



Curriculum „Enhancing participative practice in social work”

Intellectual Output 5 INORP

This output has been developed as part of the INORP project, *Innovation by supporting reflexivity and participation: Strengthening education and professionalization of social work on the border of other professions*, co-financed by EU funds under the Erasmus+ K203-CAC1B7D2 strategic partnership for innovation for the period 2020-2023. The project partners include:

- Charles University (Czech Republic) as Project Coordinator;
- Ghent University (Belgium);
- Helsingin Yliopisto (Finland);
- University College Dublin (Ireland);
- Cooperativa De Ensino Superior De Serviço Social (Portugal)- leading organization of this output (Walter Lorenz and others).

The Association of Educators in Social Work (ASVSP) is an associate partner.

Preamble:

These model proposals aim to develop a critical and differentiated understanding of and competence in participative approaches to learning, practice and research in the social professions. This is supported by an emphasis on reflectivity throughout by means of guiding questions. Reflective abilities are an essential competence for accountable professional practice (but are not the explicit objective of this curriculum). As a criterion for defining and clarifying the purpose of participatory approaches to practice and learning they correspond to the fluidity and flexibility intended in this proposal since participation cannot be learned according to standardised rules. Reflectivity is a skill for monitoring the effects the exposure to the material and the encounters with service users have on the learners and their learning processes. Reflectivity is to be treated not primarily as an individualised activity but as a dialogical process whereby knowledge, experience and assumptions can be explored openly without the pressure of thereby finding “the definitive approach”. The aim of the programme is therefore to explore the margins of both reflectivity and participation in an interactive context and approach

This requires explicit attention to processes of trust-building among teachers and learners, learners among themselves, service users and academic institutions.

The guiding principles underlying this proposal are contained in the accompanying “Practice Guide” - Output 4 INORP

Level 1: Basic academic level (1st cycle) module

Lesson 1 (2 hours): preparatory considerations – social work theory context

theme	topic	Guiding questions
Professional core principles	<p>Reasserting professional principles of social work</p> <p>Social work aims at achieving changes in people’s lives chiefly through their consensual participation in the required processes. Therefore, participation in practice is not an optional extra that applies only to selected situations but a <u>fundamental requirement</u> of all forms of practice, even where there are compulsory constraints placed on the interaction.</p> <p>Global Definition of the Social Work Profession</p> <p>“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing. The above definition may be amplified at national and/or regional levels.” (IFSW, 2014).</p>	<p>What constitutes the dignity of a person?</p> <p>What factors can limit the capacity of a person to be self-determined?</p> <p>In what sense does the “Global Definition of Social Work” imply principles of participation?</p>
epistemology	<p>“Diagnosis” between “objectivity and subjectivity”</p> <p>The discussion on “subjectivity and objectivity” is misleading; instead, authors use the term “<i>lived experience for the direct experience of the world which orientates a person’s self-conception and around which individuals organise their lives. This position is central, since it differs from an understanding of meaning as singular and instead opens up meaning to be seen as an ongoing dialogue between alternatives</i>”. (Lilja & Josephsson, 2017, 34).</p> <p>Consequences: This requires negotiating “<u>access</u>” to and understanding of service users’ life-world,</p>	<p>List some factors which are used to define your identity “factually” (gender, age, passport etc.) – do they define their meaning for you?</p> <p>When did hearing a service user’s description of a problem fall outside your own “lived experience”?</p>

	background and the meaning frameworks within which they act and conduct their lives. <u>Access and participation condition each other</u> – neither is just a “technical” matter: The issue of inclusive participative environments is a multidimensional phenomenon anchored in aesthetic, cultural and political considerations.	What emotional reactions did that trigger in you?
ethics	Participation requires ethical considerations Bridging the divide between different worlds of meaning poses a considerable challenge and implies <u>potential for conflict, misunderstandings and mistakes</u> because it inevitably exposes status and power differentials of various kinds To safeguard all participants and to respect the <u>vulnerability</u> implied on all parts <u>ethical standards</u> need to be applied explicitly to all transactions so as to set acceptable limits to the extent to which personal details can be shared, emotions can be made subjects of learning and expectations for certain outcomes can be raised.	Consult the Code of Ethics for the social work profession in your country – which principles are most relevant for participatory approaches? Where do you anticipate conflicts of interest regarding the principle of confidentiality in contacts with service users?

Resources:

Afrouz, R. (2022). Developing inclusive, diverse and collaborative social work education and practice in Australia. *Critical and Radical Social Work*, 10 (2).

<https://doi.org/10.1332/204986021X16553760671786>

Banks, S. (2011). Ethics in an age of austerity: Social work and the evolving new public management. *Journal of Social Intervention: Theory and Practice*, 20(2), 5–23.

<https://doi.org/http://doi.org/10.18352/jsi.260>

IFSW (International Federation of Social Workers), (2014). *Global Definition of Social Work*.

<https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>

Sheppard, M. (2006). *Social Work and Social Exclusion: The Idea of Practice*. London: Routledge.

<https://doi.org/10.4324/9781315242859>

Lesson 2 (2 hours) preparatory considerations – the personal context

theme	topic	Guiding questions
motivation	<p>Social work is a profession that expresses a certain “vision” of society –</p> <p>Orientation options could be</p> <ul style="list-style-type: none"> - A just society - A well functioning society - A clearly structured society - 	<p>What were the basic motivations for you wanting to be a social worker?</p>
awareness	<p>All action and interaction take place within <u>personal value systems</u> that include preconceptions, biases, cultural traditions and fundamental personal beliefs.</p> <p>Elements that make up a personal profile</p> <p>Elements that make up a professional profile</p>	<p>In what situation do I become aware of my “guiding beliefs”?</p> <p>Where do they coincide with / conflict with what is expected of a social worker?</p>
reflection	<p>Preparation for and accompaniment of participative learning processes must therefore be guided by explicitly organised and guided opportunities for reflection.</p> <p>Learning from reflection can only take place in a non-authoritarian context and relationships that allow also for ambiguity and mistakes to be openly recognised (Sicora, 2017)</p>	<p>What kind of situations make me reflect?</p> <p>What categories of topics does my reflecting activate?</p> <p>What circumstances and conditions facilitate my reflecting?</p>

Resources:

Adams, R. (2008). Empowerment, participation, and social work (4th ed.). Basingstoke: Palgrave Macmillan.

Sicora, A. (2017). Reflective Practice, Risk and Mistakes in Social Work. *Journal of Social Work Practice*, 31(4). <https://doi.org/10.1080/02650533.2017.1394823>.

*Sterling, J., Jost, J. T., & Hardin, C. D. (2019). Liberal and Conservative Representations of the Good Society: A (Social) Structural Topic Modeling Approach. *SAGE Open* 9 (2). <https://doi.org/10.1177/2158244019846211>

Lesson 3 (4 hours): Conceptual clarifications 1: Reflectivity

theme	topic	Guiding questions
Psychological dimensions	<p>Reflecting - awareness - thinking</p> <p>Reflecting is an essential and very specifically human capacity. It is linked to the notion of awareness and indicates that human actions are distinguished by individual purpose-giving that is in turn embedded in social and cultural sets of meaning.</p> <p><i>Research on reflectivity demonstrates the neuro-scientific and psychological necessity of acknowledging the constant influence of pre-conscious conceptual social categories and structures which guide orientation but need to be subjected to processes of awareness in order to make interaction productive and creative</i></p>	<p>What circumstances stimulate my awareness? What is awareness then focused on? How do I perceive that awareness turns into reflection? In what circumstances did I “learn to reflect”?</p>
Professional dimensions	<p>The ability to reflecting systematically legitimates professional autonomy AND accountability.</p> <ul style="list-style-type: none"> • Reflecting as necessity: professionals deal with such <u>complex situations</u> that regulations cannot capture in sufficient detail without becoming reductive • Therefore, reflective practice requires references to <u>detailed scientific knowledge</u> on the basis of which professional decisions in individual constellations of circumstances can be legitimately made • <u>Personal factors</u> (values, temperament, cultural background etc.) on the side of the professional not only cannot be excluded, but are an essential part of the professional “skills repertoire” if used from a critical, distanced position of “awareness” of their power implications 	<p>Think of any “social problem” you might have encountered – what are the limitations of “simple solutions” that might be suggested “without reflecting”? What is the value and function of “professionalising examinations” and “accreditation” in recognised professions? Should professionals appear “neutral”?</p>
Political dimensions	<p>Reflection and democracy</p> <p>Voting rights in a democracy are granted on the basis that mature citizens can make “rational choices”.</p> <p>Citizenship presupposes, but also stimulates, reflective abilities in organising one’s relationship with others.</p> <p>Where these abilities are not (yet) fully developed, pedagogical assistance (not instruction!) is given, e.g. in childhood, in rehabilitation, in therapy.</p>	<p>What kind of considerations guide you on political voting occasions?</p> <p>How can you stimulate reflectivity in learning situations?</p>

