in the other activities. The research path was for the participants an opportunity to reflect on their work; the dissemination of the findings allows both more awareness in Social Workers about their use of time, and more knowledge of their work in politicians and service managers.

Policy engagement and innovation

Policy engagement and innovation
**Administrative Burden in Citizen-State Encounters: The
Role of Waiting, Communication Breakdowns and
Administrative Errors**

Noam Tarshish (1), Roni Holler (2), Avishai Benish (3)

1: University of Haifa, 2: Hebrew University of Jerusalem, 3: Hebrew University of Jerusalem.

Background and objectives

Encounters between citizens and welfare bureaucrats are often a main source of dissatisfaction, frustration, and anxiety. Recently, literature on take-up of social rights has begun drawing on the concept of administrative burden to make sense of this phenomenon. However, the administrative burden scholarship has yet to develop a more systematic operationalization of variables that trigger administrative burdens. To fill this gap, this study aims to better understand what elements in encounters with welfare bureaucrats trigger beneficiaries to experience administrative burdens.

Methods

Qualitative thematic analysis of semi-structured interviews with twenty claimants of the Israeli National Insurance Institute.

Results

Our analysis reveals that the claiming process is experienced by claimants as highly burdensome, highlighting all three types of administrative costs evident in the process: compliance, learning, and psychological. Moreover, the current study also provides a further conceptualization of these costs by unfolding the role of three concrete elements involved in generating these administrative costs: waiting, communication breakdowns, and administrative errors.

Conclusions

The influence of waiting, communication breakdowns and administrative errors on burden experienced by claimants has many implications for the take-up process. It highlights the importance of studying administrative burden from the perspective of claimants and the need for take-up agents, led by social workers and policymakers, to formally address triggers of administrative burden as arenas of intervention and policy change. Addressing waiting times, developing personalized, bi-directional tools of communication, and establishing effective organizational mechanisms could be the first step in creating a burden-aware social security system.

Policy engagement and innovation
**Lost in translation: social workers translating Scotland's
personalisation policy self-directed support**

Felicity Morrow
Glasgow Caledonian University

Self-directed support (SDS) is Scotland's personalisation approach to social care and is intended to empower people who require support to exercise as much choice and control as possible over their receipt of services (Scottish Government, 2010). Risk enablement through co-produced 'good conversations' between the social worker and the supported person is central to the philosophy of SDS (Scottish Government & COSLA, 2019), yet it is widely accepted that the legislation is not being delivered as was intended (Audit Scotland, 2017; Care Inspectorate, 2019; Feeley, 2021; Morrow & Kettle, 2021). Using ethnographic data gathered during a wider doctoral study between December 2019 and January 2021, this paper focuses on the co-produced SDS social work assessment process within a Scottish local authority adult team. Underpinning the assessment process is the National Eligibility Framework, which classifies risk as critical, substantial, moderate or low, and supports the determination of whether an individual meets the threshold for intervention (Scottish Government, 2014). This paper untangles practitioners' often unseen SDS work to reveal a complex series of encounters whereby the social worker transcends practice spaces and boundaries (home visits, office meetings, desk space, a manager's office), exposing multiple narratives of risk. Approaches to risk management are hindered by bureaucratic systems which obstruct a practitioner's ability to translate SDS in line with the policy philosophy. The concept of sense-making is utilised to contextualise the ways in which practitioners navigate the assessment processes (Weick et al., 2005). Practitioners are pulled in multiple directions, resulting in a complex relationship with risk.

Policy engagement and innovation
**Navigating complexity: understanding innovation
processes in social care**

Carlie Goldsmith, Michelle Lefevre
University of Sussex, United Kingdom

Background: Innovation is increasingly relied on to produce transformative social care solutions to entrenched and emergent social problems within a context of resource constraints. Substantial funding has often been available e.g. programmes in England ringfenced by central government to the children's social care sector for pilot and evaluating new practice methods and systems. However, understandings of the actual processes of innovation for this sector remain only partial (Sebba et al., 2017). This means that opportunities to improve services for the most vulnerable members of society are not maximized.

Methods: this paper is drawn from a critical interpretive synthesis of the available literature, published in English between 2005-2020, which identified and mapped 37 models and theoretical frameworks with some influence on contemporary innovation practices in social care (e.g. Murray et al., 2010).

Findings: Innovation is challenging, complex and messy in resource-constrained social care systems that are working with significant safeguarding risks. A sense of the likely overall innovation trajectory provides the comfort of structure – enabling tasks, resources, and timelines to be mapped to aims and aspired outcomes. But staged frameworks should be regarded as indicative and illustrative rather than prescriptive and linear; uncertainty, disruption and iteration should be planned for as endemic, rather than unexpected and unfortunate.

Conclusions: Our innovation 'wheel', synthesised from this review, reflects the looping and iteration between its stages of Prompting, Designing, Testing, Embedding, Growing, and System change. It can be used by those designing and delivering social care innovation as a tool to navigate innovation journeys.

Policy engagement and innovation
**Social worker's policy engagement in Switzerland – A
quantitative analysis**

Tobias Kindler
Eastern Switzerland University of Applied Sciences

Social work and the making of social policy have always been closely intertwined. Today, the professional intervention on the policy level has become a key dimension of social work practice and education, supported by the international definition of social work as well as by various codes of ethics and academic publications.

While contemporary professional associations, social work practitioners and scholars agree that the profession should engage in policy-related activities, there is still a dearth of empirical data on the actual policy involvement of social workers. It remains unclear as to what extent, and in what forms, social work students and practitioners are involved in policy processes and what factors influence this kind of engagement.

This contribution will report findings of a quantitative study on social work students' and social workers' policy engagement in Switzerland. The empirical data of the study was collected by means of an online survey in which 1815 social work students and professionals from all the Swiss cantons participated. The results showed a rather low level of political participation, but in comparison with the Swiss population, it can be classified as average. Hypothesis testing procedures revealed six main factors influencing political engagement of social work students and social workers: (1) political interest, (2) number of memberships in mobilization networks, (3) internal political efficacy, (4) support of political social work, (5) strength of party preference and (6) strength of political ideology.

Supporting parents in challenging circumstances

Supporting parents in challenging circumstances
**Experiences and Representations of LGBT-Parenting:
Bridging Parents' and Professionals' Perspectives**

Urban Nothdurfter, Salvatore Monaco
Free University of Bozen – Bolzano, Italy

LGBT parents face specific obstacles and challenges in becoming and acting as parents in different contexts and against the background of ambivalent orders of recognition.

The proposed presentation is based on a study carried out in Italy aimed, on the one hand, at exploring constructions and representations of LGBT parenthood through strategies of doing and displaying parenthood and family. On the other hand, the project aimed at exploring social workers' views and their experiences with LGBT parent families in different practice contexts. Data were collected through in-depth interviews and focus groups with parents covering the LGBT spectrum and interviews and focus groups with social workers.

Parents' accounts show that they anticipate challenges and adopt different strategies of being visible as parents and as family in order to mediate with extended social environments and to navigate ambivalent orders of recognition. In this context, institutional encounters and interactions with professionals are represented a main source of concern. Social workers' accounts show the importance of knowledge, attitudes and significant experiences with LGBT parents in order to develop competent and inclusive practices of recognition and support. At the same time, social workers also show to lack knowledge about LGBT parenting and to be unsecure about how to best meet and support LGBT parents and their families.

The presentation points out concerns and risks as perceived on both sides and makes a plea for bridging parents' and professional social workers' perspectives in order to promote the co-construction of knowledge and more inclusive practices and services.

Supporting parents in challenging circumstances
Fatal consequences of violence: Mothers and their children

Freydís Freysteinsdóttir
University of Iceland

The purpose of this study was to examine femicide cases in Iceland, which included mothers who had suffered from violence leading to their death. The goal was to figure out what kind of context and factors exist in such cases in order to try to prevent them in the future. Cases were explored during a thirty-five year period. A content analysis was used and both quantitative and qualitative methods in order to analyse verdicts and written web media about the cases. The results showed that eight mothers who had a total of fourteen children 20 years of age or younger, were killed in Iceland during this time-period. The murder method seemed to be related to the social context of the murders. In nearly half of the cases, the children were present and witnessed the violence in some way. The children lost their mother and some of them their father as well to prison, psychiatric hospital ward or death. In half of the cases a child and/or children were present when their mothers were killed. These children witnessed the murder in some way. Since these events are extremely traumatic for the involved children and other relatives, it is important for social- and health professionals to screen for violence and to be aware of warning signs to such incidents in order to prevent them.

Supporting parents in challenging circumstances
The risk for peripartum depression among mothers of preterm infants – Intervention's goals for social workers

Miri Kestler-Peleg, Osnat Lavenda
Ariel University, Israel

Objective: The high prevalence of peripartum depression (PPD) among mothers of preterm infants concerns social workers due to its implications for mothers' and infants' wellbeing. In order to target goals for social workers' interventions during hospitalization in Neonatal Intensive Care Unit (NICU), a collaboration between the NICU's social workers and the research team have led to develop a model for the prediction of PPD, consisting personal resources which can be influenced by social workers' interventions. The proposed research model included: locus of control, intolerance to uncertainty, maternal self-efficacy, and quality of the couple relationship.

Design: Social workers in one of the largest NICU in Israel approached mothers who were hospitalized to participate in the study. 129 mothers of 215 preterm infants completed self-report questionnaires regarding their background variables, locus of control, intolerance to uncertainty, maternal self-efficacy and quality of couple relationship.

Results: The examined model explained 43.9% of the variance in PPD symptoms. Intolerance to uncertainty was positively associated with PPD symptoms, while internal locus of control, high levels of maternal self-efficacy, and high quality of couple relationships were found to be negatively associated with PPD symptoms.

Conclusion: Since the personal resources, available for women's coping with preterm birth, are prone to be impacted by targeted and effective intervention, the findings of the present study carry an optimistic message for social workers as well as for women in general. Associations between personal resources and PPD are discussed considering the transactional theory of coping (Lazarus & Folkman, 1984).

Symposium 3

Symposium **Love and Loss in the Landscape of Recovery**

Sarah Galvani (1), Lillian Bruland-Selsing (2), Aline Pouille (3), Wulf Livingston (4)
1: Manchester Metropolitan University, United Kingdom 2: Western Norway University of Applied Sciences, Norway 3: University of Ghent, Belgium 4: University of Glyndwr, Wales

This symposium focusses on research, practice and theory that explores the diverse relationships between individuals, families, and communities affected by substance use and the systems designed to support long-term recovery. The research of the Substance Use Special Interest Group members demonstrates the complex emotions people must navigate in recovery transitions and the loves and losses that accompany them. For example, our research explores the role that the love of an intimate partner plays in supporting individuals to live with the experiences and challenges of their historic trauma and current daily lives without the use of substances. Alternately, losses from substance use can include estrangement from family/friends, substance-related deaths, and/or the loss of routines and networks of substance use that recovery brings.

The symposium is grounded in empirical research. It will extend debates which theorise and challenge the current structures and systems that locate the stories told by individuals, families and communities affected by substance use in polarised socio-political narratives which tend to ignore the complexity and nuance of love and loss in transitions to recovery. It therefore cuts across four conference themes, presenting an alternative frame for social work research, practice and policy that challenges the status quo (theme 1), that involves researchers across national boundaries (theme 2), theorising further the concept of recovery in research and practice (theme 5). The presentations and discussions show the 'co-creation of knowledge' with people with lived experience is vital to the generation of new knowledge (theme 6).

Symposium paper 1: 'Nothing to mourn, he was just a drug addict'

Lillian Bruland-Selsing

Background and purpose: Although drug-related deaths are a significant contributor to the overall number of deaths worldwide, knowledge relating to the consequences for those bereaved by drug-related deaths is scarce. Since individuals and families affected by substance use are prone to stigma, there is an urgent need for knowledge about stigmatization of those bereaved by drug-related deaths. **Methods:** A mixed methods approach was used. In total, 255 participants (parents, siblings, children, partners, other family members and close friends) who had lost a person to a drug-related death were recruited in Norway. Thematic and descriptive analyses were undertaken on data derived from open-ended and standardized questions from a large survey exploring systematically the contents of interpersonal communication experienced by participants following their bereavement.

Findings: Nearly half of the respondents reported experiencing derogatory remarks from close/extended family and friends, work colleagues, neighbours, media/social media and professionals. The main themes were dehumanizing labeling, unspoken and implicit stigma, blaming of the deceased and that death was the only and the best outcome. The remarks were negative and powerful despite being directed at people in crisis and originating from individuals close to the bereaved participants.

Conclusions and implications: Individuals bereaved by drug-related deaths experience harsh and stigmatizing communications reflecting the existing societal stigma toward drug users. This contributes

to the marginalization of grieving individuals at a time when they need support. Making people aware that stigma occurs, why it happens and how it is transmitted in society can help reduce it and its adverse consequences (themes 1, 2 and 5)

Symposium paper 2: Stigma-induced loss of love and recovery capital among migrants and ethnic minorities with problematic substance use

Aline Pouille

Background: Migrants and ethnic minorities (MEM) with (a history of) problem substance use are confronted with multiple stigmas regarding their problem substance use and MEM status. How the experience of living with these multiple stigmatized identities impacts personal recovery from problem substance use remains largely unexplored.

Methods: Through in-depth interviews, this paper presents the results of a study delving into the role of multiple stigma in the recovery experiences of 35 MEM in Flanders, Belgium, recruited through venue-based methods and gatekeepers.

Findings: The interviews yielded rich narrative data concerning the role of living with multiple stigmatized aspects of identity in recovery (e.g. concerning MEM status, culture, problem substance use, psychological and psychiatric problems, and encounters with criminal justice) and how these affect experiences of loss and love. Moderated and mediated through various macrostructural, social and personal characteristics, stigma can lead to loss of self-esteem, belonging, love, citizenship, community, and other recovery resources.

Conclusion: Internal and external resources of resilience can overcome the destructive effects of stigma by minimizing experiences of loss and maximizing experiences of love. In doing so, we identify challenges and opportunities for social work practice and policy in supporting recovery from problem substance use among diverse MEM (theme 1).

Symposium paper 3: The expression of love and loss at, or near, the end of life for people using substances

Sarah Galvani

Background: People who use substances comprise a marginalised group in terms of their receipt of end of life care. This paper draws on the findings of a multi-strand study in England that aimed to explore the practice response to people using substances at, or near, the end of their lives. It presents new analysis of two sources of data within the study, drawing out the complex experiences of love and loss from the perspective of people with lived experience and family members.

Methods: This paper will draw on two qualitative studies documenting the voices of people with experience (n=11) of substance use and end of life care, and family members (n=17). This purposive sample were interviewed using semi-structured techniques. The data were analysed using Template Analysis.

Findings: Simplistic constructions of love were largely absent from the narratives of people with experience at, or near, the end of their lives. They spoke fondly of the people and organisations that cared well for them and treated them like 'anyone else'. The losses resulting from their substance use were amplified by the absence of any discourse on love. Family members narratives included traumatic accounts of love and loss of their relationship and the ongoing stress that caring (or not caring) for their relative put on their lives.

Conclusions: Understanding the nuanced and fluctuating relationships between family members at the end of life will ensure that social work practice responds sensitively to the needs of individuals and family members and navigates the complex paths between love and loss (themes 1, 2, 5, 6).

Symposium paper 4: Who cares? Love, loss and loneliness in the landscape of recovery

Wulf Livingston

Purpose: This paper references a series of research projects involving the authors in England, Wales and Scotland which have explored recovery and substance use at the level of policy, practice and lived experience. It argues that behind the surface level philosophy of social inclusion, recovery policy conceals neo-liberal notions of accountability, responsibility and resolution, suggesting that, in the era of recovery, many people living with substance use continue to experience loneliness and multiple losses.

Summary of main points: We consider three main questions:

1. Whose interests does recovery policy seem to serve?
2. What accounts for the characteristics of the stories which tend to get aired and heard about recovery?
3. How can individuals and families experiencing love, loss and loneliness, be better supported?

Conference themes: This paper address three themes of the conference in theorizing about how to address the disparities between policy narratives and lived experience (theme 5) and in considering the implications for social work research, policy and practice and also for collaboration across professional boundaries (themes 1 & 2).

Conclusion: We conclude that there are important contradictions between the policy narrative on recovery and the lived experience of many individuals and their families experiencing substance use, and we consider what might be done to address these differences.

Symposium 6

Symposium

Testing social work responses to adolescents harmed in contemporary extra-familial contexts: Lesson from the UK

Carlene Firmin, Jenny Lloyd, Lauren Wroe, Rachael Owens
Durham University, United Kingdom

Since 2018, UK safeguarding guidance has promoted child protection responses to abuse in extra-familial contexts, such as criminal exploitation in public places or peer-sexual abuse in schools. In response, in 2019 five children's services departments in the UK commenced a three-year pilot to co-produce social work systems capable of assessing, and increasing adolescent safety, in extra-familial contexts. Leaders and practitioners in each site attempted to implement a 'Contextual Safeguarding' (Firmin, 2017) framework in statutory social work systems; and researchers embedded in those systems used qualitative research methodologies to track and assess progress.

In this symposium, researchers who documented the process and impact of this system-change, present the pilot results in four areas. Papers explore: macro points of progress and blockage across the five test locations; tensions in developing social work responses that look beyond parenting and crime prevention interventions within child protection systems; the capacity of social work responses to produce relationships of trust, rather than surveillance, in extra-familial contexts; and the potential of family group conferences for location-based assessment and intervention. Collectively these papers: question the identity of social work when it comes to protecting adolescents; outline, and critique, the effectiveness of social work responses to extra-familial harm; and demonstrate an innovation grown through social work responses co-created between practitioner and researchers. Collectively these papers detail the capacity of UK social work systems to create protective societies through the inclusion of adolescents, their parents, and the places where they spend their time, as opposed to the policing of them.

Symposium paper 1: Stickability, sticking plasters, sticking points: progressing social work system responses to extra-familial abuse

Carlene Firmin

Social workers have struggled to leverage a response to extra-familial abuse when operating in systems designed to assess, and intervene with, parenting. Five, UK social care departments have used a Contextual Safeguarding framework (Firmin, 2020) to innovate a new system capable of; targeting the contexts (and associated social conditions) where extra-familial harm occurs; using child welfare legislation to target extra-familial relationships; partnering with individuals and organisations who can influence extra-familial contexts and relationships; and measuring the contextual, as well as individual, impact of social work. Using a range of qualitative, embedded research methods with practitioners and young people (including observation (n=55), interviews (n=21), focus groups (n=24) and case file review (n=123)) a research team tracked their progress over three years, and reflected on that progress with service leaders and practitioners at bi-annual system review workshops (n=15). System progress was analysed against the four parts of the Contextual Safeguarding framework using a RAG (Red, Amber, Green) rating method, and shared with service representatives to agree priority actions. Findings demonstrate the distance travelled across the five pilot sites from in October 2019 (n=5

system reviews) and to October 2021 (n=5 system reviews); noting areas of system-change most consistently achieved (green) and those that proved most challenging (red) across the five sites. Results demonstrate a relative ease in framing extra-familial abuse as a social work issue and aligned to the identify of that profession, while also questioning the efficacy and impact of social work interventions on the contextual dynamics of harm.

Symposium paper 2: “mum should be dragging him in”: blaming parents or building welfare for criminally exploited children?

Jenny Lloyd

There is growing recognition of the need to protect criminally exploited children through welfare approaches, using social work systems (Wroe, 2021). Paradoxically there is a pervading narrative, in the UK and other countries, on the prevention of crime. While child protection professionals are being asked to work with children and young people that may be being exploited and harmed beyond their families, they are being asked to do so in a system that historically focuses on improving parenting and working with individual children often in partnership with those tasked to prevent crime.

Findings are presented from a four-year action research study aimed to understand to what extent plans for criminally exploited young people focussed on creating welfare or preventing crime. In participation with five child protection services in England and Wales researchers utilised embedded ethnographical and co-production approaches including, 21 interviews with practitioners, 24 focus groups, 55 meeting observations, 123 case files and monthly site meetings over a 3-year period. The findings evidence a continuum of approaches from those targeting individuals in contexts, to targeting individual behaviour and those which draw instead on crime prevention. Two key challenges and opportunities for social work are noted: one, the struggle between developing child welfare approaches that move beyond focussing on the behaviours of children, parents - and mothers in particular - in the context of crime prevention. Two, the climate of social work practice itself.

Symposium paper 3: Watching over or working with? Reflecting on innovations in response to extra-familial harm in adolescence

Lauren Wroe

The Contextual Safeguarding research programme has spent the past five years working in partnership with nine Local Authorities in England and Wales to pilot innovative ‘contextual’ approaches for preventing and responding to adolescent harm beyond the home. This has required adopting new cultures, practices, partnerships, and systems for responding to adolescent harm that has typically been the focus of youth justice institutions. In doing so, it has broadened and re-focused the remit of child protection: moving the child protection lens beyond the family, into ‘extra-familial’ locations, and communities.

