Table of Content

9 The CAIMeR theory 2.0 – lessons learned and future prospects for evaluation in social work practice

Svenlin A[1], **Blom B[1]**, Boost D
[1]*Umeå University*

10 How CAIMeR theory was used in the evaluation of a treatment center that conducts twelve-step treatment for substance use disorders

Svenlin A[1], Blom B[1], **Blom Nilsson M[1]**, Grahn R[1]
[1]*Umeå University*

11 Starting a conversation about racism with teenagers: using the social work research dialogue approach

Wilson E[1], Flanagan N[2]
[1]*University College Dublin,* [2]*Maynooth Univerity*

12 What needs must be met for older people to be able to stay at home longer? – A scoping review by multi-professional collaborators

Snellman M[1], Burén L[2], Jägerving Isaksson C[2], Snellman F, **Bergmark M[1]**, Blom B[1]
[1]*Umeå university, Department of Social Work,* [2]*Umeå municipality*

13 Biographical opportunity: A methodological strategy for conceptualizing migrant belonging

Gubrium E[1]
[1]*Oslo Metropolitan University*

14 Co- occurring mental illness and addiction – a unity that forms the everyday life

Zoric S[1]
[1]*Linnéaus University*

15 Decolonizing Social Work in the Canadian Arctic: A Learning Journey from Inuit Elders and Knowledge-keepers

Datta R[1]
[1]*Mount Royal University*

16 Children's stories about family belongingness - in the borderland between foster care and transferred legal guardianship

Larsson S[1]
[1]*Institution Of Social Work, University of Gothenburg*

17 Discussion on Characteristics and Functions of Social Work Intervention in Major Public Health Emergencies

Yang S[1]

¹Wuhan Federation Of Social Work

18 A Child-Centred Programme Theory of Support Family Intervention

Lehto-Lundén T[1], Svenlin A[2]
[1]University of Jyväskylä, [2]Umeå University

19 The use of Border object to facilitate learning in Interprofessional Education

Høgalmen A[1], Stokken R
[1]Volda College University

20 Gender Equality as Attitude or Context: What Matters for Fertility?

Paul P[1], Grönlund A[1]
[1]Umeå University

21 The roller as cultural research field: age, gender and social innovation.

Christensen H[1]
[1]University Of Copenhagen

22 Decolonizing Western Social Work through an Indigenous lens.

Whitford R[1]
[1]Mount Royal University

23 The Grand Technological Promise in Norwegian Child Welfare Services: Social Workers' Experiences and Expectations

Bruheim Jensen I[1], Mjøll Gunnarsdottir H, T. Ellingsen I
[1]University of Stavanger

24 Digitalization as relations: A case study of frontline work with citizens in digital vulnerable positions

Dahler A[1], Stougaard M, Meilvang M
[1]UCL University College

25 Growth, range and variation of actors within local housing services for persons living in homelessness in Sweden, 2011-2018

Wirehag M[1]
[1]University West

26 Human rights under cross pressures during times of crisis – What can we learn?

Kane A[1]

[1]Uit The Arctic University Of Norway/nord University

27 A randomised trial of Mindfulness-based Social Work and Self-Care with social workers.

Maddock A[1]
[1]University College Dublin

28 The Mindfulness-based social work and self-care programme: A Focus Group Study.

Maddock A[1]
[1]University College Dublin

29 The Clinically Modified Buddhist Psychological Model for Social Work Practice and Self-care

Maddock A[1]
[1]University College Dublin

30 If Love is not the answer, what is then the question?

Thrana H[1]
[1]NTNU, Department Of Social Work

31 Hidden austerity in Norwegian welfare?

Marthinsen E[1], Skjefstad N, Heggem Kojan B
[1]Ntnu, Dept Of Social Work

32 Meaning of embodied learning in short-term student exchange: Implementing global perspectives in social work education

Zhao Y[1], Tørrisplass A, Øydgard G
[1]Nord Universitet

34 'I have the impression that students have suffered terribly': Exploring school social workers' views on young people's challenges during the Covid-19 pandemic

Beck K[1]
[1]Catholic University Of Applied Sciences Munich

35 Research-supported co-creation - Towards knowledge-based welfare services?

Forsell Simonsson S, Marthinsen E, Moe A
[1]Norwegian University of Science and Technology, Institute for social work

36 This is not part of our agenda:
A need for re-politization and emancipatory social work in order to prepare for a society in Climate Change?

Kaffrell-Lindahl A[1]
[1]*Mid Sweden University*

37 Holistic analysis in social work with clients in Danish jobcenters

Christensen A[1]
[1]*School Of Social Work Via University College*

38 Social workers´ motivational strategies to engage fathers in child protection investigations due to domestic violence.

Grönte M[1], Plantin L, Mattsson T
[1]*Malmö University*

39 Exposure to sexual violence among young migrants: A qualitative study of discretion, interpretations, and actions in social work practice

Högdin S, Helmersson S, Eriksson H

40 The importance of gender and age in elderly care - standardized case files and its discourses

Lundström A[1]
[1]*Malmö University/Malmö Stad*

41 Equal access to care? A quantitative study of Swedish social workers assessments of risk and need in cases of child physical abuse.

Tingberg K[1]
[1]*Department of Social Work at University of Gothenburg*

42 How theories of social care may contribute to the field of dementia care in a Danish welfare context: An ethnographic study

Kjærgaard Thorsen M[1], Lyngmose Nielsen M[1]
[1]*Via University College*

43 Unemployed Youth And Well-Being; How can psychological tests and subjective narratives broaden our understanding of the visible and invisible well-being and ill-being of young people?

Jensen K[1], Storgaard Bonfils I[2]
[1]*Roskilde University*, [2]*University College Copenhagen*

44 Dealing With Diversity And Inequality In Social Work - A "3 D Perspective"

Ploesser M[1]
[1]University Of Applied Sciences Bielefeld, Germany

45 Complex everyday life and barriers to children's participation in school and leisure activities

Lorentsen A[1]
[1]Uit Norges Arktiske Universitet

46 Collaboration across public and voluntary sectors - social work with low-income families

Ask T[1]
[1]University of Agder

47 Living conditions in areas at risk: From stigma to empowerment

Røe M[1], Bruteig R
[1]NTNU Samfunnsforskning/ Social Research

48 Voicing resistance: Narrative analysis of working conditions in the healthcare sector during the covid-19 pandemic

Bergman J[1], Wall E[2]
[1]Department of Psychology and Social Work, Mid Sweden University, [2]Department of Health Sciences, Mid Sweden University

49 Antiracist social work in a Nordic context

Fernandes A[1], Rugkåsa M, Abdullahi M, Söderqvist Forkby Å
[1]Oslo Metropolitan University Social work, Child Welfare and Social Policy

50 Indigenous methodology – towards decolonialization of social work

Nygaard R
[1]Volda University College, Departement of Social Work

51 Roma migrants and experiences of racialisation in Norway

Misje T
[1]VID Specialized University, Departement of Social Work

52 Support without recognition – exploring narratives from parents with a foreign background

Söderqvist Forkby Å, Johansson J
[1]Linnaeus University, Department of Social work

53 Interrogating the continuities of coloniality in social work through the case of sex work in Sweden

Kronman J
[1]Gothenburg University, Department of Social Work

54 Social work beyond the national welfare state and institutional racism

Lalander P, Herz M
[1]Linneaus University, Department of Social Work, [2]Gothenburg University, Department of Social Work

55 Towards socially sustainable welfare policy - lessons from the self-motivated action of rural communities

Rantamäki N[1]
[1]University of Jyväskylä, Kokkola university consortium Chydenius

56 Collective approaches to new challenges

Larsen A[1], Ihle R[1], Midtgård I[1], Bareksten B[1]
[1]Western Norway University of Applied Sciences

57 Community work – from "kumbayah" to governance, co-creation, and social resilience

Ihle R[1]
[1]Western Norway University of Applied Sciences

58 Collective approaches to global challenges. Community workers, social entrepreneurs, and public health workers actors in the same field?

Larsen A[1]
[1]Western Norway University of Applied Sciences (HVL)

59 Walking an article – dissemination through participation

Bareksten B[1], Midtgård I[1]
[1]Western Norway University of Applied Sciences

60 Working with Children and Young People at the Intersection of Immigration and Child Welfare: Challenges and Opportunities for Social Work Practice in Changing Times.

Shore C[1], Mackey S
[1]University College Cork (ucc)

61 How Students in the Danish Social Work Education conceptualize Social Justice

Lydersen G[1]
[1]VIA University College, The Department of Social Work Aarhus Denmark

62 Students' experiences with digital practice placement, during covid pandemic and lockdown in 2019

Huse I[1]
[1]Vid Specialized University

63 Participatory research in changing time

Uggerhøj L[1]
[1]Aalborg University

64 Always changing. On the transformative purpose of theories in and of social work.

Khoo E[1]
[1]Department of Social Work, University Of Gothenburg

65 Social work within a restrictive migration policy regime

Wernesjö U[1], Johansson J[1]
[1]Linköping University

66 Social work within a restrictive migration policy regime

Lundberg A[1], Wernesjö U[1], **Wernesjö U[1]**
[1]Linköping University

67 The role of voluntary organisations in a changing welfare state – The social integration of immigrants

Huiskes F[1]
[1]NTNU

68 Participation in the design of digital technology for Norwegian child welfare services: A case study of Digibarnevern

Wullum Aasback A[1], Cunningham Dahl-Jørgensen T
[1]NTNU, [2]NTNU

69 Take away – de-implementation in social work

Denvall V[1]
[1]Lund University

70 Connecting theory and practice in welfare services and education. Challenges and opportunities in establishing a common arena for service development, education, and research.

Voll I[1], Sørum H[2], Dalland M[2]
[1]Western Norway University Of Applied Sciences, [2]Bergen Municipality/ The Norwegian Labour and Welfare Administration(NAV)

71 Art and social work- an unexplored topic for change and development

Gjeitnes K[1], Hassel Iversen E[1], Thrana H[1]
1Norwegian University of Science and Technology

72 Professions and jurisdiction - a theoretical approach

Kjæmpenes W[1]
1UiT The Arctic University of Norway, Department of Childcare and Social work

73 "We don't talk about education here".

How employees in The Norwegian Labor and Welfare Service, hold their education to be relevant for their work tasks.

Unneland Napsholm B[1], Barmen Tysnes I[1], Voll I[1]
1Western Norway University Of Applied Sciences, HVL

74 INVEST TO WORKPLACE SUPERSVION:
experiences from further education course for NAV employees.

Kiik R[1], Gjeitnes K, Gunnarsdottir E, Nilsen M, Vist G, Wullum Aasback A
1NTNU

75 Institutional practice collaboration in social work

How to organize practice relevant social work education and research?

Lunabba H, Krook U
1Swedish School Of Social Science at the University of Helsinki

76 How children´s navigation on digital platforms challenges child welfare assessments

Gerdts-Andresen T[1], Hansen H[2]
1University of Southeast-Norway, 2Østfold University Collage

77 Digital encounters in social and welfare services

Granholm C[1]
1University Of Turku

78 Young people's work to construct a referral of concern to the child welfare service

Schrøder S[1]
1University Of Agder

79 Reproducing or Counteracting Inequality: Challenges in Social Work with homeless/ness

Carlsson Stylianides K[1]
1School of Social Work, Lund University

80 Who's At Risk? A Critical Analysis of Predictive Analytics and Risk Modelling in Child Welfare

Lonne B[1], Herrenkohl T[2]

[1]Dept of Social Work, NTNU, [2]University of Michigan School of Social Work

81 Empowering young women in Egypt by creating a space of a 'counter-cultural-discursive-narrative'

breen m[1]

[1]VID,

82 Feelings of emotional strain and pressure. How to work towards reunification from a parents' perspective.

Gerdts-Andresen T[1]

[1]University of Southeast-Norway

83 Silent worries. The interaction order between young persons with intellectual disabilities and their parents and providers during their transitions into adulthood

Vassend E[1]

[1]University Of Southeast-norway

84 The undue hardship for the child
Child perspective in professional assessments of contact rights when children are taken into care – an analysis

Revheim C[1], Jørgensen T, Heggdalsvik I

[1]dep of sociology and social work, University of Agder

85 In between activation and social support, the dual roles of social work inside a youth activation programme

Wiedel D[1]

[1]University West

86 School social work practice with Newly Arrived Young Migrants - at the Interface Between Counselling and Therapy

Eriksson H[1], Helmersson S, Högdin S

[1]Halmstad University

87 The Health Platform (Helseplattformen) and Social Work – A case study on the interaction between digital tools and professional practice in social work

Gillberg A[1]

[1]Institutt for sosialt arbeid, NTNU

88 Social work students' use of digital technology for political engagement

Kroll C[1], Blomberg H, Kallio J[2]
[1]University of Helsinki, [2]University of Turku

89 Møte med NAV i nordsamiske forvaltningsområder

Thorslund B[1], Andersen A[1]
[1]Uit, Norges Arktiske Universitet, Institutt for barnevern og sosialt arbeid, Alta

90 "Caseworkers on the digital streets -Discretion in the digital decision-making process"

Kvakic M[1], Larsson K
[1]Østfold University College

91 Should one competence of future social workers be policy literacy: insider-outsider view of social work curricula in Estonia

Sirotkina R[1], Kriisk K[1]
[1]Tallinn University

92 Welfare policy statements during the mega-crisis: challenges for Estonia

Sirotkina R[1], Kiik R[2], Kriisk K[1], Mitendorf A[3]
[1]Tallinn University, [2]Norwegian University of Science and Technology, [3]The National Institute for Health Development

93 Improving support and success for Black and Minority Ethnic Students on placement

Laidlaw K[1]
[1]University Of Leeds

94 The significance of the professional journal for social work

profession in Estonia – the co-creation of knowledge

Nuudi K[1], Sirotkina R[2], Kiik R[3]
[1]National Institute for Health Development, [2]Tallinn University, [3]Norwegian University of Science and Technology

95 Humanitarian representations of welfare for unaccompanied youth

Holmlund M[1], Wernesjö U[1]
[1]Linköping University

96 Relationships and emotions in solidarity networks between asylum seekers and civil society

Elsrud T[1], Gruber S[2], Wernesjö U
[1]Linnaeus University, [2]Mid Sweden University

97 Conditions for fair and equal social work in a changing world

Baianstovu R[1], Wernesjö U
[1]*Örebro University*

98 Experiences of exclusion and ambitions of dialogue and reconciliation in the meeting with society's support structures – exploring narratives from parents with a migrant background

Johansson J[1], Söderqvist-Forkby Å[1], Wernesjö U
[1]*Linnaeus University*

99 Families' time and space constraints and their implications for social work reprioritisation

Bolin A[1], Macinnes H[1], Tryggvason N[1], Åberg L[1], Wernesjö U
[1]*University West*

100 Integrating Supported Employment and psychosocial services in a Danish municipal context to enhance employment outcomes for young adults with less severe mental health problems

Salado-Rasmussen J[1], Storgaard Bonfils I[1], S. Struve O[1]
[1]*University College Copenhagen, Denmark*

101 State Governance and Local Room for Action

Midsund B[1]
[1]*University of Stavanger*

102 How to promote generational dialogue between parents and teenagers in the somali community in order to prevent negative social control

Ihle R[1]
[1]*Western Norway University of Applied Sciences*

103 Unattainable objectives? Use of individual plans for service coordination.

Acheampong S[1], Schönfelder W[2]
[1]*UiT Norges Arktiske Universitet,* [2]*UiT Norges Arktiske Universitet*

104 Distrust and Disempowerment: African Parents' Perspectives on Child Welfare Placement Procedurals.

Wathne K[1], Kisuule Alao J
[1]*Oslomet*

105 The great divide: Municipality vs State in Local Welfare Administration in Norway

Wathne K[1], Natland S, Hansen R
[1]*Oslomet*

106 Changing contexts? Work inclusion interventions across time

Oltedal S[1], Olsen G
[1]*Universitetet i Stavanger*

107 The cultural and linguistic rights of Sami children/youth in municipal child welfare services

Josefsen E[1], Andersen A[1]
[1]*Uit The Arctic University Of Norway*

108 Professional assessment of parental high conflicts

Heggdalsvik I[1]
[1]*Western Norway University of Applied Sciences,* [2]*Western Norway University of Applied Sciences*

109 Towards rights-based practice and individual needs in the organizing of disability services in Finland

Sjöblom S[1], Nurmi-Koikkalainen P
[1]*Swedish School of Social Science, University of Helsinki,* [2]*Finnish Institute for Health and Welfare*

110 Social work education in Italy. A study to investigate the educator's professional competencies

Parmigiani D[1]
[1]*University of Genoa (italy)*

111 Participatory action research as an approach to collective action.

Aaslund H[1], Seim S[1,2]
[1]*Oslo Metropolitan University,* [2]*Western Norway University of Applied Sciences*

112 Epistemic rights when supporting clients to participate in multiprofessional encounter

Kalari T[1], Raitakari S
[1]*Tampere University*

113 The role of biology in the construction of family and identity - a sociological exploration using foster care as case

Skoglund J[1]
[1]*Rkbu Nord Uit Norges Arktiske Universitet*

114 The problem of trust in CPS: an exploration of the significance of policy drift in positive expectations in parenting

Mørstad Johansen S[1]
[1]*Oslo Metropolitan University*

115 Family Group Conferences in Emergency Situations in Norwegian Child Protection - Challenges and Opportunities

Slettebø T[1], Paulsen V[2], Axberg U[3]
[1]VID Specialized University, [2]NTNU Samfunnsforskning, [3]VID Spezialized University

116 How is Racism Handled and Talked About in Social Worker Education?

Vindegg J[1], Fjeldheim S[1]
[1]Oslo Metropolitan University - Oslomet

117 Creating Porous Boundaries Between Universities and Communities: Engaging with Marginalised Communities to Strengthen the Co-Production of Knowledge in Social Work Education

Bhagwan R[1]
[1]Durban University Of Technology

118 The Right to Housing - Legal Consciousness and Legal Mobilisation of Precariously Living Families in Berlin

Winkler K[1,2]
[1]University of Bern, [2]Malmö University

119 Social functioning and personal development among individuals with low literacy skills; the role of active labour market policy

Nordheim O[1]
[1]Norwegian University of Science and Technology (NTNU)

120 Emergent design - emergency shelters for active substance users

Sudmann T[1], Andersen T, Bakkevold B, Rønhovde H
[1]Western Norway University of Applied Siciences

121 Using fidelity assessments in social work within a Danish labour market context

Storgaard Bonfils I[1], Salado-Rasmussen J, Sieling-Monas S
[1]Department of Social Work, University College Copenhagen

122 Variations related to children's participation in the interdisciplinary collaboration in cases involving violence and sexual abuse against children.

Halås C[1]
[1]Nord Universitet

123 Knowledgereflected praxis

Halås C[1]
[1]Nord Universitet

124 Opportunities for Reflection in a World of Digital Measuring

Höglund P[1]
[1]Department of social work, Linnaeus University

125 Exploring the Impact of Social Mobilization in Socially Divided Rural Communities: A Pilot Study

Hultgren P[1], Kvist M
[1]Linnéuniversitetet

126 Outdoor recreation at child residential care homes: Initiation into a friluftsliv culture

Haaland J[1]
[1]University of Stavanger

127 Participatory research and practice with People in Vulnerable Situations – Challenges and Opportunities

Seim S[1]
[1]Oslo Metropolitan University, [2]VID Specialized University, [3]Western Norway University of Applied Sciences

128 Challenges of participation with people in vulnerable situations. Facilitating participation for residents with dementia in nursing homes.

Seim S[1], Slettebø T
[1]VID Specialized University

129 Intersectionality and user involvement in the Norwegian Introduction Programme for new arrived refugees and immigrants

Seim S[1], Kjørstad M, Guilherme Fernandes A
[1]Oslo Metropolitan University

130 User-involvement without words, in health- and welfare services together with persons with profound intellectual disability

Gjermestad A[1]
[1]Vid Specialized University

131 User involvement in research for people in vulnerable situations: challenges and opportunities for children and young people as co-researchers

Seim S[1], Jørgensen T
[1]Western Norway University College

132 Interest organisations for people in vulnerable life situations. Challenges and opportunities.

Seim S[1], Gathen J
[1]Oslo Metropolitan University And VID Specialized University

133 ´Recovery is up to you´: translating and organising a peer-led course within the framework of the Norwegian community health and welfare services

Kvia A[1], Sagvaag H, Schanche Selbekk A
[1]Universitetet I Stavanger

134 A System Test

Moser D[1]
[1]Non-affiliated

135 On the reconstruction of family life and institutional forms of parentification. Unaccompanied minors' experiences with family reunification in Belgium and Norway

Bergset K, Debruyne P, Reime M
[1]Western Norway University Of Applied Sciences, [2]Odisee university of Applied Sciences , [3]Western Norway University Of Applied Sciences

136 Inclusion skills in context - to actively learn how to implement inclusion, using the example of the family center

Behse-bartels G[1]
[1]HTWK Leipzig University of Applied Sciences

137 How can thesis writing in professional education become more relevant for practice and boost students' self-reflective and analytical enskilment and anti-oppressive outlook?

Fagerlid C[1]
[1]VID

138 User involvement and Client-near practices in Social- and Mental Health Services. Challenges and opportunities for further developments in the Nordic countries.

Ineland J, Nouf F

139 Animal-assisted therapy (AAT) with dogs: Useful for young people in physical rehabilitation considering the development of their skill-based social competence?

Røysum A

Comparison of systems and outcomes for safeguarding children in Australia and Norway: A decade of rapid change

Kojan B, Russ E, Lonne B

Background: In 2012 we examined the outcomes of the child protection and child welfare systems in Australia and Norway (Kojan & Lonne, 2012). This study re-visited both countries' national data and explored the ways in which rapid development of policies and programs over the past has resulted in major changes; albeit not always in the ways anticipated nor desired.

Methods: Each nation's context and key elements of their CP/CWS organizations, with emphasis on policy and programme orientation framed the study design. Aggregated publicly-available administrative data was used to highlight trends and issues in outputs of the respective child welfare/protection systems.