	<p>Proposal: “Democratic reflectivity” combines critical aspects of participation and reflectivity in as much as it can guide “learning processes” in interaction</p> <ul style="list-style-type: none"> - with professional colleagues (in teams, or through professional supervision) - with service users individually or in organised group sessions or community settings 	<p>How important are for you democratic features of team and group meetings?</p>
--	--	--

Resources:

*Adams, M. (2003). The reflexive self and culture: A critique. *British Journal of Sociology*, 54(2), 221–238. <https://doi.org/10.1080/0007131032000080212>

*Archer, M. (2012). *The Reflexive Imperative in Late Modernity*. New York: Cambridge University Press.

D’Cruz, H., Gillingham, P., & Melendez, S. (2005). Reflexivity, its Meanings and Relevance for Social Work: A Critical Review of the Literature. *British Journal of Social Work*, 37(1), 73–90.

<https://doi.org/10.1093/bjsw/bcl001>

Dzur, A. W. (2019). Democratic Professionals as Agents of Change. In A.W.Dzur, *Democracy Inside: Participatory Innovation in Unlikely Places* (pp. 1–24). Oxford: Oxford University Press.

<https://doi.org/10.1093/oso/9780190658663.003.0001>

Ferguson, H. (2018). How social workers reflect in action and when and why they don’t: the possibilities and limits to reflective practice in social work. *Social Work Education*, 37(4), 415–427.

<https://doi.org/10.1080/02615479.2017.1413083>

*Lieberman MD, Gaunt R, Gilbert DT & Trope Y. (2002). Reflection and reflexion: a social cognitive neuroscience approach to attributional inference. *Advances in Experimental Social Psychology*. 34:199– 249.

*Phillips, L. (2000). Risk, Reflexivity and Democracy. *Nordicom Review*, 21(2), 115–136. <https://doi.org/10.1515/nor-2017-0389>.

Lesson 4 (3 hours): Conceptual clarifications 2: Political contexts of participation

theme	topic	Guiding questions
Participation as a right	<p>Social and civil rights movements and their demands:</p> <p>Social movements (feminism, black empowerment, civil rights, disability rights, gay rights ...) criticise their exclusion from exercising power and claim full participation in public decision-making processes as a right.</p> <p>In response, international and national legislation opened up new or stronger participation and self-representation rights</p> <p>Examples: “Convention on the Rights of the Child” (UNICEF, https://www.unicef.org/child-rights-convention) or the UN “Convention on the Rights of Disabled Persons” (https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-rights-disabled-persons).</p> <p>Democracy as an instrument for both inclusion and exclusion? “Grounds for optimism” are the expansion of participation rights in many areas</p>	<p>Looking back in history, where did you benefit from the participation claims by social movements?</p> <p>In what areas are you or would you like to become active to campaign for better participation rights?</p> <p>Where would you draw the line and limit public participation rights to certain groups of people?</p>
Participation as an obligation	<p>The neoliberal critique of prioritising citizen rights over citizen obligations.</p> <p>Activation as pre-condition for participation</p> <p>Examples: “Workfare not welfare” (Reagan, Thatcher) “The activated citizen”; “Welfare as trampoline not a hammock” (Schröder). <i>“In variance to the previous government (in Finland), the government in power from 2011–2015 that continued implementing policies for active citizenship and participation, changed the ideological focal point of Finnish citizenship from social rights and benefits to an obligation to work. This impacted the distribution of citizenship rights and duties in a way that increased inequality”</i>(Matthies, Närhi, & Kokkonen, 2018, 10). Watson (2015) found <i>“that the conditionality of workfare-based benefits has a depressive effect on any forms of participation, and in particular on forms of democratic political participation”</i>.(ibid., 14)</p>	<p>How do you perceive your social rights as a citizen of your country – do they make you feel secure that in crises you will be supported, or do they put you under pressure to “protect yourself”?</p> <p>Discuss indications of the following phenomena in current political statements: <i>self-responsibility, community orientation, civil society resources, and the spirit of voluntarism ...</i> how can the empowering core of such phrases be made effective against the manipulative misuse of such terms?</p>
Participation as	<p>Privatisation of former public services is being advertised by governments as “giving service users</p>	<p>Can public goods and services be treated like</p>

<p>“consumer choice”</p>	<p>as customers and consumers a wider range of options to choose from”.</p> <p>Trends in the “outsourcing” of social and care services, creation of a “market of services” instead of the “monopoly” of state services create new forms and conditions of participation.</p> <p><i>“Participation under ideology-determined social policy conditions of neoliberalism becomes “Janus faced... We argue that this type of two-fold participation paradigm deepens the disparity within society, as people dependent on welfare services and in a precarious labour market situation do not benefit from the greater freedoms, and instead have to behave according to the increased expectations enforced by these freedoms” (Matthies, Närhi, & Kokkonen, 2018, 13).</i></p>	<p>commercial goods and services?</p> <p>What are the likely effects of the emphasis on personal choice for equality in society?</p>
<p>Risks for a “mechanical” application of participation</p>	<p>The inflationary, prescribed use of participation can lead to the concept becoming</p> <ul style="list-style-type: none"> - “tokenism” (Beresford, 2010) due to “service users functioning as pawns rather than pioneers” (Roets et al., 2012), - “confidence trick”, seducing service users into disclosing information over whose use they have no control and which aids primarily the “experts”, - a mere “buzzword” that satisfies only superficial criteria without touching issues of power inequalities (Cornwall & Brock, 2005), - a means of “reproducing subordination, inferiority, and powerlessness” because the issue of power in helping relationships is being obscured through the pretence of equality (Boone et al., 2019), 	<p>In what context does the invitation / condition to practice participation arise?</p> <p>What is the declared and what is the hidden agenda of a programme that makes a participatory approach to practice a condition?</p>

Resources:

Beresford, P. (2010). Public partnerships, governance and user involvement: A service user perspective. *International Journal of Consumer Studies*, 34(5), 495-502.
<https://doi.org/10.1111/j.1470-6431.2010.00905.x>

Boone, K., Roets, G., & Roose, R. (2019). Raising a critical consciousness in the struggle against poverty: Breaking a culture of silence. *Critical Social Policy*, 39(3), 434–454.

Cornwall, A., & Brock, K. (2005). What do buzzwords do for development policy? A critical look at ‘participation’, ‘empowerment’ and ‘poverty reduction’. *Third World Quarterly*, 26(7), 1043-1060.

*della Porta, D. (2022). Progressive Social Movements and the Creation of European Public Spheres. *Theory, Culture and Society*, 39 (4). <https://doi.org/10.1177/02632764221103510>

Handler, J. F. (2005). Workfare Work: The Impact of Workfare on the Worker / Client Relationship. *Social Work* 3 (2), 174–181.

Matthies, A.-L., Närhi, K., & Kokkonen, T. (2018). The Promise and Deception of Participation in Welfare Services for Unemployed Young People. *Critical Social Work*, 19(2), 1–20.