Through embedded action research in these test sites important questions about the ethics, values and partnerships necessary for an ethical child protection assessment and intervention in cases of adolescent harm in the community have been surfaced. Watching Over Working With is a framework (Wroe and Lloyd, 2020) that has been developed to begin to address these emergent questions. The framework has been applied to three pilots sampled from the test sites to explore the conditions that facilitate relationships of trust and/or relationships of surveillance in innovations in response to adolescent ‘extra-familial’ harm.

These questions speak to long-standing debates about the role of traditional family social work as a force for providing care to individuals and families, and/or for monitoring and surveilling to predict, manage and mitigate risk. The findings have implications for future policy and service design in response to adolescent harm in the community.

Symposium paper 4: Safeguarding “from the inside out”: adapting Family Group Conferencing to address social conditions of harm

Rachael Owens

Contextual safeguarding research into extra-familial harm (EFH) (Firmin, 2017) problematises a social work model based on an individual social worker engaging primarily with the dynamics of a nuclear family. Drawing on the work of Bourdieu (1990), contextual safeguarding engages contexts where harm happens, to address the social conditions enabling abuse.

We present research into the adaptation of Family Group Conferencing (FGC) to engage contexts to address the social conditions of abuse. Recognising that FGCs work with a broad definition of ‘family’, the study asked if the FGC method could be adapted to engage contexts to create safety.

Using embedded ethnographic methods (as part of the Scale-up study) researchers collaborated with a Local Authority to undertake 6 FGCs. Each FGC engaged a context where young people were experiencing harm, treating the context as the ‘subject’ and developing safety plans influenced by young people, professionals, residents and businesses. Observational records from 24 meetings, over 18 months and documentation were analysed alongside 3 interviews and 2 focus groups, producing evidence that an adapted FGC method can be utilised to address the social conditions of abuse - such as racism or negative perceptions of young people. The paper explores the enablers, including pair working, reflective team culture and role neutrality, concluding with implications for innovation in safeguarding practice.

Symposium 7

Symposium

The impact of the Covid-19 epidemic on older people from ethics of care and human rights

Jana Mali (1), Darja Zaviršek (2), Benjain Penič (3), Anže Štrancar (4), Shulamit Ramon (5), Michaela Ericsson (6), Clary Krekula (7), EmmeLi Vingare (8), Sara Hultqvist (9), Ivana Kowaliková (10)

1: University of Ljubljana, Ljubljana 2: University of Ljubljana, Ljubljana 5: University of Hertfordshire, United Kingdom, 6: Linnaeus University, Sweden, 10: University of Ostrava, Czech Republic

Since March 2020, when a pandemic was declared worldwide and governments adopted various 'lockdown' measures, older people have been among the many to suffer aggravated living conditions. The measures to contain the pandemic made their already vulnerable circumstances more difficult due to old age. Many older people suffered isolation and loneliness, coercive care in congregational settings, domestic violence, lack of access to health and rehabilitation services, lack of information and fear of contracting the virus and dying. The limited conditions brought to light some grey areas and unresolved issues related to the rights of older people in different societies. The symposium includes four papers from different countries, the United Kingdom, Slovenia, the Czech Republic and Sweden. Each of them addresses one dimension of the above issues: a.) the increasing domestic violence against older women since the beginning of the pandemic in the UK; b.) involuntary loneliness affecting the health of older people in Sweden; c.) crisis situations among older people living at home in the Czech Republic; and d.) social workers' perspectives on the care of older people in congregational settings in Slovenia during the pandemic and the ethical dilemmas they faced. In this study, various qualitative social work research methods were used to answer the question of what lessons can be learned for social work in times of crisis.

Symposium paper 1: Recent Popular Culture Representation of domestic violence towards UK older women: lessons for social work

Shulamit Ramon

Of the 81 published photographs of women killed between April to end of September 2021 in key UK newspapers, 40% were older women, mainly due to domestic violence by partners or sons. This figure justifies further research on how these women are portrayed in UK newspapers during this period, in which there was a heightened social attention to women's homicide due to a horrific killing of a younger woman by a policeman. Historically older women do not attract much cultural attention, though their number is increasing due to improved longevity. Most UK older women are not victims of homicide, but many are victims-survivors of domestic abuse. The figure also justified researching the content and quantity of attention this group receive in social work popular and research publications during this period, as it is likely that many of the women would have been known to social workers due to having health and social care issues. Pre covid-19 pandemic figures indicated that 180,000 women aged 60-74 were victims of domestic abuse. Barriers to asking for support by them have been noted to be higher than in other age groups, to include shame, guilt, and fear. A comparative narrative review between newspapers and social work publications will be

carried out, analysing the similarities and differences in content and style. The findings would enable considering the implications to social work education and practice of domestic violence and abuse towards older women in the uncertain social climate.

Symposium paper 2: Loneliness and intimacy at distance older among home care recipients in Sweden during the Covid-19 pandemic

Michaela Ericsson

There are reasons to discuss the legacy of the far-reaching restrictions of physical contacts during the Covid-19 pandemic especially targeting older persons. The restrictions accentuated issues of involuntary loneliness among older persons, which frequently correlates with negative health effects. While some studies indicate an increase in loneliness since the outbreak of Covid-19 among both younger and older people, other studies report stable levels. This paper sheds light on the contradictory results by using the social gerontological concept of intimacy at a distance, referring to the fact that elderly people with limited social contacts do not necessarily feel lonely. The analyses are also based on research showing that media enabling visual contact, creates improved conditions for experiencing intimacy at a distance.

The empirical material consists of interviews with home care recipients aged 75–90 years in Sweden, who before the pandemic, could relatively easily move about in the community. Results show different approaches to the restrictions: Compliance-orientation, Convenience-orientation and Normalcy-orientation, which draws attention to the ethical challenges in isolating persons who define their life expectancies as limited. Moreover, in the data, perceived loneliness is not solely caused by physical isolation, but also relates to the deprived coping strategies caused by the restrictions. Finally, results highlight how the use of social media counteracts feelings of loneliness and maintains contact with peers. A theoretical reflection on the concept of loneliness, an ethical reflection on the restrictions and a discussion of the role social media may play in social work wraps up the paper.

Symposium paper 3: Ethical dilemmas of care for older people in institutional long-term care settings during Covid-19 pandemic

Jana Mali

The Covid -19 pandemic mainly affects people over 65 who live in institutions. Slovenia is a highly institutionalized country, as the proportion of adults in institutions is one of the highest in the EU (10/1000 inhabitants, the EU average is 2/1000). As a result, the proportion of deaths in old people's homes due to the Covid -19 epidemic is higher than in most EU countries and worldwide. Social work in these long-term care facilities has a long tradition, but during the epidemic it was overrun by the medical profession and medical perspective. This research, part of the Long-term Care of People with Dementia in Social Work Theory and Practice project, explored how social workers responded to the changes that the Covid -19 epidemic caused in these facilities. The methodology used was focus groups with social workers from 17 facilities across the country, conducted online, with the aim of capturing the perspectives of social workers working in homes for older people. Among the biggest ethical dilemmas was the complete closure of homes due to social isolation measures to prevent the spread of the virus. Respect and dignity of residents were severely violated, residents' rights to participate in care and methods of social work practice were completely ignored. The study has important implications for the future planning of social work interventions in long-term care facilities for older people in Slovenia and highlights the need to strengthen the fundamental role of social workers in order to maintain their dignity and respect of residents.

Symposium paper 4: Typology of crisis situations of seniors and interventions of telephone crisis support workers in Czech Republic

Ivana Kowaliková

The aim of this paper is to present the results of research aimed at analyzing and describing the crisis situations of seniors and interventions of telephone crisis support workers in the first (April 2020) and the second wave (October 2020) of the COVID-19 pandemic in the Czech Republic. The theoretical basis is the crisis and theory of social support. Qualitative content analysis was used in the research. The result of the analysis is a typology of crisis situations of seniors and a typology of interventions of telephone crisis support workers. Records of selected social services, telephone crisis support for seniors (N = 1000) and expert interviews (N = 6) were selected for the research. The results show that the most common area of social support in the first and second waves of the COVID-19 pandemic was emotional support and information support. The most frequent topics of telephone crisis support for seniors during the COVID-19 pandemic were existential, social and relationship issues. The most frequently provided interventions by telephone crisis support workers in the monitored periods were abreaction and supportive conversation. Interviews with telephone crisis support workers illustrate the changes in social support. Paper present some ethical issues related with involving volunteers in providing tangible support through telephone crisis support for seniors during the COVID-19 pandemic in the Czech Republic.

Poster Sessions

Poster sessions

Incorporation of the Gender Perspective in the Degree in Social Work: Improving Education for Professional Training

Maria del Carmen Peñaranda-Colera Elena Arquer Cuenca, Alicia Ayuso Pérez, Aurora Castillo Charfolet, Petronela Chisliá, María Angeles Cuadrado Cenzual, Iria Noa de la Fuente Roldán, Susana Heras Rojo, Begoña Leyra Fatou, Manuel López Jara, Paz Martín Martín, María Isabel Ortega Bernao, Izan Parra Rodríguez, Tania Porto Zubieta, José María Prados Atienza, Raúl Soto Esteban
Complutense University of Madrid, Spain

There are different laws in Spain and Europe that point out the importance of incorporating gender studies, training in equality and non-discrimination in teaching, research and university management. Despite this political and legal framework, this idea continues to be a challenge for education and professional practice in contemporary contexts. The incorporation of gender mainstreaming in Social Work seeks to improve the quality of higher education and the acquisition of fundamental skills and knowledge for a professional practice (Alcázar, 2014). This is the basis for contributing to the formation of professionals as active subjects of change and more egalitarian societies (Mena, Sáez, Leal y Pujal, 2019).

The objective of this innovation project has been to analyze the incorporation of the gender perspective in the Degree in Social Work of the Complutense University of Madrid. Thus, the presence of theoretical-practical competences, gender content and feminist pedagogies has been investigated based on the experience of teachers and students. The methodology used has been: 1) analysis of the teaching guides of the subjects; 2) questionnaires administered to teachers and students; 3) discussion groups with teachers and students.

The preliminary results of the study point out that: 1) there is interest in the introduction of the gender approach in teaching Social Work; 2) there are divergences of opinion on the mainstreaming of the gender perspective; 3) difficulties about the incorporation of the gender approach in the daily teaching practice are mentioned; 4) the need to build more egalitarian and respectful gender relationships between the different actors of the university community is pointed out. As a conclusion, a set of good and innovative practices are pointed out that aim to contribute to the improvement of training and professional qualification.

Poster sessions

Occupational Aspirations of Care Leavers and their Pathways to Autonomy (OCAS)

Andrea Nagy

Free University of Bolzano-Bozen, Italy

The poster presents results from a research project that examined the experiences of transitions to work and the associated challenges for the agency of young people leaving residential care institutions in South Tyrol/Italy. Social work services accompany care leavers' transitions to an independent life after care are part of the contextual conditions, and there is an urge for innovation in those services to better respond to the needs of care leaver in their transitioning processes. Quick transitions into a job and the experience of related conditions as precarious employment situations with low career prospects are more common, than the choice for higher education in order to have more career prospects, higher income and more job security in the long run. Fostering factors for the transition into the labour market are education, financial support, as well as a close relationship to professionals in the care environment and a reliable, extended private and professional support network (Zeira, Refaeli, & Benbenishty, 2019; SOS- Villagi dei Bambini Italia 2017). The presented first results draw from qualitative in depth interviews with young adults who have left the child and youth welfare system and with professional social workers who accompany individual projects with care leavers. They allow insights into the unfolding transition processes and in the experiences of care leavers from the perspective of a later point in their careers. The analysis offers a base for reflective awareness of the prevailing shifts and 'distributed agency' of care leavers, that can positively influence the practice of transition and inspire new approaches to the lifespan and the way practitioners intervene throughout the lifespan.

Poster sessions

Relationships between researchers, gatekeepers and socially excluded people

Barbora Gřundělová, Zuzana Broskevičová
University of Ostrava, Czech Republic

The population we often examine is experiencing multiple deprivation. To sensitively access participation from minority groups for research, researchers have identified gatekeepers as important mediators. Gatekeepers control access to a particular community or institution and as a result researchers are reliant on their input. Gatekeepers provide not only physical access for research, but also social access. In this way, they can acquaint the researcher with group dynamics, the roles of certain people (informal authorities, leaders, outsiders) or even the fears of the people and the reasons for possible non-involvement. Thanks to this knowledge, the researcher can think more reflexively about his/her work and giving a voice to various individuals who represent the necessary diversity of experience. The presented literature review looks at the different types of relationships that exist between researchers, gatekeepers and socially excluded people, and how these relationships facilitate or hinder access. We explore the power dynamics associated with recruitment through gatekeepers when researching minority groups. The researcher is often a relatively uncontrolled element in an otherwise highly structured environment. Universities and professional organizations currently have little support for researchers who want to conduct controversial critical research. Unfortunately, there are still few published reports or case studies in which researchers have discussed the control that the gatekeeper exercised when forcing them to either revise or depoliticize their analysis. Future research could explore the gatekeepers' own views on issues arising when hosting researchers. It is necessary to build relationships for meaningful and successful research with groups that have seldom spoken out.

Poster sessions

Women's experiences of problematic substance use and intimate partner abuse victimisation in their own words

Sarah Fox

Manchester Metropolitan University, United Kingdom

Overview

Studies show that intimate partner abuse (IPA) victimisation is a common experience among many women who use drugs and alcohol. Among these women, using substances to cope with the physical and emotional impact of abuse is common, however, the relationship between IPAV and women's substance use is also impacted by the perpetrator's coercive and controlling behaviour. This poster will present the complex relationship between IPAV and substance use among victims, and highlight the implications for social work practice, drawing on recent guidance developed for social workers who support IPA victims and perpetrators.

Methods

This study is influenced by feminist theory, focusing on the lived experiences of women with histories of problematic substance use and intimate partner abuse victimisation. Using semi-structured interviews, 12 women consented to share their experiences, and interpretive phenomenological analysis was used as a guide to analyse their narratives.

Findings

The women's narratives highlighted how perpetrators used the women's substance use as justification to control, isolate, restrict, and inflict physical and sexual abuse on them. Their narratives also showed how the women used substances to cope with their experiences of abuse, both in anticipation of abuse, and, after an abusive incident.

Originality

This research is important because it demonstrates the complex and nuanced relationship between problematic substance and IPA victimisation among women. The findings have important implications for social work and social care practice, which will be discussed in relation to recent guidance developed for social workers who support both victims and perpetrators who use substances.

Poster sessions

Youngsterdam Learning Community – connecting social work research and youth work practice

Rosa Koetsenruijter, Jolanda Sonneveld, Pink Hilverdink

1 & 2: Amsterdam University of Applied Sciences, The Netherlands, 3: Interim Support & Projects for Youth Work, Youth Policies & Youth research

In a society with increasingly unequal access to opportunities and an expanding pressure on youngsters to perform, safe spaces where socially vulnerable youngsters are allowed to learn and develop valuable skills are highly important. In the Youngsterdam project, professional youth workers support these youngsters in organizing their own activities through applying the method Youth Organizing. This youth work method invites and motivates youngsters to organize activities initiated by themselves. Through these non-formal learning experiences, youngsters experience positive encounters with peers and others from their neighbourhood – increasing their social participation – have the opportunity to develop their talents, and gain insights into their future. In addition, they could learn to bear responsibility and gain useful communication and organization skills.

Innovative in this approach is the application of Open Badges: a digital system for the (international) recognition of non-formal learning experiences. This tool can enhance youngsters' learning process by continuously motivating them to learn and allowing for (self-)recognition of skills and experiences.

In a learning community of youth workers, researchers, students and social work educators we aim to co-create knowledge focused on the following question: To what extent does Youth Organizing in combination with Open Badges motivate youngsters to gain new learning experiences in a voluntary, non-formal learning environment? Under supervision of researchers, Social Work students will obtain empirical data through structured observations and in-depth interviews with youngsters and youth workers. Additionally, through this learning community, youth workers can reflect on their own actions and methods. Results are expected in Winter 2022.

Poster sessions

The Impact of COVID-19 on Social Workers in Slovakia: An Assessment of Peritraumatic Distress

Jay Miller (1), Zuzana Poklembova (2), Beata Balogová (3)

1: University of Kentucky, USA, 2: University of Prešov Slovakia, 3: University of Prešov Slovakia

Background/Purpose: There is broad consensus that COVID-19 has had a pernicious impact on social work, in general, and among social work practitioners, more specifically. However, at present, there are very few, if any, empirical examinations of this impact exist.

Methods: This exploratory study examined peritraumatic distress among a sample of social workers (N=310) in Slovakia. Peritraumatic distress refers to the physiological and/or emotional distress experienced by an individual during a traumatic event. Researchers collected data utilizing the Peritraumatic Distress Index – COVID-19, which is a scale designed to examine COVID-19 specific peritraumatic distress. The questionnaire is based on relevant diagnostic guidelines for distress as outlined in the International Classification of Diseases (11th Revision).

Findings: Analysis suggest that distress is impacted by several variables. In general, participants identifying as male, married, reporting good physical and mental health, working in micro contexts, and who were financially secure tended to experience less COVID-19 associated distress.

Conclusions/Implications: Consistent with assertions made by the World Health Organization, this type of research has the potential to inform responses to supporting social workers during this, and future, public health crises. Overall, findings indicate the need to provide more creative supports to social workers practicing during the pandemic. Data suggest the need for targeted support initiatives, typically for those who are from underrepresented groups (e.g., LGBTQ*) or experiencing financial or mental/physical health issues. This presentation will discuss “lessons learned” from this research, specifically how to best support social work practitioners during public health and emergency crises.

Poster sessions

Leapfrogging through tools and methods: Promotion of Child Participation in International Welfare systems

Esther Mercado Garcia (1), Wendy Eerdekenes (2), Inger Sofie Dahlø Husby (3), Karen Winter (4)

1: Complutense University of Madrid, Spain, 2: Arteveldehogeschool, Belgium, 3: Norwegian University of Science and Technology, 4: Queen's University Belfast, United Kingdom

Background and purpose: Child participation, and the defence and promotion of children's rights have become globally important topics of discussion since the passing of the United Nations Convention on the Rights of the Child (UNCRC). This recognition becomes even more relevant as it is one of the fundamental principles of children's rights within the framework of the 2030 Sustainable Development Goals. However, cultural patterns, the "adult-centric" view and the lack of tradition in recognising a prominent social role for children and young people made this issue one

of the most significant challenges. This poster analyses the tools and methods used by professionals of four countries (Belgium, Northern Ireland, Norway and Spain).

Method: Qualitative research approach based on literature review. Materials, tools and techniques used in the promotion of children's participation and decision-making were identified through a structured search in both national and international databases in addition to the collection of potential tools from project partners. A structured computer search was carried out using a specific selection criteria.

Findings: Studies show that there is a need to define organised practices in order to promote children's participatory processes. Narrative and mapping tools are used and some of these are oriented towards understanding the psychosomatic economy of children.

Conclusion and implications: Many practical tools are not necessarily documented through academic research, however, certain tools are implemented through toolkits and seminars provided by specialist centers or other organizations. Several of the tools and practical methods are imported and translated from UK and USA. It is not easy to find sources that specifically related to the tools/methods that support the participation of young children in youth care.

Poster sessions

Non take-up of social welfare benefits among migrants in Switzerland during the Covid-19 pandemic

Gisela Meier, Eva Mey, Rahel Strohmeier
Zürcher Hochschule für Angewandte Wissenschaften, Switzerland

Even though the phenomenon of non take-up of social welfare benefits (NTU-SWB) has been a major concern for the field of social work as well as an important topic of research in Switzerland as for the rest of Europe, the experience related to the Covid-19 pandemic has once again demonstrated the high relevance of this topic. The high demand for food distribution schemes that were installed in Zurich and Geneva has shed light on the fact that a non-negligible part of the population experienced significant economic difficulties during that time. As two studies - in which participants in these schemes were interviewed - show, NTU has been a major contributing factor for the increased strain on multiple already vulnerable groups, particularly migrants.

Against this background, and based on the aforementioned survey from Zurich, we focus on two research questions: Firstly, which are the main causes for NTU, especially for migrants and secondly, what are the individual consequences of NTU?

One of our key results is that the state contributes to an increasing precarization of foreigners. In fact, the latter are reluctant to request social welfare support, given that this could jeopardize their residence permit. Hence, they are often employed in precarious jobs, formally or informally, and thus lost all or a significant part of their income during the pandemic.

We conclude that there is a need for intensified public debate on NTU. In addition, we believe it would be beneficial to install a reporting system on NTU and to develop standardized approaches to handling cases of NTU. However, this also raises the ethical question whether there is a right to be in a (willingly chosen) situation of NTU.