Findings: Preliminary results showed that at each phase of the decision-making process from referral to interventions, disproportionality increased regarding the number of children being referred to the systems compared with the number receiving interventions. Further, we identified a merging of some respects of these system's orientations. This especially concerned an increasingly strong risk focus for both countries. However, there are still significant differences between the systems regarding the use of supportive family interventions, with Norway, despite having a decrease of these services in the 2010- 2021 period, maintaining an extensive use of such services. Australia on the other hand, had an increasing curve towards more use of family support interventions, but corresponding significant growth in the numbers of children in state care.

Conclusion: An overall trend we see from child welfare policies and output data, suggest an increasing system alignment between the child protection/welfare systems in Australia and Norway.

2

The counselling practice of school social workers in Swedish elementary schools.
A focus group study.

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This paper presentation describes the counselling practice of Swedish school social workers (SSWs) with individual children in elementary school. SSWs work in the school system's pupil health team, whose primary task is health promotion and prevention. The work of SSWs is about helping children and adolescents who for various reasons suffer from mental ill-health, school absenteeism or stress that make them unable to achieve their intended goals. SSWs preferably meet these children in individual counselling sessions.

The aim of this paper presentation is to describe and analyse SSWs' experience of counselling with children and to examine the characteristics of counselling practice.

The data collection was conducted through four semi-structured focus group interviews with a total of 22 SSWs in four different regions in Sweden. The analysis was inspired by content analysis, with an inductive approach.

SSWs provide counselling to children in order to bring about improved feelings or behavioural changes. It can be noted that SSWs put emphasis on both the counselling process and the alliance with the child. The interviews showed a common practice among SSWs regarding the structure of the counselling sessions, with certain steps and approaches being employed. However, the specific interventions differed and were characterised by an eclectic standpoint in which SSWs utilise a broad repertoire of therapeutic schools and techniques. We believe that SSWs could benefit from theoretical perspectives on 'contextual model' and 'attachment theory' as 'models of the mind'.

Outline of a theory of stigmatization in social work practice

Blom B[1], Carpholt C[1], Krull I[2]
[1]Umeå University, [2]School of Humanities & Social Sciences, Emmanuel College

We will present an outline of a theory of stigmatization, consisting of theoretical propositions and a graphic model, which can help describe and explain stigmatization processes in the social services. The building blocks of the theory originates from existing theories and previous empirical research including our own study of stigmatization processes among social workers in Sweden and the United States. A stepwise description of the work to outline the theory is presented. Contributions to existing theory and potential implications for policy and practice are discussed, especially in relation to social work in the social services.

The outlined theory contributes to existing stigma theory in several ways, of which three key findings are highlighted. The theory suggests: 1) that stigmatization processes can go in several directions, sometimes simultaneously; 2) that stigmatization processes can involve mutual reinforcement which can develop into a negative spiral; 3) that stigma can be placed upon social work as an institution.

The outlined theory can be used as a starting point for analyzing stigmatization processes in social work in several contexts, such as different institutional or organizational settings. We argue that existing stigma theory does not always provide sufficiently deep or specific explanations that are appropriate for the uniqueness of different settings. Thus, there is a need for a theory that is more precise and adapted to such a setting. The framework can be useful for researchers and university students that need a theory when studying stigma processes in social work practice.

Social Work in Natural Disasters: Challenges and Improvements

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Background:
Natural disasters have been identified as issues of global concern. They devastate individuals and families, communities, and disaster management systems. Issues such as insecurity, poverty, and fear require necessary intervention from the social work profession that seeks the well-being of individuals, communities, and systems. However, this does not come easily, as there are obstacles to effective social work intervention. This study explores social work practice in natural disasters through two main questions: (1)What challenges do social workers face in times of natural disasters? And (2)How can these challenges be overcome?

Methods:
This qualitative study used semi-structured interviews with 39 participants who were social workers, NGO workers, and people affected by natural disasters in Oman. The interviews were analysed according to the thematic analysis method with the help of Nvivo software.

Findings:
The findings indicate some challenges facing the social work profession in natural disasters: the shortage of professionals, the lack of professional preparation, the lack of self-support for social workers, the absence of frameworks and guidelines, issues in the management system, and issues related to community members. Suggested solutions to overcome these challenges and improve social work practice in natural disasters have also been addressed.

Conclusion:
Some implications for policy, practice and education have been outlined, for example, by developing social work curricula, implementing continuing professional development programs, and enhancing the multi-agency approach.

5

Outline of a theory of stigmatization in social work practice

Blom B[1], Carpholt C[1], Krull I[2]
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Introduction
Existing stigma theory does not always provide sufficiently deep or specific explanations that are appropriate for the uniqueness of different settings in social work practice. There is a need for theory that is more precise and adapted to such a setting. We will present an outline of a theory of stigmatization, consisting of theoretical propositions and a graphic model, which can help describe and explain stigmatization processes in the social services. The building blocks of the theory originates from existing theories and previous empirical research, including our own study of stigmatization processes among social workers in Sweden and the United States. A stepwise description of the work to outline the theory is presented.

Contributions
Contributions to existing theory and potential implications for policy and practice are discussed, especially in relation to social work in the social services. The outlined theory adds to existing stigma theory in several ways, of which three key findings are highlighted. The theory suggests: 1) that stigmatization processes can go in several directions, sometimes simultaneously; 2) that stigmatization processes can involve mutual reinforcement which can develop into a negative spiral; 3) that stigma can be placed upon social work as an institution.

Applications
The outlined theory can be used as a starting point for analyzing stigmatization processes in social work in several contexts, such as different institutional or organizational settings. The framework can be useful for researchers and university students that need a more specific theory when studying stigma processes in social work practice.

Enabling learning in the use of Systematic follow-up in social services – an exploration of the role of technology

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Introduction
Systematic follow-up (SFU) is presented by central actors as an important tool in relation to the work with evidence-based practice and the national system for knowledge governance in Swedish social services. However, results from an empirical study with officials working with quality assurance in municipal social services showed that SFU can have different purposes and uses in organizations and that SFU is performed through heterogeneous digital technologies. In a few cases, SFU was recognized to be used for the purpose of learning and creating a common knowledge ground for social workers, managers, and politicians in the local welfare board. This paper explores the role of technology in enabling learning and the creation of common knowledge ground in the use of SFU. The exploration builds on previous research on boundary objects and technology-based coordination of knowledge in organizations.

Contributions
The contribution of this paper is a deeper understanding of key values that should be embedded in digital technologies to enable SFU to support learning and the creation of common knowledge ground within social services organizations.

Applications
The results can be used to support decisions on how to adapt digital technologies by emphasizing important requirements to support learning with SFU.

Below the surface ¬— Critical realism and social work research

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The theme of the symposium is how critical realism has been applied in social work research since the early 2000s. This symposium is strongly linked to the subtheme of Theory and practice in social work and more specific to theory development in social work.

The aim of the symposium is to describe and discuss research where critical realism (CR) has been applied as a theoretical framework, and to inspire others to utilize CR in social work research. The first presentation is based on a systematic literature review of critical realism in social work research conducted between 2001 and 2022. The following two presentations concentrates on the CAIMeR-theory (Blom & Morén 2010; 2019), which is a general theory developed at Umeå University, based on CR, used for explaining client outcomes. The second presentation focuses on a revised version of the CAIMeR-theory. The third presentation demonstrates how the CAIMeR-theory underpinned and guided a small evaluation project. The presentations in the symposium will address central concepts of CR in different ways, and will altogether, serve as an introduction to critical realism and its use in social work research in different contexts.

Critical realism, realist evaluation and social work research: A systematic review

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Background
Critical Realism (CR), as a philosophy of science, was conceived by Roy Bhaskar (1979) as an alternative to empiricism and postmodernism; approaches which at the time had been dominating and dividing the social sciences. In social work, CR has been gaining momentum since Stan Houston (2001), Björn Blom and Stefan Morén (2003) convincingly argued how the paradigm can contribute to social work practice, research, and theory. Given the paradigm's tendency to prioritize ontology over epistemology, CR has been applied in social work research in various ways, including realist evaluation (Kazi, 2003), in combination with grounded theory (Oliver, 2011), and the development of CAIMeR-theory (Blom & Morén, 2010). To further advance the use of CR, we argue that there is a need to analyze how CR and realist evaluation have contributed to the social work research.

Method
In our review, we question (1) what is the motivation for using CR? (2) how is CR applied? (3) what empirical and theoretical contributions has been made to the body-of-knowledge? (4) which methodological issues are raised? To answer these questions a systematic review was conducted. Peer-reviewed articles (PsychInfo; Web of Science) relying on CR or realist evaluation between 2001 and 2022 were included.

Findings and conclusion
The dataset will be analyzed in the spring 2023 and preliminary findings will be presented at the symposium. The results provide answers to the above-mentioned questions but allow also reflections on the strengths, weaknesses, and further prospects of using CR in social work research.

The CAIMeR theory 2.0 – lessons learned and future prospects for evaluation in social work practice

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Background
The CAIMeR theory, developed for improving evaluation of social work practice, began to be outlined at Umeå University in the early 2000s. CAIMeR is a middle-range theory that aims to explain how client outcomes arise. The theory is descriptive, in the sense that it stipulates the basic components of social work practice – Contexts, Actors, Interventions, Mechanisms, and Results – and how they interact. Furthermore, it is explanatory since it identifies generative mechanisms, and contextual conditions underpinning how change is realized in social work practice.
CAIMeR has been published in various versions and stages of development. The real impact occurred after an international publication in 2010. Since then, CAIMeR has been used in research, evaluation, education and social work practice both in Sweden and in other countries (e.g. Australia, Belgium, Finland and Denmark).
Method
Throughout the years, the originators themselves (Björn Blom & Stefan Morén) and several other researchers have identified both advantages and weaknesses with the theory, and they have experimented with applying it in different contexts and welfare regimes. This called for a further development of the theory. We will present a revised version of the CAIMeR theory, which we accomplished by compiling different research experiences and analyzing pros and cons of applying the theory.
Findings and conclusion
The revised version includes e.g. new generative mechanisms, and a clarification and addition of contextual conditions. The result is a more usable theory that can guide researchers and social workers to obtain explanatory knowledge when evaluating social work practice.

How CAIMeR theory was used in the evaluation of a treatment center that conducts twelve-step treatment for substance use disorders

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Background
We have carried out pilot evaluation of a treatment center conducting treatment for substance use disorders with men aged 18 and over. The treatment is based on manual based twelve-step treatment, Recovery Dynamics.
The evaluation used a program theory approach with the goal of developing a local and organization-specific theory describing and explaining how and why the treatment center achieves outcomes. We have taken into account Contexts, Actors, Interventions, Mechanisms and Results by using CAIMeR theory.
Method
Two types of data were used: 1) Focus group interviews with staff: semi-structured interview about prerequisites, interventions/processes and results. 2) Feedback group discussions: our observations and analysis have been discussed in meetings at the treatment center.
Findings and conclusion
The study shows:
• that Contexts, Interventions and Results are more multifaceted, and interact in a more complex way, than organization itself perceives,
• that informal support interventions (e.g. going fishing) seem to be more common and sometimes more important than the formal treatment interventions (e.g. group therapy),
• that a basic assumption in the treatment – "that addiction is a chronic mental illness" – is reinforced and confirmed via the mechanism of the self-fulfilling prophecy. This is because it is built into the twelve-step treatment that the clients should have a lifelong contact with the non-profit AA/NA self-help movement, and they must themselves act as support for other addicts after treatment has ended.
Our presentation demonstrates how CAIMeR theory underpinned and guided evaluation process, data collection, analysis and presentation of results.

Starting a conversation about racism with teenagers: using the social work research dialogue approach

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Background: Increasing migration into Ireland in the last two decades has resulted in increased diversity within Irish society and Irish schools. There is much debate around multiculturalism, diversity and integration and how this is best achieved, and schools are no exception to this. Research shows that this racism is not adequately addressed through the curriculum. Our 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: 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: By virtue of being co-creators of the research, students were then collaborators in knowledge production. Twenty self-selected teenagers participated in four workshops exploring their conceptualisation of racism, designing a questionnaire, and opening a dialogue with the wider school community. Univariate analysis of the data was undertaken in a collaborative workshop.
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. This confirmed the micro level need to continue the dialogue within the school and develop strategies to deal with racism issues.

What needs must be met for older people to be able to stay at home longer? – A scoping review by multi-professional collaborators

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Background
In Sweden and in many other countries, the proportion of older people will increase dramatically over the next ten years. Resources such as residential care will not be sufficient for the needs within the target group to the same extent as today. Organizations responsible for care needs to initiate new solutions to promote older people's independence, active participation to extend the age of onset for elderly care interventions. This societal challenge was investigated through a scoping review with an overarching research question: What needs must be met for older people to be able to stay at home longer?

Review
Sub-questions were designed informed by Maslow's hierarchy of needs. Which conditions make it possible for older people to stay at home longer regarding: 1) the person her/himself?, 2) the housing?, 3) the social relations?, 4) the surroundings? Several databases and search engines were used to search for a range of literature published 2000-2021, in English and Scandinavian languages. The search resulted in approx. 2500 abstracts of which 386 publications were selected.

Results
A preliminary assessment indicates that:
- the research area is heterogeneous (many different disciplines, target groups, questions, designs and theories).
- the publications include person-related factors (73%), environment-related factors (19%) and housing factors (8%).
- person-related factors include physical conditions (35%), psychological conditions (24%) and social relationships (13%).

We will present a compilation of preconditions that enable older people to stay at home longer, as well as demonstrate a model of how these preconditions are interrelated.

13

Biographical opportunity: A methodological strategy for conceptualizing migrant belonging

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In the integration and social services, time and place are often conceptualized as determining factors in the experience of migrant integration. This presentation instead describes a decolonial methodology for "research with" migrant persons to co-explore their active connection-making between "small stories" (of changing personal experience) and "big stories" (of changing encounters with the structural, institutional, social, and political). It shifts focus from "integration" to how migrants make meaning of a changing sense of belonging. Given a research ontology that has long imagined a separation between the mind's activities and the body in transit (Ingold, 2004), this combined and agentic focus is often absent in the broader literature on migrant integration. With the goal of expanding the data collection tool kit, I describe a three-stage series of life history, mapping and walking interviews as a methodological strategy in which participants are actively encouraged to make sensory connections between biography, mobility, sense of time and place. This strategy of providing biographical opportunity enables research participants to present themselves and their fully embodied experiences in varying ways – the diversity of presentation is part of the interrogation process, rather than just beholden to it. Results one illustrative case are presented, both describing methodological contributions and, using a combination of rhythm, visual and narrative analysis, suggesting how the participant makes meaning of time, space/place, and biographical experience. A method framed around the idea of biographical opportunity renders diversity visible, not just across experience, but in terms of how time, space and place are understood.

14

Co- occurring mental illness and addiction – a unity that forms the everyday life

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Background: People with co-occurring mental illness and addiction tend to be a vulnerable group in society, often needing extensive and collaborative care. From a social work perspective, it is crucial to gain more nuanced knowledge about these persons everyday lives and living conditions.

Aim: The aim of this presentation is to present how people with co-occurring mental illness and addiction experience their everyday lives and develop knowledge on how everyday life is structured by these co-occurring illnesses.

Method: Using a narrative method, 12 persons were interviewed sharing their experiences. The analysis was performed using theory of the everyday life, the normative and structural aspect.

Findings: The participants' understanding of co-occurring mental illness and addiction is described as a continuous interaction between the two illnesses and is experienced as a unity. The narratives of everyday life suggest that dysfunctional family relationships in everyday life during childhood, losing jobs and financial problems are shared experiences. The narratives also include loose everyday structure due to the co-occurring illnesses, unemployment and/or homelessness. Therefore, several routines, such as sleep, food and household routines are affected negatively.

Conclusion: The conclusion is that the persons' experiences of everyday life already from their childhood has consequences for how their adulthood is structured, where the co-occurring mental illness and addiction play a central role in the everyday life affecting various aspect of everyday life.

15

Decolonizing Social Work in the Canadian Arctic: A Learning Journey from Inuit Elders and Knowledge-keepers

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Decolonizing social work entails many responsibilities, particularly for Arctic Inuit communities in Canada, including challenging ongoing colonial health practices, beliefs and practices, reclaiming Inuit traditional land-based knowledge and practices, and Inuit land-water rights. Following the Indigenist theoretical framework, we learned from Inuit Elders and Knowledge-keepers that western social work created many traumatic effects of colonization on generations of Inuit peoples and communities are referred to as intergenerational trauma. Our research suggests that not only social work research and practice need to be redefined and rethought, as well as who we (Inuit and non-Indigenous) are as social workers and our responsibilities. We also learned that as social workers, we need to relearn how to transform our social work practice with Inuit communities to benefit the communities by building capacity, self-determination, and youth empowerment. Our research also examines the benefits and potential to build on the existing research capacity of Inuit communities and describes the guidance and lessons learned from a non-Indigenous researcher in supporting Inuit self-determination in research.

16

Children's stories about family belongingness - in the borderland between foster care and transferred legal guardianship

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Background
Foster care arrangements often involve multiple familial relationships for the children concerned. This can lead to feelings of uncertainty and a lack of sense of family belongingness. In recent years Swedish legislation has sought to strengthen these children's rights to family belongingness, as well as their voices in decision making. This study focuses on children in foster care and children where legal guardianship has been transferred. The aim is to problematize the stories about family belongingness within the contexts in which these children live.

Methods
Approximately 10 participants, aged 8-18, were recruited from both foster care and guardianship arrangements. Data was collected through narrative interviews. Both verbal and non-verbal methods were utilized to capture a more comprehensive understanding of the stories. The data is analysed, both verbally and visually, using a narrative analysis approach.

Finding
Findings indicate that the children's sense of family belongingness was dependent on whether legal arrangements were in tune to their own family experience. In addition, findings are expected to deepen the understanding of children's stories in relation to societal norms about family.

Conclusion
Practical implications of the findings will be discussed in relation to social work practice, family norms, and family belongingness.

Discussion on Characteristics and Functions of Social Work Intervention in Major Public Health Emergencies

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The COVID-19 pandemic has brought grand challenges to national public health governance and social stability. However, on the other hand the pandemic provided an unprecedented opportunity for social work to intervene and made impacts. In China,Now,the epidemic situation in our country has stabilized.Reviewing the response process of the COVID-19 epidemic,social work,as a professional force,has actively participated in the practice of epidemic prevention and control and made important contributions. In his speech on February 23,2020,President Xi Jinping proposed to give full play to the professional advantages of social work in epidemic prevention and control,and fully affirmed the importance of social work involved in epidemic prevention and control.

First of all, the author reviews the work in Wuhan City during the past three years that social work has accomplished by conducting literature research and consulting the data. Then the author studies the social work intervention under different stages of the pandemic using the literature research method, and summarizes the characteristics and functions of social work interventions.

Finally, based on the above discussion this paper suggests putting forward an effective mechanism for social work to intervene in public health emergencies based on the principles of strengthening strengths and avoiding weaknesses and risks. The purpose of this study is to provide reference and reference for the practice of social work involved in public health emergencies.

18

A Child-Centred Programme Theory of Support Family Intervention

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The presentation is based on a synthesis of two PhD studies (Lehto-Lundén 2020; Svenlin 2020) of Support Family Intervention (SFI) in Finland. SFI is a service where volunteer families provide respite care to children and parents coping with a psycho-social challenges by looking after the children once a month.

The presentation explores how the intervention logic can be clarified from the child's viewpoint by synthesizing the results of the PhD studies. Meta-ethnography was chosen as a synthesis method to evaluate the results of the dissertations and to develop a child-centred programme theory (CCPT). The CCPT that emerged is grounded on three elaborations of the SFI programme theory (Svenlin 2020) currently informing the intervention. First, a more nuanced description of the child as a stakeholder in the intervention is achieved. Second, an investigation into the supportive properties of the support family environment and the activities provided by the support family to the child is added. Thirdly, a clarification of the function of the relationships as a central element of the intervention is made.

CCPT provides an example of how children's experiences can be embedded in the programme theory framework. In CCPT the focus is on the child, which enables a starting-point for a practice-focused evaluation. CCPT strengthens child's participation, and it also makes it easier for professionals to introduce the intervention to the child. In practice, the CCPT contributes to a child-friendly implementation of child welfare services.

19

The use of Border object to facilitate learning in Interprofessional Education

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Background
Interprofessional collaboration (IPC) in education is required to strengthen the profession`s ability to meet new needs and demands from both service users, other professions, and government. This study examines students learning outcomes from the experience of learning and working together in an interprofessional environment where cases as border objects actualizes professional issues and ethical dilemma related to current professional arenas. Focus of the study is to evaluate the educational format, test the level of learning outcomes, and to investigate to what level casework in an interprofessional educational context can contribute to the development of broader understanding of future profession.

Method
We draw on a set of survey data (N=180) of students (social work, childcare, teaching and kindergarten teacher) participating an IPC seminar. The approach of the analysis is to investigate to what concern an extended professional knowledge is developed within the situated relations of the groups.

Findings and conclusion
When working with border objects the students are challenged to act in relation to their own future professional role. The reported learning outcome also gives insight in the importance of learning about other professional's ways of thinking and working. The students experience that this educational format can help them to make each other into better professionals through sharing knowledge that can substantiate or broaden both professional knowledge and knowledge about cases. This way of working together with cases relevant to their profession can help them develop solutions they could not have developed in more homogeneous learning environment

Gender Equality as Attitude or Context: What Matters for Fertility?

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Background: The changing trends towards more gender-egalitarian societies and its implications for fertility has been an important area of research in the past few decades. These structural changes in societies and within the household unit, as women increasingly entering the workforce and men enter care-giving roles, is also reflected in evolving gender egalitarian attitudes and fertility ideals. Within this study, we aim to examine the effect of individual's gender egalitarian attitudes on fertility ideals. Additionally, we seek to explore whether the effect of individual gender egalitarian attitudes on fertility ideals varies by country context.
Methods: Data were used from the 2012 International Social Survey Program (ISSP) module on Family and Changing Gender Roles, and includes information on participants from 39 countries. We utilize multilevel modelling to understand the effects of both micro- and macro-level gender egalitarianism on fertility ideals.
Findings: Our results show that individual gender egalitarianism is negatively associated with fertility ideals. Further, we find a statistically significant interaction effect of individual egalitarian attitudes and societal gender equality on fertility ideals.
Conclusions: This study utilizes data at a global level to shed light on the association between individual gender egalitarian attitudes and fertility ideals. More importantly, the study highlights the importance of societal gender equality in influencing fertility ideals, as well as in modifying the association between individual gender egalitarian attitudes and fertility ideals.