<https://doi.org/10.22329/csw.v19i2.5677>

Roets, G., Roose, R., De Bie, M., Claes, L., & Van Hove, G. (2012). Pawns or pioneers? The logic of user participation in anti-poverty policy making in public policy units in Belgium, *Social Policy & Administration*, 46(7), 807–822. <https://doi.org/10.1111/j.1467-9515.2012.00847>

*Rosanvallon, P. (2011). The Metamorphoses of Democratic Legitimacy: Impartiality, Reflexivity, Proximity. *Constellations* 18 (2), 114–123. <https://doi.org/10.1111/j.1467-8675.2011.00631.x>

Taylor-Gooby, P. (1989). The politics of welfare privatization: The British experience. *International Journal of Health Services* 19 (2). <https://doi.org/10.2190/NGX2-3YK9-CRKU-P4T3>

*Tronto, J.C. (2013): *Caring Democracy. Markets, Equality, and Justice*. New York University Press.

Watson, S. (2015). Does welfare conditionality reduce democratic participation? *Comparative Political Studies*, 48 (5), 645–686.

Lesson 5 (3 hours): Preparing for participative learning experiences

theme	topic	Guiding questions
<p>Establishing partnership with a user group</p>	<p>In many countries, it is now a requirement that users of social services become engaged in teaching the social work curriculum. Initiatives to involve service users can come from academic staff or from students themselves. Pre-contact considerations:</p> <ul style="list-style-type: none"> - recourse to pre-existing contacts (through placements, academics involved in service agencies, participative research projects) - clarification of “representation” (do user groups select speakers or does the academic side make direct contacts; speaking for themselves or on behalf of a group) - safeguarding vulnerability: engagements must be voluntary, contractual arrangements concerning confidentiality; boundary setting and offers of emotional and financial support for participation - topics and objectives of presentations need to be clearly defined beforehand and if needed re-negotiated explicitly in the process. 	<p>What do I expect to learn from the direct encounter with accounts of experiences by service users?</p> <p>What are they expecting to gain from the encounter?</p> <p>What is the shared context that “frames” the collaboration (e.g. representatives from the neighbourhood of the faculty department, personal engagement by students as volunteers etc)?</p>
<p>Opportunities for shared learning</p>	<p>Listening to “authentic voices” of “lived experiences” functions as an encounter with “the unexpected”, with aspects and information that cannot be presented by written accounts, expert presentations, summary research findings.</p> <p>The unexpected is likely to be controversial, one-sided, in conflict with “standard opinion”.</p> <p>Choosing a secure setting is vital (preparation of a comfortable arrangement of a seminar room, going outside the university to meet at a community facility, experimenting with a “walking seminar”)</p> <p>It requires, but also contributes to, an inclusive atmosphere in which differences of background, identity and power do not disappear (caution: “prescribed tolerance” can invalidate the encounter!) but can be openly acknowledged.</p> <p>Learning aims at distinguishing between legitimate and imposed boundaries and</p>	<p>What did I expect to hear from the presenters? Which of my own life experiences shaped my expectations? With what kind of feelings confronted me “the unexpected”?</p> <p>Which kind of environment communicates a sense of safety to the participants?</p> <p>How can I constructively deal with strong emotions, in myself and in others?</p> <p>Which parts of the information confirm my existing understanding,</p>

	differences and at negotiating mutually acceptable meanings given to those differences.	which challenge this understanding?
Pitfalls and risks	<p>Service users as presenters of their knowledge might not have any experience in sharing it with “strangers”. This might impact and even distort the information conveyed in unintentional ways.</p> <p>Presenters are very dependent on authentic reactions to clarify “where they stand” in relation to the others. Insecurity infringes authenticity.</p> <p>Divergences of interest between different presenters might arise during a session.</p> <p>Service users may have experiences of hostility against their “voice” in a public context and present their knowledge either in a self-blaming or in a defensive manner. Such reactions might increase their vulnerability.</p>	<p>How can I express “active listening”?</p> <p>With what kind of reactions can I facilitate the learning opportunities of the presenter?</p> <p>What are the indicators of “genuine appreciation”?</p>

Resources:

See INORP resource output 4: The RPP Model:



Driessens, K., & Lyssens-Danneboom, Vicky, editor. (2022). *Involving Service Users in Social Work Education, Research and Policy : A Comparative European Analysis*. Bristol: Bristol University Press

*Goh, E. C. L. (2012). Integrating Mindfulness and Reflection in the Teaching and Learning of Listening Skills for Undergraduate Social Work Students in Singapore. *Social Work Education*, 31(5). <https://doi.org/10.1080/02615479.2011.579094>

Rogers, A., & Welch, B. (2009). Using standardized clients in the classroom: An evaluation of a training module to teach active listening skills to social work students. *Journal of Teaching in Social Work*, 29 (2). <https://doi.org/10.1080/08841230802238203>

Schietecat, T., Roets, G., Vandenbroeck, M. (2018). Capturing life histories about movements into and out of poverty: A road with pits and bumps. *Qualitative Social Work*, 17(3), 387-404.

Spector-Mersel, G. (2017). Life Story Reflection in Social Work Education: A Practical Model. *Journal of Social Work Education*, 53 (2). <https://doi.org/10.1080/10437797.2016.1243498>

Lesson 6 (6 hours): Transferring reflective participative learning principles to participative practice contexts

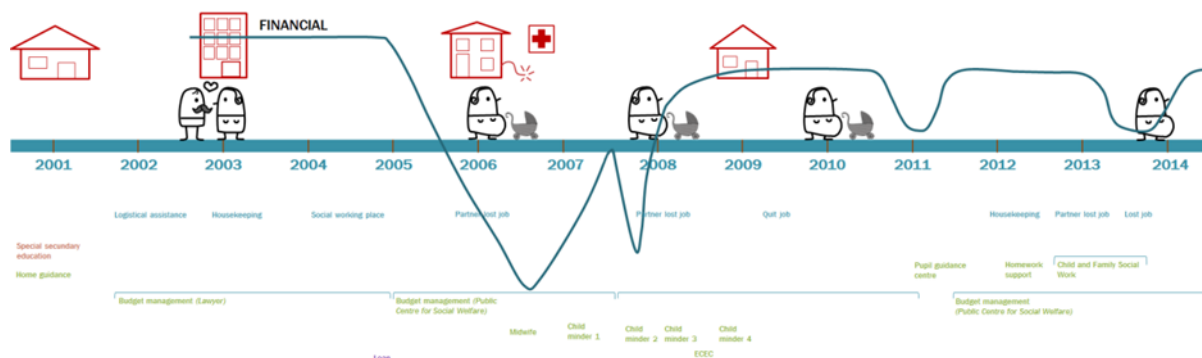
General preparation:

Learning from interactive practice experiences is strongly aided by learning “tools” that support the reflective dimension of “learning from experience”

<p>Tools aiding the learning process of students</p>	<ul style="list-style-type: none"> - Reflective diaries (the dynamic transfer of non-linear impressions, collected during encounters in practice contexts, to the linear process of writing sentences is a process that mirrors the direction in which reflecting “systematises” elements of conscious and pre-conscious mental material) - “Context sampling” (photography, audio-recording, representative objects etc. can amplify the memorisation of incidents and impressions and provide material for the “re-creation” of practice situations under supervision; this tool underlines the different perspectives that can be taken on given situations) - “critical incidents” (the re-construction from memory of situations that posed specific challenges and the considerations that were examined as options for intervention, as well as their theoretical and methodological grounding)
<p>Tools aiding participants to have “voice” and “tell their story”</p>	<ul style="list-style-type: none"> - Life story graphs (templates for the sequential visualisation of significant life events in response to critical context changes; see example below and context in case illustration on INORP output 4, case example Ghent) - Photography, sketching, audio-recording (handing appropriate recording gadgets for autonomous use to service users can collect material under their control. Discussions on the product allow them to attribute their personal meaning to the items sampled) - Story boards (specially for children, adults with communication difficulties who find it difficult to verbalise impressions, feelings and views, see reference below)
<p>Digital tools and access to social media</p>	<p>Digital communication technology is frequently portrayed as automatically enlarging participation opportunities. This may be true in certain cases but professionals must raise the issue of “access justice and equality”.</p> <p><i>“It is not just that those who care about cultural and political participation should attend to differences in access, as they may reflect and perpetuate existing power differentials. We must go further, delving into how it is that <u>specific forms of technology, regulations of media, types of content, and uses of digital media</u> challenge existing structures of power and ideologies of identity by revealing what is hidden by mainstream advertising or utopian discourses surrounding new media”.</i> (Ellcessor, 2016, p. 197).</p>