Poster sessions

Gerontological social work and ethnic diversity: a reflection from the case of Chile

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Background: Emphasising cultural diversity in the ageing process has become in recent years a trend and at the same time a necessity in social gerontology and Gerontological Social Work. The purpose of this work is to analyse the possible differences and at the same time similarities in the process of successful ageing of the two most populous native ethnic groups in Chile; to describe the cultural practices of the interviewed indigenous older people analysing the relationship between successful ageing and ethnic-cultural identity, and to deepen in the practical and theoretical applications of the knowledge/cosmovision of the indigenous peoples in Social Work.

Methods: A quantitative and transactional study involving 569 indigenous older people living in rural areas of Chile. The Successful Ageing Inventory, a questionnaire on indigenous cultural practices and Ethnic Identity Mutigroup Scale were administered through a structured interview. Descriptive, bivariate and correlational analyses were conducted.

Findings: The results indicate a process of successful ageing for both indigenous peoples, as well as a high maintenance of indigenous cultural practices (e.g., speaking the native language, maintaining indigenous funeral practices, among others) and, finally, a positive and significant correlation between successful ageing and ethnic identity.

Conclusions: Gerontological Social Work should seek to strengthen the ethnically sensitive approach, in addition to the recognition and joint work with the subjects themselves, which tends to promote their participation and empowerment through the strengthening of spaces for social and political representation, but it is also necessary to expand social research in these groups at constant social risk.

Poster sessions

The role of resources and support in the CWS: social workers' self-efficacy in multicultural practice.

Justyna Mroczkowska
Univeristy of Agder, Norway

Child welfare workers' perceived self-efficacy influences the practice and impacts decision making therefore outcomes for the children and families. The article focuses on identifying factors associated with child welfare professionals' perceived abilities to work with migrant families.

In this study, the Self-Efficacy Scale was developed to describe Norwegian Child Welfare Services (CWS) professionals' beliefs about their capabilities to work with migrant families. The study aimed to determine the main influencing factors to cultural efficacy and examine the relationship between self-efficacy and resources to work with migrant families.

The scale was administered to child welfare workers in Norway (N=251), and the reliability of the scale measured by Cronbach's alpha coefficient was .904. The exploratory factor analysis of social work cultural self-efficacy found support for four separate, but correlated sub-dimensions: Assessment, Relationship, Support Request, and Teamwork.

Regression analyses found experience in working with migrant families, training, and support from external agencies to be the main attributing factors to cultural self-efficacy. The findings conclude with previous research and highlight the need for both professional development support and organizational resources to be provided to strengthen the practitioner's preparedness for multicultural practice in child welfare services.

These findings offer insight relevant to ongoing developments in the multicultural practice in child welfare services and to the question of how CWS may deal with diversity challenges in the ways that could contribute positively towards outcomes for migrant children and families.

Poster sessions

**Living with relatives' excessive alcohol use in childhood
and alcohol use in adult years**

Jóna Ólafsdóttir
University of Iceland

Objective: The aim of this study was to investigate if participants report negative effects from excessive alcohol use by relatives (e.g. parents, siblings and grandparents) during their childhood. The participants were also asked about their own alcohol consumption in the past 12 months and abstainers were asked about their reasons for choosing to live their lives without consuming alcohol.

Method: A quantitative approach was used. Data collected from the Icelandic RARHA SEAS were used in this study. A panel of 2,500 respondents in the age range of 18-65 years was randomly sampled and was intended to be adequately representative of the Icelandic population. There was a 34.9% response rate (n=873).

Results: Of the 873 participants, 26.6% (n=214) categorised as Group A had lived with relatives who excessively consumed alcohol and this had negatively affected them in their childhood. In their adult years, Group A seemed to be more frequently intoxicated than the control group, Group B (n=659). They also experienced more negative consequences from their alcohol consumption. Group A was likely to consume alcohol to deal with difficult feelings such as depression and they were also more likely to abstain than Group B.

Conclusions: Social workers should be aware of the childhood experience of living with relatives who excessively use alcohol does not impact everyone in the same way in their adult years. Some of them are more likely to use excessive alcohol as adults without relating it to their childhood experience of relatives excessively using alcohol.

Keywords: Social work, alcohol use, intoxication, abstinence, family relation, childhood, adult years

Poster sessions

Connecting the dots growing up: opportunities and challenges in formal and informal resources for youth in cities

Nicole Sanches, Leonieke Boendermaker
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In an urban environment such as Amsterdam, there is a great diversity of informal and formal social networks that influence the development of children and youth. Depending on multiple factors the participation in (in)formal social networks differ. This is especially the case in urban cities, where vulnerable children and youth – such as children and young people who grow up in poor families, with a migration background, who commit crimes, who do not go to school, have a physical, mental or cognitive disability or undocumented children and young people – participate less in sports, cultural or other activities. The available range of (in)formal facilities and services does not reach everyone or are not appealing to everyone.

This poster aims to share insights and examine questions around doing impactful research and using collaborative practices to help young people, parents and professionals find their way to available resources in a contemporary city environment. The poster looks to engage with interlocutors about the challenges and empirical opportunities in connecting the (in)formal resources around development of children and youth, social care, cultural programs and education. Inspired by Bronfenbrenners' ecological system theory and Glissant's theory of Relation we view the urban environment in the city of Amsterdam as a melting pot of resources where culture is shaped and knowledge is exchanged. How can we, as social work professionals (teachers, researchers, developers etc.), effectively engage with the challenges and opportunities that arise from such urban melting pots?

Beneficial contexts for mental health

Beneficial contexts for mental health
Co-production – exploring the benefits of green and blue spaces for wellbeing in mental health social work

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Background

The possible therapeutic benefits of spending time outdoors in 'green' (open landscapes) and 'blue' (open water) spaces have been identified (Twohig-Bennett, 2018). Exposure to nature can improve physical and mental health but this is not traditionally a focus of social work intervention. More evidence is required to understand how these mechanisms work (Britton, 2018) and whether exposure to green and blue spaces can benefit people with severe and enduring mental health problems.

Methods

We used a co-produced mixed-methods design to explore the impact of spending time outdoors on mental health and wellbeing in both mental health service users and a general population sample. Thematic analysis of eleven qualitative interviews informed the design of a quantitative survey (N ≥ 1500) which collected data on experiences, barriers and facilitators of accessing green and blue spaces. Mental health diagnosis, medication use and the Warwick-Edinburgh Mental Wellbeing Scale was used to measure current wellbeing.

Findings

Qualitative thematic analysis of the data demonstrated that mental health service users recognise the benefits of green and blue spaces but highlighted some of the barriers to access and enjoyment. Comparative analysis of data from the general population and mental health service users explored commonalities and differences.

Conclusions and implications

Supporting mental health service users to spend time outdoors can be an effective way of improving wellbeing. This project demonstrated how the co-creation of knowledge can help connect social work research and practice. The implications for mental health social work practice, policy and further research will be discussed.

Beneficial contexts for mental health
Fostering Social Inclusion Through a Stress- and Traumasensitive Approach to Research and Evaluation

Barbara Umrath

medica mondiale e.V./University of Applied Sciences Cologne, Germany

The chance of encountering clients with a history of trauma is not limited to any particular field of social work. As research on early childhood mistreatment as well as on collective and/or historical trauma suggests, trauma is far more prevalent than commonly assumed. Consequently, it has been argued for the need to integrate trauma informed care (TIC) into social service delivery across different professional settings. By providing safe environments, facilitating trust building, and creating collaborative helping relationships, trauma informed social work practice seeks to empower clients and counter trauma dynamics like social isolation. Thus, trauma informed social service provision fosters social inclusion.

The paper will discuss what a trauma informed approach means for research and evaluation. For this purpose, I will draw on experiences of *medica mondiale*, a women's rights organization based in Cologne, Germany, that, in cooperation with partner organizations throughout the world, supports women and girls in war and crises zones. In this context, *medica mondiale* has developed a stress- and traumasensitive approach (STA) which not only informs the provision of direct services, but also the organizations' research and evaluation practice. Drawing on studies with survivors of war-time sexual violence and regular project evaluations, the paper will point out how the four key principles of *medica mondiale's* stress- and traumasensitive approach— namely: safety and security, empowerment, connection and (self- and staff-)care – can be used for designing research and evaluation in a way that fosters social inclusion of particularly vulnerable individuals and groups.

Beneficial contexts for mental health

Madness after the war – co-producing new understandings of mental health in the context of political conflict

Reima Ana Maglajlic, China Mills, Halida Vejzagic, Jasmin Palata

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To date, the impact of the war on mental health is mainly conceptualised and researched through Western and medicalised understanding of mental distress. Meaningful engagement with people with lived experience has been identified as missing from much global mental health research and practice, particularly in low- and middle-income countries. As mental health is a global development priority, BiH was a site of various post-war development interventions. One of the rare development successes was the introduction of community mental health services, including the development of organisations run or led by people with lived experience. However, reforms in BiH have been criticised for being predominately shaped by donor interests.

The presentation focuses on the findings from an ISRF funded exploratory study which offers new insights on mental distress during and after political conflict in Bosnia and Herzegovina (BiH). It was co-produced by the representatives of two organisations run and led by people with lived experience and two professionals with a variety of disciplinary backgrounds. The study explored experiences of mental distress and support received of people with lived experience in two BiH regions. Narrative analysis of the data utilised the concept of border thinking from decolonial theory, enabling focus on the lived dimension of experiences which have been excluded from knowledge production. The presentation will offer a summary of the findings, appraising whether and how the study contributes to the emerging field of Mad Studies, as well offer insights into methodological and contextual challenges encountered during and after the fieldwork.

Diversity and migration

Diversity and migration

Acculturation Orientations, Professional Interventions, and Burnout among Ethnic Minority Social Workers Working with Ethnic Minority Clients

Eugene Tartakovsky
Tel Aviv University, Israel

In this article we formulate a new theoretical model connecting acculturation orientations, professional interventions, and burnout among social workers working with ethnic minority clients. We tested this model in a sample of Arab Israeli social workers (n=299). The study results confirmed that ethnic minority social workers working with ethnic minority clients used interventions that may be classified as either rooted in the minority or the majority culture. Arab Israeli social workers used slightly more often interventions rooted in the minority than the majority culture; however, the two types of intervention were complementary rather than contradictory. Acculturation orientations of Arab Israeli social workers were connected to their choice of professional interventions. Specifically, a higher preference for separation was associated with more frequent use of professional interventions rooted in the minority culture. In contrast, a higher preference for integration was associated with more frequent use of interventions rooted in both minority and majority cultures. More frequent use of interventions rooted in the majority culture was associated with a lower level of burnout and a higher level of personal accomplishment, while more frequent use of interventions rooted in the minority culture was associated with a higher level of burnout. Based on the obtained results, a multicultural approach to education and training of social workers and social work practice with ethnic minorities is advocated.

Diversity and migration

Diversity in the city: Re-conceptualizing the role of time and place in socially inclusive social work

Anita Røysum, Erika Gubrium
Oslo Metropolitan University, Norway

“How can societies be socially inclusive in the context of growing inequality?” Socially inclusive social work has as its prerequisite an ability to see how “the situation” – including variable access to the city – impacts “the person”. We flip this logic, arguing that rather than limiting focus to how today’s situation – including one’s access to different resources and spaces in the city – variably shapes inclusion, socially inclusive social work must also account for the active, dynamic nature of meaning making by adult immigrant system users. The COVID-19 epidemic has revealed, for instance, that rather than one’s housing situation merely shaping experience, individuals have made widely varied meaning of spaces/places – one’s home, one’s neighborhood, one’s workplace(s), the institutions one encounters, and the means of transport between these – actively drawing on personal and biographical histories and hopes for the future. Diversity has been rendered visible, not just across experience, but in terms of how time, space and place have been understood. This presentation uses this diversity as a starting point, suggesting a novel strategy for conceptualizing the relationship between time, space/place and experience, using immigrant integration (to Oslo) as an illustrative case. More specifically, the presentation proposes a strategy to explore how immigrants actively and variably (diversely) construct subjective understandings of the temporality, spatiality and identity work relevant to their social integration. The presentation will propose a detailed methodological and analytical strategy for enabling such a focus.

Diversity and migration

Migration as mobility: practices and meanings of South American migrants in Santiago de Chile

Sonia Romero Pérez, Juan Carlos Ruiz
Universidad Tecnológica Metropolitana, Chile

The movement of people around the world has presented a dizzying development in recent years, which has exceeded the projections of international organizations. Furthermore, the complexity, multivariate explanations and motivations of the phenomenon is highlighted. With a focus on south-south migration present in Santiago de Chile, it is understood as a relational space built from complex types of mobilities that are related to social and cultural practices together with economic policies. Based on the above, the question is: What are the meanings of the mobility practices that south - south migrants develop in Santiago de Chile? To answer this question, a visual narrative investigation is developed, using in-depth interviews and photo elicitation techniques with Colombian, Venezuelan and Peruvian migrants living in Santiago de Chile for more than 2 years. The initial findings suggest that subjective participation within the confrontations and struggles that take place in this political field allows us to see irregularity as a process in tension that is based on the conflict between the politics of control and the politics of migration. This work concludes that mobility is a relevant meaning for the social and emotional life of migrants. From this perspective, Social Work can approach migration as a creative force within social, cultural and economic structures, and prioritizing the subjective practices, desires, expectations and behaviours of the migrants themselves when observing the movements. and migratory conflicts, where new forms of domination and exploitation can be recognized as well as new practices of freedom and equality.

Housing, neighborhoods and communities

Housing, neighborhoods and communities
A digital social route map in Austria: potentials and limitations

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A digital social route map in Austria – potentials and limitations

Background and purpose

Access to social support services is often characterized by various hurdles, lack of knowledge about offers and accessibility and feelings of guilt and shame. This increases the risk of insufficient supply and marginalization. Digitalisation can increase exclusion, but it can also offer opportunities. This is underlined by the experiences during the Covid-19 pandemic.

A three-country interdisciplinary consortium in Austria (5 scientific institutions, 3 IT companies and 14 social institutions) is working on the development of digital tools supporting people to find information in a most low-threshold service.

Methods

In an integrated participatory process, combining a service design thinking and a service user involvement approach, a qualitative survey (focus groups, workshops) was carried out (Stickdorn 2018). The question is asked whether and in what manner service user and social workers use the internet and in which way they get information about support.

Findings

The first results show that the cell phone is an indispensable everyday companion and underline the importance of the cell phone as an integration factor. Noteworthy is the fact, that young people overtake responsibility for family members. An explicit awareness of diversity is visible, as well as the knowledge of the dangers of the internet.

Conclusions and implications

In terms of sustaining social inclusion through social work research it is essential to think more widely about digital tools concerning accessibility and dimensions of diversity but also about the limitations of digitalization. Accessibility, usability and non-discrimination are core principles.

Keywords

social work, social inclusion, digitalization

Housing, neighborhoods and communities
**Caring neighbourhoods as a means for social inclusion of
vulnerable residents?**

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Thomas More University of Applied Sciences, Belgium

As in many Western counties, caring neighbourhoods as a policy concept increasingly gained importance in Flanders (Belgium). Caring neighbourhoods can be understood as neighbourhoods in which people, irrespective of age and care needs, know and help each other, receive the support they need, and where services are accessible and available. Whereas the policy concept took a fast flight, practices are still in an embryonal stage. We therefore raised the question whether and in which manner these practices contribute to the intended objective, specifically for vulnerable people?

We performed a qualitative evaluation research in four rural pilot cases on four measuring moments throughout three years. We used a mixed methods approach with in depth interviews with vulnerable neighbours, focus groups with both formal and informal community stakeholders and reports and meeting notes. For the analyses we built on the critical realism framework. We used the CAIMeR theory as our methodological framework (Blom & Morén, 2010). Results point to the potential of the concept, such as the focus on the local geographical level which is of specific relevance for vulnerable neighbours, the inclusive approach towards neighbours, a cross-policy area approach and a structural and holistic approach. Additionally, we designate several pitfalls and preconditions to put the policy concept into practice, such as high expectations towards neighbourhood care, inertia and ups and downs during the process and the necessity of a team of professionals bridging the neighbourhood with health and care organisations.

Housing, neighborhoods and communities

Life satisfaction among alumni of youth villages in Israel: A life course perspective

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Background and purpose

Empirical evidence on life satisfaction of care leavers is scant and often based on small and non-representative samples. Based on the life course perspective this study explored objective and subjective factors, measured from early adolescence to young adulthood, and examined their association with life satisfaction among care leavers, both general and domain-specific (work, financial situation, housing, social relationships, and emotional state).

Methods

The sample was randomly drawn from the whole population of eight graduating cohorts of alumni of educational residential care in Israel and consists of 2, 295 alumni (24-31 years old). The dataset combines an extensive set of longitudinal administrative records and structured phone interviews. Bivariate correlations and multiple regression models were used to assess associations between pre-care context, in-care and post-care experiences and achievements with general and domain-specific life satisfaction.

Findings

In-care experiences of peer and staff support and educational attainment at the end of placement, and post-care experiences of integration into post-secondary education and material deprivation are strong predictors of general and domain-specific life satisfaction. The effects of in-care preparation for independent adult living, post-care contact with care staff, employment and parenthood are not consistent across different domains of life satisfaction.

Conclusions and implications

Three main areas should be the focus of practitioners and services while in care and afterwards: promoting a positive in-care social climate by enhancing supportive relationships with peers and staff; increasing the proportion of alumni achieving a quality matriculation diploma; and implementing policy measures to address the material hardship of these young people after leaving care.

Housing, neighborhoods and communities

Negotiating the community: The co-production of community development in a socially disadvantaged neighbourhood

Marianne Staal Stougaard
UCL University College, United Kingdom

In order to solve complex social problems such as social exclusion, front-line workers depend on the engagement of citizens, also referred to as co-production (Müller and Pihl-Thingvad, 2020). This study examines the co-production process of community development in a socially disadvantaged neighbourhood in Denmark, characterised by ethnic diversity. According to policy documents, the aim is to create a bridging community, transcending the boundaries of ethnicity, age, social status etc. Yet, this aim is not necessarily aligned with the understanding of the residents whom the front-line workers try to engage. The study therefore asks:

How do front-line workers and residents negotiate the boundaries of the community in a co-production process aimed at community development in a socially disadvantaged neighbourhood and how does the negotiation influence the engagement of the residents?

The empirical data includes interviews with front-line workers and residents representing four different housing sections of the neighbourhood, observations at meetings as well as documents.

Theoretically, the study draws on Putnam's (2000) distinction between bonding and bridging social capital to denote the understanding and development of different types of network/communities.

While the study shows how enthusiastic, communicative, and conflict reductive front-line workers positively influence the engagement of residents in co-producing the bridging community, it also questions the overruling of other communities/networks of importance to the residents, perceived as counterproductive to the community defined by the authorities. This implies that policy makers and front-line workers pay attention to the exclusionary mechanisms involved in their endeavours to transfer disadvantaged neighbourhoods into inclusive communities.

Including service users' experiences

Including service users' experiences
Integrating young service users' narratives in social work education: Disquieting lessons in inclusion and consent

Bob Cecil
Nottingham Trent University, United Kingdom

This paper reports the findings of an instrumental qualitative case study exploring the impact of service users' (SUs) narratives in the social work curriculum. Building on previous studies (Sapouna,2020) it details what actually happens when stories of personal experience are told by SUs themselves and in their own way(s) from the standpoint of students, SUs and academics focusing on the lesser -heard voices of young SUs whose perspectives occupied a revelatory place within the data. Grounded within transformative learning and emancipatory perspectives it revisits fundamental pedagogic principles informing the practice and method of using such narratives within the classroom.

Although a far from unproblematic process, the findings revealed the creative potential of such narratives including 'live' theory generation and opportunities to promote professional learning and understanding that extend beyond voyeurism.

Thematic networks were constructed and analysed from data including depth individual and group interviews, participant-as-observer methods and students' reflective written accounts. Four Global Themes emerged: reflexivity, role orientation/identity, emotionality and criticality. In detailing the narratives including childhood sexual abuse, living with enduring mental health needs, substance misuse, the experience of being a looked-after-child and day-to-day coping, the findings contained rich insights into participants' emotion reactions. Observations of the wider story-telling process illuminated significant sources of tension/conflict but also how affective learning opportunities may be proactively harnessed 'live' within the classroom. In interrogating 'consent', the paper resonates with similar calls (Baldwin and Estey-Burt,2021) for greater inclusion and the promotion of ethical classroom-based pedagogic practice(s) when working with younger service users.