The roller as cultural research field: age, gender and social innovation.

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This paper aims at scrutinising the roller as an intersecting age-based and gendered innovation. Departing from a mapping of current gaps in geron-technical and mobility research it demonstrates how rollers and their users are intertwined in everyday practices relating to gender, age and social welfare provisions. Rollers, or four-wheeled rollers, do not exactly constitute a sexy or cutting edge research topic – not even when it comes to studies of the elderly and mobility or those conducted in the fields of design and assistive technologies. In other words, the value of rollers for the elderly and other groups who need walking assistance has been under-estimated both in terms of practice and in knowledge production. How are rollers and their users intertwined in everyday practices and how do such relationships intersect with notions of age, care and social welfare provision in various geographical contexts? (Nordic, European and Chinese perspectices). Based on contrasting images of rollers and their users, as well as semi-structured interviews, this paper examines the puzzle of how the take-up of new (technological) devices comes about. It argues that the roller can be analysed as a simple, disruptive innovation emerging from the bottom up with contradictory scripts of gender and age. The paper concludes with a perspectivation of how the rollers could be made both smarter and digital and fit into the age friendly city.
Key words: four wheeled rollers, age, gender, social innovation, age friendly city.

Decolonizing Western Social Work through an Indigenous lens.

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The relationship between First Nation communities and Western Social Works has been fractured for many years. Western Social Work(ers) has unjustly targeted First Nations people as easy prey. Western Social Work created many challenges that too many Indigenous communities face including trauma, fear of child birth/parenting, a colonized mindset within the realm of childcare and many others.

Learning from my own Indigenous communities, I am seeing a troubling trend with Western Social Workers targeting First Nation people(s). The trend is becoming more and more prevalent as the rise of the white supremacy movement grows in Canada.

I propose a decolonization for the Western Social Work education system and the entire Western Social Work community, as a whole. Starting from how First Nation and Social Work(er) relations are taught within our Western College/University and progressing with a decolonized proposal to better assist Western Social Workers with handling and building up First Nation's communities while waiving my own journey through Indigeneity and the Western Social Work program.

The Grand Technological Promise in Norwegian Child Welfare Services: Social Workers' Experiences and Expectations

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Implementation of digital solutions in public services comes with great expectations of new and/or more efficient service provision. Digitalizing public sector involve multi-level implementation. It involves co-creation/-production of ideas where planning, design and implementation involves several groups of actors. Norway is among the most digitalised countries in the world, and Government spendings on digital technologies in public services are high compared to other OECD countries. This contribution studies an ongoing digital transformation in the Norwegian child welfare services. DigiBarnevern (Digi child welfare) is a nationwide project, promising better and more efficient child welfare services through various digital technologies. The digitalization process, which is managed by the state and municipalities, is still in its early stages and only a few services are operative. Digital technologies such as DigiBarnevern are implemented with promises of qualitatively improving child protection work, making the services more effective, foster user participation and increase availability. There is limited research on the implications of using digital technologies in child protection work. We aim to present findings from an ongoing research project (2022-2024). Drawing on data from focus group interviews with social workers in 5 municipalities in Norway, we explore social workers' experiences and expectations towards using digital technologies in child welfare services. Potential points of departure for discussion are how technologies may change the relationships between social workers, children, youth, and their families, how technologies can alter and obscure responsibilities, and how technologies may place new demands of digital competence on social workers and service recipients.

Digitalization as relations: A case study of frontline work with citizens in digital vulnerable positions

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Background
The Danish public administration is one of the most digitalized in the world. All letters from official authorities are delivered electronically, and all application processes for public benefits are digitalized. This digitalization marginalizes a group of citizens who are already in vulnerable positions. Digitalization also creates new forms of work tasks for frontline workers, which are often invisible.

Research questions:
In this paper, we analyze frontline work with citizens in vulnerable positions, namely users of drop-in centres run by local NGOs and the way the digitalization of the public administration affects this kind of work. We ask the following research questions: How does frontline work with citizens in vulnerable positions look like relating to digital problems? What are the specific challenges and dilemmas? Which implication does this have for the practice of frontline work?

Methods:
We answer these questions by analyzing interviews with users of drop-in centers for citizens in vulnerable positions and professionals working in these centers and in the municipality in a large Danish city.

Findings:
Our analysis shows that frontline work concerning the digital problems of citizens in vulnerable positions is fundamentally situational and relational. It shows that this work is difficult, but that digitalization also provides possibilities for a better overview of the citizen's situation and digital problems. Consequently, citizens who are exempted from some digital solutions are very difficult to help. Furthermore, our analysis shows that frontline workers lack legitimacy and authority to provide the citizens with the adequate help to solve their digital problems.

Growth, range and variation of actors within local housing services for persons living in homelessness in Sweden, 2011-2018

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Background
In Sweden, as in many European countries, the involvement of for-profit and non-profit actors in complex welfare services such as housing services for persons living in homelessness has raised concerns regarding contradictory aims, quality control and a lack of insight into publicly financed services (Dyb & Loison 2007).

Methods
This paper uses data from Statistics Sweden Business Register to explore how housing services for persons living in homelessness were expanded and changed from 2011 to 2018 as well as how they varied between different types of municipalities. The analysis explores how these factors relate to the number of persons who receive housing due to homelessness as well as the threshold for entry to local rental housing markets across Swedish municipalities using descriptive as well as regression analysis.

Findings
Preliminary findings suggest that there is a mix of for-profit
and non-profit actors involved in homeless housing services and that municipalities are still a major provider of services in Sweden. The results suggest that the availability of housing
through public housing companies coincides with the number of actors involved in local housing services for persons living in homelessness. As a case study, these results could provide useful insights for cross-national European comparative research of the changes and effects of different types of actors' involvement in the local housing services for persons living
in homelessness.

26

Human rights under cross pressures during times of crisis – What can we learn?

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Background
During Corona-restrictions, the securing of the human right to health protection through restrictions challenged other human rights such as privacy, self-determination, participation in worklife and leisure activities, and substantive equality.
This abstract represents the fifth partial project under the research project: Independent living and infection control – experiences from provision of home-based services for persons with intellectual disabilities under Corona measures, a collaboration between four researchers connected to UiT. Some people with intellectual disabilities have increased risk if infected with covid-19, justifying the need for infection control measures. Measures restricting citizens' autonomy require legal authority and proportionality.
Methods
Through studies of human rights conventions, national legislation and corona restricion regulations, we examined how authorities justified and implemented such restrictions generally, and for vulnerable groups particularly.
Through interviews with service providers in home-based services for persons with intellectual disabilities, we gathered information on how corona restrictions affected service users, and how the service providers facilitated restrictions in everyday life.
Findings and discussions
Our data analysis showed different implications infection control measures, and how service providers maneuvered to provide their "best practice" within those measures.
Based on findings and discussions in the previous four partial projects, this abstract targets an overall view on securing human rights in times of crisis for different vulnerable groups e.g. people with disabilities, children, families and persons with different social problems. Discussions will focus on welfare services' responsibilities and governance, as well as how professionals' execution of competences can influence their leeway for professional best practice.

27

A randomised trial of Mindfulness-based Social Work and Self-Care with social workers.

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The primary objective of this study was to examine the effects of a bespoke and innovative six-week online Mindfulness-based Social Work and Self-Care (MBSWSC) programme on the stress, feelings of burnout, anxiety, low mood and wellbeing of a sample of social workers. This secondary objective was to examine the effectiveness of MBSWSC at improving a number of potentially important mindfulness-based programme mechanisms of action, including, mindfulness, attention regulation, acceptance, self-compassion, non-attachment, aversion, worry and rumination. A randomised controlled trial with repeated measures (pre-post intervention) was conducted to evaluate the effects of MBSWSC against an active control. The active control was a modified mindfulness-based programme which focussed on supporting increases in mindfulness and self-compassion in social workers with a view to improving the same primary study outcomes. Sixty-two participants were randomly allocated to MBSWSC (n = 33) or the active control (n = 29). When compared to the active control group, the MBSWSC programme was found to be significantly superior at improving stress, general burnout, anxiety and depression. MBSWSC was also superior to the active control at improving acceptance, mindfulness, non-attachment, decentering/attention regulation and worry of the social workers in this study. The results suggest that MBSWSC is a useful therapeutic programme, which has the capacity to improve a range of important mental health and wellbeing outcomes for social workers. The results also indicate that the MBSWSC programme has the capacity to improve a range of potentially important mindfulness-based mechanisms of action.

The Mindfulness-based social work and self-care programme: A Focus Group Study.

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ocial work is a highly stressful profession, and there are increasing calls for social work organisations to provide early and ongoing support for social workers who are at risk of experiencing the negative effects of job-related stress. The evidence for the potential of mindfulness-based programmes (MBPs) to support improved stress coping and feelings of burnout in social workers is growing. There are however limited bespoke MBPs within the profession, which might help to enhance social work practice, whilst simultaneously supporting reductions in social worker stress, burnout and attrition in the profession. The aim of this qualitative study was to explore the experience of twelve social workers in Northern Ireland, who completed the bespoke Mindfulness-based social work and self-care programme (MBSWSC), through focus group interviews. Thematic data analysis resulted in six key themes being identified: professional motivation, mindfulness practice challenges and facilitators, benefits of increased self-awareness, impact professionally, use of mindfulness practices in direct work, the importance of having a social work tailored programme. This study provides further promising evidence of the acceptability and effectiveness of MBSWSC as a social work self-care and reflective practice programme. It is becoming increasingly clear that if social work organisations offer MBSWSC to social workers, they are likely to enrol in and engage fully with this programme. This engagement is likely to support practitioners to develop enhanced reflective practice and stress processing competencies, which will help to reduce practitioner burnout and attrition, a significant and perennial problem for the profession.

The Clinically Modified Buddhist Psychological Model for Social Work Practice and Self-care

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It is clear from the international social work literature that social workers experience high levels of stress and burnout due to the cognitive, emotional and physical demands of the profession. There are however no integrative theories, developed by social workers, on how this stress, burnout and its impact on the emotional and psychological well-being of social workers can be ameliorated and then improved. This article makes an original contribution to this literature by proposing the use of the clinically modified Buddhist psychological model, as a beneficial lens for understanding how to improve reflective practice in social work along with the feelings of stress, burnout, anxiety, low mood and well-being deficits that can result from social work practice. This paper will outline the rationale for the development of the clinically modified Buddhist psychological model, before outlining the theory itself and how it might support stress coping processes and reflective social work practice. This paper has significance for all social workers, social work students and social work educators, as it provides a theory which could help to inform improved reflective social work practice and self-care.

If Love is not the answer, what is then the question?

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This presentation objective is to discuss core questions in social work theory and practice and ask if the time has come to seek the roots in social work, the roots we can find in the Ethics of love (Thrana,2022). What is the impact of love for change and development in social work? Is love a radical contribution to professional help, or is love limited to be a value in old- fashion charity work?

Increasing social problems such as social isolation, loneliness, separation from social networks and workplaces, have become one of the leading global social issues, especially for vulnerable groups of people (WHO,2021, 2022). The responses from the welfare services are often individual therapy, medical support, and social benefit which continues to distinguish inequality, separation, and marginalization. Love is different and an alternative approach, which from a broad perspective, promotes community, friendship, close relationships, and recognition of the person.

The presentation is based on a comprehensive study of the significance of love in social work, involving several research methods and an interdisciplinary range of theories, such as systemic-biological perspective, theory of recognition, and ethics (Thrana, 2015, 2022).

A crucial aim is to shed new light on the conflict between a welfare system built on non-personal relationships and bureaucratic principles and people's need for personal help and social relationships. The ethics of love in co-existence with social work puts the person at the centre of all encounters in social work practice and gives new perspectives on social challenges and problems.

Hidden austerity in Norwegian welfare?

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Based on a document and policy study of how welfare services have been cut back over the recent decades, we focus on the silent withdrawal of provisions and services for especially those not linked to strong institutions in the society and lacking backing from labour unions and lobbying resources. Those farthest away from the labour marked seem to have suffered from the cutbacks and withdrawals and contributed to the rise of a poorer underclass of people lacking social capital. This is a special challenge for the field of social work, not least with many poor reaching out for help among the NGOs and losing confidence in welfare institutions like NAV.

Meaning of embodied learning in short-term student exchange: Implementing global perspectives in social work education

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Study-abroad programmes have been increasingly a popular component in social work (SW) education worldwide (Moorhead et al., 2021). However, constant technology developments, neoliberalist focus on cost-efficiency, and not least challenges brought by ongoing Covid pandemic makes many higher education institutions consider digital solutions as an alternative way to increase SW students' global literacy to practice. Short-term exchange programmes as a compromise have recently become more popular, very often with digital components. Existing literature have well argued the positive learning outcomes of well-planned short-term exchange programmes, including fostering global citizenship, enhanced (multi)cultural sensitivity and competence, developing critical reflectivity and reflexivity, and strengthened contextual understanding of SW (e.g. Anish et al., 2021; Mapp, 2012; Mizrahi et al., 2017; Zhao & Moen, 2022). Yet the question remains: To what extent can the physical exchage be replaced or compensated by the digital components included in the short-term exchange program? We will explore this question based on our participations of two short-term exchange programmes: 1) an Erasmus+ blended mobility programme at the bachelor level in cooperations with three other European universities respectively in Netherland, Belgium and Finland; 2) a Sino-Norwegian exchange programme at the master level. We focus particularly on the unique aspects of the physical international exposure experienced by students. Inspired by feminist theories on situated knowledges (Haraway 1999), we argue for the significance of situated embodied learning in implementing global perspectives in SW education.

'I have the impression that students have suffered terribly': Exploring school social workers' views on young people's challenges during the Covid-19 pandemic

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Background: This presentation provides insight into youth social workers' views on young people's challenges during the Covid-19 pandemic. The data originate from a larger study that focused on two areas: 1) individual support and 2) the fulfilment of the protection mandate in cases of child maltreatment. Both stipulate the core tasks of youth social work in schools in Bavaria. This project was funded by the Bavarian State Ministry of Family, Labour and Social Affairs.

Method: Data collection took place between December 2021 and May 2022. In total, 56 youth social workers in schools in Bavaria were interviewed remotely via Zoom to enable the interviews, regardless of the current pandemic situation. The data were collected from the focus group interviews, which were recorded.

Results: Professionals reported young people's challenges predominately in the following areas: 1) mental health issues (e.g. anxiety, depression, self-injurious behaviour and suicidality); 2) conflicts, violence and vandalism in schools (e.g. conflicts regarding face masks, testing and vaccination); 3) family-related issues (e.g. child maltreatment and conflict and violence within families); and 4) miscellaneous school-related issues (e.g. concentration and motivation problems in homeschooling, school truancy and school dropout). Several services were provided to help children and young people overcome these challenges.

Conclusion and recommendations: Social work professionals believe that children and young people were challenged by a broad range of topics during the Covid-19 pandemic. Several recommendations will be deduced from the findings, including, among others, further education regarding self-destructive and anti-social behaviours.

Research-supported co-creation - Towards knowledge-based welfare services?

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Background
There are growing interest in co-creation as a collaborative approach to knowledge production, bringing different stakeholders together in solving public issues. Evidence to support that co-creation contributes to knowledge integration and transforms the relationship between different stakeholders is thin is thin, and this study is a contribution to this field of research by adding new empirical insights. The article addresses the conditions for co-creation between research and practice and how collaboration with research can support co-creation by promoting critical reflection and 'a mind for learning'.

Method
The study is set in a Norwegian municipality, following an ongoing welfare service development-project seeking to apply co-creation with both users, employees, and researchers. Designed as a formative dialogue study, the aim was to promote feedback-loops where the municipality could integrate knowledge produced through the study into the project processes and facilitate for reflexive learning and continuous adjustments. The dataset is based on participatory observations, document studies and qualitative interviews. The research design has given access to extensive insights into the complexity of co-creation processes in welfare service development.

Findings & discussion
The study adds to the knowledge that collaboration between academic research and practice is nothing but straight forward, and the integration of research-based knowledge remains difficult. Co-creation opens for possibilities, but also increases complexity and adds new challenges to overcome. The article illuminates factors promoting and inhibiting co-creation between research and practice and discusses how research-practice collaboration can support co-creation as a knowledge mobilizing intervention in the pursuit for knowledge-based services.

36

This is not part of our agenda:
A need for re-politization and emancipatory social work in order to prepare for a society in Climate Change?

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As climate change is linked with the day-to-day struggles of people that social workers engage with, it has direct and immediate relevance for the profession. This ongoing study explores in which ways social workers are conscious of and integrate climate change discourses and interventions into their daily work as a part of a re-politicizing and emancipatory social work approach.
Method:
So far, 12 semi-structured interviews with social workers have been conducted.
Findings:
The urgency of the issue is strongly felt in many of their (private) consciousnesses and climate-related adaptations are also listed in the professional context. However, these changes are not seen as sufficient to significantly reduce the footprint, and the issue of climate change is not actively addressed. SW's express that they see no scope for thinking or acting on climate-related issues. The neoliberalisation of the "social market" is seen by most as restrictive, as is the increasingly individualised nature of work. As a result of NPM, SW's describe their tasks being increasingly specified, fragmented and manual based, leading to a limitation of their ability to act. They express a lack of both knowledge and tools to work on the topic and call for clear elements in training and continuing education.
Conclusion:
SW's need to further engender consciousness and facilitate change towards a reconceptualization of social work as a politicized profession so that they can address the multiplicity of precursors to and consequences of Climate Change in order to prepare for a society in Climate Crisis.

Holistic analysis in social work with clients in Danish jobcenters

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The IFSW states that "The holistic focus of social work is universal, but the priorities of social work practice will vary from one country to the next". In a Danish context the holistic focus is conceived as the most basic concept of professional social work (Guldager 2004). New legislation (political agreement on a holistic intervention 7/6-2022) states that "the prerequisite for an effort… is that a holistic focus is taken of the citizen's current life situation". The holistic focus is at the core of the profession and it is needed in professional practice in Danish jobcenters. However, the concept is open to interpretation and is very hard to operationalize in professional practice. It is especial difficult to pinpoint the ways of making holistic analysis given a certain amount of information. The general Danish theory on holistic focus is very principle and difficult to use in engagement with individual clients. The practice methods offered is clear about how to gather information and to make descriptions, but is very open when it comes to, how to transcend from descriptions to holistic analysis. It is a problem for the profession, that the most basic concept in the profession is so difficult to administer. The paper is based on a minor explorative empirical study of how six social workers handle the task of making holistic analysis. Through the concept of assessment the paper addresses some possible strategies to strengthen the analytical approaches.

Social workers´ motivational strategies to engage fathers in child protection investigations due to domestic violence.

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It is a complex task for social workers (SW) to engage fathers in a child protection investigation (CPI) in case of domestic violence (DV) against the mother. Fathers rarely admits their violence but rather often minimizes and denies it. This makes it difficult both to make adequate risk-assessments and prevent relapse with interventions. However, to protect the child and end the violence focus needs to be on motivating fathers to engage in the CPI. By doing so fundamental problems and causes of the violence can become visible as well as ways to protect children and women. The aim of this study is to examine interpersonal strategies that Swedish SWs use to motivate fathers to engage in a CPI. 15 SWs have been followed in their practice with 12 cases through 31 semi-structured interviews. Thematic analysis reveals two main themes of motivating strategies: 1.) Safety-creating strategies; where the SW dedramatizes the CPI and use affirmative, empathic, and reflecting listening and 2.) safety-challenging strategies; where the SW use the victim's perspectives to make the father realize how his violent behavior affects them and their relationship as well as negotiating strategies to make the violence talkable with the father. One conclusion of the study is that the SWs´ perform a balancing act between the strategies where they risk losing the fathers engagement if they challenge him too much and too early in the process. With the safety-creating strategies as a ground they move back and forth between the strategies in a complex process.

39

Exposure to sexual violence among young migrants: A qualitative study of discretion, interpretations, and actions in social work practice

Högdin S, Helmersson S, Eriksson H

Poster

The importance of gender and age in elderly care - standardized case files and its discourses

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ABSTRACT

The aim of the study is to explore how social categories is constructed in the social documentation which is a central part of the formal elderly care in Sweden. The analysis consists of a discourse analysis and has a standpoint in feminist theories about performativity and respectability.

RESULTS

The study shows that the case files are reproducing stereotyped gender roles and positions "the elderly" by differencing them from other adults through conceptions about characteristics and (the lack of) abilities. Women's and men's needs are described differently whereas abilities and strategies are prominent in the women's case files. The respectable narrative emerges in the description of women wanting to perform some of the workload. The moral responsibility of relatives is reinforced by the description about their care work. Male relatives are mentioned in the case files prominently in the lack of female relatives. In this way both masculinity and femininity are constructed. A medical discourse emerges in the needs assessments which reformulate the descriptions of needs.

CONCLUSION

This study shows that users of elderly care and their relatives are positioned from both gender and age and that these categories are integrated with each other which leads to inequalities. I draw the conclusion that age is a useful complement to the theory of respectability and its importance in the narrative of expression and assessment of a person's needs.

Equal access to care? A quantitative study of Swedish social workers assessments of risk and need in cases of child physical abuse.

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One of the challenges facing child welfare services (CWS) in Sweden is offering equal services to all children in need of protection and support. International research has suggested that unequal access CWS exists but in Sweden the research evidence is weaker. This retrospective cross-sectional study of child welfare investigations focuses on the extent to which differences exist in social workers' assessment of risk and need for intervention, for children suspected of exposure to physical violence by a parent, which cannot be explained by the individual child's documented risk exposure. A random sample of reports during the period 2018 - 2020 was drawn from seven CWS offices. Frequencies for background characteristics were obtained and comparisons between groups were performed using Chi² and t-test. We describe child, family, and referral characteristics in the reports received by CWS. We then carry out statistical analyses of the relationship between child and family characteristics and social workers' determination of risk, need, and services. Finally, we investigate the relationship between documented risk factors and social workers' determination of risk, need, and services. Our study did not find any clear evidence of unequal provision of services based on child, family, or structural characteristics. Results suggests that cumulative risk and marital status appear to be the main determining factors for final assessment of risk, need and services in CWS. Although we must interpret these findings with caution, these results are in line with previous studies.