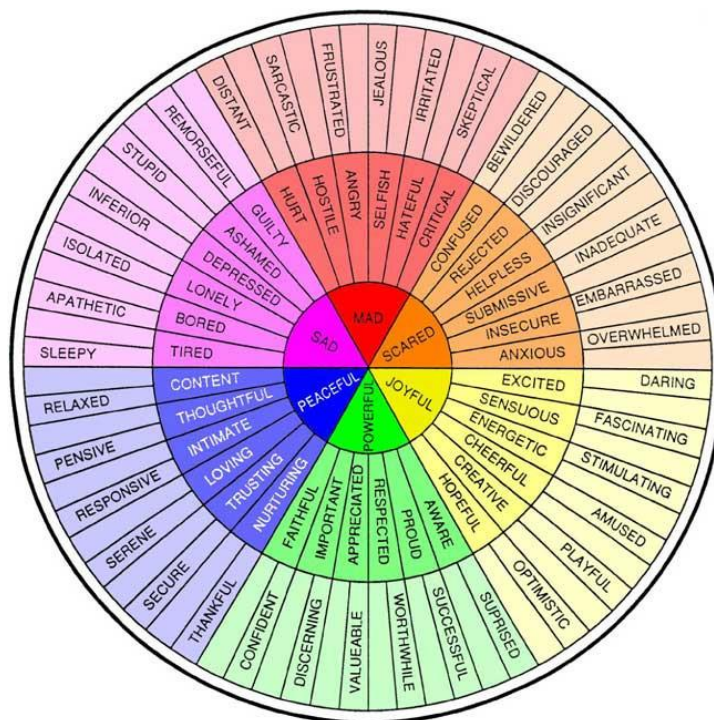
Resources:

Life trajectory example:



From: Schiettecat, Roets, & Vandenbroeck (2018).

Story board example:



Emotional colour wheel, from "Voice of the child toolkit"

<https://www.socialworkerstoolbox.com/voice-child-20-sheets-gain-childs-wishes-feelings-views/>

Knei-Paz, C. & Ribner, D.S. (2000). A narrative perspective on "doing" for multiproblem families. *Families in Society*, 81(5), 475-483.

Schiettecat, T., Roets, G., Vandenbroeck, M. (2018). Capturing life histories about movements into and out of poverty: A road with pits and bumps. *Qualitative Social Work*, 17(3), 387-404.

Preparation for intervention:

theme	topic	Guiding questions
Creating supportive and effective conditions	<p>Participation by service users in finding solutions is not optional but a core condition of professional social work.</p> <p>Meaningful participation arrangements combine the following considerations:</p> <ul style="list-style-type: none"> - Recognition of past experiences with officials and services - Acknowledgement of power differences, statutory responsibilities, legal constraints - Acceptance of multiple perspectives on “problems” - Attention to the material dimensions of somebody’s need - Attention to the emotional implications of an expression of need <p>Krumer-Nevo & Barak (2007, 37) conclude from their research that the <i>“clients’ plea not to separate their emotional needs from concrete, material needs is very important, especially in times when practice which deals with the “depth” of feelings, emotions and relationships is often abandoned by the preoccupation with the “surface” managerial agenda of outcomes and accountability” ...</i></p>	<p>For what precise purpose is it important to hear and strengthen the voice of service users before and during intervention?</p> <p>Am I prepared to deal with conflicting versions of “need”?</p> <p>Am I aware of the extent and the limits of my professional power?</p>
Recognising strengths and agency in relation to constraints	<p>Research findings (ibid p. 38): overcoming the “deficit perspective”</p> <p>The first is their call to be heard and seen not only through their weaknesses and “pathologies,” but through their strengths and the power of their will.</p> <p>Second: it is the duty of professionals to be knowledgeable about the real life conditions of poverty and the lack of genuine opportunities, and to take upon themselves the role of the “middleperson” who “educates” the public about the experiences and consequences of poverty.</p> <p>The collaborative approach assumes that all families have competences (as well as a lack of competences) and are entities which experience to solve problems (e.g. Berg & De Jong, 1996).</p> <p><i>“Our results demonstrate that if social work aims to support participation and involvement in active citizenship, a genuine respect for service users has to be evident by taking seriously their perspectives, knowledge, and experiences about services”</i> (Matthies, Närhi, & Kokkonen, 2018, 15).</p>	<p>According to what kind of criteria did I construct my version of “what is the problem”?</p> <p>Can I see strength and competence in the way in which a service user tried to deal with a problem?</p>
Conditions of access	<p>Legal considerations (for instance access to children), “right to be heard”</p>	<p>Have I checked the legal requirements that “frame”</p>

	<p>considerations of consent, declaration of intentions, securing confidentiality, “access” needs to be continuously re-negotiated participatively in the process of the exchanges</p>	<p>the encounter with a service user? How do I communicate these?</p>
<p>Epistemic rights and boundaries</p>	<p>epistemic rights: the ‘<i>distribution of rights and responsibilities regarding what participants can accountably know, how they know it, whether they have rights to describe it, and in what terms</i>’ (Heritage and Raymond, 2005, p 15). Service users are supposed to have epistemic authority (‘ownership’) of their own inner thoughts and experiences as well as knowledge of their personal life histories, whereas people in the medical, psychological and social work professions, among others, are expected to possess knowledge because they have educational qualifications based on these formal domains of knowledge. Intervening on the basis of a trusting relationship appears as central in all research, however it requires the distinction between “personal friendship” and “professional friendship” (e.g. Ribner and Knei-Paz, 2002; Saar-Heiman, Lavie-Ajayi, & Krumer-Nevo, 2017).</p>	<p>What are the differences between mine and the service user’s “framing” of the problem? How do I deal with the discrepancy?</p> <p>In which circumstances do I make reference to my professional qualifications?</p> <p>What allows me to feel and express sympathy for a service user? How am I prepared to deal with feelings of rejection, repulsion, hostility?</p>
<p>Objectives, outcomes</p>	<p>Outcomes in participative approaches are largely unpredictable.</p> <p>Agreed or contractual premises must therefore include what is to be gained in the process and what are the objectives stated from both sides. “<i>Intervention occurs as a compromise between the professional and the family, in a context of respect and cultural curiosity</i>” (Sousa & Costa, 2010, 444). Nevertheless, service users can rightly expect tangible outcomes in terms of their material and their emotional needs and in terms of possible changes in my organisational approach to them and in wider social policies.</p> <p>Participative approaches aim to make social citizenship a lived, embodied experience for the participants (Huber et al., 2019).</p>	<p>What would for me be the best possible outcome of the intervention?</p> <p>Which are the differences between my and the service users’ notion of an “ideal solution”?</p> <p>Does my experiencing “the case” induce me to question the adequacy of existing service provisions or social policies?</p>

Resources:

Berg, I.K. & De Jong, P. (1996). Solution-building conversations. Co-constructing a sense of competence with clients. *Families in Society: The Journal of Contemporary Human Services*. 77(6), 376–391. <https://doi.org/10.1606/1044-3894.934>

* Heritage, J. and Raymond, G. (2005). 'The terms of agreement: Indexing epistemic authority and subordination in talk-in-interaction', *Social Psychology Quarterly*, 68(1): 15–38.