Including service users' experiences
Moving forward, waiting or standing still? Service users' experiences from a Norwegian labour activation programme

Helle Cathrine Hansen Erika Gubrium
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Background:

Labour activation policy relies on a notion of temporal homogeneity, with the assumption that the service user, once enrolled in a labour activation programme, moves forward on a linear, stepwise and progressive trajectory into or closer to the labour market. However, for many the labour activation trajectory is experienced as a discontinuous and interrupted trajectory, through which one occasionally moves forward, but which also contains periods of immobility and standstill, or horizontal movement inside the system. In this paper we analysis how service users in a Norwegian labour activation programme make meaning of time spent on a labour activation trajectory. The purpose of the article is to better understand the service users' experiences to respond to their needs.

Methods:

The study is based on fieldwork in The Norwegian labour and welfare services (NAV), including observations of user-meetings and interviews with service users.

Applying a rhythm-analysis, we explore how service users' life course rhythms meet with and diverge from those prescribed by institutionally defined labour activation, and how dissonance may shape the way that users understand their labour activation experiences.

Findings: (Will be elaborated)

The findings point to how participants variably construct understandings of time itself – in particular “waiting” in the system – in connection with their labour activation experiences.

Conclusion/implications:

A focus on how diverse life (course) rhythms may intersect and create complexity in peoples' lives, facilitates a better understanding of how service users understand and respond to labour activation measures. This is also important for policy-making and for practice.

Including service users' experiences

Social Service Users become Experts by Experience: an innovative proposal of the University of Padua

Barbara Segatto Anna Dal Ben
Università degli Studi di Padova, Italy

Social work education is connected to the complexity of society and the continuous changes that go through it, modifying its structures in terms of resources, needs, and well-being. Within the University context, the introduction of the service users as "experts by experience", that is, an active bearer of knowledge and not just of needs, appears relevant under several aspects: to give the person a different role in the course of his change process; to provide new types of knowledge and teaching methods within the university courses of future social workers; to promote the continuous training of social workers. In fact, the immediate internalization of a different perception of service users experienced not only as recipients of processes but also as trainers of social work practices can have transformative effects on students' prejudices, on the values of the profession, and more widely in relation to the understanding of life experiences and the possibilities for change.

Through an exploratory qualitative research, we collected the life experiences and the support paths lived within municipal social services of 20 people who have experienced economic, housing, and educational disease, with two main objectives: understand the experience and the process of change undertaken; investigate the possibility of becoming an expert by experience and participating in the training of social workers. The first results show resource and critical elements that open up significant opportunities that will be presented and discussed at the conference.

Intersectional matters of migration

Intersectional matters of migration
**African children in Norwegian homes. Intergenerational
and integrational issues with fosterplacement by child
welfare services**

kjetil wathne, John David Kisuule
OsloMet, Norway

African minorities in Norway live in fear of the Child Welfare Services (CWS) and the oft reported and persistent rumor is that 'they take our children!' This fear and the effects of actual contact with CWS on these minority communities, represent very real hindrances to integration into Norwegian society. We are interested in the way the concept of culture plays out in foster-placement cases and the consequences on individuals and families of placing African children in Norwegian homes. Norwegian law assures children the right to protection – which is perhaps CWS' main mandate. However, a child's right to a cultural identity is also ratified in Norwegian law and consequently within the CWS' prerogative. However, it is problematic that CWS are able to recruit few minority families as foster homes and the extent to which CWS can address the issue of 'right to culture', is questionable. Through interviews with children born to African parents in Norway, biological parents, community leaders and child services workers, we investigate how intergenerational and integrational issues impact on families ability to cooperate and recuperate after contact with CWS. How do African minority children and youth, who often live through complete severance from their parental language, religion, and cultural values, experience being placed in Norwegian homes? What effects do placements have on family dynamics and power relations? How do individuals and families cope with this experience in terms of participation in Norwegian society?

Intersectional matters of migration
**Attitudes towards granting welfare rights to immigrants in
times of socioeconomic uncertainty**

Luis Fernandez Barutell
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Background and Purpose

The Great Recession and its aftermath, from 2010 to 2016, challenged the grounds of European solidarity. This study, informed by the Realistic Conflict and the Minority Threat theories, aimed to investigate whether an adverse socioeconomic context increased citizens' preference towards excluding immigrants from the rights to social benefits and services.

Methods

A multilevel analysis was conducted combining data from the European Social Survey (Round-8, 2016) and Eurostat and OECD statistics. Focusing on the Euro area -where the post-recession was particularly severe-, we modeled a three-level structure as individuals, regions, and countries. Specifically, we estimated a multilevel logistic regression to assess the relationship between the rise of unemployment, inequality, and poverty over the recession recovering period and the exclusionist attitude.

Findings

The results showed that increasing regional unemployment (OR=1.02, $p<.05$) and country inequality (OR=2.19, $p<.001$) were significantly associated with preferring to keep immigrants from welfare rights. In contrast, an increment of the population at risk of poverty/social exclusion (OR=0.84, $p<.001$) related to lower rather than higher discriminatory stands.

Conclusions and Implications

This study confirmed that unemployment and inequality compromise out-group solidarity. Surprisingly, a negative association exists between poverty and exclusionist attitudes, suggesting that a sort of solidarity in the struggle can operate in contexts of generalized scarcity. Ultimately, this is inequity rather than poverty that may be fostering the rejection of newcomers as welfare recipients. By integrating original insights from social geography and applied economy, this Europe-based study reinforced the multidisciplinary and transnational dimensions of social work research.

Intersectional matters of migration

Social work students' perceptions about social work and migration: using photovoice as research and pedagogical tool

Sofia Dedotsi (1), Elena Cabiati (2)

1: *University of West Attica, Greece*, 2: *Catholic University of Milan, Italy*

Social work students' preparation for practice with migrant people remains an under researched theme, despite the high demand for 'migration professionals' (Maniatis, 2018) during the years of the refugee crisis. This international research project aimed to investigate, through photovoice technique (Wang & Burris, 1994; Liebenberg, 2018), students' opinions and perceptions about migration with reference to their future social work practice.

The research was conducted in 2021-2022 and involved undergraduate social work students of two European Universities, the Catholic University in Milan, Italy and the University of West Attica in Athens, Greece. In both universities students were invited to take and present a photo which represented their personal idea of their future social work practice with migrant people. Starting from these pictures, 4 focus groups with 10 students each (N= 40) took place and data were analysed through content analysis. The photovoice technique gave the opportunity to explore students' opinions, feelings, expectations, and perceptions on their practice with migration in depth, with several implications for social work education.

In this presentation, the authors will focus both on the research design, illustrating the research process and the photovoice technique to explore content that entails cognitive and emotional dimensions as well as the outcomes of the research. Since no similar research has been undertaken so far in Greece and Italy – to the best of our knowledge - the findings will contribute to the theoretical and empirical knowledge about social work education and migration, via the use of participatory action research methods such as photovoice with European and international implications.

Intersectional matters of migration
**Superdiversity, parenthood, forced migration and social
work**

Alessandro Sicora
University of Calabria, Italy

Superdiversity is a relatively new concept introduced by Vertovec (2007; 2019) to emphasize a level and a type of complexity unknown in the past in our societies and characterized by a dynamic interaction of variables typical of a current immigration that is very heterogeneous in origin, as well as in socio-economic, familiar, and legal (such as the asylum seekers) conditions. The concept of superdiversity contrasts with the simplifications sometimes made by social workers in their assessments (Taylor, 2017) and is in tune with the principle of the centrality and uniqueness of the person.

How do social workers in this field connect to forced migrant parents' views, and how do they see their task in supporting parenting? 50 forced migrant parents and 22 Italian social workers have been interviewed, respectively on 1) their experience of life and contacts with social workers, 2) their experience with forced migrant parents (to investigate social workers' perceptions on the relationship between parenthood, forced migration and social work). The analysis (grounded based, using NVivo) of this second group of interviews highlighted the frequent existence and co-existence (even in the same person) of three different attitudes ("we vs. them", "we all are equal", "generalizing is wrong"). This and other research outcomes give new insight on how to address the unique challenges that refugee and asylum-seeking families encounter. The efforts towards supporting parents should concentrate on approaches that enhance resilience and strength, especially by understanding how to bridge personal and collective conditions and expectations.

Knowledge production in unconventional social work contexts

Knowledge production in unconventional social work contexts
**Given the Circumstances – Opening the black box of
emerging processes in practice-based social work
research**

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Social work practice-based research (SWPBR) is a challenging undertaking as it always takes place in and must relate to unruly reality. There is a field of tension as a 'dual legitimisation' of the SW discipline is at stake: meeting scientific requirements and relevance to practice. Two research projects were followed to explore possible responses and solutions given the circumstances, dealing with emerging happenstances. This study is part of larger PhD study on methodology for SWPBR.

The selection of the cases is based on a previous study. Both project leaders participated in this Q study on motives of SW researchers. They emerged each as a strong representative of one of the views found. One as 'Substantiator', the other as 'The Change Agent'. The cases also met the criterium; a project conducted in the triangle of research, higher education and practice.

Multiple sources of data collection and -analyses were used. (1) document analysis; (2) (participatory) observations; (3) Interviews with the project group to create a learning history, and (4) an in-depth dialogue with the project leaders on findings. Analysis took place on type of circumstances and the choices that were made.

The choices are in line with the views found and show that the researcher as a person matters. E.g., for validation of findings, the first seeks support in theory, while the other is more inclined to engage in dialogue with practice. Both views are appreciated, and findings serve to discern options related to the objectives pursued. They provide a deeper understanding of SWPBR to further underpin both the discipline and professional development.

Knowledge production in unconventional social work contexts
**Social work, trust, and the media – news media influence
on public trust towards the Swedish social services.**

Kristofer Nilsson, Evelina Landstedt
Karlstad university, Sweden

Background

News media reports have been accredited by practitioners and academics as being, at least partly, responsible for distrust towards social workers and social services – undermining legitimacy. Through negative representations news media contribute to a skepticism within the public. However, even if it is a possibility that news media representations create distrust, it is yet to be empirically substantiated. The aim of the paper was to explore associations between patterns in news media use- and trust, and individuals trust in the Swedish social services. This paper draws on survey data (n= 1697). Latent profile analysis (LPA) was used to create empirically derived subgroups concerning use. One-way analysis of variance (ANOVA) and linear regression were used to assess associations between news use- and trust and trust in the social services.

Findings

Via LPA classes with basis in level of use and preferred type of news medium was identified. No significant associations between classes and trust in the social services was found. However, trust in news media content was positively associated with trust in the social services. The association was statistically significant also when covariates previously shown to be of importance for trust was included in analysis.

Applications

The findings presented in the paper provide empirical insights concerning the role of news for public trust in the social services. On contrary to what has been assumed – news affects trust negatively– – the findings suggest the opposite. For academics and practitioners alike, this enhances the understanding of news media's role in public trust and legitimacy.

Knowledge production in unconventional social work contexts
**Twitter-generated social discourse on social services in
times of Covid-19 pandemic**

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Univeristy of Huelva, Spain

This paper focuses on analysing the discourse generated on Twitter during the months of March and April 2020 in relation to Social Services. In the period of the state of alarm that was declared in Spain by Royal Decree 463/2020 of 14 March 2020 due to the Covid-19 pandemic. The Spanish government declared social services and their professionals as essential (SND/295/2020). They play a fundamental role in the pandemic and have mobilised the digital social participation of the population in social networks.

Likewise, the relevance acquired by Social Services as a support for the social and health crisis has generated an unprecedented social debate on Twitter about the reality of these services in Spain. The sample obtained on Twitter for the terms Covid-19 and Social Services has resulted in a total of 845 tweets, of which 292 tweets were published in the month of March 2020 and 553 tweets in the month of April 2020. The analysis of this phenomenon is the focus of the present communication, in which the tweets about Social Services and Covid-19 published during the lockdown have been analysed using the qualitative analysis software Atlas.Ti 8.

The results show the precariousness of social services and the need for a change in the management and financing model of these services in order to guarantee benefits and satisfy fundamental social rights.

Professional identities in changing contexts

Professional identities in changing contexts
Boundary making in informal social work: reconfiguring responsibilities and roles in new ways

Lieke Oldenhof (1), Ympkje Albeda (2), Elizabeth van Twist (3), David ter Avest (4)
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The Netherlands*

The field of social work is not just practiced by social workers by profession. There is increasing (academic) interest in so-called informal social work: citizens who actually practice social work without being part of a professional organization. In this paper, we empirically research an informal social work practice in the Dutch city of Rotterdam: i.e. a peer support network for mental health issues which is called 'Geestverwanten'. In this network, volunteers and experts by experience cooperate with existing professionals, such as general practitioners and municipal social workers and actors with new roles, such as 'kwartiermakers' and a neighbourhood psychologist.

On the basis of an ethnographic study of this peer support network, we explore how informal and formal actors reconfigure existing notions of professionalism by (re) creating new boundaries with regards to roles and responsibilities for good social support. Most literature on boundary work so far focused on the boundary work of professionals, sometimes in relation to volunteers. However, little is known about the (re)creation of boundaries in informal social work practices. The case of Geestverwanten sheds more light on the complex and dynamic process of boundary making, resulting in an ongoing search within the network between ensuring 'support according to professional frameworks' and 'being a good neighbour'. Based on the findings, we provide recommendations for how learning communities for informal social work could deal with tensions related to boundary work.

Professional identities in changing contexts
**Surfing the waves: how social workers preserve their
professional identity in ever changing contexts**

Mariël van Pelt, Margo Trappenburg
Utrecht University and Radboud Engbersen, Movisie

In order to investigate the influence of societal and policy changes on the professional identity and practice of Dutch social workers a qualitative in-depth study was conducted among three generations of social workers (N = 35) in a wide range of functions and work settings in the Netherlands. Each interview lasted about 1 hour and a semi-structured topic list was used. Social workers were asked why they chose to become a social worker, how they think the public views their work. The focus in interviews was on the policy, societal, organizational and substantive developments the social worker has experienced during his or her career and how these developments affected the way they practice social work and their views on being a social worker. The interviews are fully transcribed. Preliminary analyses – using thematic coding – show that the turbulence in the context of social work is large. Social workers face(d) i.e. different management modes; a coming and going of executives; changes in client population, such as a growing number of fight divorces and multiproblem situations, and both task reduction and accumulation. But social workers are good at countering these ongoing changes and prevailing the essence of their work. In the presentation we designate the developments in the social work profession through the past 30 years, delineate what the common core of social work is and discuss how this can help social workers to ‘surf the waves’ in their daily practice.

Professional identities in changing contexts
The making of social work professional identity/-ies

Ana M. Sobočan
University of Ljubljana, Slovenia

The identity of a profession is a phenomenon that is constantly being recreated through a variety of contemporary influences, and traditions and education that have been historically undergirded and developed. Social work professional identity is not independent of current political, economic, and ideological discourses, ideas, and practices. A look at the history of the profession's development can help to understand the current composition of social work's professional identity: the processes, influences and ideas that permeate and define it.

To attempt to uncover some of the history of the development of social work professional identity, 20 social workers were interviewed: all trained in the 1970s and all in practice up to 40 years. The verbatim transcripts of the semi-structured interviews, each of which lasted several hours, were analyzed using content analysis.

The interviews revealed the experiences and struggles of emerging practitioners in transitioning to a profession that was still developing in the 1980s in Slovenia, while their narratives revealed the moral constructions of their own professional identities. Their personal professional histories shed light on the decades of social work, its place in communities, and its role as a state-led service. The narratives distilled through the memoir lens of the now retired social workers helped to better decipher the various influences that shape(d) social work professional identity. Understanding these is relevant to social work educators, where professional identity is first being shaped, as well as the professional organizations that advocate for the authority and legitimacy of the process, and the practitioners themselves.

Professionalism and ethics

Professionalism and ethics
**Between Despair and Hope: Israeli Social Workers'
Perceptions of the Profession and of Student Supervision.**

Einav Segev, Menny Malka, Oshrit Kaspi-Baruch
*1 & 2: Saper Academic College, 3: Acheva Academic college
Israel*

This study examines social workers perceptions of their profession and of supervision of social work students. The study expands theoretical and practical knowledge of supervision and helps in understanding the experience of training students. Social workers' views regarding the profession and students' supervision have not received sufficient research attention. The research questions were:

- (1) What perceptions of the profession of social work do the students' supervisors hold?
- (2) What perceptions of supervision do the students' supervisors hold?

Methods: The research is a part of a larger qualitative and quantitative study of social work supervisors. Study participants were 403 social workers, Invitations to participate in the study and a link to the questionnaires were distributed by e-mail through the schools and departments of social work at Israel to their past and present supervisors. The convenience sample consisted of those who completed the questionnaire.

We gathered from the participants metaphors related to the profession and supervision. We conducted a thematic analysis of the data.

Findings: most of the metaphors concerning the profession revealed a positive view of it, though criticism was also expressed. The metaphors concerning supervision revealed a view that was even more positive than that of the profession itself. But the difficulty noted by some participants and the criticism of the employment conditions and low esteem of the profession must be addressed by the academic institutions and society in order to maintain the positive attitude toward the profession among the supervisors who are grooming the next generation of social workers.

Professionalism and ethics

Social work in transition - from functional differentiation to holistic professionalism

Inge Storgaard Bonfils, Stella Mia Sieling-Monas, Hamiyet Kaya, Anne Jørgensen
Department of Social Work, University College Copenhagen, Denmark.

In Denmark, the employment services are traditionally organized in accordance with the administrative client categories defined by law. This has led to functional differentiation of job functions between statutory tasks, employer contact, and mentoring (Andersen & Larsen, 2018).

This study follows 12 social workers in their transition from working within a traditional job function in Danish municipal job centers towards working across job functions as job coaches in a supported employment intervention, targeted NEETs struggling with mental health problems. The study runs from 2019 – 2023 and is part of a broader research project: The Reconnect project.

The study is conducted using a combination of qualitative methods: mapping the professional's previous job functions, focus group interviews, individual interviews, and observational studies. Data is analyzed using a thematic analysis approach.

Preliminary findings suggest that the social workers value working within a client-centered approach, and experience having the necessary time and flexibility to develop strong relations with the target group. Social workers report a sense of wholeness; they get to work with the client within the context of their whole lives. However, they also face challenges that are particularly related to the demands for doing statutory work and documentation.

Overall, the study points to that the social workers develop new professional identities reflected in the role as job coaches and counselors in the framework of a supported employment intervention.

Professionalism and ethics

The Subaltern Status of Frontline Social Workers in Critical Situations

Marcin Boryczko (1), Daniela Gaba (2)

1: University of Gdańsk, Poland, 2: University of Bucharest, Romania

This presentation attempts to lend voice to frontline social workers who are relegated to the subservient subaltern position. When shunted into subsidiary positions, their competence in making good judgement is either overlooked or denied.

The study aimed at documenting critical experiences of frontline social workers while persisting to deliver assistance when their organizations were mired in bureaucratic chaos of indecision and inaction. The study was designed to enlist the active consent of participants to have their voices channeled to various fora, as an expression of collective agency. Critical questions lead us to analytical discourse over how knowledge is processed and transformed. As co-authors of situated knowledge, the subaltern claims voice and will then speak.

Present the results of a cross-national qualitative study exploring the professional and personal challenges faced by social workers in Germany, Romania and Poland during the pandemic. 30 semi-structured interviews (10 from each country) were conducted with frontline social workers with at least one year of work experience in the field.

Findings reveal how social workers from three countries are similarly pitted against the aftershock of austerity measures adopted by neoliberal state governance. Also exposed are daily dilemmatic choices: institutional policy or acting on basis of ethics and compassion; professional duty or respect for client autonomy; submission to authority or exercise autonomy and integrity. The study concludes with the imperative of a post pandemic professional reckoning. Lessons learned and knowledge transformed will be the gift we take from those who worked among the dying and the poor.

Professionalism and ethics

The code of ethics as a tool for exercising Social Work values; a Wittgensteinian perspective.

Daphne Udo de Haes (1), M. van Lambalgen (2)

1: NHLStenden, The Netherlands, 2: University of Amsterdam, The Netherlands

Ethical standards provide a specific tool for putting Social Work values into practice. They offer practical guidelines for acting in local situations on the basis of shared values, like social inclusion. However, if a code is to be used, one has to be able to come to a reasoning based on the text that leads to a decision that is 'the right one', according to its background values. How is this to be done? We tested this in an experiment.

The theoretical starting point for the experiment is a Wittgensteinian concept of 'the meaning of rules.' The right application of a code rule is given by the context in which it is to be applied. And the right interpretation of ethical standards is given by the professional practice itself.

In the experiment social work students were given the assignment to judge a true disciplinary case, based on the code's text. The student's judgements and argumentations were compared to the decision of the social work professional association's Supervisory Board on this case. The analysis is made of the written judgements and of recordings of the conversations that lead to the judgements.

From the analysis it appears that using the text for reasoning towards a conclusion that is in line with the intended meaning of the ethical standards appears to be far from self-evident. So if codes of ethics are to be used as a tool for putting values, like social inclusion, into practice, what does this require from social work education?