42

How theories of social care may contribute to the field of dementia care in a Danish welfare context: An ethnographic study

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Background
This paper takes as its theoretical starting point that trust is an essential component in all care relations; one needs to trust those that provide care in order to receive the care as such. People with dementia, however, often possess different cognitive abilities than those most commonly mentioned within existing social theory as prerequisites for building and maintaining trust in care relations. This paper examines how trust may then be built and maintained between people with dementia and their care providers in a Danish welfare context.

Methods
The paper is based on ethnographic fieldwork. The data consists of five focus group interviews and ten individual interviews with various welfare professionals and relatives to people with dementia; two weeks of participant observation studies in care homes for people with dementia; and two workshops with various welfare professionals involved in caring for people with dementia.

Findings
The main finding of the study is that trust is established among people with dementia and their care providers in cases where the care providers, first and foremost, recognize people with dementia as social beings in need of social care as much as healthcare. However, such understandings tend to depend on individual qualities of the care providers as opposed to on qualifications achieved through professional training.

Conclusion
The study concludes that theories of social work may qualify the field of dementia care in Denmark by offering additional perspectives to the healthcare perspectives that primarily characterize the field.

43

Unemployed Youth And Well-Being; How can psychological tests and subjective narratives broaden our understanding of the visible and invisible well-being and ill-being of young people?

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Abstract:
Background: A rising number of young people in Denmark are struggling with mental health issues, still the municipal job centers are not noticing or adjusting their interventions to this situation. This presentation is based on the research- and intervention study Reconnect, where three municipal job centers screens young people in the age 18-29 for mental ill health and, if the test shows signs hereof, provides the young person with a modified IPS-intervention (Individual Placement and Support).
Methods: In the Reconnect Project the young people are tested for anxiety and depression through the evidence based psychological tests; GAD-7, MDI, WHO-Five Well-Being Index. Through this, certain aspects of the young peoples' vulnerability are emphasized, namely "signs of mental ill health", which give them access to participation in the project.
Concurrently, a smaller group of the young people a followed in an ethnographic study. Through interviews we gain an insight into how the young people are experiencing being categorized as living with "mental ill health" in the Reconnect Project, how they experience and narrate about well-being and ill-being, make use of the categories and values they ascribe these experiences.
Discussion: We discuss how mental well-being and ill-being are expressed in the perspectives of tests and the subjective narratives of the young people in Reconnect. Through this we explore the visible and invisible sides of well-being and ill-being with a curiosity as to how the young people assign both sides value. This contributes to new understandings of mental well-being, vulnerability and youth life.

44

Dealing With Diversity And Inequality In Social Work - A "3 D Perspective"

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The question of how social work can deal with differences without producing new inequalities and exclusions has been dealt with intensively in international social work theory. Especially critical social work theories have shown that differences are constituted in relations of power and dominance. They have also made clear that social work risks to (re-)produce existing inequalities and discriminations by ignoring differences as well as by referring to differences unquestioningly. In my paper I would like to talk about approaches of dealing with differences and diversity in social work. First, I will point out that relations of difference go hand in hand with relations of power and inequality on a structural and institutional level. Secondly powerful discourses and norms must be understood as factors for exclusions and disadvantages of people. And thirdly diversity-oriented approaches to social work should consider that differences are actively (re-)produced by the subjects themselves. Against this background, I will then develop perspectives of a diversity- and inequality-reflective social work. I will explain the approaches by using the field of youth work as an example. Subsequently, the three perspectives "recognition of difference", "critique of difference" and "sensitivity to dominance" will give hints on possible ways of dealing with difference and diversity in youth work.

Complex everyday life and barriers to children's participation in school and leisure activities

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The article discovers mothers in childcare and their experiences concerning their children's school and leisure activities. The purpose of the article is to derive knowledge about what barriers mothers experience in facilitating their children's participation in school and leisure activities. Participation in school and leisure activities are important development and inclusion arenas for children and young people. For families in child protection with complex life situations, many and complex barriers in everyday life can challenge the parents' arrangements and follow-up of the children in these arenas. New legislative amendments to the Child Protection Act give the municipality increased responsibility for conducting preventive activities. The change in the law creates a need for knowledge about areas that require increased preventive efforts in child welfare families to ensure children and young people participate in school and leisure activities. The research question outlined is: What daily barriers do mothers in childcare experience in facilitating their children's participation in school and leisure activities? The article examines the experienced barriers as a basis for preventive efforts in child welfare. The empirical work consists of interviews with mothers in childcare which is analyzed using thematic analysis. The findings are discussed from a theoretical perspective of everyday life. Findings are expected to support the children's participation in school and leisure activities is challenged by the mothers' experienced barriers in everyday life due to socioeconomic barriers, logistical barriers, cooperation challenges with institutions, lack of network and practical help.

Collaboration across public and voluntary sectors - social work with low-income families

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Background:
Services aimed at low-income families with complex needs, are fragmented. A developmental project "New Patterns" (NP), involving several municipalities, were established to improve collaboration and coordination and reduce fragmentation. (https://www.kristiansand.kommune.no/tryggoppvekst).

As part of a qualitative package in the research project (2019-2024) connected to NP, my approach is interaction between the voluntary and the public sector: Does the NP-project improve collaboration between these sectors for the benefit of low-income families, and in what ways? Are there any challenges to be particularly aware of?

Methods:
Semi-structured interviews with employees in non-profit organisations were conducted, and focus group with social workers in municipalities involved in NP. Perspectives related to institutional logics and institutional work inspires my theoretical/analytical approach to data.

Findings – and tentative conclusions:
A picture is conveyed with increased inter-organizational collaboration, strengthened creativity in working methods and awareness of the content of measures to benefit families. The voluntary sector representatives emphasize similarity with the public ones in terms of competence and skills. At the same time, certain differences are emphasized, where perspectives of power are downplayed, and personal dimensions are highlighted. An understanding of holding complementary roles is prominent. Employees in the two sectors seem to presuppose each other in several ways. They seem to agree that voluntary bodies have better conditions to promote social inclusion and thereby compensate for shortcomings in the public welfare services. At the same time, issues of stigma are actualised, and the challenging history of social work(ers) betwixt and between charity/mercy and justice is revisited.

Living conditions in areas at risk: From stigma to empowerment

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According to the latest report on living conditions in Trondheim Municipality from 2021, two geographical areas in the city came out particularly poorly. The municipality has started an area-based initiative in these areas, and where NTNU Social Research has contributed to a socio-cultural analysis. Workshops, SMS surveys, interviews and street interviews were carried out. The data collection was two-fold: Asking the residents to share their experiences living there, and to start the process of resident participation and empowerment through building trust between residents and the authorities.
In the first area, we found a common experience among the residents of pride, but also insecurity due to increasing crime. Media have written several articles about criminality, and those who live in the area agree with the narratives.
In the second area, residents report a high degree of well-being, and they do not recognize themselves in the living conditions statistics. On the other hand, they feel that rumors and media have contributed to creating an image of them as "losers". This is similar findings we have seen in other studies.
The statistics are not that different between the two areas, but the residents' experience is different. Exclusion and stigma can be reinforced by focusing on descriptions of misery from the Statistical material. Allowing residents themselves to tell their stories and shape the area-based initiatives, although it is policy driven, is very important for building trust and involvement.

Voicing resistance: Narrative analysis of working conditions in the healthcare sector during the covid-19 pandemic

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Background: The present study focuses on resistance in narratives about working conditions in the Swedish healthcare sector during the first wave of the coronavirus pandemic in 2020.

Methods: In the study narratives about working conditions from interviews with healthcare workers in Sweden conducted shortly after the coronavirus (SARS-CoV-2) was defined as a pandemic on March 11, 2020, are explored. Between March 16 and May 5, 2020, interviews were conducted with 33 people working in the healthcare sector in Sweden: 13 assistant nurses, 13 nurses and 7 medical doctors. The analysis and discussion are built on from two studies: a descriptive content analysis that describes the work situation for healthcare professionals during the first wave of the coronavirus pandemic and a narrative analysis of time and temporality in stories about the working conditions during this period.

Findings: Through the application of narrative theory and analysis, based on a relational perspective on power and resistance, we found variations of resistance and discuss if and in what way healthcare employees voice resistance. Through this, a nuanced understanding of how resistance is voiced in relation to understandings of working conditions, is established.

Conclusions: The findings in the study challenge the notion of voice as something that either exists or does not exist within an organization and shows that organizations in the healthcare sector should proceed from the assumption that voice is often present and can be acknowledged and acted upon if listened to more attentively.

Antiracist social work in a Nordic context

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In the Nordic countries, little attention has been paid to racism and anti-racist social work has largely been absent. Social problems have often been understood and explained based on cultural and individual conditions, while power relations and structural factors such as economy, social inequalities and class have to a large extent been missing.

However, there is a high need and call for increased attention towards racism and racialization that must be understood in a social and historical context. Colonialism and postcolonialism plays a central role in understanding racism today. Current social context and public debate climate are also crucial for understanding racism. Over the past ten years, the social debate in many countries, including the Nordic ones, it has become more legitimate to endorse far-right views and we are witnessing a normalization and mainstreaming of right-wing radical ideas, mainly manifestations through right-wing populist parties. Against this backdrop, social work is facing changing times and increased racialized challenges.

Social workers are through their mandate committed to fight racism and racialized practices. Antiracist social work has equality at all levels of society as its goal. There is a high need for increased awareness when it comes to promoting antiracism in social work, where practice, teaching and research join efforts to actively combat racism and discrimination.

The symposium focuses on timely issues such as social work beyond institutional racism, development of anti-racist social work practices, racialized migrants' experiences with racism in social work contexts and indigenous and decolonized social work knowledge and practice.

50

Indigenous methodology – towards decolonialization of social work

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This paper is built upon experiences conducting a qualitative comparative research project within social work in Indigenous communities in Norway and Montana, USA. Social workers, researchers and indigenous communities call for social work practice that is culturally relevant, non-discriminating and decolonizing. With the aim to contribute to the development of cultural relevant social work for Sami and Native American communities we acknowledge the importance of grounding research in local communities.

Doing research in Indigenous communities, we built our research design on Indigenous Methodology. Indigenous Methodology is developed as a reaction to knowledge production mired in the world view of the colonizers. One central principle in Indigenous Methodology is to give back to community. To give back is more than to give back research results at the end of research project, it is to dialogue and give back at all stages of the research process.

We arranged two forms of seminars as our main strategies for giving back to community: mini-seminars and giving-back seminars. Mini-seminars and giving-back seminars were held in a circle of dialog between the Native American and the Sami contexts, as the researchers moved back and forth between the two areas.

Our research design serves as one example of operationalizing Indigenous Methodology in social work research. The presentation will elaborate on our experiences, before reflecting upon how knowledge from Indigenous Methodology might inform social work development towards a decolonized social work practice.

Roma migrants and experiences of racialisation in Norway

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This paper addresses how Roma migrants in Norway are subjected to more and harsher forms of discrimination than other EU migrants, in being exposed to both subtle and blatant forms of anti-Roma racism - or antiziganism. Substantiating other studies from the Norwegian context the paper demonstrates that the Roma are perceived as particularly undesirable and unwelcome and are racialised amongst others in terms of being associated with begging and littering of public places. In the analysis I draw on the concept of 'securitization' (van Baar et al., 2019), which points to how the Roma throughout Europe have been problematised as a threat to national, public and social – as well their own – security, or the the quintessential 'European other'. The paper combines a focus on traces of racialisation in existing public policies and Roma migrants' experiences of being racialised and discriminated against in everyday life in Norway, asking how social workers encountering Roma migrants relate to and address such experiences. My analysis draws a complex picture, indicating that social workers both get implicated in subtle processes of racialisation, and oppose and advocate against overt forms of discrimination.

The paper draws on data derived from ethnographic fieldwork that took place in Oslo between August 2017 and November 2018. The fieldwork included participant observation in settings where encounters between social workers and Roma migrants took place, interviews with social workers and migrants, as well as engagement with texts such as policy documents and legal sources.

Support without recognition – exploring narratives from parents with a foreign background

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 Previous research have shown that people with a migrant background faces several obstacles in Sweden, not only at the time as newly arrived but also further on. Aspects such as a lack of social networks, limited access to the labor market have been discussed in relation to discrimination based on ethnic grounds. Children to foreign born parents are also overrepresented in social child and youth care. More knowledge is needed about the parents view of their role and understanding of the children's situation in general and more specifically in relation to the social services targeting children and youth.

The purpose of this study is to describe and analyze how people with a foreign background understand and cope with the actual and normative tasks and responsibilities placed on parents in Sweden, and the perceptions about society's measures to support families.

The study combines narrative research methods with focus group interviews with parents with a foreign background. Data are analyzed through thematic analysis. Theoretically, we combine a narrative research approach with the concept of institutional racism and an anti-racist-approach.

The narratives showed several difficulties when constructing their parenthood. Being a positive role model and perceived as trustworthy in relation to the children decreased when being denied access to important arenas in society. The parents experienced that their knowledge was seldom asked for or even appreciated. From an anti-racist social work approach the often concealed obstacles for being recognized and acknowledged as a parent need to be uncovered and challenged.

Interrogating the continuities of coloniality in social work through the case of sex work in Sweden

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Setting out from sex work ss a highly politically contested field serves as an example of how social work research and practice has constructed prostitution as a specific social problem to be solved. Social workers have hegemonically defined what prostitution 'is', rather than treating sex workers as knowledge subjects themselves. Sex workers, people of colour, 'sexually deviant persons', indigenous populations and 'the poor' have all been exposed to various forms of state regulation and state violence throughout Swedish history. They have been bordered through constant persecution, control, and exclusion from the gendered racial welfare regime in Sweden. The bordering of sex workers and racialised others as not deserving shed light on the distribution of rights and life chances inherent to the welfare state and unveil white saviour complex as part of a nationalistic discourse about 'Sweden as the most feminist country in the world'. Through 'border thinking', I engage with collectives of persons with experience of selling sex and how they navigate the violent border practices imposed on them by authorities. They dwell on the border by necessity, through a constant 'double consciousness' of seeing oneself both through the gaze of others as well as through the gaze of oneself. Setting out from the knowledge production of sex workers, I here seek to go beyond territorial thinking and facilitate a decolonial knowledge production that challenges not only methodological nationalism but also state-centric social work.

Social work beyond the national welfare state and institutional racism

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A starting point for this article is that the modern Swedish national welfare state has profoundly influenced and continuously influences how social workers in Sweden think about their profession, clients and everyday activities. Within this national logic, one institutional and political aim of social work has increasingly become to protect Sweden and Swedishness towards different types of threats, external and internal, towards what is seen as deviant or risky behaviour. Behaviour that is increasingly attached to certain people, cultures, religions and bodies. This institutional racism is often seen as neutral, as the order of things, rather than as a structure of dominance. However, some social workers develop and formulate anti-racist social work beyond the national welfare state's border-protective social work, for instance, by focusing on international anti-racist social work practices or by recognizing human value regardless of origin or legal status. In two research projects, we interviewed NGO social workers on their work with "unaccompanied minors" and "migrants" with precarious legal status. What many of these social workers tell us indicates a resistance towards a hegemonic nationalistic social work and the development of anti-racist social work practices. This article analyses the content and the possibilities and limitations of this resistance.

Towards socially sustainable welfare policy - lessons from the self-motivated action of rural communities

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Background

Most of the factors challenging the existence of the Finnish welfare state, such as an ageing and declining population, are largely rural problems. Additionally, the measures used to solve the problems have hit the countryside particularly hard. In the prevailing situation, many rural communities have become active in developing alternative ways to strengthen the well-being of residents and the vitality of communities.

In the presentation, the local welfare solutions are approached within the framework of social sustainability that is understood as a feature of communities and as a basis for welfare and wellbeing. The guiding question is what broader perspectives do the self-motivated action of rural communities open for socially sustainable welfare policy.

Methods

The presentation is based on a multimethodological case study where different theoretical and methodological approaches as well as diverse data are used. The voice is given to residents, service users, third sector organizations, and municipal authorities. For data analysis, both quantitative analysis methods and data- and theory-driven content analysis have been utilised.

Findings and Conclusion

Based on the results, a socially sustainable welfare policy takes shape as a practice for which social economy, the politics of resourcefulness, and co-governance provide an excellent foundation. Its development and implementation are guided by three overarching principles: the experiential nature of daily life, holistic horizontality, and multidimensional participation. From the perspective of social work, related to the aim of promoting social justice the results highlight the need to draw attention to the forgotten tradition of community work.

Collective approaches to new challenges

Larsen A[1], Ihle R[1], Midtgård I[1], Bareksten B[1]
[1]Western Norway University of Applied Sciences

General abstract:
In this symposium research on community work and participatory approaches to social challenges are presented by four authors and based on three chapters in the book (Ågotnes & Larsen, 2022)*. Community work imply collective mobilisation and collective actions for change either starting as local engagements and people presenting new ideas for better living conditions, or as social movements protesting societal changes and social oppression. The challenges today, often represented by wicked problems, call for new approaches not only in social work, but demands multiprofessional and voluntary actions, and participations across sectors. Community work as an approach to develop better living conditions in cities has become even more important based on social and environmental challenges in our time. The researchers have all experiences from community work project back to the 70'ies when community work was an upcoming method in social work and in social sciences (sociology). Their contributions in this symposium draw lines from way back then to actual and recent community work presented in the book*.

The first author outlines the concept of 'community' and how this concept has been exposed to many contextual interpretations over time. The next presentation will discuss the common and different approaches to social and environmental challenges from community work, social entrepreneurship, and public health. Finally, two authors present their experiences from dissemination of a chapter through walks and talks in two local communities.

*Ågotnes, G. & Larsen, A. K. (eds.) (2022). Kollektiv mobilisering:Samfunnsarbeid i teori og praksis, Cappelen Damm Akademisk, http://noasp.no

Community work – from "kumbayah" to governance, co-creation, and social resilience

Ihle R[1]

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Background:
In the book 'Kollektiv mobilisering' (chapter four), the concept of "community" in social science is being discussed. This concept has changed and been exposed to many contextual interpretations. It can express ideas of belongingness, recognition, solidarity, collective identity (Delanty) or ideas of a cosy safe and warm place (Baumann) or as bonding social capital (Putnam). In the literature there is a warning about a "too nostalgic view of community work" (Popple) as something backward-looking, embedded in previous times, - and a concept not suitable to mobilize people in present modern times. This backward-looking perspective can also be referred to as passed times "kumbayah" (Briggs).

Method:
This is a conceptual article discussing a shift in orientation in the field of community work.

Findings and Conclusion:
In times of declining social capital, the "kumbayah" sentiments among people might not be available anymore. Modern societies with less governmental interventions and market orientation can easily lead to the breakdown of bonding communities themselves, and our narratives of what bonding communities are supposed to be (Hall and Lamont). While community work previously was led by a radical ideological understanding and strong bonding communities, we now see a tendency towards a more pluralistic agenda with a much more pragmatic orientation. This implies state, private, and voluntary cooperation, co-creation, and various kinds of entrepreneurship, that can be found in area-based initiatives (ABI's), or social resilience movements. This kind of co-operation can turn upside down on traditional top-down approaches, to more egalitarian efforts to solve common goals.

Collective approaches to global challenges. Community workers, social entrepreneurs, and public health workers actors in the same field?

Larsen A[1]

[1]*Western Norway University of Applied Sciences (HVL)*

Background:
The global challenges related to pandemics, global warming, poverty, and natural disasters affects us all, although in different ways. The UN sustainability goals points out 17 areas for global concern and collective actions to secure living conditions for human beings and all species. The issues raised represent wicked problems that must be addressed from different approaches and societal levels. Community work, social entrepreneurship and public health work are all disciplines that deals with complex societal challenges. This research focus on the commonalities and differences among these three professional groups, their backgrounds, values, principles, methods, and their contributions for social change. This presentation refers to chapter 3 in the book* referred to below.

Method:
This is a literature study with focus on the three disciplines' backgrounds, values, principles, and methods for collective action.

Findings and conclusion:
Community workers, social entrepreneurs, and public health workers are all actors in the same field that can contribute with different answers to societal challenges. Different framework conditions give different point of access to the issues at stake. Despite this we find an overlap in their flexibility to operate beyond administrative and organisational sectors, and in partly common methods for change and development, involving participatory action and collective mobilisation for sustainable solutions to complex societal tangles.

*Reference to chapter 3:
Larsen, A.K., Ågotnes, G. & Agdal, R. (2022). Tilnærminger til kollektiv mobilisering innen samfunnsarbeid, sosialt entreprenørskap og folkehelsearbeid. In G. Ågotnes & A.K. Larsen. Kollektiv mobilisering: Samfunnsarbeid i teori og praksis. Cappelen Damm Akademisk.

Walking an article – dissemination through participation

Bareksten B[1], Midtgård I[1]

[1]Western Norway University of Applied Sciences

Background:
This presentation is connected to the book "Kollektiv mobilisering: Samfunnsarbeid i teori og praksis" (2022, chapter 12). Discussions and reflections on the work process when preparing this book, and some reflections on collective mobilization and community work which are specific related to local communities and voluntary work is what both of us has been involved in. Translating this content to three of our colleagues (from Italy and UK, members of ESREA/LHBN) during two 'talk and walk' sessions shaped thicker descriptions and added new perspectives to some of the data material, discussed in our chapter.

Methods:
Our findings are results from two walk and talk sessions both lasting for two hours. One walk in Laksevåg, the next at Hjelmås. Pictures were taken as we walked, and blog notes written about our experiences.

Findings and preliminary «conclusion»:
The analysis of the walking dissemination processes resulted in several themes that will be outlined in the symposium.
This walking and talking made us reflect upon our understanding of community work also as a way of living and belonging. By walking and talking we see and explore the connection between theory and practice in our daily life, the connections between being a professional community worker and educator, and the importance to live as we speak. Being a local community member, a citizen, working for good local meeting places, and using our know-how in community work to mobilize, empower and build local capacity for making our own local communities a better place to live.

Working with Children and Young People at the Intersection of Immigration and Child Welfare: Challenges and Opportunities for Social Work Practice in Changing Times.

Shore C[1], Mackey S
[1]*University College Cork (ucc)*

This paper presents a new report exploring the unique challenges experienced by those at the Intersection of Immigration and Child Welfare in the Republic of Ireland.