*Huber, M. A., Metze, R., Veldboer, L., Stam, M., van Regenmortel, T., & Abma, T. (2019). The role of a participatory space in the development of citizenship. *Journal of Social Intervention: Theory and Practice*, 28(1), 39. <https://doi.org/10.18352/JSI.583/GALLEY/572/DOWNLOAD>

Matthies, A.-L., Närhi, K., & Kokkonen, T. (2018). The Promise and Deception of Participation in Welfare Services for Unemployed Young People. *Critical Social Work*, 19(2), 1–20. <https://doi.org/10.22329/csw.v19i2.5677>

Ribner, D. S., & Knei-Paz, C. (2002). Client's view of a successful helping relationship. *Social work*, 47(4), 379–387. <https://doi.org/10.1093/sw/47.4.379>

* Saar-Heiman, Y., Lavie-Ajayi, M., & Krumer-Nevo, M. (2017). Poverty-aware social work practice: service users' perspectives. *Child and Family Social Work*, 22(2), 1054–1063. <https://doi.org/10.1111/cfs.12325>

Sousa L, Costa T. (2010). The multi-professional approach: front-line professionals' behaviours and interactions. *International Journal of Social Welfare* 19: 444–454.

Competence perspective:

The material covered to this point constitutes a module to be used at undergraduate (1st cycle) level but can also be used, if students have not yet been exposed to these themes, as introduction to 2nd cycle modules that build on knowledge and competences acquired up to here. Resources relating specifically to the 2nd cycle are marked with asterisk *

Application of Dublin Descriptors to this part of the module:

	1st cycle	Competences reached by a student
Knowledge and understanding	<i>Based on textbooks and new insights</i>	Is familiar with core social work principles Understands the importance, but also the ambiguities involved in participative approaches Is familiar with the social policy trends prevailing nationally and internationally Has a differentiated understanding of ethical standards and their application in sensitive situations
Applying knowledge and understanding	<i>Express professional approach through arguments</i>	Can plan an encounter with a service user group by applying the above knowledge Can give a reasoned account for a planned collaborative intervention Can prepare action options when developments in participation take unexpected turns
Making judgements	<i>Gather and interpret relevant data, reflection on relevant social, scientific or ethical issues</i>	Has examined own values, concepts, feelings, prejudices critically Is familiar with and has experienced guided reflection for professional purposes Can apply ethical criteria in ambiguous and conflictual situations Can understand service users' feelings, priorities and expressions against the background of their personal background and the wider social, cultural and political context
Communication skills	<i>can communicate information, ideas, problems and solutions to both specialist and non specialist audiences</i>	Has learned to express professional and diagnostic concepts in simple language Can distinguish in interactions with service users between what is being said and what is being meant Can give a professional account for choosing collaborative approaches in social work
Learning skills	<i>Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i>	Has developed skills in reflectivity Has developed skills in preparing encounters with service users Has learned to relate personal and emotional expressions to a wider social and political context Has learned to recognise the limitations of knowledge acquired at this stage of training.

Post-graduate module suggestions (2nd cycle)

At this level, students should apply previous knowledge and experience to a number of social service contexts which pose particular challenges for participative approaches. The examples can be exchanged for different user groups according to context.

Example 1: Participation in the context of child welfare and child protection

(to be elaborated in seminar discussions, covering all sections through exercises over a period of 10 hours)

Theme	Topic and skills	Guiding questions
Legal and organisational context	<p>International level of rights: “Convention on the Rights of the Child” (UNICEF, https://www.unicef.org/child-rights-convention) – article 12:” Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.”</p> <p>Nevertheless: national law imposes limitations, e.g.</p> <ul style="list-style-type: none"> - Access to children may require court sanction - Children may only be interviewed on consent of parents - Young children cannot give meaningful consent <p>Agency context:</p> <ul style="list-style-type: none"> - Professionals working in non-government child protection roles can more easily adopt an “inductive approach” (letting the problem definition emerge) to problem identification and solution with children and families. Can place more emphasis <u>on relationship aspects</u> from the outset - Those working in statutory roles, or those whose roles closely aligned to statutory. practice, are mostly limited to see participation as involving service users around problems as already defined, in large part, by the statutory agency. Need to focus <u>on obtaining accurate and substantive evidence</u> 	<p>To what extent does my intervention plan correspond to the articles of the UN Convention?</p> <p>How well informed am I about legal limitations to involving children directly?</p> <p>To what extent does my agency context determine the framing of the worrying issues under discussion?</p>
Format of encounters	In cases of concerns about child welfare and protection, the following formal scenarios pose challenges to the extent children can be directly express Voice and become involved in decision-making:	

	<p>(rehearse the mode and depth of direct child participation in each scenario)</p> <p>Child Protection Conferences: <i>“there is a substantial body of evidence indicating that, despite children’s social care meetings with professionals and families being a key forum for making decisions (Healy and Darlington, 2009), many meetings such as child protection case conferences do not seem to embody or enable principles of self-determination for parents and children. Perhaps because of this, they are often reported to be very difficult for parents and, when they attend, children”</i> (see Hall and Slembrouck, 2001). Cited in Stabler, 2020 p. 30.</p> <p>Family group conferencing <i>is a way of transforming decision making and planning for children into a process led by family members ... Children and young people can also be directly involved in their family group conference, usually with the support of an advocate.</i> (ibid) Families here can be given more responsibility for making decisions – and taking responsibility for achieving the set goals. (see Marsh & Crow, 1998; Ashley et al., 2006).</p> <p>Family Team Decision Making / Family Involvement Meetings and joined case planning have been introduced in many different contexts globally. <i>“Including parents in planning could be a motivating force for parents to work alongside professionals to make agreed plans work, increasing the likelihood of change”</i> (Featherstone et al, 2019).</p>	<p>What structural, organisational and relational factors may impact the manner in which a child takes “voice” in each of these scenarios?</p> <p>To what extent can your role modify the extent of direct participation by children in each scenario?</p>
<p>Guiding principles</p>	<p>Prevailing background: <i>Findings indicated that only a small minority of children were aware of different ways in which their views could be provided at the meeting. Most of the children who attended conferences found them difficult and few felt even partly listened to. The authors highlighted the potential harm caused from participation where children are not adequately prepared or offered choice in how to participate.</i> (Stabler, 2020, p.32 reporting on UK commission finding)</p> <p>Research on children’s experiences and preferences emphasise the following key principles for achieving more positive outcomes:</p> <ul style="list-style-type: none"> • Collaboration and engagement: <i>before the meeting working with the child/young person so that they are fully prepared for what the meeting is about, what it will look like, what might be shared; during the meeting the child/young person has access to an advocate to support them to take part; after the meeting the child/ young person is offered support that</i> 	<p>In what circumstances can participation by children in meetings / conferences be meaningless, in which potentially harmful?</p> <p>What are the factors that prevent a participating child from taking part in discussions?</p> <p>What are the consequences for your preparation for family meetings drawn from research findings?</p>

	<p><i>is relevant to their preferences and needs based on people at the meeting having listened to what they had to say.</i></p> <ul style="list-style-type: none"> • Building trust and reducing shame: <i>before the meeting the child/ young person is given choices around elements of the meeting, such as where it will be held, who might attend to support them, where everyone should sit; during the meeting the child/young person has some control over how they are involved in the meeting, and are able to leave the room as they need to; after the meeting the process of having participated and shared in a meeting, and having been responded to in a positive way, can build confidence and encourage the child/young person to actively participate in decisions about their lives.</i> • Enabling participation in decision making during the meeting <i>ensuring involvement throughout the meeting, rather than just including children and young people at a point specified for ‘the child’s voice’; after the meeting ensuring that the child/young person understands fully what was discussed, the decisions that were made and the reasons behind them.</i>(Stabler, 2020, p. 34) 	<p>Can you suggest improvements in the law of your country that would give children a stronger voice in decision-making over their lives?</p>
--	--	---

Resources:

Ashley, C., Holton, L., Horan, H. & Wiffin, J. (2006) The Family Group Conference Toolkit — a practical guide for setting up and running an FGC service (London, Family Rights Group)

Ashley, C. and Nixon, P. (2007) Family Group Conferences: Where Next? Policies and Practices for the Future. London: Family Rights Group.

Bell, M. (1999) ‘Working in partnership in child protection: the conflicts’, The British Journal of Social Work, 29(3): 437–55.

Bell, M. (2002) ‘Promoting children’s rights through the use of relationship’, Child & Family Social Work, 7(1): 1–11.