Social work education: students and the curriculum

Social work education: students and the curriculum
Evaluation of a mentoring scheme for Black, Asian and minority ethnic social work students in London

Helen Hingley-Jones, Helen Gleeson, Diane Apeah-Kub
Middlesex University, United Kingdom

Background and purpose:

This evaluation is of a pilot mentoring project for Black, Asian and minority ethnic undergraduate social work students in London, created by academic staff to run this year. It emerged partly in recognition of the work of the Black Lives Matters movement in 2020; aimed at tackling structural disadvantage and unconscious biases facing BAME student and qualified social workers during their careers. Research in this area is not well developed, though indications from UK surveys and reports suggest that BAME students experience disadvantage (Bernard et al 2014) as do as qualified social workers (Brown et al 2021; Carter, 2021; Lavalette and Penketh, 2014; Samuel 2020; Samuel 2021). The mentoring scheme aims at overcoming these disadvantages, by focussing on career development, networking and skills for success, while working closely with partner agencies who provide experienced social work mentors.

Methods and study design:

Research design is qualitative and exploratory, intended to capture the broad range of experiences of both mentors and student mentees via interviews and focus groups; including their motivation to become a mentor or mentee, and other qualitative, experiential data. Thematic analysis of data will be used.

Findings:

The first tranche of findings will be reported, critically analysed to highlight participants' experiences and to refine development of the project for future years.

Conclusions and implications:

This will also contribute to the evidence base, for policy and practice, on experiences of racism and disadvantage in social work professions and whether a mentoring scheme can help to counter this.

Social work education: students and the curriculum
**Realising Criminal Records: an examination of the role of
criminal records checks in social work education
admissions.**

Caroline Bald (1), Aaron Wyllie (2), Maria-Ines Herrero Martinez (3)
1 & 2: *University of Essex, United Kingdom*, 3: *Universidad Internacional de la Rioja, Spain*

Background and purpose: It is estimated 1 in 4 adults in the UK have a criminal record. The consequences of having a criminal record are significant, particularly in relation to education and employment. Despite this, there is a dearth of research examining the link between educational and employment consequences within specific professional contexts. Informed by a critical perspective, this presentation shares findings from research based on a survey of 40 social work educators in England which explored the role criminal records play in decision-making in social work course admissions. The survey was designed to explore both the diversity of procedures and policies informing the decision-making process, as well as views of a range of conviction categories as they relate to suitability to study social work.

Methods: 30-point Qualtrics survey was developed, tested by an advisory group and launched using a email and social media sampling strategy. The resulting mixed methods data was analysed thematically.

Conclusions and implications: The findings highlight process variation in relation to decision-making when considering applicants with a criminal record; suggesting high levels of subjectivity. Considering existant literature, there is uncertainty as to how criminal records should be considered, combined with increasing digital availability globally, may be creating a moralising grey area in which social work risks double deviance subjectivity, risking social work becoming a moral instrument of carceral citizenship. There is need for international comparative study to consider the impact of restricted pathways into social work courses for people with criminal records and setting a precedence for the professions view about people's right to move on.

Social work education: students and the curriculum
**To position art, ageing, and the existential in the social
work curriculum.**

Paola de Bruijn
HAN University of Applied Sciences, The Netherlands

The demographics of Europe's ageing population are transforming. Bringing generations into a dialogue about how one can exist in an ageing society may lead to, in Biesta's words, a more world-centred rather than a solution-oriented stance. Art in social work contributes to reconciling oneself to reality (an Arendtian perspective) when this seems out of reach, challenging life while ageing. Therefore, preparing social workers to utilize the arts in a social pedagogical way when engaging and addressing existential questions with ageing people is promising and should be positioned in the social work curriculum.

In this presentation, I will discuss the findings of my participatory art-based research project building on my premises. I start by discussing the value of working with art in social work practice and then extend by arguing how working with existential questions can be essential in social work education. Findings indicate that with current curriculum conditions discussing existential questions with students is hard to fulfil for educators given a predominantly instrumental-technical focus on the social work profession. Nonetheless, such questions may form meaningful themes for people in fragile situations, e.g. with a motif such as the (acceptance of the) finiteness of life.

Art may show what one wants to know about life. Images may offer people a gateway to conversations, envisaging the world and enabling alternative views on who and how one is. It is concluded that art-based education provides hermeneutic means for reconciliation and enhances and sustains social inclusion through social work.

Working with families and children

Working with families and children

Family caregivers in the co-creation paradigm: partners or servants of the welfare state?

Line Jenhaug

Inland Norway University of Applied Sciences, Norway

Current and anticipated shifts in global demographics challenge the sustainability of welfare states and thus policy related to care. Because the care sector depends on the labour provided by family caregivers (FCG) more than ever before, policy in several countries has increasingly emphasised FCGs' heavy burden and launched forms of aid to support them in continuing to care for their loved ones.

Value co-creation is a popular concept, referred to as useful to overcome obstacles to sustainability in welfare services (e.g. Osborne et al., 2016; Torfing et al., 2019) and sometimes even viewed as a paradigm (Torfing, et. al., 2019). Theories of co-creation have, however, been criticised, mainly in private sector research traditions, for obscuring potential conflicts in service encounters (e.g. Laamanen & Skålen, 2015).

By contrast, this paper represents a critical perspective on co-creation as a paradigm in the public sector from a Foucauldian perspective on power. It discusses how policy frames FCGs as collaborators, how public service employees can handle the co-creation paradigm amid reductions in public resources, and how a co-creation paradigm presumably affects welfare states.

The paper draws from the discussions in my doctoral thesis (Jenhaug, 2020) based on policy analysis, a study on implementing a user-driven innovation project, and interviews with FCGs.

The paper concludes that policy speaks for responsabilisation of FCGs, the co-creation paradigm facilitates the creation of active, responsible FCGs at the micro level, and that the paradigm contributes to the bottom-up neoliberalisation of welfare states through the conduct of family caregivers' conduct.

Working with families and children
Participatory social work with children from low-income families

Tone Jørgensen, Berit Marie Njøs
Western Norway University of Applied Sciences

Background and purpose: Children and young people (CYP) from low-income families experience challenges related to social inclusion. They have fewer possibilities of participating in society, leisure activities, and contact with peers. In addition, they have lower achievement in school and higher risks of health problems. As a result, marginalized families are overrepresented in child welfare services (CWS). However, despite this knowledge, CWS often neglect poverty and material issues when working with families (Featherstone et al., 2014).

Methods: We have used participatory action research (PAR) as a research approach and a research circle (Andersson, 2007) as the model for structuring the research processes. The research circle consisted of two adolescents and two parents from low-income families, four practitioners from CWS and Labour and Welfare Services (NAV) and two researchers. The participants have met regularly for 1 1/2 years to develop knowledge about ensuring good living conditions and social inclusion for CYP in low-income families, trying out models for participatory practice in the services.

Findings and conclusion: The dialogues in the research circle have shown the need for better coordination between low-income families' services and new models for participatory social work with families with low-income. We will present knowledge and experiences from the research project: 1. How to enhance participation in the CWS and Social services for CYP from low-income families, and 2. Experiences from practise models that acknowledge the importance of economic and social context.

Working with families and children
**Retaining and supporting experienced child and family
social workers**

Laura Cook (1), Sara Carder (2), Danny Zschomler (3)
1 & 2: University of East Anglia, United Kingdom, 3: University of Stirling

Retaining experienced social workers is a longstanding issue in child and family social work, particularly in child protection teams and frontline services. Little is known about the experiences and career trajectories of workers who stay in the profession long-term, and relatively few studies have focused on experienced 'stayers.' Addressing this gap, this presentation will outline findings from a recent research project funded by the British Academy and Leverhulme Trust. This qualitative research captured the voices of highly experienced child and family social workers. It used novel, narrative methods to gather the career histories and experiences of 58 social workers from across 11 local authorities in England, all of whom had been in practice for 8 years and over. The presentation will outline the findings from this major new study, exploring the issue of worker retention in relation to three key issues: 1. The development of professional identity 2. Critical Career Episodes (CCEs) and 3. Opportunities for career progression. The presentation will conclude with specific recommendations for supporting and retaining experienced social workers within the profession.

Working with families and children
**Understanding the experiences and needs of kinship
families headed by a sibling**

Lorna Stabler
Cardiff University, United Kingdom

Little is known about the experiences of kinship families where the main carer is also the sibling of the child they are caring for. Most interventions and research within kinship care is focused on the experiences of grandparent-headed families. However, the needs of sibling carers are likely to be very different from those of grandparents [1]. Following a systematic review which showed a dearth of evidence of interventions aimed at this group of carers, a mixed-methods study was carried out to understand the experiences of sibling-headed kinship families. This presentation will focus on interim findings of the study. Narrative interviews have been carried out with carers (n=4) and young people (n=3), and a survey exploring the experiences of practitioners, and to ascertain barriers and facilitators of working with sibling-headed families across the UK. Findings of interviews indicated specific points in the kinship experiences at which support would have been helpful, and also that younger siblings had often been caring for their young siblings long before becoming kinship carers. Practitioners discussed difficulties engaging this group of carers, and indicated that services are often not targeted appropriately regarding language and imagery used in promotional activities. Some of the main areas raised where support differs is around the need for bereavement support, financial support, parenting skills, and help with managing complex relationships with birth parents. Greater awareness is needed of this particular group of carers who are often not known to children's services.

Working with young people

Working with young people
**Excluding through stereotyping: Public attitudes toward
young delinquents in Lithuania**

Jolita Buzaityte-Kasalyniene, Birute Svedaite-Sakalauske
Vilnius University, Lithuania

Public attitudes about juvenile crime play a significant role in fashioning juvenile justice policy, but the question is if they can be trusted. Exists two types of issues concerning public attitudes and opinions. One is related to methodology, and the other with stereotyping and victimization of certain youth groups. E. g. Steinberg, Piquero (2010) argue that variations in the wording of public opinion surveys can produce very different responses and can result in inaccurate and unreliable assessments of public sentiment. And Pickett, Chiricos (2012) revealed that racial typifications about delinquency and victimization and racial resentment are associated with general punitiveness toward juvenile offenders. This presentation is drawn from results of the national public attitudes survey, which aimed to disclose the predominant public attitudes towards young delinquents and if these attitudes correlate with possible reactions to the delinquent behaviour of youths. The method: 1500 computer or tablet assisted personal interviews with 18+ Lithuanian residents. It was employed multistage probabilistic sampling using geographical stratification by residence size. The instrument consisted of 5 scales measuring: emotions, cognition, facts/stereotypes towards youth delinquency and actions towards young delinquents. Results: The 'others' who are different from the general population are accused of doing wrongs, e.g. juveniles living in various care institutions, growing up in families at risk, and Roma youth, are more likely to commit violations of the law and crimes. Public tendency to react more strictly, repressively relates to negative emotions and incorrect, stereotypical knowledge. Negative attitudes and wishes to punish and exclude prevent the social inclusion of young delinquents.

Working with young people
My Social Work Partner (MRP) – What is important in social workers' meetings with young people?

Helle Antczak, Frank Cloyd Ebsen, Malene Kaa Rosted
University College Copenhagen, Denmark

Background

There is a lack of research about social work communication in statutory meetings between social workers and young clients. Furthermore, there is a lack of research-based models of what these statutory meetings entail. Existing models of meetings in the helping professions is based on research from psychotherapy and counseling. This directed our research to questions as: How can we develop a research-based model for analyzing and assessing these meetings? How can such a model contribute to social work practice and education?

Methods

My Social work Partner (MRP) is a video-based tool to analyze statutory meetings. We developed dimensions of good practice in cooperation with social workers and young people. We collected 335 videos of meetings in six Danish municipalities. The videos include 69 social workers and 185 young people. Twelve of these films were shown to four groups, respectively researchers, supervisors, social workers and young people to compare their views of good meeting practice. Their comments were recorded and condensed into 1578 statements. These statements were analyzed and used to define dimensions in a quality model.

Findings:

We have generated a model of statutory meeting quality. Building on this, we have provided answers to some vital questions: How can we measure the quality of statutory meetings? How can social workers support young people's active participation in the meetings? How can social workers balance mandatory and empathic aspects in the meeting?

Conclusions and implications

The model is based on a close and innovative connection with young people and social workers. We have addressed challenges and opportunities for social work practice and education in contemporary contexts. The results of the research project can be used to increase the quality of meetings with young people, ensure their rights and social inclusion and enhance the education of social workers.

Working with young people

Participation in residential childcare in Switzerland: Linking development and research to close gaps of knowledge

Samuel Keller, Stefan Eberitzsch, Juli Rohrbach
Zurich University of Applied Sciences, School of Social Work, Switzerland

Current analysis shows that there is a gap between the high acceptance of the concept of participation in research and theory and the participation of young people in the practice of residential childcare (Eberitzsch et al. 2021). There are not many studies to this issue, that includes the perspectives of young people, and hardly any projects connecting research and practice innovation in a processual manner during the study processes. With respect to that, this presentation deals with findings and experiences from a research and devolvement project in Switzerland that focused on the perspective of young people in care: The objectives of the project were a) enriching knowledge inductively by focussing users' perspective on their experiences of participation in everyday life, b) to implement participatory development, which c) is in an ongoing dialogue with research results and vice versa. The design of the study includes four qualitative Group-Discussions (Bohnsack 2014) with young people as well as a development process with youth and caregivers from three institutions. An "action box" and its evidence as a result of the project will be presented. The box was developed with the young people in participatory processes. Identified gaps by analysis of the group interviews allow to use the box in a more focused way. Based on the findings and practice products presented, we will discuss, how innovative developments in practice and inductive research should interact to enable alternative care settings and young people to create participatory environment.

Working with young people

**Supporting care experienced young people's mental health
– a consensus statement on the future research agenda**

John Devaney (1), Luke Power (2), Rachel Hiller (3), Paula Jacobs (4), Joanna Martin (5), Claire McCartan (6), Pearse McCusker (7), Alice Roberts (8), Rosie McGuire (9), Autumn Roesch-Marsh (10), Anita Thapa (11)

*1 & 2: University of Edinburgh, 3: University of Bath, 4: University of Stirling, 5: Cardiff University, 6: Queen's University Belfast, 7: University of Edinburgh, 8 & 9: University of Bath, 10: University of Edinburgh, 11: Cardiff University
United Kingdom*

Background: While there are increasing concerns about the mental health and well-being of children in general, there are particular concerns about young people who are care experienced. There is substantial evidence of the need to support care experienced young people's mental health. While we have some understanding of young people's needs, the evidence base about needs, and how best to meet these is incomplete.

Methods: This study involved convening workshops of policy makers, practitioners and researchers from a range of services and disciplinary backgrounds from across the UK to look at a) what we already know, and b) the gaps in our knowledge relating to the mental health needs of care experienced young people. The workshops were framed by reviews of the existing research literature and preparatory work with young people to advise us on how we should conceptualise and define mental health, and

Findings: Over one hundred experts participated across four workshops, and in a final sense checking workshop to develop a core research agenda for the next decade focused on: i) conceptualisations of how we understand mental health and well-being; ii) under studied populations; iii) under studied topics; and iv) under used methodologies.

Conclusions: By involving such a diverse range of participants, this consensus statement frames the research agenda for research on the mental health of care experienced young people in the UK. It has implications for research in other jurisdictions given the ubiquity of poorer mental health outcomes for those who experience care in all welfare systems.

Symposium 13

Symposium

Beyond participation: collaboration between young children (under aged 12 years) and professionals in decision making.

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Across Europe, increased attention has been paid to social work and children's participation rights and progress has been made. Efforts have been driven by shared commitments to first, the human rights principles that are central to the social work profession; second, to children's rights as defined in the CRC; and third, to the UN Sustainable Development Goals which contain a specific focus on shared decision-making for all groups, with the aim of creating 'responsive, inclusive, participatory and representative decision-making at all levels' (SDG-target 16.7). However, the participation rights of young children (aged 12 and under) in child welfare decisions remains an ongoing concern with professionals experiencing shared difficulties and barriers regarding implementation. The purpose of this symposium is to present findings from research in this area that have been drawn together as part of a European Union funded project, the aim of which is to promote the participation of young children in decision making in a transnational context through strengthening professionals collaboration with young children and by collating and disseminating learning materials for professionals. In its objectives, the project has taken an ecological approach acknowledging that increasing professionals skills and knowledge involves: creating the right organisational contexts; making available a policy framework underpinned by participation principles; and sharing the practices and methods by which young children are engaged in decision making. Papers are presented under these themes.

Symposium paper 1: The PANDA project: Participation and Collaboration for Action. Enabling Young Children to Access their Participation Rights.

Karen Winter

PANDA (Participation and Collaboration for Action), is a KA202 EU Project funded as part of the Erasmus+ Programme in which social workers, policy makers, managers from eight partners in four countries (Belgium, Spain, Norway and Northern Ireland) are working together to promote the participation rights of young children (aged 12 years and under) in decision making by strengthening professionals' collaboration with young children known to social services, especially in child welfare and child protection. The project, which runs from September 2020 to until August 2023 has a number of outputs including a literature review; learning events to explore legal and policy frameworks; and the development of tools and methods that children have engaged with. In this paper, the issues emerging from the thematic analysis of the relevant research literature are presented. It is noted that research has focused on legal, policy and conceptual developments but that there remains a gap in research that focuses on younger children. reasons for this are reflected on as are the possibilities of moving forwards drawing on concepts, models and practices from the early years education and care sector.

Symposium paper 2: Cross country legal and organisational contexts and young children's participation rights

Inger Sofie Dahlø Husby

In this paper, a cross country comparison in the legal frameworks regarding the participation of young children in child welfare decisions is explored. The positioning of the child is considered: child as provider of information; child as recipient of information; child as collaborative partner is put on the agenda. The paper goes deeper into how participatory practices is framed in the countries legal/policy documents to demonstrate the countries obligations. It will also explore how the organisational framework in the different countries promotes and hinders young children's inclusion in having a say in child welfare service deliveries. The purpose of the paper is to draw attention to the fact that workers and organisations may have differing degrees of commitment to the inclusion of young children. Applying Shier's model for enhancing children's participation based on the cross-country knowledge exchange in the Erasmus+ project "Panda", the paper set out to explore the countries openings and opportunities to shape participatory practices with young children from the age 12 and under.

Symposium paper 3: Promoting emotional literate participation and professional practice: Putting Kitbag to work

Gillian Ruch

Over the past three years practice interventions in England have introduced social workers to Kitbag. Kitbag is a bespoke resource designed to promote the social and emotional literacy of children and the professionals who work with them in a wide range of social care and educational settings. The principles underpinning Kitbag speak directly to participatory agendas for working with children. Kitbag's primary intention is to allow children to communicate about how they are feeling. There is no right or wrong use of Kitbag and once children are familiar with its content – a presence cards to promote mindfulness, a colour cards to help children name their feelings and animal cards depicting characteristics of human relationships to name a few – the idea is that children will lead the work and determine how and when Kitbag is useful to them. Kitbag is also being introduced to professional settings where practitioners are becoming accustomed to using it in team meetings and similar forums to heighten awareness of their own emotional states and levels of wellbeing. In this paper we will offer insights into current Kitbag practice interventions and a Kitbag evaluation project as well as provide an opportunity for you to hear directly from practitioners and children about their experiences using it. Be prepared in this session to have an experience of using Kitbag too!

Symposium paper 4: Gaining informed consent in research from 6-12-year-old children on their experiences in youth care

Wendy Eerdeken

This case study describes how a Narrative Approach Informing Story was used in research involving 6 to 12-year-old children in youth care. The aim of the research was to describe how children experienced their own participation in youth care. The Informing Story was used to gain informed consent from children who could not be reached directly, but were informed about the study through either their parents/caregivers or youth care organisations. An Informing Story video was

constructed to provide organisations, parents/caregivers and children with a standardised yet accessible tool that explicitly sought children's consent to be interviewed by informing them about content and goals of the research project, and what it meant to be a participant in the research. The Informing Story allowed these persons to discuss research participation together, ask questions and indicate if the children wanted to take part in the research project. In situations where it is difficult to reach children directly for research, the Informing Story was found to be a promising tool to gain informed consent from children.

Symposium 12

Symposium

Involving service users in social work education, research and policy. A Comparative European Analysis

Kristel Driessens (1), Cecilia Heule (2), Suzan Levy (3), Hubert Kaszynski (4), Ole Petter Askheim (5)

1: Karel de Grote University College, Belgium, 2: School of Social Work Lund University, Sweden, 3: University of Dundee, United Kingdom, 4: Institute of Sociology at the Jagiellonian University in Krakow, Poland, 5: Inland Norway University of Applied Sciences

In this symposium we present the new published book at the Series of Social Work Research of Policy Press, a product of the Special Interest Group 'Service Users involvement in Research'. Many members of this group have contributed, in collaboration with colleagues across borders. The book collects many inspiring experiences of collaborative practices with service users within education, research and policy throughout Europe. What is innovative is the explicit overarching transnational approach. We have collected co-written descriptions of similar collaborative models that have been implemented in different European countries. The contributors describe how the collaborative model works, from which value framework it departs and what the added value is from the perspective of the user, the teacher and the student. In most cases, this approach has proven successful.