Background
Recent reports have highlighted a high prevalence of asylum seeking and refugee children being referred to child welfare services (HIQA, 2015) and BAME children in the family courts (Coulter, 2013 and 2014). Yet research gaps persist in understandings of culturally competent practice, and counteracting discrimination in child protection services (Thoburn, Chand & Procter, 2005).

Nasc (the Irish word for 'link'), is an NGO working with migrants and refugees to advocate and lead for change within Ireland's immigration and protection systems. A key integration programme is the Connect Project, providing customised, wrap-around social work interventions addressing barriers for young asylum seekers and refugees. The project was recognised for its outstanding contribution to migrant youth, in the awarding of the European Citizen's Prize 2022.

The work of the Connect Project was the genesis for the research study informing this new report.

Research Methods
Qualitative interviews with 60 participants with lived experience of the child protection system: migrant and asylum-seeking children and young people, parents and carers, and social workers at the front-line of service delivery.

Outcomes
Designed to be accessible to all, in highlighting the voices of the children, carers, and practitioners involved in the unique immigration and child welfare system interaction, the report makes recommendations for best social work practice, focusing on:
cultural issues,
communication and interpreting,
immigration and asylum,
racism and discrimination.

How Students in the Danish Social Work Education conceptualize Social Justice

Lydersen G[1]
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Background
Despite the international definition of Social work (IFSW 2014) and the Danish social work professions ethical values claims that social justice is a prominent ideal in social work, the concept is rarely addressed explicitly in legislation regarding The Social Work Education in Denmark, and in the Curriculum of Social Work. International research shows that despite the concept's prominent position in social work, social justice is rarely articulated in social work practice, and social justice lack a strong theoretical base in social work (Hawkins et al. 2001; Taylor et al. 2017). On one hand the profession claims to enhance wellbeing based on the principle of social justice, and on the other hand social justice is very seldom used as an explicit term in Social Work Education or in practice. The puzzle is how the concept of social justice maintain as an ideal in social work despite being rarely used in the legislation regarding Social Work Education and in The Education curriculum.

Research questions
How do students from The Social Work Education conceptualize social justice?
Which theoretical perspectives on social justice can be explored?

Method
The project's empirical evidence consists surveys with students from The Social Work Education in Aarhus. The students are selected according to the criteria; students before and after the internship

Findings
The survey shows that students find social work obligated to strive for social justice. The survey also shows that terms related to both a structural and individual perspective were used when students conceptualize social justice.

62

Students' experiences with digital practice placement, during covid pandemic and lockdown in 2019

Huse I[1]
[1]Vid Specialized University

During the pandemic, students and educational institutions had to deal with a new reality of how and where teaching could be carried out, and how to implement practice education. In the bachelor program for social work, there is an 18-week compulsory practice placement where students are given work placement. Several students in their seventh week of this practice placement lost their work placement due to lockdown. A digital practice placement was developed from SEPREP's learning program "Se hele meg" (See all of me) for students who did not get the opportunity to return to a work placement. The students were given individual preparation tasks, requirements for digital group meetings and written follow-up work. Teachers provided responses and the students received group supervision. 23 out of 125 students carried out large parts of their remaining placement on a digital platform and not at a workplace meeting clients and colleagues.

This study examines students' experiences with digital practice placement. Inductive analysis of qualitative in-depth interviews with seven students who completed large parts of the digital practical placement were drawn. In the study, the following topics are discussed: 1) access to study material that provided depth into topics within social work, 2) the possibility in a student-led group to enter or avoid uncomfortable topics and 3) the view of one's own competence when one has not met clients physically. The article question what we can learn from these experiences and how they can help shape future student active learning and student-led groups.

63

Participatory research in changing time

Uggerhøj L[1]
[1]*Aalborg University*

'The times they are a changing' – all the time in social work. When working with participatory approaches in social work research it is impossible not to be in ongoing change. While the world has changed several theories and research methods have remained the same. Somehow the basics of research are often understood as timeless. This is probably true in several studies and when talking about pure research. But it's not possible in participatory research. Research will and must be influenced when collaborating with social work practice understood as social workers and/or service users. In participatory approaches a negotiation between the stakeholders must take place. Negotiations about traditional scientific areas like: research question, research design, data analysis and publication. It is new for researchers that 'outsiders' interfere with their research. To support the interference new elements suddenly become part of the research process: the ability to support democratic processes, the skills to establish communicative and dialogical rooms and the awareness of power issues in the collaboration and the research process. As research projects often are initiated by researchers and as the research processes often are headed by researchers, they need to face these new relational tasks. In other words the researchers must be skilled to run the democratic, dialogical and communicative processes – besides being skilled to do research. The presentation will define and discuss participatory research and the new roles and tasks for the researchers – and hence one important part of the changing times in research.

64

Always changing. On the transformative purpose of theories in and of social work.

Khoo E[1]

[1]*Department of Social Work, University Of Gothenburg*

Following years of debate, the early 21st century saw the ratification of a "Global Definition of Social Work". However, that did not end matter. As much as the world is facing massive and complex challenges ranging from climate change to pandemic to digitalization, so must social work rise to engage with these and other challenges as central to its mandate. This paper proposes that social work first and foremost is a profession built upon a certain theoretical and methodological eclecticism and interdisciplinarity. This makes the question that we need to pose to ourselves more complicated but equally important. How do my use of theory and my theoretical standpoint fit within a broader theoretical framing of what social work is or ought to be? I describe terms including interdisciplinarity, interconnectivity, and irreducibility here to explain my own view of theory in social work and argue that all of us have a responsibility to develop our own theoretical standpoints and use these theories in research or practice or in some way contribute to advancing understanding of what social work is and what social workers do and how to do these things in a way that holds moral principles front and centre. This paper concludes with a definition of social work as a transformative profession and academic discipline.

Social work within a restrictive migration policy regime

Wernesjö U[1], Johansson J[1]
[1]Linköping University

In this symposium, in two sessions, we build on an understanding of migration as existing and permanent processes impinging social work and raising questions about the characteristics of social work responses within welfare regimes (cf. Williams & Mekada 2014). The challenge that we want to explore in this symposium is an escalating and constantly changing juridification of the migration policy context in Sweden and other Nordic countries, that intersects with social work and is characterised by an increased restriction on mobility, welfare and social rights of refugees, asylum seekers and migrants. There is a need for strengthened knowledge and understanding of what kind of social conditions, vulnerabilities and social work practices that play out from these restrictive migration policies.

In the first session, the focus is on the precarious position of asylum seekers and irregularised migrants within a restrictive migration policy regime in Sweden. The papers present different cases illuminating civil society actors' policies and alliances with asylum seekers within this regime, as well as interlegal aspects and municipal guidelines affecting irregularised migrants' eligibility and access to social rights.

In the second session, the papers focus on migrant families and families situated in asylum as well as re-establishment processes and how they experience these challenging circumstances within a restrictive migration policy regime in Sweden. Moreover, the papers discuss different social work responses, support and control in relation to such migrant families and the challenging processes they experience.

Session I: Access to justice and solidarity for precarious migrants within a restrictive migration policy regime in Sweden
Convener: Jesper Johansson, Linnaeus University

Session II: Social work with families and children within a restrictive migration policy regime in Sweden
Convener: Ulrika Wernesjö, Linköping University

Social work within a restrictive migration policy regime

Lundberg A[1], Wernesjö U[1], **Wernesjö U[1]**
[1]*Linköping University*

Background
Breaking with a tradition of welfare universalism, a current political ambition of the Swedish government is to introduce a new system of differentiated and conditional social rights. In particular, migrants and other non-citizens will be restricted from social protection. If this becomes a reality, it will have far-reaching consequences for the realisation of social rights. Therefore, we argue for a renewed analysis of the history and politics of social rights in the Swedish welfare state.
Purpose
We examine how irregularised migrants' eligibility and access to social assistance (and more broadly, social rights) have variously been extended and restricted, between 1982-2018. We also analyse legal intersections over time, both horizontally between different legal branches and vertically between different scalar levels such as international, national and municipal regulations.
Method and material
Our analysis is based on court judgment, municipal guidelines, government reports and preparatory works. Based on this material, we have built a timeline in order to both summarise developments and understand the development of social rights over time.
Findings and conclusion
The paper addresses some of the legal intersections and their linkage to legal status, that are relevant to understand the development of social rights in the Swedish welfare state during the time period. In particular, we highlight the interplay between migration- and social law, and between children's rights norms and social law. In doing so, we seek to provide insight into the future imaginations of the welfare state that can be traced through an analysis of these developments.

The role of voluntary organisations in a changing welfare state – The social integration of immigrants

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[1]NTNU

Background: Many Nordic welfare states have seen a shift in ideology concerning the provision of welfare services. Economic recessions, questions on the welfare states sustainability, changing attitudes towards the state's monopoly on welfare services and general antigovernmental sentiments led to increased interest in alternative providers of welfare services such as voluntary organisations (Loga, 2018). Voluntary organisations have a long and active history within social work, where they worked to enhance social-, political-, and human rights (Linde & Scaramuzzino, 2017). Integrational work with immigrants is a welfare service where public authorities have an increased focus on voluntary organisations, especially concerning social integration. Social integration in a Norwegian context implies participation in voluntary organisations, social networks, and social relationships with the majority population (NOU, 2011:14; Barstad & Molstad, 2020). This form of integration will support the building of trust, belonging, and network as well as encourage to participate in (local) society (Kunnskapsdepartementet, 2018).
Methods: In the early spring of 2023 individual, semi-structured interviews will be held with 15-25 employees/volunteers in voluntary organisations working with immigrants.
Findings: The paper aims to give an insight in the employees'/volunteers' experiences on how their work contributes to the social integration of immigrants, how they align and collaborate with public authorities and how social work takes place in voluntary organisations.
Conclusion: The role of voluntary organisations in the social integration of immigrants will be explored with special focus on alignment of aims between voluntary organisations and public authorities as well as how policy is turned into practice.

Participation in the design of digital technology for Norwegian child welfare services: A case study of Digibarnevern

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[1]NTNU, [2]NTNU

Background

Social work has long traditions for user participation in various forms. Social work professionals work together with vulnerable groups, and user participation is considered of great value in establishing new work practices. There has, despite this, been less research on including clients in designing the digital technology used in social work practice. The research presented is a case study of IT development in Norwegian Child Welfare Services, Digibarnevern. The study focuses on how the participation of social workers and citizen groups is applied in different phases of the development process.

Method

All data from the DigiBarnevern project was collected from mid-2020 to the end of 2022 using a case study strategy focusing on the participation of both child welfare employees and clients. The empirical data in the study consists of semi-structured interviews with social workers and project members. Observational data from meetings and participation activities involving service users is also included.

Findings

The findings indicate that a multitude of arenas, strategies, and stakeholders are involved in different phases of the design process. Complex working routines, agendas, ethical guidelines, and divergent understandings exist among different stakeholders. Different strategies and design activities are employed to increase participation. Though the value of participation is understood and anchored in the project by management, how and when to implement participatory activities becomes a complex consideration.

Take away – de-implementation in social work

Denvall V[1]
[1]*Lund University*

Social work as practice has undergone tremendous changes in recent decades. The ambition to develop the use of evidence in the everyday work of decision makers and social workers affects not only social work but also health care. A practice that to a greater extent rests on evidence needs a strong base in knowledge about the implementation of new findings. Evidence also highlights that some forms of help are harmful and should be abandoned. Alternative approaches might be more effective and/or cost-effective. The ability to de-implement low-functioning interventions is considered essential to improve the conditions for clients, vulnerable groups, and patients.

This presentation reports from a scope review gathering knowledge of de-implementation in social work, especially in the field of homelessness. Findings show that the important but difficult first step is to identify what needs to be phased out. Scientific evidence together with organized demands from users and favorable financial effects can constitute driving mechanisms for de-implementation. The review found however a lack of practical frameworks and theoretical explanations that could support successful de-implementation of unnecessary interventions in the homelessness field.

The presentation will add up with recommendations for practice with the responsibility to invest resources where they do the best good. It is suggested that to support the implementation of new ways of working that better benefit clients we must pay attention to established ways of working. This requires a developed theory of de-implementation of old interventions and calls for more research.

70

Connecting theory and practice in welfare services and education. Challenges and opportunities in establishing a common arena for service development, education, and research.

Voll I[1], Sørum H[2], Dalland M[2]
[1]Western Norway University Of Applied Sciences, [2]Bergen Municipality/ The Norwegian Labour and Welfare Administration(NAV)

In this presentation, we will share some key aspects of the process from idea to establishment of a research and professional development hub at a NAV office in Bergen, Norway in collaboration with the Institute for Welfare and Participation (IVD) at the Western Norway University of Applied Sciences (HVL). Employees at the NAV office and IVD will, from their respective points of view, share some important experiences in terms of forms of collaboration, understanding of knowledge, exercise of power and important turning points. We will also highlight experiences with the use of shared positions and the active involvement of practice students from the social worker education at HVL in this work. In the light of theoretical perspectives on co-production, we discuss some challenges and opportunities in this process in particular, and in the co-production of knowledge between the university sector and practical fields more generally. During the project period from 2020-2022, employees at the NAV office, IVD and practice students planned and established the hub [FoU-hub]. It is located at the NAV office and contains a library with current research and professional literature, workplaces for students at HVL as well as meeting rooms. We have established a digital platform for communication. The FoU-hub offers academic seminars with lectures from researchers at HVL and practitioners in the Norwegian welfare sector. In 2023 we are also planning to establish research circles between employees at NAV, HVL and clients, and workshops for the development of project applications for research or professional development.

71

Art and social work- an unexplored topic for change and development

Gjeitnes K[1], Hassel Iversen E[1], Thrana H[1]
[1]Norwegian University of Science and Technology

Attending art workshops can promote participation, mastery, creativity, and competence for children who suffer from environmental challenges at school and in their upbringing surroundings. This paper is based on a research project collaborating with the organization Peacepainting (PP), which uses art painting to work for equality and peace. Through paintings and exhibitions PP's aim is to lift people's (especially children's) voices up in society 1".

The painting methodology focuses on the need for expressing oneself freely and has a universal character, regardless of language and culture. Some of the paintings created by the participants are shown at local and global exhibitions.

In collaboration with schools and PP, we put together a group of children with different challenges in school environment, to explore if artwork could have a beneficial impact on the children's interaction and create new communication opportunities. The empirical findings show that artwork has a crucial impact on the children's interaction by creating an including space where the children get to unfold in creativity and as independent participants

This paper discusses the need to expand the collaboration between art, culture, schools, and social work, particularly for people in exposed positions.
Experiences from this study can have transfer value to other social work projects where self-expression, inclusion, mastery and social interaction can be a path to initiate empowering processes within groups, families, and individuals.

1)   https://www.peacepainting.org/

Professions and jurisdiction - a theoretical approach

Kjæmpenes W[1]

[1]UiT The Arctic University of Norway, Department of Childcare and Social work

• First, I will present a five-actor theoretical framework that brings together Burrage et. al.'s (1990) actor perspective and Abbott's (1988) perspective on professionalization and jurisdictional processes. The assumption is that actors in a work field involve at different times depending on their interests, resources and strategies. The interaction between the actors, as well as the national context and the dynamics surrounding the field, influence the outcome of the interplay of the actors.

• I will, based on my own research on professionalization processes in the new fish health work field, take a closer look on the Norwegian Union of Social Educators and Social Workers (FO) ongoing work for authorization of social work personnel. I use the five-actor model as analyzing tool. According to FO, their work for an authorization for social work personnel has been stopped because the civil service has not been able to see how this should be legislated. FO propose that the Health Personnel Act change name to Health and Social Personnel Act, and that it includes a separate provision that gives the social work personnel possibility to apply for authorization (FO statement at the National Board on 14 and 15 June 2022). There is a clear parallel to the Aqumedicine biologists work to change the Act relating to Veterinarian and Other Animal Health Personnel. They gained authorization and the right to prescribe medicine after at 20 year long process.

• The presentation will conclude by highlighting some similarities and differences between the two jurisdictional processes.

"We don't talk about education here".

How employees in The Norwegian Labor and Welfare Service, hold their education to be relevant for their work tasks.

Unneland Napsholm B[1], Barmen Tysnes I[1], Voll I[1]
[1]*Western Norway University Of Applied Sciences, HVL*

Dear referees,

Thank you for considering this abstract for presentation on FORSA 2023. The article the abstract builds on is now in it's second peer review with the journal, "Tidsskrift for velferdsforskning".

Based on a focus group study, this article thematizes how Nav-employees with different educational backgrounds, hold their education to be relevant for their work tasks in the Labor and Welfare Service (Nav). Findings from previous research have shown an increasing level of education among employees in Nav. Despite this, they do not feel that they have the competence they need to manage the complexity of their work tasks well.

The participants in this study do not value the professional relevance of their education. Still, they do appreciate the fact that they "have studied". Through studies they have acquired the ability to learn, reflect and analyze, as well as the skills to obtain, structure and process large amounts of information. Our participants also emphasizes the importance of certain personal characteristics in form of emotional and relational skills. In the article we refer to these skills as generic. The participants also call attention to workplace training as significant to the performance of their work tasks. We discuss these findings in light of generic competence and situated learning as theoretical frameworks. We touch on the discussion of whether education is a necessity for performing certain professions, or simply a certification to the professional life. We also question whether different knowledge- and competence strategies can influence the educational compostiton of the welfaresystems.

74

INVEST TO WORKPLACE SUPERSVION:
experiences from further education course for NAV employees.

Kiik R[1], Gjeitnes K, Gunnarsdottir E, Nilsen M, Vist G, Wullum Aasback A
[1]NTNU

Background
In current times employees in welfare services experience large workloads and emphasis on efficiency, while professional quality in services is required. Employees need of professional support and supervision is necessary to accommodate these demands. Our teaching team has provided the course "Supervision in Individuals and Groups" three times. The course participants all are NAV employees. Different forms of reflection are actively used in the learning and teaching process and are based on examples from the students' practice field. Our aim is to present some common themes that we experienced as crucial for participants.

Methods
During the course, the participants have written motivation letters, reflection notes and a final essay. We have asked permission from more than 60 students to use the submitted papers as empirical data. The data will be analysed thematically.

Finding
Preliminary results and teaching team experience have identified several aspects crucial in conducting and maintaining supervision between colleagues as a sustainable process. Findings point to adversity, leader anchoring and participation, commitment to work and users, and joint learning as significant and meaningful themes.

Conclusion
To improve the level of job satisfaction, it will be crucial to invest in workplace supervision. Supervision is recognized as one of the major determinants of the quality of service to users, the advancement of professional development, and the NAV supervisors coping strategies. It is envisaged that the future path of supervision will be a new form of organizational learning.

Institutional practice collaboration in social work

How to organize practice relevant social work education and research?

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Our presentation focuses on how institutional collaboration can and could be organized in regards of practice education and practice research in social work.

We are conducting a comparative analysis of contemporary structures and legislation in regards of education and research collaboration in different academic professions who operate within or close to the welfare sector. Our focus in our comparison is between the profession of social work, teachers and medical professionals.

The first stage in the analysis draws upon data from steering documents and legislation on practice collaboration in three sectors, social work, medicine, and education. In the second phase of the analysis, we will further widen our scope and compare practice collaboration in social work in Finland and Sweden.

Our tentative finding is that social work education in Finland lacks many of such legislative and institutional structures that is often regarded as crucial for organizing practice and research collaboration between universities and practice institutions that has been developed in teachers and medical education. Therefore, the institutional structures in Finland for practice collaboration in social work can be regarded as undeveloped and under resourced.

For further development of practice collaboration, the field of social work can benefit from applying similar structures and legislation that has been developed in the fields of medicine and education. But social work is also a distinctive profession. Therefore, it is of great value to further scrutinize how practice collaboration in social work has been developed and organized in other Nordic countries.

How children´s navigation on digital platforms challenges child welfare assessments

Gerdts-Andresen T[1], Hansen H[2]
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When a child is placed in public care, digital platforms create an arena for the child and parents to stay up-to-date on each other's lives while living apart. However, contact through digital platforms can be unpredictable for some children, resulting in unintended adverse consequences and undermining the placement's stability. In this context, it is not uncommon for children and parents to have contact through social media or other digital platforms, also known as 'virtual visitation'. This study aimed to explore to what extent children's navigation on digital platforms is (or should be) an element of the professional assessment when justifying the extent of contact regulation.

Data was collected through an online questionnaire addressed to child welfare workers in Norway from February to May 2020. A total of 196 completed questionnaires were included for further analysis.

Using content analysis, we identified three main themes on how child welfare workers relate to children's navigation on digital platforms when determining and justifying the necessity of contact regulation after a care order is issued: Reasons for not including the child's navigation on digital platforms; Reasons for including the child's navigation on digital platforms; The tension between protection and control.

The findings indicate a very limited consideration of both the child's access to digital media and their navigation on social media when assessing the regulation of contact rights and actualizing the need for a new understanding of the possible connection between virtual and physical visitations after a care order is issued.

Digital encounters in social and welfare services

Granholm C[1]

[1]*University Of Turku*

The presentation highlights how elderly with immigrant background navigates the Finnish social- and welfare system. The research is done in co-operation with a non-profit organization and the methods used are observation of service counselling situations and interviews with clients.

The contact between service users and the social- and welfare system in Finland has become more and more digital. Applications for different social benefits and making appointments with professionals in social services is preferably done digitally. The purpose of this development is to make services more accessible since the availability of digital services are not tied to time or place. However, the digitalization of services has made it more difficult for many clients to get the benefits and services they are entitled to since using digital services requires equipment, both digital and language skills, and understanding the service system. In Finland login in to digital services also requires e-banking codes.

A group of people who can be considered vulnerable when it becomes to digital services are elderly clients with immigrant background as they often lack of digital equipment and both digital and language skills. In addition, the understanding of the Finnish welfare system among this group of clients is often inadequate.

The preliminary insights from the study suggests that the digital social and welfare services are system-oriented and in need of reorganization and development in order to meet the need of vulnerable clients.

Young people's work to construct a referral of concern to the child welfare service

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Background
For children and their families to get in contact with the child welfare service (CWS) there needs to be sent a report of concern. This paper is based upon my doctoral thesis about notes of concern to the CWS (Schrøder, 2021).

Objective
In this paper I explore how we can understand reports of concern to the CWS seen from young people's standpoint.

Method
I have used a qualitative research design. The data consist of qualitative interviews and political documents about the CWS. I have conducted eight individual interviews with youths, and five individual interviews and two group-interviews with caseworkers employed in the CWS. When it comes to analysis, this study builds upon Institutional ethnography (Smith, 1987, 2005).