Featherstone, B., Morris, K., Daniel, B., Bywaters, P., Brady, G., Bunting, L., Mason, W., & Mirza, N. (2019). Poverty, inequality, child abuse and neglect: Changing the conversation across the UK in child protection? Children and Youth Services Review, 97, 127-133.

<https://doi.org/10.1016/j.childyouth.2017.06.009>

Godar, R. (2015) ‘The hallmarks of effective participation: evidencing the voice of the child’, in M. Ivory (ed.), The Voice of the Child: Evidence Review. Dartington: Research in Practice, pp 10–21.

<https://www.researchinpractice.org.uk/children/publications/2015/december/voice-of-the-child-evidence-review-2015/>

Hall, C. and Slembrouck, S. (2001) 'Parent participation in social work meetings – the case of child protection conferences', *European Journal of Social Work*, 4(2): 143–60.

Hartas, D. and Lindsay, G. (2011). 'Young people's involvement in service evaluation and decision making'. *Emotional and Behavioural Difficulties*, 16(2): 129–43.

Marsh, P. and Crow, G. (1998). *Family Group Conferences in Child Welfare*. Oxford: Blackwell

Stabler, L. (2020). Children's and parents' participation: current thinking. In: C. Diaz (ed.). *Decision Making in Child and Family Social Work. Perspectives on Children's Participation* (pp. 2-41). Bristol: Policy Press.

Tang, C. (2006) Developmentally sensitive interviewing of pre-school children: some guidelines drawing from basic psychological research. *Criminal Justice Review*, 31, 132– 145

Willow, C., Marchant, R., Kirby, P. & Neale, B. (2004) *Young Children's Citizenship*. Joseph Rowntree Foundation, London.

Example 2: Participation in the context of disability services

(to be elaborated in seminar discussions, covering all sections through exercises over a period of 10 hours)

Theme	Topic and skills	Guiding questions
<p>Basic and specific aspects of participation in relation to disability</p>	<p>Consideration to the international and national legal framework of the rights of people with disability: UN “Convention on the Rights of Disabled Persons” (https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-rights-disabled-persons).</p> <p>Practical consequences for social work of regarding disability as a “social construct”:</p> <ul style="list-style-type: none"> - Co-construction of knowledge (“People First” motto: “nothing about us without us”) - Going beyond individual orientation in interventions to reach structural level - Recognising multi-perspectivity <p>Importance of the social model of disability: <i>“the subjective meanings individuals with Intellectual and Developmental Disabilities (IDD) attribute to their own lives, their dreams and their aspirations continue, in many cases, are being ignored”</i> (Neuman, 2020)</p> <p>Critical questions regarding participation and disability: <i>“Are the participatory frameworks in policy discourses and academic literature truly meaningful for all people with disability or older adults? Is participation simply a matter of personal will and choice or are there also structural and practical barriers to universal access? And finally, how does the encouragement of participative practices in old age impact the experiences and identities of older people with disabilities?”</i> (Raymond & Grenier, 2014, 51).</p> <p>Participation needs to be conceptualised and applied as fluid and multifaceted: <i>“The meaning that a person with disability attaches to her participation is multifaceted and has a capacity to change over time as well as in everyday situations, depending on how these play out... If the lived experience of participation is more to be seen as a verb, something you do, then the core of</i></p>	<p>What direct experiences of encounters with people with disability do I have?</p> <p>To what extent can I consider my own abilities to be limited?</p> <p>What are the main factors why people with disability are not prominently presented in public debates / events?</p> <p>In which areas did people with disability gain greater visibility and voice recently?</p>

	assessment shifts from measurement to active collaboration and dialogue". (Lilja & Josephsson, 2017, 38).	
Priorities set by people with disability according to research	<p>Study of research findings</p> <ol style="list-style-type: none"> Self-determination: <i>"participation was not only framed as 'success', 'independence' or 'fulfilment', as contemporary discourses may suggest, but the possibility of making choices about how they would participate in society"</i> (Raymond & Grenier, 2014, 54). Inclusive environments: <i>"Research draws attention to the importance of shifting responsibility for inclusive practices to society, rather than onto the individual. Yet, despite this need for a societal solution, some research participants held an individual responsibility for their integration"</i>. (ibid., 56) Identity integration / intersectionality: <i>"Participants alluded to at least three identity postures grounded in the connexion of ageing and disability: that of older citizens who are equal to others, that of long-term activists struggling for social justice and that of persons who are living the tensions between ageing and ageing with a disability"</i> (ibid. 57). 	<p>Which of these priorities set by people with disability coincide with core social work principles, which go beyond them?</p> <p>How do you understand intersectionality and the importance of identity policies in relation to disability?</p>
Collaborative intervention strategies	<p>The social model of disability: focused on the critique of oppressive practices</p> <p>The rights approach stresses the role of legal instruments in protecting the well-being of people with disabilities</p> <p>The developmental approach is associated with the integration of people with disabilities into the social and economic life of the community and goes beyond offering "individualised solutions"</p> <p>The participative turn: The rights-based, developmental approach</p> <ol style="list-style-type: none"> emphasizes the leadership of people with disabilities and their organizations in campaigning for rights, services, and opportunities. It also recognizes their right to self determination and to be protected against discrimination., a rights-based, developmental approach places emphasis on community living and seeks to normalize living arrangements of people with disabilities. 	<p>How do you understand the interaction of the "material" and the "constructed" aspects of disability in your approach to intervention?</p> <p>Beyond which threshold does the application of a "rights approach" problematic in relation to work with people with disabilities)</p>

	<p>3. To promote economic and social integration, it requires social investments that ensure the acquisition of educational qualifications and skills that facilitate the full participation of people with disabilities in the productive economy. (Knapp & Midgley, 2010, 94)</p> <p>The "Dare to Dream" Project (Neuman, & Bryen, 2022). See below</p>	
--	---	--

Resources:

Raymond, É., Grenier, A., & Hanley, J. (2014). Community participation of older adults with disabilities. *Journal of Community and Applied Social Psychology*, 24(1), 50–62.

<https://doi.org/10.1002/casp.2173>

Beresford, P. (1999) 'Making participation possible: Movements of disabled people and psychiatric survivors', in Jordan, T. and Lent, A., (Eds.). *Storming The Millennium*, London: Lawrence and Wishart (pp. 35-50).

Beresford, P. (2000). Service users' knowledges and social work theory: Conflict or collaboration? *British Journal of Social Work*, 30(4), 489–503. <https://doi.org/10.1093/bjsw/30.4.489>

Croft, S. and Beresford, P. (1996). 'The politics of participation', in Taylor, D. (ed.), *Critical Social Policy: A Reader*, London: Sage, pp. 175-198

Ellcessor, E. (2016). *Restricted Access: Media, Disability, and the Politics of Participation*. New York, USA: New York University Press.

Knapp, Jennifer, & James Midgley, (2010); 'Developmental Social Work and People with Disabilities', in James Midgley, and Amy Conley (eds), *Social Work and Social Development: Theories and Skills for Developmental Social Work* (New York, online edn, Oxford Academic, 1 May 2010), <https://doi.org/10.1093/acprof:oso/9780199732326.003.0005>

Neuman, R., & Bryen, D. N. (2022). Dare to Dream: The Changing Role of Social Work in Supporting Adults with Intellectual and Developmental Disabilities. *British Journal of Social Work*, 52(5), 2613–2632. <https://doi.org/10.1093/bjsw/bcab195>

Neuman, R. (2020). 'The life journeys of adults with intellectual and developmental Disabilities: Implications for a new model of holistic supports', *Journal of Social Service Research*, 1–16. 10.1080/01488376.2020.1802396.

The "Dare to Dream" Project (Neuman, & Bryen, 2022, 2622).