In this symposium, an impressive group of authors present their work as a team, to inspire our colleagues. We bring some overarching reflections on ethical questions, participation and equality in co-working. The experts by experience involved will discuss the factors that promote and hinder service-user involvement in education and research.

This symposium connects strongly with the subthemes: Challenges and opportunities for social work research and education in contemporary contexts; And Social work research and education across boundaries - including across national, social, cultural, disciplinary and professional boundaries.

Driessens, K. & Lyssens-Danneboom, V. (ed.) (2021), *Involving service users in social work education, research and policy. A comparative European Analyse*. Research in Social Work series, Policy Press.

Symposium paper 1: Mending the Gap – The mobilization Course crossing borders and supervision with service users

Cecilia Heule

Cecilia Heule, Arne Kristiansen, Markus Knutegard, Jenny Wetterling; Helen Casey, Peter Beresford; Mette Fløystad Kvammen, Tabitha Wright Nielsen

The Mobilization course is a gap-mending course developed at Lund university in Sweden in which social work students and service users study together. Cecilia Heule, Arne Kristiansen and Markus Knutegard explain how community and trust can be choreographed between groups that might have prejudices against each other. They offer a number of strategies for gap-mending reflections. Helen Casey and Peter Beresford explore the UK context for involving service users and carers as a strength of social work education, inspiring international developments. A 'gap mending' project with single asylum seeker parents in North East England illustrates the effectiveness of the approach,

identifying outcomes for changing policies and people's lives, and conveying the power of collective voice and experiential learning.

Mette Fløystad Kvammen and Tabitha Wright Nielsen describe how service users are involved as supervisors in social work education in Norway, and how they attempt to resolve dilemmas and issues related to power, inequality and the creation of knowledge within social work education space. They argue for the involvement of service users as supervisors, on equal terms with other teachers and supervisors in the training. This entails a recognition of the knowledge of service users as being as important as the academic knowledge presented by the teachers in social work education, or by the professional social workers supervising the students.

Symposium paper 2: Inspiring conversations and Service Users as tandem partners in social work education

Suzan Levy

Susan Levy and Elena Cabiati; Hilde Bloemen, Caro Bridts, Sascha Van Gijzel, Henrike Kowalk & Vicky Lyssens-Danneboom

For many years Experts by Experience (EBE) have participated in the learning journeys of social work students at the University of Dundee (Scotland) and the Catholic University of Milan (Italy), drawing on the voices of three EBE and three undergraduate students, Elena Cabiati and Susan Levy explore the experience and the impact of user involvement on: student learning; challenging service user perceptions, and on a personal level. They use the concept of 'inspiring conversations' as a guide to the future inclusion of tacit knowledge into social work education across Europe.

Vicky Lyssens-Danneboom, Hilde Bloemen, Caro Bridts, Sascha Van Gijzel and Henrike Kowalk describe and analyse co-teaching in tandem in Belgium and the Netherlands. The analysis focuses on values, objectives, programmes and actions, evaluation and organisational conditions.

Symposium paper 3: Recovery and Story Telling in art projects

Hubert Kaszynski

Hubert Kaszynski, Kieron Hatton and Har Tortike.

Hubert Kaszyński presents a Krakow training project to promote mental health. The project is based on the importance of direct contact with people experiencing profound emotional difficulties in 1) overcoming the stigma associated with mental health problems and 2) shaping the professional attitude of social workers. Central is the cooperation with the Institute of Social Education and Therapy-Association, which focuses on seminars featuring the work of the experienced person (prose, poetry, film, play) as a record of a personal recovery.

The Social Work Inclusion Group (SWIG) at the University of Portsmouth (UK), works in co-production with social work students on creative artefacts. This may involve film, dance, theatre, poetry and is based on the stories of service users and their accounts of their 'lived experience'. Kieron Hatton provides a theoretical framework built around social pedagogy and presents individual accounts from service user students and academic staff of their experiences of this work.

Har Tortike is involved in anti-oppressive creative work with experts by experience in Belgium and The Netherlands. He presents three types of projects. In the forum theatre, the participants share their lived experiences using Theatre of the Oppressed techniques with 'peers', students, social professionals and policy makers. In the video projects, young experts by experience produce video-film, books, wall papers, and radio programs about their own experiences of oppression (e.g

domestic violence). With participation projects in a youth care institution young people have direct influence on the institution's policy.

Symposium paper 4: Reflections on co-operation with service users in Social Work Research

Ole Petter Askheim

Ole Petter Askheim and Sidsel Natland

Ole Petter Ole Askheim examines the tensions and dilemmas that can arise when people with service user experiences are involved in the research process. Based on the main challenges that arise, he discusses actions to constructively resolve tensions and dilemmas so that cooperation can lead to a democratisation of knowledge production.

Sidsel Natland discusses the involvement of service users in one specific phase of the research process: the text production. She presents two cases where she, as a conventional researcher, cooperated closely with service users to produce texts that disseminated the results from the research project. She critically examines the relations between the collaborating parties; barriers in the writing process regarding competences and the time consume; and also how to cope with users' expectations, including the willingness to take a distanced/critical approach to the data. Three aspects of importance to succeed in the co-production of texts are then highlighted, all of them underscoring the democratic ethos of user involvement in research: Acknowledgement of power relations between the participants; Criticism should be approached as a creative and positive activity and the research should facilitate a dialogical relationship between the users and the researcher.

Workshop 8

Workshop
**Examining inclusion in social work interactions:
Contributions of conversation analysis**

Eve Mullins (1), Jon Symonds (2), Clara Iversen (3), Marie Flinkfeldt (4), Sabine Jørgensen (5), David Wilkins (6), Steve Kirkwood (7)

1: University of Edinburgh, 2: University of Bristol, 3 & 4: Uppsala University, 5: University of South Denmark, 6: Cardiff University, 7: University of Edinburgh

This interactive workshop will provide participants with an experience of analysing social work interactions in detail drawing on Conversation Analysis (CA). CA has existed on the margins of social work research; however, a recent review shows the invaluable contribution CA can offer to understanding social work interaction (Flinkfeldt et al, forthcoming).

Understanding how engagement is managed and achieved in social work interactions is key to understanding how interventions can promote or counter social inclusion. Using CA, we can track the moments in talk where engagement and participation is facilitated or hindered, for example, examining how practitioners build trust with parents, or how managers listen effectively to social workers' concerns.

This methodological approach is particularly well suited to knowledge exchange with professionals and clients. Because it focuses on actual instances of interaction, it inherently has strong relevance to participants' practices and experiences. CA allows for a collaborative approach to analysis, where, with coaching, participants can interrogate and understand interactional practices in their own field.

This workshop will firstly demonstrate the promising links between CA and social work by summarizing findings from the aforementioned review of conversation analytic research in social work. The second, and main, part will involve workshop participants doing hands on turn-by-turn analysis of diverse examples of recorded social work interactions to gain a better understanding of the discursive tools used by clients, practitioners, or managers to achieve social inclusion in social work. Finally, we will discuss the contributions, prospects and challenges of CA research in social work.

Children and youth in vulnerable situations

Children and youth in vulnerable situations
**Findings from a Danish national survey about children
placed in residential care centers and group homes**

Inge M. Bryderup, Sofie Aggerbo Johansen
Aalborg University, Denmark

Research shows that children in out-of-home care are a particularly vulnerable group who often live relatively socially isolated lives with limited relations to others. The overall purpose of placing children in care is to ensure that they receive the same opportunities for personal development as their peers. In 2020, 31 % of Danish children are placed at residential care centers and group homes.

Research shows that children placed in out-of-home care are at high risk of exclusion as adults. Whether a placement works to promote inclusion of the child depends on a good match between the child and the placement. When initiating such drastic interventions targeting a vulnerable population, it is important to know more about the content of the interventions, and whether the type of placement is appropriate in securing good future outcomes for the child. Currently, this knowledge is limited.

This project is aiming to provide more knowledge through a national survey among all residential care centers and group homes. The survey consists of two big questionnaires: one about characteristics of the institution, and one about the characteristics of children placed at institutions. In the second questionnaire, we ask the institutions to report the demanded information about the children who most recently left the institution. Depending on the size of the institution, we have asked to report on between one and fifty children. This project provides a comprehensive map of the content of the interventions offered to children in out-of-home care, and an in-depth understanding of the characteristics of matches of child characteristics and institution.

Children and youth in vulnerable situations **Future Orientation among At-Risk Youth**

Eran Melkman, Yafit Sulimani Aidan
Tel Aviv University, Israel

Background: Positive future orientation (FO) is a protective factor linked to resiliency among youth. This study's goal was to explore the factors and mechanisms that promote positive FO among at-risk youth. Specifically, we investigated the mechanism through which mentoring relationships and perceived life skills contribute to FO.

Methods: The sample included 198 adolescents 16-19 years of age ($M = 17.68$; $SD = 0.63$) from 11 special public schools in Israel serve students identified by educational authorities as at-risk educationally and developmentally. The instruments tapped the young adult's FO, mentoring relationships (e.g., longevity, duration), life skills, and individual and school characteristics (e.g., gender, ethnicity, mother's education, number of former schools).

Results: Results showed that mothers' education and mentor support were positively associated with both life skills and FO ($r = 0.49, 0.39, p < 0.001$, respectively). Fit indices of the theoretical model indicated that the model yielded a good fit to the data: $\chi^2(60, N = 198) = 84.23, p = .021, TLI = .978, CFI = 0.983, SRMR = .031, RMSEA = .045$ (90% CI = .018- .067), and that predictors explained 37% of the variance in resilience. Structural equation modelling indicated an indirect association between youths' FO and mentor support, mediated by their life skills. Specifically, mentor support predicted higher levels of life skills ($\beta = 0.55, p < .001$). In turn, higher life skills positively contributed to FO ($\beta = 0.51, p < .001$), fully mediating its relationship with mentor support ($\beta = 0.28, p < .001$).

Conclusions and Implications: Findings emphasize the role of personal and relational relationships in shaping youths' perceptions of their future. One important implication is that settings for at-risk youth should integrate programs concerning the youths' perception of their future and preparation towards their future both practically and mentally.

Children and youth in vulnerable situations
Safety in Residential Youth Facilities: Staff Perceptions and Experiences

Ane Slaatto
Oslo Metropolitan University, Norway

In residential youth facilities, staff concerns over actual and potential aggression and conflict frequently affect both the quality of care and staff wellbeing. This study investigated 1) staff perceptions of safety at the residential facilities where they work, and 2) staff experiences with the Basic Training Program in Safety and Security, initiated by the Norwegian Directorate of Children, Youth and Family Affairs (Bufdir), to enhance prevention and management of aggression and conflict. We conducted three focus-group interviews at three different public residential facilities with a total of 18 staff members who work daily with youth. Findings show that staff regard safety as essential and perceive enhanced safety as linked to predictability, stability, team coordination, education and training, organizational support, and trusting and supportive relationships. They also indicate that staff regard the training program as have improved their perceived safety, enhancing awareness of conflict situations before, during and after they occur, and contributing to more systematic work processes and cooperative and coordinated teamwork. These findings have several implications for facilities providing care and treatment to youth. Such training may be significant in increasing staff perceptions of safety and well-being. Further research is needed and should include the perspectives and experiences of the youth living in residential facilities

Children and youth in vulnerable situations
**Social Inclusion Through Positive Childhood Experiences:
Why Context Matters for Minoritized Youth in the U.S.**

Rodolfo Salinas, Sharon Borja
University of Houston, United States of America

Background and purpose: The school-to-prison pipeline has been an engine of social exclusion in American schools, historically denying opportunities for Black, indigenous, and youth of color (BIYOC). The disproportionate criminalization of BIYOCs in the U.S. furnishes this pipeline and warrants examining how childhood adversity increases vulnerability to police encounters. Using the Minority Stress Model (Meyer, 2003), we examined whether adverse childhood experiences (ACEs) are associated with increased risk for police contact and whether multi-level positive childhood experiences (PCEs) decreased risk and offer some protection.

Methods: We conducted hierarchical regression using the Fragile Families and Child Wellbeing (N=4,898) longitudinal study with a representative sample of Black and Latino youth in the U.S. ACEs measure (abuse, bullying, violence) was based on the WHO ACEs-International Questionnaire. PCEs included 13 items of social relationships, school connectedness, and neighborhood safety. Covariates include poverty, gender, and age.

Findings: Results revealed racial disparities in ACEs and PCEs. Black youth were disproportionately represented among those with high ACEs and low PCE scores. Results support the hypothesized association between ACEs and police contact ($\beta=.012$). A similar pattern was observed with PCEs ($\beta=-0.01$). Results further support the protective role of PCEs against police contact.

Conclusions and implications: Findings underscore the important role of positive experiences within individual, school, and neighborhood contexts in diminishing ACEs' impact on police contact. The potential contribution of PCEs as tools of social inclusion and in transforming the school-to-prison pipeline to a school-to-prosperity trajectory will be discussed.

Contested concepts

Contested concepts
Children and young people's understandings and experiences of participation in the social services – a synthesis of qualitative studies

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Children and young people's understandings and experiences of participation in the social services – a synthesis of qualitative studies

Background and purpose: Children's participation is a fundamental part of promoting social inclusion in the welfare services. The UN Convention's emphasis on children's right to be heard and express their views freely in all matters affecting them has led many countries to incorporate children's participation rights into child welfare legislation and policies. Although there is a growing knowledge base on children's participation in child welfare and social work, there is a need to systematically describe and summarize the knowledge base on the children's subjective perspectives. This study has conducted a meta-analysis of qualitative research on children and young people's participation in social services. We specifically focus on how children and young people conceptualize and understand participation and explore what professional practices are essential for their experience of involvement in the service. The aim is to understand children and young people's perspectives on participation in social services.

Methods: We applied meta-ethnography, to identify, translate and summarise existing qualitative studies. The electronic search resulted in 5917 articles. In addition, we conducted a full-text evaluation of 119 articles, of which 18 articles met the inclusion criteria.

Findings and conclusion: The primary studies' synthesis reveals that children's understanding of participation is ambiguous but presupposes an experience of personal agency and a clear understanding of formal decision-making processes. Further, practices that counterbalance power relations are essential for their experience of participation in the social services

Contested concepts

Homelessness and 'Need': Messages from the Literature

Karl Mason

Royal Holloway, University of London, United Kingdom

Social workers are regularly involved in the assessment of 'need'. People who are homeless are often described within research, policy and practice in terms of extreme, multiple, complex, high-cost and unmet 'needs'. This is usually presented as a taken-for-granted truth and the theoretical and practical implications of this are rarely examined.

This paper will provide an overview of the links between homelessness and an understanding of 'need', drawing on the literature review phase of an ongoing research study, which comprises a case study approach to study perceptions of 'need' experienced by people within the contexts in which they live and from a range of stakeholder perspectives.

The paper will unpack the concept of 'need' in relation to homelessness and will show that assessing and meeting 'need' forms part of a strong historic discourse of care and treatment provision for people who are homeless. This sits within dominant understandings of 'need', underpinned by normative administrative categories (assessment domains) or psychological impacts (such as trauma). However, such ideas take a top-down approach and suggest that 'need' is clearly defined and can be cleanly mapped to identifiable service delivery options. Alternative bottom-up ideas of need on the other hand draw on critical issues of power and voice and pay more attention to survivalist coping strategies and barriers experienced in disabling and othering institutional environments.

The paper therefore connects theorising social work (sub-theme 5) with people who are homeless and the importance of co-created knowledge of their needs (sub-theme 6).

Contested concepts

The role of foster carers in England and Portugal: Is it solely a parenting role?

Vânia S. Pinto, Nikki Luke
University of Oxford, United Kingdom

Background and purpose: The role of foster carers has been described in the literature as similar to the role of a parent, however with some additional tasks. This presentation intends to focus on the perspectives of experts by experience on the role of foster carers, in England and in Portugal - countries with a comparable legislative definition of foster care but with different welfare states and structures of children's services.

Methods: This presentation draws on qualitative data from a mixed-methods research project. Young people who were in foster care, young adults who had experienced being in foster care, foster carers who had at least one child in placement, and social workers who were working with foster carers took part in focus groups and shared their views. More specifically 99 participants across 19 focus groups discussed what makes a good foster carer and how placement success can be measured.

Findings: Participants focused on foster carers promoting children's development and permanence, while also supporting children's relationships with their families. They also recognised the influence of children's services and social workers on the role of foster carers, but also of foster carers' family and social network.

Conclusions and implications: Based on these findings it was possible to develop a theoretical model on the role of foster carers, which can influence practice and policy in these countries. In a future piece of research, this theory will be tested in countries with different welfare states and structures of children's services.

Expanding the field of social work

Expanding the field of social work
Probation officers' perception of science in their daily practice

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In this contribution, results of a qualitative interview study to map the perspective of German social workers in the field of probation service on science are presented. It comprises results of a grounded theory approach based on 26 semi-structured interviews. Results show an ambivalence among these social workers' constructions of 'science'. On the one hand, science is perceived as supportive, e.g., by offering orientation or legitimation of practitioners' professionalism. On the other hand, probation officers identify science as a means of control with an interfering character. Science can attack one's own understanding of professionalism since it is said to have interpretative supremacy. With recourse to the concept of the big other (Žižek, 2008), the contradictory construction is summarized under the key category 'science as big (br)other', which offers protection and help, but can also be something threatening. Probation officers see themselves in a constant competition between the requirements of practice and science.

The study highlights a strong need of social workers to be heard and seen as professionals. The perception of science as a 'big (br)other' goes along with challenges for social work research but it also offers the opportunity to increase the awareness of potential pitfalls of collaborative practice-research projects. In terms of theory building, the study allows a deeper understanding and explanation of the relation between the two systems, and contributes to a better explanation of the so-called 'theory-practice-gap'.

Expanding the field of social work
**Quo Vadis rural social work? Recent graduates readiness
for working in rural areas**

Florin Lazar, Mihai Bogdan Iovu
Babes-Bolyai University of Cluj Napoca & the National College of Social Workers

In the last 20 years Romania experienced a massive brain drain, including in social work. Romanian social workers requiring recognition of their professional qualification to work in another EU country represent more than one third of total requests (90% in UK). Whilst 46% of the Romanian population lives in rural areas, only 11% of social workers work in villages and communes, which creates inequities in the access of citizens to quality social work services.

As part of a larger research carried out by the National College of Social Workers (the professional organization of social workers) with UNICEF support, in 2019 we carried out 12 focus groups with 135 recent Social Work graduates from 10 universities across Romania. The aim of the research was to identify the factors contributing to working in rural areas from the perspective of recent Social Work graduates (2 years)

We have grouped these factors into five categories: learning content (e.g. courses and practice related to rural social work), institutional factors (e.g. scholarships for students from rural areas to return after graduation, coverage of living expenses to work remote, professional supervision), political/legislative (e.g. installment budget, outsourcing to private practice, tax exemptions), infrastructural (e.g. better transport and leisure time infrastructure), and personal factors (e.g. moving closer to nature, family factors).

To reduce the gap between rural and urban areas in providing access to quality social work services by attracting Social Work graduates to work in rural areas a complex array of measures are needed, from different stakeholders.

Expanding the field of social work
**The Underused Potential of Social Workers in Palliative
Care: A Challenge and Opportunity for Research and
Practice in Flanders**

Brent Taels (1), Kirsten Hermans (2), Chantal van Audenhove (3), Joachim Cohen (4), Koen
Hermans (5), Anja Declercq (6)
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- **Background:** The involvement of social workers in palliative care leads to better outcomes for clients, research shows. Additionally, social workers address social determinants of health and therefore play an important role in pursuing social inclusion and equal access to palliative care. However, social workers are often insufficiently involved in this field due to an ambiguous role definition, a lack of specific training and the emphasis on medical aspects in palliative care.
- **Aim:** This mixed-method study explores the current palliative care capacity of social workers in Flanders (Belgium), as well as the ways in which their role can be enhanced in future practice.
- **Methods:** Social workers from the following organisations filled out survey questionnaires: Flemish hospitals; nursing homes; home care and health insurance services. The results were subsequently discussed during focus groups.
- **Findings:** 499 and 24 social workers participated in the survey research and focus groups respectively. For more than 50 % of listed tasks in the survey, a significant number of social workers indicated to be competent to carry them out, but also to not sufficiently be able or allowed to perform in practice. Furthermore, only 32.5 % of the respondents indicated that other professionals frequently take their opinion into account, and only a small majority (52.3 %) feels valued by other professionals.
- **Conclusion & implication:** Enhancing the involvement of social workers in palliative care is a challenge for social work research and palliative care practice in Flanders. Our study indicates that making better use of existing potential is worthwhile.