Findings
From the young people's standpoint, they had done an active form of work to get help, by evaluating whether to share their experiences of abuse and maltreatment with someone, and then eventually to whom and how to do this. The youths' own strategies to handle their situation and to get help, was not visible in central political documents for the CWS, and where only to a small extent shown in the interviews with the employees.

Conclusion
Considering the pandemic and lockdown, it's even more important to get knowledge about what young people do to get help when they experience violence, abuse and maltreatment. My finding implies that young people's experiences are not a part of the knowledge base and understanding of how young people get in contact with the CWS.

Reproducing or Counteracting Inequality: Challenges in Social Work with homeless/ness

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Social work with homeless/ness in Sweden is usually performed by social services in local municipalities highly dependent on local, non-state actors, especially landlords' goodwill, to cooperate with social services and support vulnerable peoples' housing. The social services dependency on such actors is challenging and exploitation by landlords can affect the actual organization of social services as they might incorporate, rather than counteract, inequality. Tilly´s "categorical inequality" is used analytically to highlight how social services in our case study handle external pressures from landlords in an ongoing process of implementing Housing First (HF). Building on interviews and data collected 2019-2022, results show that negotiations across social services organizational borders are critical for the organization of social work in terms of categorizations and their effects on the rights and responsibilities of service users. It shows how inequality may manifest in different organizational layers once incorporated into the social services organization, by example mapping organizational inertia. Inequal categories and the effect of such are reproduced in layers of the organization during an implementation process and counteract the implementation of HF. The hope is that this knowledge will enhance the understanding of organizational inertia as well as work as a backdrop to develop strategies to resist incorporating and reproducing inequality.

Who's At Risk? A Critical Analysis of Predictive Analytics and Risk Modelling in Child Welfare

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Child welfare policy and practice has long been scrutinized, not least because it entails the state using its power and authority to undertake social surveillance and to intrude into the private lives of families. Adding to long-held concerns about the role and reach of state-run child welfare services, efforts are underway to bolster existing surveillance practices with sophisticated tools designed to "predict" a family's risk for child maltreatment and child welfare system involvement. While potentially beneficial, these tools may serve to reify or increase inequity and exclusion if they are used to target vulnerable children and families for interventions. In this presentation, we critically examine current trends and issues within child welfare systems and we consider how the use of predictive analytics and risk modelling meet the broader remit of protecting children from maltreatment and ensuring their safety and wellbeing.

Empowering young women in Egypt by creating a space of a 'counter-cultural-discursive-narrative'

breen m[1]
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This research is an empirical case study of one women empowerment project in the Coptic Orthodox Church in Egypt, and the experiences and perspectives of the young Coptic women who participate in it.

Egypt is committed to international conventions related to gender equality and women's rights. Social work conducted by civil society actors are potential change agents supporting this work by strengthening women's agency to exercise their rights in practice. However, there are various power relations at play that may also perpetuate injustice. Although a minority church in an Islamic culture, the Coptic Orthodox Church (COC) is the biggest Christian church in Egypt, running several projects related to gender equality.

For young Coptic Orthodox women, the Coptic community and COC is central in their lives in terms of identity formation, socialisation, and protection. Since COC traditionally has been the representative of their community, in society and before the state, voices of its members and their narratives are few both in research and history writing.

This qualitative research therefore focuses on the narratives of young women within this community in its investigation of women empowerment in relation to community development. By applying a feminist methodological approach and data collected through observations, interviews, focus group discussions and diaries, this presentation illustrates how development practices take place within a gendered context embedded in values from a cultural-discursive narrative. This has implications for how the practice is conducted and for project outcomes.

Feelings of emotional strain and pressure. How to work towards reunification from a parents' perspective.

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Several national and international studies have highlighted the parents' emotional reactions after a child's removal by the child welfare service. Findings identify parents showing a wide range of reactions, including deep despair, loss, anger, grief, shame, guilt, and powerlessness. Grief, one of these emotional reactions, is yet little explored in terms of how grief can affect the parents' everyday life, which may affects the possibility of reunification.

This study draws attention to parents' grief by exploring the parents feeling of emotional stain and pressure through the research question: How does a child's removal by child welfare services affect parents' everyday life?

The empirical data are gathered through qualitative interviews of 36 parents who had experienced child removal by child welfare services and where the child was in public care at the time of the interview. Interviews were performed in 2022.

The study identified three main themes across the parents' narratives using thematic analysis: stress and anxiety; communication difficulties; and poor quality of life.

By approaching parents' narratives as a type of psychological pain, findings from this study highlight the need for developing a support system for parents when children are removed from their care. Small amounts of psychological pain may be beneficial, as it can improve motivation and reaction to the environment. However, excessive amounts may increase the risk of health issues. It may also cause an individual to experience anxiety or other negative emotions surrounding a situation, such as contact with child welfare services.

83

Silent worries. The interaction order between young persons with intellectual disabilities and their parents and providers during their transitions into adulthood

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This study analyse how young persons with intellectual disabilities experience their interaction with parents and providers, during the period they are transitioning into adulthood.

Based on data from consultations in specialist health services and individual interviews with the young persons, this study found that the young persons want support from parents and providers, but also that support can undermine their independence. They want to be recognised as valuable contributors to their families, and this has consequences for how they understand themselves and act. They often find themselves and their parents and providers to be silent about mutual worries, especially for the consequences of experiences with sexuality and abuse, and for future consequences of their disabilities. The young persons' silence can be understood as attempts to give impressions of independence, but this impedes them from getting necessary support. This is especially problematic for young persons who actively seek independence and who are vulnerable for violence and abuse. Demarcations between what issues parents and providers should engage in when young persons with intellectual disabilities seek independence, and what instead should be addressed by health and social services, should be further explored both within the services themselves and in future research.

84

The undue hardship for the child
Child perspective in professional assessments of contact rights when children are taken into care – an analysis

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Background
Findings presented in this paper are based on a larger research project investigating the professional discretion and decision-making processes in Child Welfare Services in Norway. Norwegian child welfare cases have met substantive criticism from the European Court of Human Rights (ECtHR), for their previous practice of strong restrictions on contact between parent(s) and the child in long-term placements. In this study we explore how the case workers' understanding of child perspective is weighted in assessment of the regulation for contact rights between children placed in foster care and their parents.

Methods
A qualitative study of assessments and complexities in decision making made by social workers in a vignettes study. We present empirical data from eight focus group interviews, in four different regions in Norway, conducted autumn 2020.The transcripts were analysed using reflexive thematic analysis.

Findings
Social workers are balancing dilemmas between the child's needs and own wishes up against other crucial considerations, like the parent's interest and matter of the extended family, besides normative duty and principles by conduct and law.

Conclusion
The social workers weight different aspects of the case where the child perspective is one of several themes to address. The 'tipping point' appears to be how social workers stress the importance of maintaining a family life before crossing the line where contact with the parent(s) is exerting undue pressure on the child.

In between activation and social support, the dual roles of social work inside a youth activation programme

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In between activation and social support, the dual roles of social work inside a youth activation program
Background
A contemporary societal challenge is widespread unemployment, driven by rising economic inflation. This puts pressure on activation programs that already are constrained in resources when clients may stay longer and will have deep-seated problems that social workers have to manage. Thus, social work in activation programs for young unemployed people has a dual purpose: providing activation and social support. The aim of the study is to describe and analyses different types of social workers' professional strategies when managing the two different support logics.
Method
Through an ethnographic method, everyday activities, and interactions in a municipal activation program for young people (16-29 years) in Sweden have been monitored. Data was collected over a period of 6 months.
 Findings
As the activation program examined in this study has limited resources to put young people into work, three types of social worker's roles in relation to the young people are developed to manage the balance between activation and social support. The educative role exerts individual pressure on young people regarding employability. The caring role creates a "waiting room" to relieve activation and the third role, advocacy, involves rhetorically standing on the side of the young person.
 Conclusion
The results show that the different strategies for managing the two different logics indicate a social work in activation program that is 'rich' in relational work and social support, but 'poor' in terms of actual paths to employment. Young people then need to "give" a lot without concrete changes taking place.

School social work practice with Newly Arrived Young Migrants - at the Interface Between Counselling and Therapy

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Background
Young migrants can be described as a vulnerable group with trauma and exposure to violence as a frequently occurring part of their life story and migration process. The need for professional counselling in this group is extensive. A profession that many young migrants meet is school counselors. This study aims to gain a deeper understanding of school social work practice with newly arrived young migrants. The research question is how school counselors' reason regarding their role and responsibility in relation to counselling young migrants.

Method
The study is based on qualitative interviews with 15 school counselors who meet newly arrived young migrants daily. The interviews have been analyzed using a qualitative thematic analysis.

Findings
The delimitation of what counselling lies within the school counselor's responsibility, is not clear. The fact that school counselors experience that other parts of the welfare system are not available for young migrants force them to go beyond what they describe as a part of their professional responsibility and carry out therapeutic counselling. The school counselors use different tools and methods in their counselling and mix them based on their own area of interest, education, and experience.

Conclusion
The accessibility that newly arrived young migrants have to the school counselor creates a role as the "only" professional available to support with counselling. This means that the school counselors need to go outside their professional domain. The school counselor's discretion in relation to the type of counselling and how it is conducted appears to be unlimited.

87

The Health Platform (Helseplattformen) and Social Work – A case study on the interaction between digital tools and professional practice in social work

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Poster

Social work students' use of digital technology for political engagement

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Background
Democratic and reflexive social work professionalism arguably includes, i.a., activities seeking to transform societal circumstances under which service users find themselves. A willingness to engage in such activities often exists during, and is also advanced by, SW education. However, one prerequisite for societal engagement is a utilization of various means of promoting political or policy-related views. Our assumption is, that a focus on various traditional modes of influencing do not capture their whole range in the digital age, especially not concerning younger persons. Therefore, we research the utilization by SW students of newer, low threshold ways of taking part in, and influencing, societal debates and politics, utilizing digital technology and -platforms, as compared to more traditional modes.

Data and methods
In our presentation we draw on data from a nation-wide survey among Finnish social work students (N=608) collected in 2019, which includes questions on the use of various online and offline modes of political engagement, allowing us analyze quantitatively their relative popularity, as well as the impact of different (ideological, socio-demographic, study-related) explanatory factors on various ways of engagement.

Results and conclusions
Our preliminary results indicate great variation between different types of political engagement activities. Some online activities were clearly more popular than others, and also more popular than the included types of offline activities. One tentative conclusion is that Finnish social work students tend to favor engagement involving active group interaction.

Møte med NAV i nordsamiske forvaltningsområder

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The project aims to investigate the relationship between NAV (Norwegian Labour and Welfare Administration) - as a system - and service recipients in Northern Sami areas (Finnmark and Troms). The role of NAV supervisors is to prevent, investigate, assess, implement, follow up and look after people in various challenging situations. According to the Labour and Welfare Administration Act, the ILO Convention and § 3-5 of the Sami Act, we want to survey the situation in Northern Sami areas. This project aims to find out how NAV, as an institution, is equipped to meet the needs of people with different cultural backgrounds. Do people in Northern Sami areas receive fair and equal services to which they are entitled?

Problemstilling: På hvilken måte operasjonaliseres kulturkompetanse og kulturelle hensyn i møte med brukere på NAV i nordsamiske områder? Hvordan forstås kulturmøter, og er dette satt i system gjennom lokale retningslinjer?

Teoretiske perspektiver:

Godt sosialfaglig arbeid fordrer profesjonsutøvere med god kulturkompetanse, kommunikasjons- og relasjonskompetanse, som kan arbeide med mennesker med ulike verdigrunnlag og holdninger gjennom anerkjennelse av kulturer og språk. I utøvelsen fortolkes og etableres forventninger til tjenestemottakere som legges til grunn for forvaltningens handlinger og vedtak. Kulturkompetanse er kompleks, hvordan operasjonaliseres det i praksis i spenningsfeltet mellom anerkjennende sosialt arbeid og regelverk?

Metodisk gjennomføring

Fenomenologisk tilnærming gjennom intervjuer med NAV-veiledere rettet mot kulturmøter. Vi vil søke etter kunnskap om hvorvidt NAV som institusjon har kompentanse og rutiner i å møte mennesker med samisk kulturbakgrunn. Undersøkelsen blir meldt NSD.

"Caseworkers on the digital streets -Discretion in the digital decision-making process"

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Background: The Norwegian state is vastly investing in digitalizing public services, including child welfare services (CWS). According to Lipsky (2010), CWS is a street-level bureaucracy characterized by a high demand for discretion executing impactful decisions over families` lives. Previous studies within the realm of street-level bureaucracy literature show to how digitalization has the potential to decrease professional discretion, e.g. when digital assessment tools for guiding professional practice is introduced. In our study, we show how caseworkers` use of digital and social media opens up for new areas for information gathering that can broaden caseworkers discretionary space.

Methods: We raise following research question: How has digital technology changed the traditional role of street-level bureaucrats in doing casework leading to administrative decisions? The data material consists of interview material from four focus group interviews with 26 caseworkers. A thematic analysis was applied to analyse the interviews.

Findings: We discovered how digital technology impacted three aspects of discretionary decisions for street-level bureaucrats: channel choice (choosing which communication channels to use), information gathering (using social media and internet for information gathering) and information admissibility (if and how to use online information about clients). This, what we refer to as web-level bureaucracy, informs decision making in new ways.

Conclusion: While discretionary power can be reduced by digital systems, as described by previous scholars, there might still be an overall increase of discretionary power if caseworkers have more authority in deciding how to acquire and apply the information that goes into the decision.

91

Should one competence of future social workers be policy literacy: insider-outsider view of social work curricula in Estonia

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In Estonia, social work has a strong position in academia but social policy has been hidden more into curricula's and academic hierarchies than social work.

If we look at the curricula's in both academic universities in Tallinn and Tartu we have experienced that social policy is not popular among social work students. Reasons for this are several, i.e. misunderstanding of concepts like 'policy' and 'politics'. To understand what is going on around us we need to understand the sociopolitical/ideological positions that are shaping social work.

Being in the crosswinds of discourses social work has been influenced by other disciplines but also by its own and sociopolitical discourses keeping in mind that complexity gives us opportunity to analyse how up to date is the curricula.

Qualitative analysis done at two universities with curriculum developers during the 30 years continuum to answer the question "How social policy is represented and positioned in academic education in social work curriculum during 1991-2020?" is our starting point.

Results and discussion are divided into two, the perception of social policy in social work curricula and the process of curriculum development.

Social policy is seen having two possible ways to interconnect with social work. These interpretations by the program leaders can define the role of professional social work.

Confronting social work and social policy and not seeing them as a whole in curricula could be misleading for students who would like to study social work in contemporary complex society.

Welfare policy statements during the mega-crisis: challenges for Estonia

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Estonian social work and social policy have a short but dynamic history. Over the last 30 years, it underwent enormous changes, reflected in social policy and social work practice. At the onset of the COVID-19 pandemic, societal expectations regarding the design and function of the Estonian social policy were still in transition phase to be recognised as a contemporary welfare state, with various factions struggling to find a balance between the free market and state regulations, individual freedom and responsibilities and state obligations regarding welfare delivery. Being a well-known e-state, the widespread use and rediscovery of digitalised services in response to the pandemic added to the complexities of consolidating local welfare systems. This required services to be reconceptualised and re-designed, likely shaping post-pandemic service delivery. The chapter delineates major trends that are expected to constitute the 'new normal' of welfare delivery post-COVID-19 and the impact on the welfare state and the role of social work in it. The data underlying this chapter consist of 346 press releases from the Ministry of Social Affairs (MoSA) from the beginning of the crisis until the War in Ukraine broke out (2020 March–2022 February). The aim of the chapter is to explore how social political priorities and choices were communicated during the different stages of the COVID-19 mega-crisis and how these choices reflect the Estonian welfare model and social work within it.

93

Improving support and success for Black and Minority Ethnic Students on placement

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Recent work by Skills for Care (2021) have demonstrated that in England BAME (Black and Minority Ethnic) newly qualified Social Workers have three times as high a rate of failing their Assessed and Supported First Year in Employment compared to white candidates.A 2020 joint report from Universities UK (UUK) and the National Union of Students (NUS) demonstrated a significant attainment gap between white students and BAME students. Due to anecdotal reports from local students and results lists showing a higher percentage of BAME students struggling in placement, a fact finding project with students and the local social work education partnership was initiated. An on-line questionnaire was released and interviews carried out with students who volunteered to give more information. As a result a joint programmewas started to address these issues with the Social Work Education Partnership . This presentation will outline the results gathered and an evaluation of the steps taken so far. It will also outline some of the challenges structurally and individually in making changes to improve the opportunities for all students.Some of the analysis has shown that Layla Saad's (2020) work on white fragility and white apathy is useful to consider why there is a disparity in success rates and how we can scaffold changes in Social Work Education and Placements to benefit students who are disadvantaged.

The significance of the professional journal for social work
profession in Estonia – the co-creation of knowledge

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Social workers need a diverse body of knowledge and special awareness of its use. There are many ways to support social workers in their ambiguous roles. Professional journal can be one supportive mechanism. The journal "Sotsiaaltöö" (Social work) has been published continuously for 25 years, which means that it has a strong role in Estonian social work. The aim of the study was to find out the role of the journal „Sotsiaaltöö" in the evolvement of the profession as a co-creative process of knowledge production of social work. During the interviews participants of the study spoke about ways the journal supports the professional identity of social workers; contributes to the creation of their body of knowledge and how do social workers perceive the supporting role of the journal in their daily work.

The journal contributes to the sense of togetherness and to development of the professional identity but also to the promotion of the worthiness and core values of social work.
The journal connects Estonian social workers with the international social work community through interviews with specialists from other countries and translated articles. The journal offers an opportunity for practitioners, students, and researchers to develop the professional Estonian language.
Based on the interviews one can conclude that social workers in Estonia are educated professionals with a broad horizon and critical mind. The journal provides significant support for social workers in their controversial work and contributes to their self-care and professional growth.

Humanitarian representations of welfare for unaccompanied youth

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Background
After the "refugee crisis" in 2015 Sweden has shifted towards a state policy discourse of increased focus on border protection, temporary permits of residence, and prolonged waiting periods. Public social service provision of welfare for unaccompanied youth has become limited. High school studies became a prerequisite for staying in Sweden for a number of unaccompanied youth in 2018, but without the right to housing.

Aim, method and material
Departing from a postructuralist WPR-perspective (Bacchi 2009) the aim of this paper is to investigate how humanitarian solutions of welfare are legitimated depending on problematizations of childhood and rights of unaccompanied youth in Sweden are represented. A discursive analysis of problem representations of collaboration, age, homelessness and voices produces specific discursive effects of collaborative inclusion and children's rights. The empirical material consists of documents issued by four non-governmental organizations based in Stockholm. These organizations work from a child rights or humanitarian perspectives and were part of a collaboration with the municipality of Stockholm on unaccompanied youth without access to public care. The documents are issued in 2018-2020.

Findings and Conclusion
The paper's findings are that depending on whether 'unaccompanied youth' are problematized as objects of charity or objects of right produces effects on what kind of welfare is conceived as possible for them. The material highlights a fragmented and insecure reception system for unaccompanied youth post 2015, where the role of the social services ought to be strengthened.

Relationships and emotions in solidarity networks between asylum seekers and civil society

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Purpose
This paper is based on interview material with people in civil society who engage in voluntary support work for asylum seekers in Sweden and/or are engaged as activists in the asylum rights movement. The purpose is to investigate why people commit themselves to asylum seekers and to analyse the strong relationships that characterise many solidarity networks of asylum seekers and those involved in civil society. We also intend to scrutinise the power hierarchies that develop within such networks.

Theoretical perspective
Our analytical interest is in emotions that prompt civil society engagement and act as a bonding glue between different groups that unite and solidarity. We are also inspired by the concept of "transversal solidarities", which is understood as a relational action and actorship that challenges authorities and rapidly emerges following different types of "crises", such as, for instance, the so-called "refugee crisis" in Sweden and other European countries in 2015. Transversal solidarities are characterised by the fact that they do not follow national borders but rather extend beyond the logic of the nation and are based on values of international conventions and human rights.

Findings and Conclusion
Findings show that transversal solidarities are permeated by emotions – both "positive" and "negative" – that bind people with diverse backgrounds and goals together. Thereby, relationships are built to cooperate and protect but also to oppose and resist the authorities. The paper addresses the need for authorities to recognise and capitalise on civil society solidaristic activities to halt a growing institutional distrust.

Conditions for fair and equal social work in a changing world

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Background
Social workers' main tool in supporting constituents is communication. In Swedish social services, the goal is that all work should be done by reaching consensus by voluntary means, and that coercive measures should be the exception. However, research shows that a larger proportion of voluntary interventions are conducted in Swedish-speaking families, while the larger proportion of coercive measures are conducted in families where both parents are born in countries outside the Western world.
Aim
To investigate which factors contribute to social workers' ability to treat all constituents in a just and equal way regardless of their background, and which factors that counteract that ability.
Theory
The theory of communicative action with emphasis on lifeworld, system, and discourse ethics.
Methods
Focus groups and in-depth interviews with social workers in social services, and in depth interviews with guardians of children under 18 years age who have experienced social services' voluntary and coercive measures.
Findings and conclusion
The conditions for fair and equal work are social workers' ability to promote communication in the lifeworld. These abilities depend on the following factors: society's managing of social problems in politics, law, and media; the organization's management structure; social workers' and clients' worldviews. These factors shape social workers' ability to act in accordance with clients' needs, and thus their ability to contribute to social change without coercion. The overall conclusion is that high degrees of system-driven working methods (NPM) counteract the communicative efforts necessary for voluntary efforts in consensus, which negatively affects constituents born outside the Western world.

Experiences of exclusion and ambitions of dialogue and reconciliation in the meeting with society's support structures – exploring narratives from parents with a migrant background

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Background
Previous research has shown that children and adolescents with a migrant background are overrepresented in social child and youth care. Furthermore, results from previous research have shown that there is a distrust among children, adolescents, and parents with a migrant background towards social services and other social authority institutions, based, among other things, on fear of coercive interventions in relation to children and adolescents.