Table 1: Themes

The role of the supporter— inviting authentic self-expression	Theme 1: Listening and encouraging the expression of dreams, and desires in a non-judgmental manner Theme 2: A change in the perception of support towards an intimate and hopeful dialogue
Defining the aim of support	Theme 3: Turning the dream into a planned process Theme 4: Enhancing the autonomy and self-realisation of the dreamers Theme 5: Striving to reach personal goals is as important as achieving them
Facing challenges and obstacles	Theme 6: The dreamer's self-doubt Theme 7: Obstacles in the surrounding environment Theme 8: Parents as a barrier

The "Dare to Dream" Project (Neuman, & Bryen, 2022, 2626).

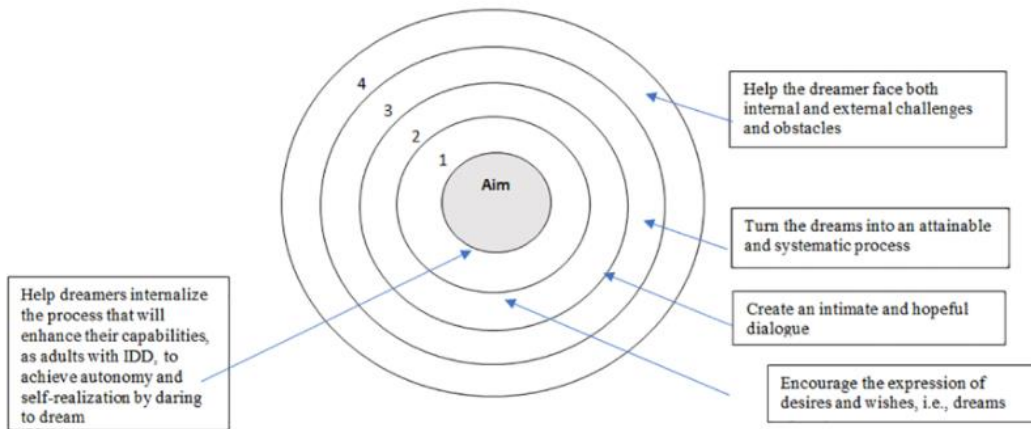


Figure 1: The support process: Turning dreams into reality.

The "Access Kit" (Ellcessor, 2016, p. 19).

An Interrogatory Kit for the Study of Access	
Regulation	How is a medium, and access to it, defined, and by whom, in this case? What are the structures that limit or expand access in this case? What official and unofficial sources of power exert discursive authority?
Use	What is a given medium "for"? How is it meant to be accessed and used, and by whom? What are the assumptions or defaults of the user position in this case, in terms of bodies, cultures, and technologies? What alternate uses and user positions are there, and how are they found, negotiated, or discouraged?
Form	By what means does one access a medium in this case? What material, technological, cultural, or social structures shape this medium's material, technological, or designed components? How do these means of access, or structures, interact (or interface) with the bodies of those who use them?
Content	What is the information, meaning, or experience being pursued and why? What are the cultural values surrounding that content? How does this content, as a set of motivations and meanings, relate to the form in which it is delivered or received?
Experience	How is a medium experienced and defined by various groups or individuals, in relation to particular embodied identities, material forms, or social contexts? What are (some of) the variations in access — to content, via technological form, in regulatory definition, or in terms of use — revealed by experience? By what processes, and in what contexts, can access be taken advantage of or extended?

2nd cycle Competence levels according to the Dublin Descriptors

	2nd cycle	competences
Knowledge and understanding	<i>Shows originality with research orientation</i>	In view of the complexity of the sample issues students have acquired knowledge and understanding that goes questions and goes beyond existing models of explanation and intervention
Applying knowledge and understanding	<i>Applies knowledge to unfamiliar areas, multidisciplinary</i>	Each of the sample areas contain a multiplicity of intersectional factors; students are able to priorities and combine knowledge situation-specifically to negotiate and act upon the needs articulated by service users professionally and accountably
Making judgements	<i>Integrate knowledge and handle complexity, reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements</i>	Students have learned to make judgements and decisions on intervention strategies by way of integrating ethical, scientific, political and psychological considerations flexibly but according to transparent presentation of evidence
Communication skills	<i>can communicate their conclusions, and the knowledge and rationale under pinning these, to specialist and non specialist audiences clearly and unambiguously</i>	Graduates have practised their communication skills in a variety of very different contexts (student seminars, scientific debates, meetings with user groups, discussions with community representatives and policy makers)
Learning skills	<i>Self-directed learning</i>	Students are aware of the extent and the limitations of the specialised knowledge acquired in the course of this programme and are motivated to continue applying reflective learning skills in their professional practice.

Participation in research (3rd cycle)

Preamble

Participation as part of a curriculum at the academic 3rd cycle level is expressed as learning competences in participative research. In a very basic sense all research in the field of social work that involves direct contact with service users contains elements of participation. Nevertheless, the following proposals are aimed at strengthening the participative dimension of such research in order to give such research additional quality characteristics, such as

- Giving participants the right to have their voice heard through research
- Expressing an ethical commitment to treating “informants” not as objects but as subjects and thereby safeguarding their dignity
- Strengthening the practice impact of research through the involvement of partners and service users in the implementation of findings and by effecting policy changes. (Banks et al., 2013)

There is no one overall model of participatory research. Instead the following proposals for curriculum contents are intended to stimulate a variety of approaches appropriate to each research project and research context in PhD studies and beyond.

Access to this module presupposes participation in key elements of the curriculum proposals relevant to the 1st and 2nd cycle concerning participative practice in social work.

These elements concern the following module themes:

Personal dimensions of the researcher as a professional

- Motivation
- Awareness
- Reflectivity

Principles and practices of reflecting

- Psychological aspects
- Professional aspects
- Political aspects

Political context of participation

- Citizenship rights and obligations
- Participation and consumerism

Didactic considerations

Sections 1-3 take the form of whole day (8 hours) group discussions for which PhD candidates prepare presentations on key texts and documents from the “resources” list (or beyond) to which they take position from different perspectives.

Section 4 takes the form of periodic presentations by PhD candidates in which they report on the current state of their preparation for and management of their research project according to the then relevant items of the RPP Model. Each presentation will be subjected to group reflections in which experiences and insights, difficulties and solutions are being exchanged.

Module sections

Section 1: Background, principles and context of participative research approaches

Aim: To familiarise PhD candidates with the wider conceptual and political context in which participative research approaches are located, their potential and difficulties in realisation

Theme	Topic	Guiding questions
Research traditions and trends	<p><u>Objectivity and subjectivity</u> in human science research</p> <p>Epistemology between <u>positivism</u> and post-modern <u>relativism</u></p> <p>Contexts and interpretations of “Evidence Based Practice”</p>	<p>What reasons justify researcher objectivity?</p> <p>How can detachment and neutrality prevent you from obtaining meaningful insights into your research topic?</p> <p>What counts for you as “evidence” in professional social work practice?</p>
Challenges in social work research	<p>Types and pragmatics of <u>research partnerships</u> in view of limitations imposed by</p> <ul style="list-style-type: none"> - Ethical standards (e.g. research interfering in people’s coping abilities, mental health) - Limitations in abilities (e.g. children, people with severe disabilities) - Professional limitations (e.g. delinquency, domestic violence, abuse) 	<p>What could be undesirable outcomes of my research project?</p> <p>Which criteria distinguish desirable from undesirable research outcomes?</p>

<p>Forms and levels of participatory approaches to research; example of CBPR</p>	<ul style="list-style-type: none"> - Community-controlled and -managed, no professional researchers involved. - Community-controlled with professional researchers managed by and working for the community. - Co-production – equal partnership between professional researchers and community members. - Controlled by professional researchers but with greater or lesser degrees of community partnership, for example: <ul style="list-style-type: none"> – Advisory group involved in research design or dissemination. – Trained community researchers undertake some/all of data gathering, analysis and writing. – Professional researcher uses participatory methods (e.g. young people take photos), Banks et al., 2013) <p>Proposal: <u>“Democratic partnership”</u> <i>“Democratic partnership means that social workers, while constructing partnership with families, are driven by a desire for engagement with an ongoing, ambiguous, uncertain, open and undetermined experiment of social work in a diversity of situations.”</i> (Roose et al., 2013, 454)</p>	<p>What is the intended level of community / user involvement in your research project?</p> <p>Are the levels decided beforehand or do you intend a widening of involvement in the course of the research process?</p> <p>What kind of practical arrangements would “democratic partnership” require to operate in the case of your project?</p>
---	---	--

Resources:

Burdon, P. D. (2015). Hannah Arendt: On Judgment and Responsibility. Griffith Law Review, 24 (2), pp. 221–243.