Expanding the field of social work
**The increasing productivity of social work researchers:
Lessons from the United States**

Elizabeth Lightfoot
Arizona State University, United States of America

This oral presentation will discuss how neoliberal trends in higher education in the United States, particularly the increased emphasis on productivity, metrics, and outputs, has altered the nature of social work doctoral education and social work research. In the field of social work, there have been calls to increase the rigor of social work research in the United States for decades (Fraser, 1994) and laments about the low levels of productivity of social work researchers (Barner, Holosko, Thyer & King, 2015). In response, top universities often require a robust body of work of their newly hired faculty members, and the standards for promotion and tenure are often extremely high. This presentation will examine this trend through presenting findings from a study of doctoral student outputs of social work doctoral students who were seeking faculty jobs. This study examined the productivity rates of social work PhD students on the job market during the 2019-2020 as reported in 122 CVs included in compendiums of Curriculum Vitae published by PhD Programs in schools of social work ranked among the top 36 in the United States. On average, students listed 4.0 median peer-reviewed papers, 1.0 median 1st authored papers, 9.5 median peer-reviewed conference presentations and 2.0 median independent courses taught. A series of linear regressions found no differences in most productivity rates based on ranking of the school. The presentation will conclude with a discussion of these high rates of productivity and the need for a slow science movement in social work.

Social work and inclusive education

Social work and inclusive education
**(Re-)production of differences in higher education:
Lecturers' and practical trainers' perspectives at Swiss
Universities of Social Work**

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Diversity orientation is gaining importance at Swiss Universities of Applied Sciences. Existing approaches to gender equality are supplemented by "diversity policies", which are designed to consider other categories of social inequalities, such as social origin and migratory background. Even though higher education lecturers and practical trainers are main actors in the context of diversity in education, their perspective is still lacking regarding the (re-)production of difference relations due to migration and gender and the question of a difference-sensitive teaching. Therefore, our aim is to understand how they perceive and interpret student heterogeneity and into what extent they are involved in the (re)production of relations of difference.

The data is based on expert interviews with lecturers and practical trainers from various specialist fields (social work, education, technology and business administration) at Universities of Applied Sciences in German and French-speaking Switzerland. The analysis of the data is oriented towards the theoretical coding of Grounded Theory.

The findings illustrate a national and monolingual orientation at Universities of Social Work in Switzerland. The curricula are still characterized by ethnocentric perspectives that do not reflect the socio-cultural and linguistic diversity of the students. Processes of "othering" become also effective according to binary logics related to migration and gender. A postcolonial and critical analysis perspective sheds light on the fact that historically developed (colonial) power and domination relations in higher education fields are not significantly questioned. The research results provide a contribution regarding the further development of difference-sensitive study conditions, its associated opportunities and challenges.

Social work and inclusive education

Digital inclusion of people with disabilities in vocational education - challenges and opportunities from a social work perspective

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Background and purpose: Digitalisation improves access to information and services, while creating new challenges and inequalities. As people with disabilities (PwD) are at highest risk of being excluded from vocational training and employment, digitalisation in these areas raises urgent questions for social work. Studies show that access to (lifelong) education, employment and social participation is improving, but on the other hand, new barriers emerge (e.g. Goggin 2018). Against this background our study (duration: 2021-2024) aims to find out what digital participation entails from the perspective of PwD and what promotes or hinders digital inclusion at different levels of vocational education and further training.

Methods: In addition to four work packages including qualitative and quantitative research and accessibility assessments of educational organisations, a fifth workpackage serves to develop recommendations in close cooperation with actors in the field. This paper focuses on the first phase, in which PwD and disability and education experts were interviewed using guideline-based interviews. Data analysis is based on grounded theory.

Findings: First results confirm the multidimensionality of digital participation (Tsatsou 2020) and show that it exceeds accessible media by far. Thus, besides disability-specific issues, an interplay of accessibility aspects and adaptive strategies of the trainees in dealing with them becomes apparent. Overall, the consistent enforcement of standards within educational and social service organisations seems to be important.

Conclusions and implications: Initial results indicate that for social work practice and beyond not only recommendations relevant to the content are important, but also questions regarding responsibilities, structural barriers and an inclusion-sensitive attitude should be raised at crucial points.

Social work and inclusive education
**More inclusive support for young people through a
stronger articulation between social work and holistic sex
education**

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Social work professionals, in most cases are not trained in sex education, but are often confronted with issues related to sexuality of young people they work with. Such issues emerge in regard to sexist or homophobic jokes, questions related to clothing or behaviour considered too "sexy", or more complex situations such as sexual transactions.

The research "Sex, relationships... and you?" (2015-2017) led by a team from the University of Applied Sciences Fribourg (HES-SO/HETS-FR), studied the representations and experiences of young people aged 14 to 25 concerning sexual transactions and examined the attitude and ease of social workers to address youth's pre-occupation with sexual transactions. The latter refer to any sexual experience associated with a financial, material and/or symbolic exchange. Three data collection methods were used: online survey, individual interviews with youth and focus groups with professionals.

This paper focuses on the point of view of professionals and will analyse their attitudes in relation to young people's sexual transactions. The results indicate that few professionals feel legitimate to address sexual education issues in their socio-educational work. Yet young people are asking for support from these professionals. It is therefore important to integrate sexuality education into the socio-educational mission of social work, to raise awareness of holistic sexuality education and to encourage the diversity of ways of embodying gender identities and living one's sexual and emotional life. Social work, through research and the training of social workers, can play a key role in deconstructing gender stereotypes and in combating prejudices and heteronormative social representations that can contribute to reproducing unequal power relations and excluding young people who do not conform to the dominant norms.

Social work and inclusive education
**Why a social worker is a key actor in realizing inclusive
education in Flanders**

Leen Sebrechts, Beno Schraepen, Deborah Davits, Freya De Zutter
AP Hogeschool, Belgium

Regarding education for pupils with special educational needs (SEN), Flanders follows the principle of 'the least restrictive environment' (Heward, 2009). This principle is based on the idea that the presence of different forms of support makes it possible to choose the form of support that provides the best support for the child, depending on the nature and severity of the disability.

In the article, I like to bring two things into focus:

First is the fact that there are other determinants in addition to severity of disability that play a role in the use and access to services and resources. The socio-economic position of the family co-determines the transfer to segregated education for children with SEN. To demonstrate this, the article presents results realized by mixed methods research based on administrative data from the Department of Education schoolyear 2010-2011 (N= 413 488) and qualitative data collected through in-depth interviews of 45 families with a child with ASD in 2014 and 2015. It shows that there are subtle forms of selection and self-selection in the educational system among students with SEN. Students with SEN supported in regular education are characterized by a stronger socioeconomic profile compared to students in special education.

Second: The importance of multidisciplinary , and more specifically the role of the social worker, in supporting pupils with SEN to enable inclusive education. Building on the results above, we put forward a framework for qualitative educational support for pupils with SEN in regular education. This model was realized through interviews with educational support workers and networks. The social worker is an important actor in the realization of solid inclusive education for pupils with SEN in Flanders.

Social work in child protection

Social work in child protection
**Child protection expertise in social work for migrant
children and families**

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Changes in the working environment brought about by globalization and mass migration have resulted in complex client issues, which present new challenges for social workers expertise. Lampe is a Finnish government funded study that seeks to address critical questions as to the responsiveness and appropriateness of Finnish social work to the life situation of migrant families and young people. First, the study will identify immigration factors associated with the risk of migrant children being placed in out-of-home care in Finland through the statistical modelling of existing register data (between 2005 to 2015). Second, the new data will be produced on the service needs and experience of migrant families using three different sources of qualitative material: interviews with migrants, interviews with social workers and an action study with social workers. Finally, the study will promote a social work expert knowledge base for migrant child protection. This will be achieved through the synthesis of data collected, with the results from a scoping review of Finnish and international empirical studies in order to provide the basis of a series of critical consultations with Social Work professionals and key stakeholders. The outcomes of this study will involve multiple research articles, a digital guide for Child Protection Expertise in Social Work for Migrants and a resource package for use by municipalities and educators. The results will be refined in municipalities and nationwide networks through the implementation of workshop and seminars.

Social work in child protection
**Including children and parents in child protection
proceedings in Switzerland: Opportunities and challenges
of conducting interdisciplinary research**

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FHNW*, 4: *University of Geneva*

In 2017, the Swiss National Science Foundation launched the interdisciplinary research program “Welfare and Coercion – Past, Present and Future” that aimed at investigating how welfare measures affect(ed) the lives of persons concerned.

The study “Intapart” (Integrity, autonomy, participation in child protection) as one project of this national program aims at analysing and understanding the experiences and perceptions of children and parents in child protection proceedings in the past and present. The interdisciplinary research design includes a historical and a legal analysis as well as an empirical study.

The empirical study focuses on research questions like: What situations and contexts enhance or hinder parents and children’s participation in contact with the child protection authority? What kind of interactions between the interdisciplinary child protection authority and the parents and their children support or impair their integrity? How do parents and children experience autonomy in a coercive context?

We will discuss methodological challenges of conducting interdisciplinary research in the field of child protection. Further, we will present preliminary results from the empirical study.

Social work in child protection
“It’s been like being in a parallel universe”. Child Protection Social Workers’ emotional experiences in Italy and England.

Alberto Poletti
University of Bedfordshire, United Kingdom

The emotional demands of the social work profession have been well documented (Hermon & Chahla, 2019; Geisler et al, 2019), especially within the child protection arena (McFadden et al, 2009). Although there is a general recognition of the role played by organisational dynamics in staff retention and job satisfaction (Antonopoulou et al, 2017; Kagan & Itzick, 2019), the extent to which the emotional ‘texture’ of the overall child protection system affects social workers’ emotional experiences is yet unclear. This paper will try to fill in this gap by drawing upon the outcomes of a qualitative research project which closely followed the emotional vicissitudes of a group of social workers of two child protection teams in two different countries (Italy and England) over eighteen months (Yin, 2004). Data have been gathered through periodic interviews with six practitioners (three for each team), an interactive activity which involved the entire team, observations of practitioners’ supervisions and team meeting discussions. Using a psychosocial framework (Hollway & Jefferson, 2012), the discussion will firstly focus on the way in which the ‘texture’ of the ‘emotional politics’ (Warner, 2014) in the two countries impacted on both social workers’ emotional openness and their everyday practice. Secondly, it will then make a series of recommendation on how organisations can actively foster practitioners’ emotional well-being and improve the outcomes of their work. Finally, it will consider the distinctive contribution cross-country research can bring to further enhance our understanding of these important aspects of social work research and practice.

Social work throughout history

Social work throughout history
**From intuition to transformation: lessons from SW
pioneers for intervention and research with migration**

Emilio José Gómez-Ciriano, Elena Cabiati, Sofia Dedotsi

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University of West Attica, Greece*

Since its inception, social work has been linked with migration. Social work pioneers worked along with migrant people and fought for their rights. Some of their famous strategies included innovative research methods -for the time - to advocate for and design policies based on peoples' rights and needs. They didn't have the means and resources existing nowadays but trusted their intuition and were very keen on trying to transform the reality, working with the host society and the immigrant communities., the relationship between social work and migration is still underrepresented in social work research and education curriculum, and in many cases the content of the programs replicate the official/national versions of migration policies, without developing the basis for anti-discriminatory practice.

As a result, ongoing research evidences that many social workers struggle to successfully cope with the challenges related to migration processes and their social work role, with the risk to reproduce inequalities as well as become more bureaucrats and controllers than agents of hope and social change. In this presentation, the authors, will share a conceptual proposal, focusing on the realities of social work practice, research and education with migrant and asylum people in Greece, Italy and Spain. The authors, will present a diagnosis about what we can learn from the past and what still need to be achieved for future social workers to be committed actors of social change and social justice

Social work throughout history
**Promoting social inclusion by teaching complex and local
social work histories**

Jane McPherson
University of Georgia, United States of America

Background: Social workers must understand how our profession has collaborated in racism and other forms of oppression in order to promote inclusion in the present. To encourage historical thinking, I incorporated difficult— and local—social work histories into an MSW course.

Methods: Students read about oppression in global (Iaokimidis & Timikliniotis, 2020) and local social-work history. Local readings investigated social work's white supremacy (McRae, 2018) and African-American reform (Carlton-LaNey & Hodges, 2004). We confronted these histories in our own city using local newspapers and the University archive (e.g., a 1906 report on Black citizens organizing; white women addressing "criminality" in Black children in 1908; 1947 report calling for a "white" school of social work). Students reflected in writing about the impact of reading/seeing these histories.

Findings: Thirteen women participated (ages 25-35 years; 3 Black, 2 Asian, & 8 white). Students reflected on the importance of history, e.g., "If we don't address what has happened in the past, we will not be able to move in the future without facing difficulties that have previously been (and still are) part of social work." Students wrote from their identity standpoints: one Black student wrote, "It is important to...realize that my ancestors were a part of it making great change;" a white woman reflected, "I found myself feeling angry while reading how white women shaped and sustained white supremacist politics;"

Conclusions: History is an anti-racist tool in social work (Harty, 2021). Telling a more inclusive history promotes inclusion in the classroom and in practice.

Social work throughout history

The (women's) schools of social work and their struggle for inclusion in the Swiss vocational training system

Markus Bossert

FHNW School of Social Work, Switzerland

The promotion of social inclusion has become a core concern of contemporary social work. However, a look back at history shows that social work itself has also been affected by processes of exclusion and inclusion. In its origins, it was strongly characterised by the voluntary charity work of women who were often excluded from the regular labour market. Social work, which has been essentially shaped by women until today, first had to assert and establish itself as a recognised professional occupation in the course of the 20th century.

This paper examines the process of institutionalisation of social work within the Swiss vocational training system from its beginnings as women's schools around 1920 to the university reform in the 1990s. The focus of the analysis is on the question of how gender has structured the process of institutionalisation and associated moments of inclusion and exclusion? Key pivots are used to show how notions of gender were both an obstacle and a catalyst for the institutionalisation of social work and the inclusion of social workers within the Swiss professional education system.

The paper is based on the analysis of archival material as well as interviews with experts and contemporary witnesses and draws on the preliminary research results of the project "Laboratories for professionalization? Associations and the coordination in the social welfare sector in Switzerland", led by Prof. Gisela Hauss, which is part of the National Research Programme "Welfare and Coercion" (NRP 76) of the Swiss National Science Foundation SNSF.

Social work throughout history
**The role of social workers in Slovenian commissions
granting abortion between 1960 and 1977**

Sara Pistotnik, Tanja Buda
University of Ljubljana, Slovenia

Organized family planning in Slovenia began after World War 2 in response to the high mortality rate of women from illegal abortion. From the beginning, the regulation of abortion was embedded in a broader field of reproductive and health policy, since it was understood as a necessary condition for reducing the number of illegal abortions, which had to be combined with accessible contraception and sex education. From 1960 on, when the legislature allowed abortions solely due to social reasons, social work gained more important role in the implementation of family planning and reproductive rights as social workers became members of commissions approving abortions. After this change, social indication became a prevalent reason for abortions, giving social workers a prominent role in the decision-making process because their task was to individually assess the social reasons women stated in their requests. Access to reproductive rights changed again in 1977, when women in Yugoslavia were granted abortion on demand, making it accessible without conditioning.

The presentation will focus on the role of social workers in the decision-making process of the commissions between 1960 and 1977, and in particular on the social reasons that were considered legitimate or not for granting abortion. Social work perspective will be emphasized using archival and historical material, including one produced by social workers themselves. In this way, we will analyse the contribution of social work in a broader social context of socialist family planning and the normative assumptions that shaped the hegemonic image of women under socialism.

Solidarity and civil participation

Solidarity and civil participation
**Exploring and locating solidarity as a theory and practice
within community social work practice.**

Darren Hill
Leeds Beckett University, United Kingdom

Decades of neoliberalism have resulted in the depoliticization of social work, in its place we have witnessed the rise of neo-liberal forms of governance and a practice focused on assessing risk and interventions focused on behaviour modification and adjustment (Lavalette, 2019). This shift mirrors the political economy of governance and contemporary neo liberal practices, which simultaneously reduce state intervention and transfer responsibility for social support from the state to the individual (Bauman, 2009). In contrast to these individualising narratives, this paper will highlight contemporary social work research, which focuses on innovative practices sustaining and nourishing the core values of community based social support and social inclusion. The paper will make the case for a more politically informed social work practice, one which is based on practical solidarity, social support, kindness, and compassion. In opposition to a system which isolates individuals and internalises complex social problems; we propose that the application of solidarity, combined with social support, kindness and compassion delivers a practice that promotes social inclusion. If we are to seriously challenge economic and social inequality, social work should seek to provide a practice from the bottom up based on solidarity rather than risk management and safeguarding. It is from this perspective that we will present evidence from ethnographic research drawing upon community social work practice within children's and adults services to highlight the importance of social solidarity and provide an insight into different ways of working.

Solidarity and civil participation
**Social work as a social solidarity apparatus: selected
problems in historical and experiential optics**

Darja Zaviršek
University of Ljubljana, Slovenia

Research into the history of social work is helping to end the 'mythological history' of the profession. The National Research Agency funded research project 'Social work as a social solidarity apparatus: selected problems in historical and experiential optics' (2020-2023) focuses on the history of the profession, key figures, main issues, obstacles, as well as oral narratives of social workers from the period. The questions are: What were the main turning points within the profession and what were the social and political events and processes that influenced it? The study aims to provide new insights into the history of social work in Yugoslavia, the only example among the communist states where the leaders allowed the development of social work education since the early 1950s. Research methods include thematic archival research; analysis of early student diplomas; thematic analysis of media, professional journals, photographic and study materials; and collection of oral narratives from social workers who worked from the late 1970s to the 2000s. The analysis includes a reflection on their recorded experiential memories of socialist social work, the turn of the political system, and the changes that the turn brought. The preliminary findings show that socialist ideology had a positive impact on universalist social work practice and limitations in specificity and individuality of human suffering. The research is of great importance for understanding the contextual history of social work. It aims to influence the self-reflexivity of social workers and contribute to new scientific knowledge, including further comparative research.

Solidarity and civil participation

The rhetoric used by the community members to justify opposition to group homes for persons with disabilities

Egle Sumskiene, Violeta Gevorgianien, Rasa Genien, Jurga Mataityt
Vilnius University, Lithuania

Protests against the right of persons with disabilities to live in the neighborhood accompany the deinstitutionalization of care in post-Socialist countries. These countries inherited a widely developed network of large residential care institutions, which were criticized by disability rights activists for human rights violations. In the soviet time, persons with disabilities were often “absent” or “invisible” for the broader society, and the presence of these people in the communities’ social activities is still more a matter of a pleasant surprise than the usual picture.

The paper will overview community development in Lithuania, characterized by distrust inherited from the soviet era, and move on to the description of the process of deinstitutionalization and the reaction of communities to their new neighbours. The paper will be based on the quantitative analysis of media publications on the topic of relocation persons with disabilities to local communities, content analysis of media discourse of one particularly resonant case, and focus group discussions with three communities.

The findings reveal the manipulative rhetoric used by the community members to justify their opposition to group homes for persons with disabilities and reflections of this rhetoric in the mass media discourse. The ethical implications for community development in the process of deinstitutionalization will be discussed through the lens of P. Bourdieu and include the concepts of social capital, habitus, and social space.

The paper will conclude with considerations on the manipulative rhetoric when hostility towards persons with disabilities is covered with the ideas and wordings of UN CRPD.

Young people and political matters

Young people and political matters
Comparison of behavioral problems among three ethnic minority children

Caleb Kim

Loyola University Chicago, United States of America

Previous research identified that child's exposure to violence affects their internalizing and externalizing behavioral problems. In addition, child's violent behavior is highly associated with racial and community status because violence is disproportionately concentrated among minority child living in impoverished and unsafe communities. As a consequence, accumulated personal and environmental risk factors of minority child lead to behavioral problems, which significantly predispose a child to engage with violent behaviors. However, few studies have identified how personal and environmental risk factors impact on diverse ethnic child's emotional and behavioral problems. Thus, the purpose of this study is to compare the effects of personal, social and environmental risk on internalizing and externalizing behavioral problems among three minority children - African American, Latinx, and Asian American children.

Analyzing survey data from 185 minority child (Black=88, Latinx=60, Asian=37; male 52%, female 48%; mean age=13.3) living in disadvantaged inner city in Chicago, USA, this study identified that environment safety, attachment to parents, and hopefulness predict a child's risk for both internalizing and externalizing behaviors, while commitment to school is not significantly associated with child's behavioral problems. Environment safety is the only significant risk factor associated with child's delinquent behaviors across all three ethnic groups. These findings will fill an important gap in identifying racial specific risk and protective factors for behavior problems. In addition, the implication of these findings is discussed in conjunction with developing a culturally and ethnically competent social work practice, especially violence prevention program, while emphasizing community-based research approach.