Purpose
The purpose of this study is therefore to describe and analyze how parents with a migrant background narrate their experiences of society's support for children and adolescents. Furthermore, the purpose is to analyze what challenges the parents' experience, as well as how they feel that the societal support can be designed so that this is perceived as attractive, accessible and something you can have confidence in.

Method and data
The study combines narrative research methods with focus group interviews. The data consists of focus group interviews with parents with a migrant background. Data are analyzed using thematic analysis.

Theory
Theoretically, we combine a narrative research approach with the concept of intersectionality.

Findings and conclusion
The findings demonstrate how several of the interviewees narrate about how they experience re-establishment challenges linked to exclusion processes based on class, gender, ethnicity, which often coincide and reinforce each other. These experiences of exclusion mean that their roles as parents are put under pressure as well as that trust in society's support structures is negatively affected. However, despite the many structural challenges that the interviewees experience, several also expressed a strong will to strengthen the dialogue and reconciliation between themselves and the support structures of the Swedish majority society. They asked for more clearly formulated requirements and information about what is expected of their children at schools and of them as parents. They described this ambition as a mutual way forward to promote their demanded inclusion in Swedish society.

Families' time and space constraints and their implications for social work reprioritisation

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Background
One central task of preventive social work is to identify signals in society of changing conditions that may lead to vulnerability. Since 2016, Family Centers in Sweden that carry out preventative social work with parents and their children has recognised a new type of vulnerability that families are living under what can be understood as temporary living conditions, i.e. government-regulated time and place restrictions that cause people post migration to live in permanent uncertainty. This has arisen due to changing asylum laws where permanent residence permits have been replaced by time-limited residence permits.

Purpose
The purpose is to analyse how preventive social work in family centers faces and responds to living conditions related to families living in temporariness?

Method
The study has a two-part, mixed-methods design involving a quantitative survey of the total population of approximately 300 family centers in Sweden. This was followed by ethnographic research in selected family centers.

Findings
Preliminary findings indicate that the most common challenges faced by families living in temporary are finding housing, overcrowding, difficulty accessing work/education and financial need. Responses indicate a practice shift from traditional family center social work, focusing on parent-child attachment, to supporting families in accessing welfare, food and housing.

Conclusion
The study shows how, from a fringe work perspective – which involves professionals adjusting service-provision in relation to clients' needs – that there has been a practice shift away from parent-child attachment to faciliatory practice, which indicate a organisational change from preventive social work to emergency social work.

100

Integrating Supported Employment and psychosocial services in a Danish municipal context to enhance employment outcomes for young adults with less severe mental health problems

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7,6% of Danes between the ages of 15 and 29 (76,600) is not in education, employment, or training. The Danish municipal job centres have the task of supporting young adults in entering education or employment. Job centres experience an increasing number of young adults with less severe mental health problems who need psychosocial support. However, the variety of psychosocial interventions used in the municipalities differ geographically, and in how they are organised in the local job centres.

The focus of our study is to understand, how psychosocial interventions are organised and integrated with job support in the job centres. We investigate, caseworkers' discretionary reasoning when referring to psychosocial interventions, collaboration with providers, the young adults' opportunities for active participation in this process, and how organisational structures affect the perceived quality of the job/educational and psychosocial support the young adults receive from the job centres.

The project is an intervention study based on a modified version of the Supported Employment (SE)/Individual Placement and Support (IPS). The empirical data is collected from three Danish job centres during a 4-years period, whereby qualitative interviews with sites' management, project coordinators, and representatives from the psychosocial service providers are conducted.

The study identifies two organisational models; model A describes a close integration between psychosocial and employment/education services within the job centres, and model B characterizes a parallel nature of cooperation, where caseworkers refer youth to psychosocial services. Preliminary findings suggest that the organisational structures play a substantial role in implementing the SE/IPS model.

101

State Governance and Local Room for Action

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This abstract is about how the government balance between the need to steer to achieve national aims in the child protection service and that employees have room to adapt the services to local conditions. The methodical approach is a content analyses of public documents based upon two processes which have taken place at the same time. One process is about The Child Welfare Reform and the other is about the new Child Welfare Act.

The child welfare reform meant that municipalities were given increased responsibility for child protection. At the same time, this development has been characterized by an increasing attempt by the State to steer municipalities in order to ensure that national aims and considerations in child protection are upheld. A dilemma therefore arises therefore between the central authorities' desire for to steer on the one hand and the demand that employees in the child protection service adapt services to local conditions on the other hand. The authorities seem to be balancing these different considerations by laying down guidelines for the municipalities' case management through legal and educational management tools. They are trying to strengthen procedural legal certainty by legislating several requirements relating to the proceedings and to promote the substantive legal certainty through professional guidances and recommendations. Increased state management of municipal child protection will require more documentation from the child protection service. There is therefore reason to expect an increasing bureaucratization of child protection in Norway.

How to promote generational dialogue between parents and teenagers in the somali community in order to prevent negative social control

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Background

Several public reports point to the occurrence of negative social control in immigrant families, more child welfare cases, and the recruitment of young people into radicalized or criminal environments. The authorities focus on preventing negative social control, but also on promoting mental health among minority youth. Recent statistics also show that immigrant families make up around 10% of low-income families in Norway. This research project will focus on how to develop dialogues about vulnerable and difficult issues between minority youth and their parents under the auspices of a minority organisation. Leaders in the organization TUSMO in Bergen are co-researchers in this project. They have run mentor training for young people and arranged meetings between young people and parents to address vulnerable and difficult topics. They have a large network inside both the ethnic communites and various public agencies.

Method
The research project can be described as an action research
project. It has a clear emphasis on qualitative methods with an exploratory design with a combination of different approaches. It represents a kind of institutional ethnography that starts from people's own activities, the social relationships they are part of, and looks at how lives and activities are woven into different types of power structures.
The project is based on several data collection methods: fieldwork, document analysis, focus groups

Findings:
The datacollection will take place from Jan 2023-May 2023 and preliminary results wil be available from June 2023.

Conclusion
Work in progress

103

Unattainable objectives? Use of individual plans for service coordination.

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Poster

Distrust and Disempowerment: African Parents' Perspectives on Child Welfare Placement Procedurals.

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This paper examines the widespread distrust of the Norwegian Child Welfare Services (CWS) current among minority communities in Norway, and through qualitative methodology, investigates how this distrust affects the participatory opportunities of African parents in their encounters with the agency. Drawing on theories of trust and power from Niklas Luhmann, Russell Harding, and Harald Grimen, the paper explores how perceptions about bias, lack of predictability and knowledge of normative parenting practices, as well as expectations of outcome in removal cases, hamper the development of trusting working relationships. This distrust between role-players precludes cooperation around the repatriation of children from foster care. Based on parents' perspectives, the discussion points to how distrust of the agency can lead to poorer parenting practices and outcomes for children. The paper investigates empirically how trust eludes these working relationships, with an aim to contribute to a better understanding of the mechanisms behind the persistent distrust of the Norwegian child welfare agency.

105

The great divide: Municipality vs State in Local Welfare Administration in Norway

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This paper explores the organizational divide between municipal and state services within the Norwegian Welfare Administration (NAV) and its effects on the development of innovative social work approaches at the local level. Using a variety of qualitative methods, such as observations, document analysis, and interviews, our research team is engaged in an extensive long-term qualitative study undertaken as a collaboration with the employees and leaders at a large local NAV branch in Oslo. The study has uncovered that the internal duality between state and municipal employees in NAV sometimes represents a hindrance to the service development process and the achievement of organizational goals. The local branch in our study operates with a highly ambitious agenda that relies heavily on social work knowledge and cooperation between various actors in the borough, but the divide between state and municipality in the performance of functions serves as a major hurdle. The findings of this study contribute to an understanding of the challenges facing NAV in empowering local branches and achieving its organizational aims.

Changing contexts? Work inclusion interventions across time

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Work inclusion interventions are shaped by national welfare policies, governance elements, organizational and professional standards (Caswell et al, 2017), as well as the dynamics between the professional and the service user (Djuve & Kavli, 2015; Olsen, 2022). The implementation of active labor market policy in the 1990s meant a shift from social rights to welfare conditions (Stjernø & Hatland, 2020); a shift which supposedly increased the tension in social work related to balancing help and control (Nothdurfter & Hermans, 2018; van Berkel & van der Aa, 2012). In this paper, we compare across time, social work within a Norwegian welfare service which aims to make service users self-reliant, preferably through paid work. The research question in this conference presentation is: How to describe the work inclusion context across time – from 1992 to 2015? Could changes be identified in talk at work in welfare services?
The paper is based on a reanalysis of two data sets, one collected in 1992 (Sosialkontor) and one in 2015 (Nav) (Oltedal, 2000; Olsen, 2022). The paper's data encompasses transcripts of 52 encounters between social workers and service users in disadvantages life situations. In our reanalysis, we identify conversation sequences where a "next step" in the helping process is discussed, for example related to self-management, finances, treatment, work, education, or disability pension. The aim of the study is to provide insight into the dynamics of "institutional talks" in social work, and to contribute knowledge about how work inclusion interventions in two different historical periods.

107

The cultural and linguistic rights of Sami children/youth in municipal child welfare services

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The paper takes its point of departure from the new Norwegian Child Protection Act, which states that the child's ethnic, linguistic and religious background must be taken into account in all phases, and that "Sami children's special rights must be safeguarded" (§ 1-8).).

We ask: How are Sami children's cultural and linguistic rights implemented in municipal child protection? The question will be answered by looking at both the State level management measures, guidance and support and by looking at implementation at municipal level, linked to 1) voluntary measures and placements and 2) the organization in routines, systems and procedures.

In addition to document studies, the data base will be interviews with informants from five municipal child protection services within the administrative area for the Sami language and interviews with representatives from four other administrative and/or political bodies.

The data will be analyzed regarding two theoretical approaches, a rights perspective and a needs perspective. The right perspective emphasizes child welfare measures where the child's specific cultural rights are part of safeguarding the child, while the needs perspective emphasizes measures to change somatic and psychological factors.

Professional assessment of parental high conflicts

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Background: Professional assessments of parental high conflicts and thereby discretional reasoning is a central topic within the field of social work. Parental high conflicts present challenges relating to assessments and decisions of what is the most adequate way to help the individual child, parent, and family. The present study explores how professionals at family counsellor services in Norway understand and assess children at potential risk of care failure when involved in parental high conflicts. The research question is: How do professionals in family counsellor services assess parental high conflicts, risk of child maltreatment, and duty to report to child welfare services?

Method: The research question is highlighted through a qualitative analysis of documents. Data is collected as 74 referrals sent from Norwegian family counsellor services to child welfare services due to enduring parental conflicts. Of interest is of what reason the professional family counsellors assess the duty of mandatory to be fulfilled and the following discretionary reasoning.

Findings: Findings from the study show that the professionals display concern for children entangled in parental conflicts, but the parental high conflicts are experienced as difficult to assess and the professionals struggle to provide appropriate measures.

Conclusion: The child's best interest is an overarching principle for family counsellor services and child welfare services, but different mandates, jurisdictions, analysing perspectives and institutional logics makes a difference in how to understand and assist families. Reflections needs to be drawn on the phenomenon due to its complexity, possible implications for practice, policy, and further research.

Towards rights-based practice and individual needs in the organizing of disability services in Finland

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Background
This paper focuses on disability services, in the context of welfare services and disability policy developments in Finland. Since year 2007 when Finland signed the UNCRPD there has been an outspoken commitment to reform the ways to support the equal rights and living conditions of persons with disabilities. We look at the development of disability services on a structural level as a means of the welfare state to enable social inclusion. By examining key policy documents, we explore how disability services have been meant to enable inclusion and support independent living and participation in the community.

Methods
This paper presents the result of a qualitative analysis of data from a selection of 12 policy documents and grey papers that are considered crucial for the development of social services for people with disabilities in Finland 2007–2021. We conducted a qualitative, theory-guided content analysis on the intended development of disability services by examining how the ideas of inclusion and equality are emphasised in the policy context during this period.

Findings
The analysis of the selected documents highlights the possibilities and challenges in policy developments in Finland. The reformation of legislation on disability services based on individual needs runs parallel with the processes for inclusion and implementing the rights of persons with disabilities in all policies. The development formulates in three thematic areas: equal rights in society, needs-based individual services, and societal inclusion. We conclude that further actions to address some of the barriers to societal inclusion are needed.

110

Social work education in Italy. A study to investigate the educator's professional competencies

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Introduction
The role and the profession of an Italian social work educator has been recently regulated by a national law in 2017. The organisation of social work is instead managed by the single Italian regions. Consequently, we can find different and several educational roles and activities, depending on the social services activated by each region.

Aims
The university of Genoa offers a degree on Educational sciences. We need to renovate the degree's curriculum basing it on the professional competencies requested by the different workplaces and fields where the educators can be recruited. For these reasons, we designed a study aimed at identifying the roles and the competencies needed to become a professional educator.

Methods
To investigate the competencies of a professional social worker, a quanti-qualitative research design was chosen. We involved 49 heads/coordinators of social services located in our region and we set up a questionnaire and a semi-structured interview. The first instrument was aimed at investigating the different educational positions in which a social worker can be recruited. The interview was focused on the professional competencies needed to work in the different educational fields.

Findings
The results of the questionnaire highlighted 8 main educational services: e.g. home services to support families' needs; educational communities; services for early childhood; etc.
The results of the interviews underlined the importance of some specific competencies for social workers. The competencies can differ depending on the educational services, but we could identify some transversal skills: flexibility, educational design and assessment, communicative skills, self-reflection.

111

Participatory action research as an approach to collective action.

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Background
This paper discusses how social work research through Participatory Action Research (PAR) can contribute to collective action among people in marginalised situations. We describe the process of collective action in a single case: The X-street project: Collective action among people experiencing homelessness and substance use. Central questions were: What possibilities exist for collective action among people in marginal situations? How can collective identity contribute to understanding collective action?

Methods
The project, initiated by guests and employees at a women's night shelter, attempted to create resident-managed housing for people in the same situation, with a 'think-tank' for social enterprises. We adopted a PAR approach by participating with people working and living in the project. The experiences were analysed continuously between participants and researchers, creating meaning and discussing strategies along the way.

Findings
The main finding is that collective action is possible among marginalised people affected by homelessness or substance use. The group challenged its members' public identity and simultaneously provided them with a home and work through Boundary-making, Consciousness-raising and Negotiations.
Their new understanding of themselves as people capable of 'doing it' opened the expansion of collective identity and included new categories in the common 'we' that encompassed contradictory meanings, conflicts and solidarity.

Conclusions
We conclude that the study has shown how participatory research can contribute to collective action, mobilising people who have experienced homelessness and substance use.

Epistemic rights when supporting clients to participate in multiprofessional encounter

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Client participation, self-determination of a client and also multiprofessional co-operation are fundamental premises in the current social work practice. A client is seen as an active and equal actor whose expertise is to be taken seriously when professionals and a client encounter. However, there are many factors that set challenges to this ideal participation of clients; Clients can have various disabilities, they can live in vulnerable conditions or they have difficulties in expressing themselves. One attempt to overcome these challenges is that a client has her own professional primary worker beside her in a multi-professional meeting. This primary worker helps the client to participate in the discussion by explaining her problems to other professionals. When the primary worker helps the client to participate by means of this shared model, she also presents herself as knowledgeable about the client's personal matters. The aim of this study is to analyze multi-professional encounters from the point of view of epistemic rights: How do the clients' primary workers present themselves as having the epistemic rights in the client's case and, how do they create shared participation with clients in the encounters? The data consist of seven audio-recorded multi-professional encounters in which the clients participate in discussion with the help of their primary workers. The analysis is based on the microanalytical orientation of interaction study. The central finding is that primary workers talk a lot on behalf of clients and they have a strong power in defining the picture of the clients and their problems.

113

The role of biology in the construction of family and identity - a sociological exploration using foster care as case

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As anthropologists and sociologists have recognized, ideas related to biology is a salient part of contemporary family life, yet the ways in which tropes such as 'genes' and 'blood' are rendered meaningful in everyday life, and how it shapes and matters in family living, is under-researched. The presentation uses foster care as case and is based on the paper The meaning of biology in the foster family narratives of young adults.

The problem of trust in CPS: an exploration of the significance of policy drift in positive expectations in parenting

Mørstad Johansen S[1]

[1]*Oslo Metropolitan University*

Comparative research on CPS has observed a tendency in some countries that not only parents' responsibility not to harm their children's health and development is focused upon, but also parents' competence to positively enhance their children's development (Gilbert et al., 2011, pp. 254-255). In the last decade, the Norwegian CPS have been massively criticized nationally and internationally, amongst other things, for removing children too quickly from their parents based upon unclear and implicit criteria of lacking parental competence (Haugevik & Neumann, 2020). Analyzing the historical evolution of the care paragraph (s) in the Norwegian Children's Act regulating parenting, this presentation investigates how the legal framework and child protection policy and practice align with regard to positive expectations in parenting. Although positive expectations of care responsibility ascribed to parents were included in the 1981 Children's Act, the relevant paragraphs are of a very general character without comprehensive reasoning behind them. This contrafactual lack of elaborate positive legal expectations in parenting is subsequently discussed in light of the socially constructed dichotomy between the private sphere of the family and the public sphere (Wyness, 2014). Moreover, drawing upon theory on the function of law to stabilize normative expectations and its importance for trust (Falck–Eriksen, 2012), I explore how this discrepancy in normative expectations between the law in contrast to policy and practice may undermine trust in both child protection services and in parents. Conclusively, I argue for a more transparent debate on positive expectations in parenting.

Family Group Conferences in Emergency Situations in Norwegian Child Protection - Challenges and Opportunities

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Title:

Family Group Conferences in Emergency Situations (FGCE) in Norwegian Child protection -Challenges and Opportunities

Background

Research show that children and parents experience ordinary emergency placements very traumatic, stressful and unpredictable (Baugerud & Melinder, 2012). In Norway the FGC-model has been adapted to be used in emergency situations. This paper presents an evaluation of FGCE and compare the findings with how ordinary emergency cases are handled.

Methods

The data have been collected through: Qualitative interviews of children, parents, and other family members in 35 FGCEs, half of them have been interviewed twice. Through study of 329 case records, we have also carried out a comparison between FGCEs and Treatment as usual (TAU). The qualitative data has been analysed thematically (Braun & Clarke, 2006), and the quantitative data has with non-parametric statistics comparing the two groups of emergency placements.

Findings

The interviews show that FGCE strengthen the relationships around the child and the family, prevent emergency placements outside the home, encourages better cooperation between the family and the child protection services, facilitate for children's and parents participation and create hope in the families. The quantitative analyses and comparison show that FGCE lead to mobilisation of relatives and networks and less-intrusive interventions for children and contribute to a greater sense of control and predictability for the service users.

Conclusion

The findings show that FGCE meets central challenges in Child Protection Services dealing with emergency situations by reducing stress, offering continuity and participation. Nevertheless, the families are still in need of support.

116

How is Racism Handled and Talked About in Social Worker Education?

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The presentation will draw on international research cooperation between Norway and England exploring how black and minority ethnic students (BME) experience racism during their everyday student life. The study focuses on how race is spoken about and conceptualised, how people are categorised and ordered according to race, and the social interactions where race is understood by participants to be significant. The current presentation is based on interviews with lectures in Social Work Education in England and Norway. The attention is directed toward how social work educators give a credible account of themselves as anti-racist. Drawing on Foucauldian Discourse analysis we are concerned with language, identity and subject positions, how discourses facilitate and limit, enable and constrain what can be said, by whom, where and when regarding racism and ethnicity. We further explore how lectures position themselves in relation to knowledge, values and institutional contexts as well as to a historical perspective.
Our preliminary findings emphasise how strategies like references to theories, personal and professional experiences, research and teaching expertise, personal relationships and being reflective indicate credibility, and authorizes the right to speak. Such strategies further establish the position as "being good" or "right" through contrast structures – for instance in contrast to the staff at practice placements or in contrast to other lecturers. The findings indicate the need for further and more open discussions of normative aspects concerning ethnicity and racism in social work education.

Creating Porous Boundaries Between Universities and Communities: Engaging with Marginalised Communities to Strengthen the Co-Production of Knowledge in Social Work Education

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Background: Social work cannot be pursued to the exclusion of community voices, but rather through approaches that focus on mutually beneficial relationships with marginalised communities. The paper captures the experiences of social work students, with a disadvantaged community in India. Social work students were immersed within this community during their field work placements and through these co-partnerships, were able through their "engagement," to co-produce knowledge relevant to social work practice. This paper then exemplifies the use of "community spaces, "wherein students can learn contextually relevant social work knowledge and where opportunities to practice community-based research can be optimised.

Methods: A qualitative approach was used to guide interviews with social work academics, students and community members (n=15).

Findings: It found that the immersion of students in disadvantaged spaces, helped them strengthen their knowledge of marginalised communities and that community members could serve as co-teachers and co-researchers during their placement. It taught them social justice, and how community based participatory research enhanced community-based learning, whilst simultaneously empowering the community to find solutions to their problems.

Conclusion: It was concluded that the use of community spaces were far richer than the traditional use of placements at social work organizations, as students learned not only to strengthen their intervention with disadvantaged communities but were able to co-create knowledge with them by including members as co-partners in the research process. Hence this enabled them to learn new social work knowledge whilst appreciating the value of respecting community voices.

118

The Right to Housing - Legal Consciousness and Legal Mobilisation of Precariously Living Families in Berlin

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Poster

Social functioning and personal development among individuals with low literacy skills; the role of active labour market policy

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Even as education becomes increasingly important for functioning in society and many welfare states have taken responsibility for providing education, many individuals have insufficient skill levels to fully participate in society. This paper investigates the relationship between low literacy skills and basic functioning and participation in society, focusing on the role of the welfare state in moderating the negative impact low literacy skills have on labour market outcomes, quality of life, digital participation and adult learning. Welfare state initiatives are measured as total expenditures on active labour market policies (ALMPs), and three underlying spending categories: 1) public employment services and administration, 2) training, and 3) private sector employment incentives. Through multi-level analysis of 25 OECD countries and 139,449 individuals, using data from the International Assessment of Adult Competencies (PIAAC) and the OECD, our results show that while low literacy is associated with less favourable conditions related to all outcome variables investigated, ALMPs do not always moderate these negative associations. This is especially true for labour market participation, health and on-the-job training. However, higher ALMP spending is associated with more favourable conditions among low-literate individuals when it comes to job satisfaction, digital participation and life-long learning.