Young people and political matters

MEMO4LOVE: Social interactions and dialogues that promote affective-sexual relationships free of violence in adolescence.

Miguel Ángel Pulido (1), Sandra Racionero-Plaza (2), Patricia Melgar Alcantud (3), Mar Joanpere Foraster (4)

1: Ramon Llull University, Spain, 2: University of Barcelona, Spain, 3: University of Girona, Spain, 4: Rovira i Virgili University, Spain

Background:

This communication presents the main results of research carried out in two phases of the Memo4Love R&D project (2016-2020).

The research has focused on identifying:

- (1) Peer interactions and dialogues foster attraction to boys with violent attitudes and behaviors and which peer interactions foster attraction to boys with egalitarian attitudes and behaviors.
- (2) The impact of gender-based violence preventive socialization actions on the prevention of gender-based violence in adolescents.

Methods

The communicative methodology has been used in two phases: (1st) case study, and (2nd) longitudinal study by implementing both qualitative and quantitative techniques that will be exposed in the oral presentation. A total of 267 adolescents between 14 and 16 years of age participated, 141 were selected from 6 secondary school classes in a city in southern Spain, and 126 from schools in the metropolitan area of Barcelona.

The communicative methodology has served to achieve a greater validation of the results in dialogue, establishing a dialogic creation of knowledge (co-creation) between the research team and the main beneficiaries.

Findings & Conclusions:

The program that emerged from this research adds to existing knowledge on effective interventions to tackle violence in adolescents' sexual relationships, this being relevant as many programs of emotional education that deal with this problem do so without the ground of scientific evidence. In practice, the program shared becomes a tool for professionals to tackle sexual violence in adolescents' relationships, and doing so in collaboration with social and educational institutions, thus fostering community to prevent and respond to gender violence.

Young people and political matters
**Risk Behavior of Religious Israeli Adolescents and the
contributions of Personal, Family and Community
Inclusiveness**

Shirley Ben Shlomo, Drorit Levy, Shlomit Moldaven
Bar Ilan University, Israel

Background and purpose: The search for a differentiated self-identity is a key process of adolescence. Underlying this developmental achievement there is an increased tendency towards behaviors involving risk. The search for identity of youth growing up in religious communities is sometimes expressed in estrangement from religion. The family and community may fail to include them in the religious society and they may search for an alternative social framework and often find it in groups partaking in risk behavior.

This study aimed to examine the contribution of personal, family and community variables to the understanding of risk behavior of religious adolescents as well as to examine whether the sense of belonging to the community mediates the association between estrangement from religion and risk behaviors.

Methods: 645 Religious Israeli adolescents (420 girls, 225 boys) completed structured questionnaires (Socio-demographic, self-esteem, future perception, estrangement from religion, parental acceptance and sense of community). The research questions were examined using regression analysis and the mediation effect of belonging to the community, was examined using a process procedure.

Findings: Males are involved in more risk behaviors than Females. Older age, living in a rural community, estrangement from religion and less acceptance of the mother are also associated with more risk behaviors. The association between estrangement from religion and risk behaviors was partially mediated by sense of belonging to the community.

Conclusions and implications: Understanding the role of the community in the risk behaviors of religious adolescents will enable social workers to develop interventions to reduce risk behaviors.

Young people and political matters

Starting a conversation about racism with teenagers: using the social work research dialogue approach

Elaine Wilson, Flanagan, N., Benson-Olatunde, T., Woods, C., Sharkey, T., Delaney, C., Cockerill, R., Bulynioak, X., Pagana Mariano, S., Johnston, H., Heaney, L., Burnham, S., Tweed, O., Stapleton, I., Jones, D., O'Brien, K., Chapman, J., Wu Allen, L., Wilson, A., Bond, T., Squires, A., Byrne, N., Reineke, T., Zheng jun Wang, Browner, T.
University College Dublin, Maynooth University & Wesley College Dublin

Background: Although Ireland prides itself on being a friendly and welcoming nation, racism is noted as a persistent issue. This co-created study examines how students and teachers conceptualise racism and its impact. Exploring attitudes and encouraging dialogue amongst young people about the impact of racism and exclusion is fundamental to social work values.

Aim: The aim was to explore the topic of racism with teenagers in an Irish School, using the social work dialogue approach (Flanagan & Wilson 2018, Wilson & Flanagan, 2021). Student participants:

1. Identified a meaningful topic,
2. Participated in experiential co-creation of a survey
3. Engaged in dialogue with their school community
4. Disseminate findings

Methodology: Learning is maximised through experiential learning, an approach which has been used effectively with social work students (MacIntyre & Paul, 2013; Joubert et al. 2017). Twenty self-selected teenagers participated in four workshops exploring their conceptualisation of racism, building on this to design a questionnaire, to open a dialogue with the wider school community. Univariate analysis of the resulting data will be undertaken in a further collaborative workshop and disseminated by the students.

Findings: Initial discussions with the students indicated a strong awareness of racism in relation to Black people's experiences. This was not matched by an awareness of racism against white minority groups, including Irish Traveller communities. More detailed findings will be presented at the ESWRC in April, if the abstract is accepted.

Symposium 10

Symposium

Integrating research evidence into national policy: the ten-year journey of Italian P.I.P.P.I.

Sara Serbati, Paola Milani, Daniela Moreno Boudon, Petrella Andrea, Francesca Maci
University of Padova, Italy

The symposium presents the ten-year journey of P.I.P.P.I. - Programme of Intervention for Prevention of Institutionalization, an innovative intervention strategy implemented in Italy to reduce child neglect and prevent out-of-home child placement (with children 0-14 y.o.). It is inspired by the resilience of Pippi Longstocking, a metaphor of the children's strength and resilience in facing challenges and difficulties. P.I.P.P.I. results from a longstanding collaboration between the Laboratory of Research and Intervention on Family Education of the University of Padova and the Italian Ministry of Welfare.

The programme, which is organized in a biannual path, has been piloted in 10 major Italian cities from 2011 to 2013. Several steps of scaling-up followed, so that today, P.I.P.P.I. involves all the 20 Italian regions with 250 cities, with approximately 4000 children and their families, and a community of practice and research with 8000 practitioners from social, health and school services. Four are the presentations to be discussed during the symposium.

- The implementation journey of P.I.P.P.I. with the stages of the scaling-up in the decade 2011-2021.
- The methodological approach of P.I.P.P.I., that connects research, practice and practitioners' training.
- P.I.P.P.I. invests in Early Childhood Development, as a choice for breaking the cycle of disadvantage.
- P.I.P.P.I. invests in Social Innovation and Local Capacity building establishing Territorial Labs with the experienced P.I.P.P.I. practitioners.

Symposium paper 1: The implementation journey of P.I.P.P.I. between research, practice and policy

Paola Milani

With P.I.P.P.I. for the first time, the University and the Ministry of Welfare put themselves at the service of the same common good, with the wider and long-running programme in the history of Italian social policies.

Main stages of scaling-up:

- 2011-2013: pilot-phase involving 10 of the main Italian cities (Bari, Bologna, Florence, Genoa, Milan, Naples, Palermo, Reggio-Calabria, Turin and Venice);
- 2014: scaling-up involving all the 20 Italian Regions in selecting almost 50 participating cities every year;
- 2017: approval in the State-Regions conference of the National-Guidelines Working with children and families living in vulnerable situations;
- 2017: approval of the Inclusion Income, (since 2019 Citizenship Income), in which P.I.P.P.I. methodology is extended to families in a situation of poverty;
- 2018: stabilization of P.I.P.P.I. financing on the National Fund for Social Policies for children and adolescents;
- 2021: approval of the National Plan of interventions and social services 2021-2023, which recognizes P.I.P.P.I. as an Essential Level of Social Benefits;

- 2021: extension of P.I.P.P.I. to all Italian areas for the period 2022-2027, under the Italian plan for the Next Generation EU, the EU recovery instrument to help repair the economic and social damage due to the coronavirus pandemic.

P.I.P.P.I. demonstrates an outreach and capacity building, integrating research, practitioners' training and practice, with a multilevel and multiagency governance that impacts and changes national policies, running at full capacity into the social service system.

Symposium paper 2: The methodological approach of P.I.P.P.I

Sara Serbati

Considering child neglect as a complex social problem, P.I.P.P.I. aims to respond to it through a collective action (home care work, parents' group, informal-support, school, psychological-work, social-work), as suggested by the EU strategy of the rights of the child (2021) that asks "to better work together in a system that puts the child at the centre". P.I.P.P.I.'s methodological approach creates intersubjectivity and pragmatic views, inviting both professionals and families to collaborate in focusing on the child and the answer to his/her rights and needs.

Following the proposals of the Participative and Transformative Evaluation, practitioners and families are intended as co-researchers that act upon research methods: families and practitioners are invited to use them during the intervention through their eyes (participant observation) and their words (giving voice to the narratives). This is meant not as an opportunity for a diagnosis, but as a basis for dialogue among all the participants, through a reflective thinking that calls for shared strategies to assure the access to opportunities, resources, and respect of the child's rights.

Such encounters between practice and (co)research are supported by practitioners' training and meetings with the research team.

Research instruments used by practitioners and families, once collected, give an overview of the outcomes. Moreover, to reach a rigorous understanding about the effectiveness of processes with families, a cross-case analysis is conducted. The P.I.P.P.I. methodological approach will be presented following findings from both these evaluative studies.

Symposium paper 3: P.I.P.P.I. invests in Early Childhood Development

Daniela Moreno Boudon

The first thousand days of life are considered a critical period for the development of children, where the premises of people's health and well-being are settled for life. Conversely, initial research in Italy suggests that the developmental needs of children within this age range reach little visibility in child protection services, limiting the scope for early intervention. The contribution presents the training workshops proposed within the last edition of P.I.P.P.I., to the socio educational practitioners commissioned of its implementation. The workshops are the result of a two-year experimentation developed inside the context of the Citizenship Income for children and vulnerable families. Two are the main objectives of the workshops: (1) to provide a space for professional reflective thinking on the care practice and challenges in the field of child protection with families with children aged 0 to 3; (2) to test assessment tools for supporting positive parenting and child development. Following a pragmatic evaluative research approach, experience and training background of participants will be analyzed, and the qualitative content that will emerge during the workshops will be considered aiming to produce knowledge for building a new free access assessment and planning tool that can contribute to future implementations of the P.I.P.P.I.

Symposium paper 4: P.I.P.P.I. invests in Social Innovation and Local Capacity building

Petrella Andrea

P.I.P.P.I. developed the Italian experience of Territorial Laboratories (LabTs). LabTs are collaborative spaces in which researchers and professionals from different agencies (social services, schools, NGOs, Local health authorities) design innovative actions to support vulnerable parents and children and respond to organisational challenges. The roadmap of every LabT is mainly composed of two phases: assessment and planning.

In the assessment phase participants discuss starting from quantitative data concerning the results of their intervention programmes with families, and questioning their own professional practices. The discussion is facilitated by researchers and enhanced by the collection of qualitative data through interviews and focus-groups.

In the planning phase LabTs and researchers focus on one or more specific issues that need an in-depth understanding, collaboratively construct a local project for improving their work (Innovation Plan) and keep on carrying out research actions to collect the point of view of the actors involved in the issue(s) considered.

In the presentation we focus on the learning processes and impacts that some LabTs have generated, highlighting the emerging conflicts and trying to identify the main needs as well as strengths and weaknesses of their collective action towards vulnerable families.

We chose to use the lens of Activity Theory to better understand the learning processes and outcomes in LabTs, seen as activity systems involved in qualitative change driven by the emerging contradictions. We are especially interested in discussing how the contrasting representations of vulnerable families and of the role of the local support network can be reconceptualized in an expanding learning perspective.

Symposium 5

Symposium

Sustainability Beyond Borders: Re-imagining Social Work Research & Practice with Astra Project

Amy Shackelford (1), Mattia Mansueto (2), Miroslav Budimir (3), Shailendra Rai (4), James Kutu Obeng (5), Svenja Fischbach (6), Kang Liu (7), Athina Moroglou (8), Yannis Perifanos (9), Michael Emru Tadesse (10), Rebecca Conway (11), Atefeh Safarabadi Farahani (12), Eileen Lauster (13), Areen Nassar (14), Jeany Rose P. Teguihanon (15)

1: University Institute of Lisbon, Portugal, 2: KU Leuven, Belgium, 3: University of Ljubljana, Slovenia, 4 & 5: University of Jyväskylä & Natural Resources Institute (LUKE), Finland, 6: University of Ljubljana, Slovenia, 7: University of Jyväskylä, Finland, 8: CIRIEC Belgium, University of Antwerp, 9: CIRIEC Belgium, Katholieke Universiteit Leuven, 10: The Free University of Bozen-Bolzano, Italy, 11: Bielefeld University, Germany, 12: University of Jyväskylä, Finland, 13: Durham University, United Kingdom, 14: University of Jyväskylä, Finland, 15: Bielefeld University, Germany

The purpose of the symposium is to present and discuss an innovative research and doctoral training project of social work. The ASTRA Project (<https://www.astra-sw-network.eu/>) is the first international doctoral training project focusing on sustainability and social work, funded by the European Commission. It brings together universities, non-academic partners, and community organizations across Europe to co-create cutting edge research related to sustainability frameworks and social inclusion in social work. Through funding 15 PhD Social Work students from across the globe, the aim is to support early-stage researchers (ESRs) that represent a wide diversity of backgrounds and cultures. Students are placed with “host universities” while forming a community together to bring their research efforts worldwide. ESRs are divided into three working groups to focus on more specific themes. Each group will contribute a paper as part of this symposium.

Through an interactive set of workshops, ASTRA project consortium and ESRs will guide participants reflection that asks participants to think creatively about their own ontological approach.

- To share experiences & learning from the first year of the ASTRA project;
- To highlight themes of sustainability and social inclusion across Europe;
- To discuss strategies for incorporating environmental sustainability and social inclusion into research/practice;

Sub-Topics:

Social work researchers participating in the Symposium will have a chance to reflect and follow-up the emergence of a new transdisciplinary research areas combining research of sustainability transition and social work. Social workers will deepen their understanding of their personal and professional role in sustainability and social inclusion work, as well as garnering new interest in the ASTRA project and discovering potential new collaborations.

Symposium paper 1: Environmental Sustainability Transition: Eco-social Approaches for Sustainable Social Work Practice

Amy Shackelford, Mattia Mansueto, Miroslav Budimir, Shailendra Raj, James Kutu Obeng

In the face of the global environmental crises and social inequalities affecting livelihoods, it has become increasingly important for the Social Work profession, to transition to a more sustainable paradigm that integrates the natural environment in its interventions. It is expected that, by interconnecting perspectives from the natural environment and Social Work which has predominantly focused on the social environment, new knowledges and sustainable solutions can be developed for Social Work practice. Thus, this workshop will generally look at how the natural environment through eco-social approaches can promote human wellbeing, social inclusion and environmental justice.

Our research projects focus on Social Work with vulnerable communities and address major societal challenges of (1) eco-social innovations with local communities; (2) food poverty, food waste and redistribution programmes as sustainability transition; (3) sustainable housing solutions for the inclusion of young people in precarious situations; (4) green care nature-based interventions for the well-being of young people in precarious situations; (5) and nature-based integration for people with migration background. With a focus on Environmental Sustainability Transition, the workshop will use the eco-social approach for the understanding of the complex interconnectivity of these major societal challenges and highlight overarching learning points from each project. We will present our reflections and milestones for the first year into our various research projects and how the initial outcomes, if any, are shaping social work ontology and epistemology towards sustainability transitions.

Symposium paper 2: Economics & Social Inclusion: The Interconnection between Grassroots and Sustainability

Svenja Fischbach, Kang Liu, Athina Moroglou, Yannis Perifanos, Michael Emru Tadesse

In the holistic point of view of the ASTRA programme, the pursuit of sustainability requires a comprehensive systematic change that encompasses social, economic and ecological concerns, following the principles of eco-social work through innovative social interventions. The economic aspect focuses on the interconnectivity between grassroot level social challenges and sustainable economic transitions. In this context, ASTRA's Work Package targeting economic sustainability attempts (1) to broaden the understanding of innovative and inclusive economic models (Social and Solidarity Economy, Circular Economy) in Social Work practice and (2) to measure the impact of Social Work on local and regional economies, towards achieving socio-economic inclusion and justice for vulnerable communities. We approach these topics through five distinct but interconnected research projects.

The first one concerns an evaluation of capability of the Circular Economy to respond to the precariousness of European Youth through mixed-method research design; the second explores the potential of the Social Solidarity Economy of People of African Descent in Europe; the third one focuses on developing and evaluating assessment tools to measure the sustainable impact of social inclusion programmes; the fourth one analyzes the role of place and space in the initiation and evolution of Social and Solidarity Economy initiatives; and finally the fifth one investigates the impact of care-related female labour migration from Serbia and Bosnia-Herzegovina on the communities of origin. All five projects endeavor to unveil new paths for the role of Social Work in creating access to a new economic base for people facing precariousness in Europe.

Symposium paper 3: Innovative Eco-Social Approaches: Transdisciplinary Social Work, Contributive Justice, & Social Inclusion

Rebecca Conway, Atefeh Safarabadi Farahani, Eileen Lauster, Areen Nassar, Jeany Rose P. Teguihanon

As one of three papers presented in this symposium, the Social Sustainability Work Package will discuss the pathways for strengthening social sustainability by applying innovative sustainable approaches in social work methods. Social Inclusion will be exemplified through the work of individual Early-Stage Researchers, all working towards a PhD in Social Work.

Specific research topics are:

1. Local environmental issues as transdisciplinary challenges for Social Work,
2. Contributive justice and participation of young migrants in rural environments,
3. Exploring the value of socio-professional integration projects aimed at supporting young people in precarious situations to gain contributive justice,
4. Ecosocial innovations for social inclusion,
5. Participatory and inclusive Social Work Macro level practices promoting sustainable urban communities through Participatory Research methods.

In line with the conference sub-theme methodological development, innovation, and capacity building in social work research, we will share our research on ecosocial innovations in social work research that grow bottom-up from the local communities in co-creation with public services, local non-profit economies and citizens' movements, and provide new values and value chains of work and economy that promote social inclusion.

Workshop 9

Workshop
**Child participation in social work with children and families
at risk**

Anne Marie Villumsen, Birgitte Schjær Jensen
VIA University College, Denmark

The purpose of this workshop is to discuss and develop views on child participation in social work with children and family at risk.

The context of interest is child and family welfare and/or child protection.

Based on contemporary research concerning child participation in social work with children and families at risk, we present and discuss main themes and central concepts in regards to child participation such as child positioning as active social actors, child perspective and child participation in decision-making. We will also address the many dilemmas or considerations regarding child participation in compulsory social work.

The centre of rotation of the workshop is - in collaboration with workshop participants - to discuss and develop an integrative theoretical model for child participation that potentially will guide both research and field of practice. The content of the workshop will therefore address both conference themes 'theorizing social work and social work research' as well as 'connecting social work research and practice'.

Content of workshop

- 1) Presentation of central themes, concepts and considerations in child participation as a basis for discussion
- 2) Discussion with participants based on a tangible exercise in relations to workshop participants own field of practice or research interest
- 3) Presentation of an integrative theoretical model for child participation
- 4) Teamwork across workshop participants followed by joint collaborative development of the theoretical model

Workshop 10

Workshop

Community building in urban neighbourhoods: how top-down organizing contributes to a bottom-up and flourishing community

Paula Smith, Huub Purmer
Hogeschool Inholland, The Netherlands

The central question of our study is focused on the value of community building in constructing new connections between different kind of people from an intersectional perspective. With important attention for the role of the social workers involved. In 2020-2021 we conducted a study in Haarlem (The Netherlands) in a diverse neighbourhood, with the main challenge: how can we stimulate bottom-up initiatives through collective action in the context of contemporary diversity (social class, ethnicity and age)? To stimulate this process, professionals invented 'de Wijkfabriek', which can be translated as the neighbourhood-factory, a place of hard work for the community. This (imaginary) concept symbolizes a place where there is room for entrepreneurship and community building. Together with social work practices in Rotterdam and Amsterdam, we evaluated the neighbourhood-factory using the perspective of Crafting Communities. These are communities of citizens, professionals, entrepreneurs and politicians, who work together around (local) themes and challenges (Trommel & Boutellier, 2018). We interviewed residents, volunteers and professionals to see how the neighbourhood-factory contributes to a Crafting Community. These interviews showed that there is sufficient space for the establishment of a flourishing and crafting community. In our analyse we describe effective en obstructive elements that support or hinder this development. A core result in our study is the importance of the accessibility and availability of a professional from the municipality in linking initiatives of the residents to local policy. Furthermore, the study showed that de Wijkfabriek – which was invented top-down by professionals – is a helpful concept to stimulate bottom-up initiatives and co-creation.