Emergent design - emergency shelters for active substance users

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Background
The Emergency shelter statute of 2009 (Lov om krisesenter) secure safe shelters to women, men and children in need of protection from severe violence, free guidance, temporary housing and follow-up services. The Statute delimit access to persons exposed to violence from a partner/relative, i.e., "kin". A pressing concern is active drug users who are victims of extreme violence outside "kin", and with limited access to emergency shelter services.

Method
Bergen municipality is piloting two models of emergency shelters for active drug users, while planning for new shelters for anyone in need. This paper will show how an emergent methodology allow researchers to go with the flow, and to make taken for granted assumptions problematic.

Findings
The drug milieus are permeated with violence, users distrust welfare services, and urgent care centres are seldom used. Professional responses to violence can be studied at urgent care centres, law enforcement, user organisations, child welfare institutions, prisons, civil commitments, anger management programs and prevention initiatives, to uncover how drug users are constructed as different from non-users. The systems are prepared for either violence or drugs – not both. Naming is framing, and "drug user" is a derogative concept which creates barriers when in danger and need.

Conclusion
Drug users are marginalised and discriminated against in respect to emergency care, access to safe and temporal housing, and health care and social services. Prejudices and professional negligence create barriers for drug users rights to exercise citizenship rights.

121

Using fidelity assessments in social work within a Danish labour market context

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Background: Fidelity assessments in social work within active labour market programs have gained increasing attention when implementing evidence-based employment programs (Bakkeli et al., 2020). This paper presents insights from applying fidelity assessments within a Danish intervention study, implementing a modified Individual Placement and Support (IPS) program targeting unemployed youth with less severe mental health problems (SE-Youth).

Methods: The SE-Youth program is implemented in three municipal job centres during a five-year period (2019-2023). A fidelity assessment is carried out annually, based on a modified IPS fidelity scale measuring the level of program implementation within three categories: staffing, organisation, and services (Swanson & Becker, 2015). Our presentation is based on results from these fidelity assessments combined with a longitudinal qualitative study of repeated interviews with three SE supervisors and four middle managers.

Findings: We demonstrate how SE supervisors and middle managers simultaneously perceive fidelity assessments as both a control mechanism and a tool for learning. Further, the fidelity assessments help legitimise the SE-Youth program within an organisation dominated by more traditional active labour market programs. Finally, fidelity assessment acts as a tool to stabilise the organisational set-up in a job centre context, otherwise facing continuous changes due to shifts in employment policy, financial resources, and local priorities.

Discussion: Findings are discussed based on existing research on the implementation of IPS and the use of fidelity assessments (Bakkeli, 2022; Bakkeli et al., 2020; Bonfils, 2021; Drake et al., 2012) and evaluation theory (Vedung, 1997).

122

Variations related to children's participation in the interdisciplinary collaboration in cases involving violence and sexual abuse against children.

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This study examine what kind of similarities and variations exist in social workers, teachers, and health nurses' experiences of challenges related to children's participation, in matters concerning violence and sexual abuse.

The empirical evidence is drawn from an action research collaborative project between researchers and employees in child protection, school, and health services. It is based on both individual and focus group interviews, as well as dialogue meetings.

The study is framed by an understanding of practical knowledge as whatever lies behind, enables, and becomes visible in the practitioner's practice, where I have looked for discrepancies in the form of tensions between different considerations. I use Jakob Meløe's praxeology as a theoretical framework for examining the variations that emerge.

The study shows that all the actors are concerned with the tension between safeguarding the child and the child's right to participate, and their experiences of what makes participation and cooperation with the child difficult: Uncertainty and lack of knowledge, framework conditions, complexity, and deliberation between different considerations.

Variations are identified as three tensions that arise when balancing the concern for the child and the child's participation, and which can be related to the assignment of the three actors: The teachers describe a tension with their mandate regarding education and consideration for the class. The health nurses describe a tension towards safeguarding the child's health and concern for the family, while the social workers describe a tension towards the obligation to protection and care and consideration for the "case".

123

Knowledgereflected praxis

Halås C[1]
[1]*Nord Universitet*

Knowledge-based practice are criticised of being based on a dominant utility-oriented and instrumental view of knowledge, which breaks with central values of social work and social works view of knowledge. In my presentation, I start from this criticism and introduce knowledge-reflected praxis as an alternative concept and approach. I will show how national steering documents in their intentions balance the need for theoretical and practical knowledge, but in their strategies favour research-based knowledge and an understanding of theoretical knowledge as superior to practical knowledge.
Using Harald Grimen's concept of practical syntheses and Aristotle's concept of praxis, I seek to clarify the theoretical assumptions that must underlie knowledge-reflected praxis. The perspectives help us to direct our attention to what seems constitutive of social workers' judgement, understood as the connections that the social worker creates between the practical, theoretical and moral aspects, in meeting the concrete demands and (challenges) that lie in concrete practical situations, in meeting people within given contexts. By replacing "knowledge-based" with "knowledge-reflected", the reflexive processes are put at the centre. I will present appreciative, critical and constructive reflection, as approaches to reflection, which in various ways can be central to realizing central values in social work. Finally, I will argue that knowledge-reflected praxis as a concept and approach, can help the social worker to a greater awareness, and to articulate and create connections between theoretical and practical knowledge. Potentially, this can activate and liberate different voices, sources and forms of knowledge.

124

Opportunities for Reflection in a World of Digital Measuring

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Background
The measurability of social services has been a hot topic for several years, in both academia and practice. It includes anything from comprehensive RCT studies to local evaluations and follow-ups of work. However, there is tension between, on the one hand, perceiving the measurement culture as an administrative threat to professional social work and, on the other hand, seeing opportunities in using results to motivate improvements in practice. In Sweden, so-called individual-based systematic follow-ups (ISF) has been suggested to produce local systematic knowledge for improving, rather than monitoring, social services.

Methods
The research concerns ISF in social services; how knowledge is produced and used by practitioners within ISF practices. It was conducted within three social service units providing non-institutional interventions for children and families in Sweden. The empirical material consists of 8 observations, 45 documents, and 21 interviews with family therapists, heads of units and departments, executive directors, and development officers.

Discussion
The presentation will be based on both research findings and experience. By adding my own experience from working with development in social services, I discuss the need for supportive digital systems as well as how ISF can be a tool for improving practice at operational level. Based on findings of how reflection is central in making sense of and producing knowledge from IFS results, I suggest the organisation needs to facilitate opportunities for systematic reflection within the ISF practice.

Exploring the Impact of Social Mobilization in Socially Divided Rural Communities: A Pilot Study

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Exploring the Impact of Social Mobilization in Socially Divided Rural Communities: A Pilot Study

Background
In the aftermath of the so-called European migrant crisis 2015, social and residential segregation in rural communities have become a major task to handle for many municipalities. In response, many municipalities attempted to mobilize local organizations, such as associations and businesses, through citizen dialogues to promote sustainable social development. In these processes, the social resilience of the local community, its resistance and capacity för change, becomes a significant aspect to highlight. This pilot study examined these processes of social mobilization in two rural communities, where established residents and refugees were socially divided.

Methods
In order to gain a thorough understanding of the social mobilization process, we employed a multi-method approach comprising of interviews, participating observations, surveys, and interactive dialogue.

Findings

Our study indicates that social mobilization can have both positive and negative effects on a community. On the positive side, it can foster cohesion and collaboration among community members, allowing them to collectively address shared concerns. On the negative side, it can also reinforce existing social divisions and exacerbate existing inequalities. Additionally, our study found that the interactive dialogue between civil servants, civil society representatives and community members often disproportionately benefits the already integrated members of the community.

Conclusion
The study underscores the need to consider both the potential benefits and drawbacks of citizen dialogues. Furthermore, it highlights the significance of utilizing a diverse set of research methods when evaluating social mobilization initiatives.

Outdoor recreation at child residential care homes: Initiation into a friluftsliv culture

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Background:
During my PhD project I have explored care workers' use of friluftsliv (outdoor life) in Norwegian residential care homes in the context of child and youth care. At the care homes friluftsliv is organized as recreational activities. This typically involved trips to backcountry cabins on weekends or holidays. I have explored care workers` intentions and experiences from facilitating friluftsliv activities with adolescents from the care homes.

Methods:
A thematic analysis based on nine semi-structured interviews with care workers.

Findings:
Two themes were generated, "growth through coping with challenges" and "friluftsliv as experience capital". Care workers see friluftsliv as a stimulating environment that promotes personal growth and self-regulation through a healthy coping with challenges. Care workers portray the adolescents at residential care as lacking in culturally valued experiences, and see friluftsliv as a way to provide experiences that can increase their social standing, expand their interests and provide access to new social settings.

Discussion:
I will elaborate on the findings above to discuss how friluftsliv can benefit adolescents at child and youth residential care homes. I will also touch on Arne Næss` ideas concerning the importance of connection and identification with nature. A more intimate relation with nature is argued to promote human-wellbeing and a more eco-friendly lifestyle.

127

Participatory research and practice with People in Vulnerable Situations – Challenges and Opportunities

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To meet future challenges of the population's complex health- and welfare problems, the health- and social services must be renewed. In addition, professional practitioners must be able to adapt to changing needs. Participation for service users in vulnerable situations requires practitioners with ethical awareness and competencies in communication with people who meet challenges in influencing service development.

In the symposium, we present papers based on participatory action research in the project Challenges of participation (CHAPAR), focusing on challenges and opportunities for participatory research and practice among service users in vulnerable situations:
• 	People with dementia (ageing population)
• 	Children and young people in low-income families
• 	People with substance use problems
• 	Immigrants in NAVs introduction program
• 	Interest groups representing the service users

The symposium relates to the overarching conference theme by addressing challenges and possibilities of participation among service users identified in the topics for the conference. In addition, the symposium relates to the subthemes of Participatory research in social work and Theory and practice.

Based on the presentations, the symposium will facilitate discussion on the common challenges and opportunities for participation across sectors and service user groups.

The common theme is user participation among service users in vulnerable situations: How to understand, research and practise participation with service users in vulnerable situations? What are the challenges and possibilities for individual and collective participation? How can learning from each other facilitate service innovation and development?

Challenges of participation with people in vulnerable situations. Facilitating participation for residents with dementia in nursing homes.

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Background
User participation is a requirement in all health- and welfare services. How can we facilitate participation when service users have challenges expressing their views? This study discusses conditions for participation with people in vulnerable situations, embracing participation for residents in nursing homes with dementia as an example.

Methods
Based on qualitative interviews with 24 healthcare workers in two nursing homes and three focus groups with next of kin, we have conducted a thematic analysis (Braun & Clarke, 2006) identifying factors facilitating participation with nursing home residents.

Findings
The analysis identified the following factors affecting participation: The cognitive function of the residents, cooperation with the relatives, communication skills among staff, tools for promoting participation and socio-material context. These factors align with the findings of an international scoping review (Strøm & Slettebø, 2021). However, the staff and relatives also discussed other factors promoting participation in the nursing home, such as the importance of norms and values, the psychosocial work environment and leadership. The study has brought new insight into the importance of organisational culture and work climate for participation.

Conclusion
Social work includes residential care, where residents often have challenges expressing their views on participation. Facilitating participation in residential care requires a multifactor understanding of the conditions for participation. Lessons learned in health care can also be helpful in social work.

Intersectionality and user involvement in the Norwegian Introduction Programme for new arrived refugees and immigrants

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Background: The paper focuses on the Norwegian Introduction Programme (NIP) for newly arrived refugees and immigrants. Research question: How can user involvement for participants in the NIP be understood from an intersectional perspective?

Theory: Intersectionality is employed as an analytical lens to illustrate how social categories and power structures are intertwined and mutually constitute each other. The main objective of an intersectional perspective is to illustrate how social categories with different meanings intersect. The intersection of different social categories helps us understand complex identities and how social structures impact people's living conditions.

Methods The paper is based on case study 4 in the research project Chapar. Nine participants are followed throughout 1,5 years with dialogue meetings once a month. Additionally, we conducted group interviews with four program advisors. The participants have a country background from Syria and have Arabic as their mother tongue. Professional translators were used during the dialogue meetings.

Findings: Our preliminary findings are: User participation is conditioned by the social categories within which the user group is positioned. Unequal power relations combined with often marginalized social categories make user participation challenging to achieve fully.

Conclusion: We illustrate and discuss what and how social categories intersect and what implications it has for user participation for the participants in NIP. Intersectionality as an analytical concept is helpful because it identifies deeper structural mechanisms that make user participation challenging for people in vulnerable situations.

130

User-involvement without words, in health- and welfare services together with persons with profound intellectual disability

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Background
People with reduced cognitive and communicative capacities like profound intellectual disability are challenging common ideas of citizenship and participation, and some claim that opportunities for influencing in own life are scarce for this group. This presentation aims to highlight crucial conditions for participation when service users' autonomy is challenged and enrich knowledge about how user-involvement of people with profound intellectual disability is practiced.
Method
The presentation builds on data from the CHAPAR project applying practice research together with four persons with profound intellectual disability, their family members and staff are participating and cooperating.
Results
Data from observations, dialogue meetings and interviews were analysed as a whole, and several conditions for user-involvement and participation were identified. They are systematized within main categories as relational and organisational/structural conditions.
Discussion
In dialogue with theory related to relational agency and relational autonomy these conditions put forward the complexities embedded in how relational dimensions of user-involvement are evident as practices of communication in everyday life which is intersubjectively lived and performed.

User involvement in research for people in vulnerable situations: challenges and opportunities for children and young people as co-researchers

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Background and purpose
 Involving children and young people in research is valuable to enhance the quality of knowledge and practice innovation in social services. Despite this, connecting social work research and practice, including co-creating knowledge with children and young people, is scarce. The purpose of this presentation is to present findings from a practice-based research project with two young people involved as co-researchers.

Methods
The study is based on a case study in the project CHAPAR. Two adolescents, two parents, four practitioners from the child welfare services (CWS) and the Labour and Welfare Services (NAV) and two researchers worked together in a research circle to develop knowledge about possibilities and challenges for participation for children and young people from low-income families in contact with both services. We have analysed the experiences from the recruitment phase of the project and the continuing dialogues between the different stakeholders in the research circle.

Findings and conclusion
We will present findings related to the challenges and possibilities connected to the (unintended but inherent) uneven and sometimes competing power structures at play in the research circle. The analysis indicates the need for prioritizing sensitivity to children`s positioned perspectives and understandings when producing knowledge in the research process. Further, the analysis points towards sensitizing and balancing participant/stakeholder power and suggests practical ways to achieve this in these fragile research settings.

132

Interest organisations for people in vulnerable life situations. Challenges and opportunities.

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Background
People in vulnerable situations have the same right as others to participate in public spheres and influence health and welfare services. Organisations that support these people and promote their interests are essential to their participation, as they often need support to participate at the collective level.

Method
This study explored how people in vulnerable situations participate in interest organisations and how these organisations influence service development. We conducted qualitative interviews with fourteen representatives from eight organisations. The organisations represented people with dementia, intellectual disabilities and substance use problems, asylum seekers, children in contact with child welfare services and children of parents with substance use problems.

Findings
The findings suggest that people with personal experience may have difficulties becoming formal spokespersons in interest organisations and often participate as living examples. People in vulnerable situations participate more in the informal than the formal part of interest organisations.

Moreover, the findings illustrate how interest organisations combine participation in formal user participation channels and informal interaction with public stakeholders through traditional outsider channels, such as different media and protest acts, to gain influence. The presentation will discuss pitfalls and possibilities regarding representation and legitimacy. In addition, we discuss the organisations' interaction with public stakeholders considering tokenism, co-option, and impact.

Conclusion
Representation of people in vulnerable situations varies between being direct, supported and indirect Interest organisations strategically manoeuvre between collaboration and excising pressure to influence the welfare services. However, the impact of these activities is often challenging to identify, increasing the possibility of tokenism.

´Recovery is up to you´: translating and organising a peer-led course within the framework of the Norwegian community health and welfare services

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Background: The local community services in Norway has the last decade increasingly been focussing on providing recovery-oriented services. An essential part of recovery is the peer support. ´Recovery is up to you´ is a peer-led course developed in the Netherlands. This article concern the process of translating an implementing the course in three Norwegian municipalities.

Methods: Semi-structured interviews with course attendees and course leaders were conducted to get information on how the course was experienced. In addition reports and notes from meetings in the administrative group were used to get information about the process of making decisions regarding the organising and delivery of the course. Lastly, checklist filled out by the course leaders after each session were used to supplement their interview statements on how they accommodated the course manuals. Stepwise-deductive-inductive analysis were used.

Findings: We identified three main themes that were discussed and considered relevant regarding the organising and delivery of the course. 1 – The translation process 2 – Fidelity and 3 – The course leader role

Conclusion: The course is translated and implemented in a Norwegian community setting with small necessary adaptions. The study participants that was involved in the course sessions expressed that the course was encountered as helpful. Based on research from the implementation process further appropriate adaption will be made. The study participants expressed that the course was a useful supplement to the existing services and a relevant utilisation of the peer-competence.

A System Test

Moser D[1]
[1]Non-affiliated

This is a test that the system is still accepting abstracts

On the reconstruction of family life and institutional forms of parentification. Unaccompanied minors' experiences with family reunification in Belgium and Norway

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From 2015 onwards, Europe and thus also Belgium and Norway have been confronted with a rise in refugee inflow. This has challenged countries with the reception of asylum seekers and the integration of refugees. Support for maintaining family ties across borders and assistance during and after the process of family reunification has received far less focus. Everyday experiences and stories of unaccompanied minors after reunification are underrepresented in the literature.

Our research in Belgium and Norway on family reunification by unaccompanied minor, focuses on the lifeworld-dynamics of family relations, reconnecting family members that have been separated for years in time and space. We analyze the impact of family reunion 'policies' during and after the demand for family reunification.

This research is based on qualitative interviews with unaccompanied minors in Belgium (15) and Norway (10) and on interviews with social professionals that support them.

Based on the interviews with unaccompanied minors, we narrate minors' very diverse experiences with reunification and family dynamics after reunification. What are the experiences of unaccompanied minors with social professionals supporting their families throughout this process? Concerning this question, we will argue that the policy environment, with boundaries set out by political agencies and sometimes reproduced by social professionals may create institutionalized forms of parentification. The requirement that families live together for five years after being reunited is one example, another is the way local integration work is organized, leading to social work practices such as relying on minors as mediators and navigational assistants for the family.

Inclusion skills in context - to actively learn how to implement inclusion, using the example of the family center

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Inclusion skills in context - to actively learn how to implement inclusion, using the example of the family center

The results from the current teaching and research project „Inclusion competence in context - for actively learning how to implement inclusion" will be presented.
The question of how social work students develop, implement and further develop offers for inclusion in interaction with the multiprofessional professionals of family centers is explored. In doing so, they must deal with current social challenges such as the strong increase in refugee families but also the new demands on the work in a family center.

Both students and practitioners often still have a primarily disability-focused understanding of inclusion and are working their way into a comprehensive understanding of inclusion.
In teaching, in addition to theoretical introductions and instruction in the design of inclusive health and life skills promotion offerings, regular reflections in seminar and the method of learning portfolios are used throughout the semester. The learning portfolios focus on the students' subjective view and experience of the process of knowledge acquisition, preparation, practical planning and implementation, as well as the joint evaluation of their own inclusive offering. Simultaneously, they deal with the standards and implementation possibilities of inclusion both in the seminar and in cooperation with the family center. This presentation will present the teaching project on the one hand and the results from the related research on the other.

137

How can thesis writing in professional education become more relevant for practice and boost students' self-reflective and analytical enskilment and anti-oppressive outlook?

Fagerlid C[1]
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Poster

138

User involvement and Client-near practices in Social- and Mental Health Services. Challenges and opportunities for further developments in the Nordic countries.

Ineland J, Nouf F

It is common knowledge In the Nordic countries, that user involvement is hailed as part of a larger societal development for democratizing and improving social work practices as well as challenging the history of paternalism against people in need of mental health services. The reasons for user-involving practices are abundant; it corresponds to democratic ideals, for redistributing power in professional relations, making welfare services more efficient, and making professional relations more reciprocal, etc. However, less is known about ways in which to implement inclusive practices and how to assess and value the effects and outcomes of different programs and initiatives with user-involving ambitions.

This presentation provides fresh findings on these issues in the Nordic countries, drawing from empirical findings in a compilation of knowledge (published in 2022) and a meta-analysis (published in 2023). In detail, the presentation provides answers to Nordic experiences of a) methods used to study user involvement, b) effects and outcomes of user-involving strategies, and c) how they relate to the overarching ambitions of high-quality services in mental health organizations in the Nordic countries. The presentation also provides important insights into factors that differentiate positive/promoting and negative/restrictive user experiences of participation, involvement, and prerequisites for being seen as an epistemic citizen. Finally, the presentation suggests different ways in which these results are important to acknowledge for further empirical research and development of user involvement in the Nordic countries.

Animal-assisted therapy (AAT) with dogs: Useful for young people in physical rehabilitation considering the development of their skill-based social competence?

Røysum A

Background

Animal-assisted interventions (AAI) are becoming increasingly widespread also in Norway. More generally, we find measures with animals in schools, universities, farms, riding centers, hospitals, rehabilitation centers, prisons, and in care for the elderly (Fine, ed., 2019).

AAI is a collective term for measures with animals as a supplement to ordinary measures, activities, and treatment of people. Within Animal Assisted Therapy (AAT), animals are used as environmental creators through Animal Assisted Activity (AAA), as educational tools through Animal Assisted Pedagogy/Education (AAE), or as a targeted intervention in an integrated part of the treatment process in AAT (IAHAIO, 2018).

In this study, we explore AAT with dogs (at a Norwegian rehabilitation center) in the physical rehabilitation of young people, considering the development of skill-based social competence.

Methods

We interviewed five patients between the ages of 16 and 30 with physical illness, and two animal-assisted therapists, at a rehabilitation center. We also carried out a systematic literature study on the same topic. Only four studies met the inclusion and exclusion criteria: but only one dealt with young people with physical illness as the main challenge. We considered that the other three could still say something about the issue.

Findings

The interview study shows that AAT with a dog can be supportive in the physical rehabilitation of young people. They experienced increased awareness of voice use and body language, as tools for coping, assertiveness, and standing in difficult social situations. The literature study supports these findings for young people with different challenges, including physical illness.

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