D’Cruz, H., & Jones, M. (2004). Three different ways of knowing and their relevance for research. SAGE Publications Ltd, <https://doi.org/10.4135/9780857024640>

Fleming, J., Beresford, P., Bewley, C., Croft, S., Branfield, F., Postle, K. and Turner, M. (2014) ‘Working together: innovative collaboration in social care research’, Qualitative Social Work, 13(5): 706–22.

Healy, K., Darlington, Y. & Yellowlees, J. (2011) Family participation in child protection practice: an observational study of family group meetings. Child & Family Social Work, 17 (1),1–12.

Krumer-Nevo, M. (2008) From ‘noise’ to ‘voice’: how can social work benefit from knowledge of people living in poverty? International Social Work, 51 (4), 556–565.

McCracken, S. G., & Marsh, J. C. (2008). Practitioner expertise in evidence-based practice decision making. Research on Social Work Practice, 18(4), 301–310.

Nolan, M., Hanson, E., Grant, G., Keady, J. and Magnusson, L. (2007) . ‘Introduction: what counts as knowledge; whose knowledge counts? Towards authentic participatory enquiry’, in M. Nolan, E. Hanson, G. Grant and J. Keady (eds), *User Participation in Health and Social Care Research*, (pp 1–14) Berkshire: Open University Press.

Reason, P. & Bradbur, H. (Eds.), *Handbook of action research: Participative inquiry and practice*. London: Sage.

Roose, R., Roets, G., Van Houte, S., Vandenhole, W. & Reynaert, D. (2013). From parental engagement to the engagement of social work services: discussing reductionist and democratic forms of partnership with families. *Child & Family Social Work*, 18 (4), 449-457.

Ziegler, H. (2020). Social work and the challenge of evidence-based practice. In S. Kessl, F., Lorenz, W., Otto, H.-U. & White (Ed.), *European Social Work - a compendium* (pp. 229–272). Oldenburg: Barbara Budrich.

Section 2: ethical considerations in participative research

Aim: Participatory approaches to research demand a heightened level of attention given to ethical issues. This section prepares for the dilemmas that have to be faced in this line of research and for the required competences in addressing power issues.

Theme	Topic	Guiding questions
Ethics and law	<p>Legal obligations and constraints on research approaches</p> <ul style="list-style-type: none"> - Participation as a <u>right</u> (e.g. international Conventions regarding children and people with disabilities) - <u>Privacy and confidentiality</u> in research - Role and function of <u>ethical research and review committees</u> and approval procedures - Prevention of harm in national legislation and <u>Codes of Ethics</u> 	<p>In which areas does my research project touch on</p> <ul style="list-style-type: none"> - International rights conventions - National legal frameworks - Professional codes of ethics - Agency regulations? <p>How am I prepared for dealing with possible discrepancies and conflicts between these frameworks?</p>
Ethics and perspectivity	<p><u>Ethics and interests</u>: Research is not limited to “recording” existing conditions of reality but has the purpose of questioning their origins and legitimacy.</p> <p>Participative research is therefore likely to encounter <u>conflicts</u> regarding</p> <ul style="list-style-type: none"> - Ideological / political frameworks - Ownership of information and data - Academic interest positions (disciplinary rivalry, schools of thought, 	<p>What interests does my proposed research project imply / express?</p> <p>On “whose side” do I stand with regard to conflicting interest groups concerning my research project?</p>

	university politics, journal review and publication policies ...)	
Benefits of upholding ethical standards for service users	<p>Knowledge production value in different <u>contexts</u> and their interrelationship:</p> <ul style="list-style-type: none"> - Academic contexts of “increasing knowledge” for innovative understanding - Professional contexts of “improving effectiveness of practice” - Lived experience context (service users) of “gaining in agency” (coping) 	<p>What are the declared, what are the hidden outcome objectives of my research project?</p> <p>Which conflicts may arise from the incompatibility of objectives in the different context scenarios?</p> <p>What are my primary value objectives?</p>

Resources:

Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., Holland, T., Holmes, C., Lee, A., McNulty, A., Moore, N., Nayling, N., Stokoe, A., & Strachan, A. (2013). Everyday ethics in community-based participatory research. *Contemporary Social Science*, 8(3), 263–277.

<https://doi.org/10.1080/21582041.2013.769618>

Biesta, G. (2011). The ignorant citizen: Mouffe, Rancière, and the subject of democratic education. *Studies in Philosophy and Education*, 30 (2), 141–153.

Forbat, L. and Hubbard, G. (2015) ‘Service user involvement in research may lead to contrary rather than collaborative accounts: findings from a qualitative palliative care study’, *Journal of Advanced Nursing*, 72(4): 759–69.

Goldstein, L.S. (2000) ‘Ethical dilemmas in designing collaborative research: lessons learned the hard way’, *International Journal of Qualitative Studies in Education*, 13(5): 517–30.

Iphofen, R. (2011). *Ethical decision making in social research: A practical guide*. Basingstoke: Palgrave Macmillan.

Minkler, M., Fadem, P., Perry, M., Blum, K., Moore, L., & Rogers, J. (2002). Ethical dilemmas in participatory action research: A case study from the disability community. *Health Education and Behaviour*, 29(1), 14–29.

Rowan, D., Richardson, S. & Long, D. D. (2018). Practice-informed research: Contemporary challenges and ethical decision-making. *Journal of Social Work Values & Ethics*, 15(2), 15-22.

Section 3: research contextual consideration

Aim: Participation is a very topical issue in research and funding programmes. Students should gain an overview of current trends in order to take ownership of their own understanding of the value of participation in research contexts.

Theme	Topic	Guiding questions
Funding conditions	Case study of selected <u>international and national research programmes</u> relevant to social work issues and their funding agendas – typologies of “participation” implicit and explicit in the programmes	How does the “participation terminology” of selected programmes compare to my understanding of participation?
Contractual conditions	Overview of types of <u>contract</u> in research funding programmes – flexibility and limitations with regard to changes arising from the implementation of a participation approach	To what degree can partners modify the objectives of the research project within the limits of the research contract?
Dissemination and implementation conditions	<u>Ownership and authorship</u> types of research findings From research to policy making	What types of rights and responsibilities of publishing and disseminating results can be shared among project partners? What happens after the ending of a project period?

Resources:

Banks, S., Armstrong, A., Booth, M., Brown, G., Carter, K., Clarkson, M. and Russel, A. (2014). Using co-inquiry: community-university perspectives on research, *Journal of Community Engagement and Scholarship*, 7(1): 37–47.

Chevalier, J.M. & Buckles, D. J. (2019) *Participatory Action Research. Theory and Methods for Engaged Inquiry*. London: Routledge

Driessens, K., and Lyssens-Danneboom, V. (eds.). (2022). *Involving Service Users in Social Work Education, Research and Policy: A Comparative European Analysis*. Bristol: Bristol University Press.

Herr, K. and Anderson, G. (2005) *The Action Research Dissertation: A Guide for Students and Faculty*, London: Sage.

Section 4: The RPP Model applied to participative research

Aim: in this section PhD candidates will critically examine the opportunities and obstacles encountered in putting together and implementing a participative research project. In correspondence with the cyclical nature of the model this process will have to be repeated at regular intervals in relation to the planning and implementation process.

This part of the module requires the direct involvement of the academic supervisors of each thesis in the planning and timing of each presentation.

Service user group representatives who are partners of the respective research topic and project play a partner role in accordance with the principles and guidelines for participative professional learning outlined in the Guide Book.

Since the topics constitute “packages” in a circular arrangement, the sequence in which they are being addressed allows for flexibility and for repetitions.

For background and implications for participative learning and practice approaches see the section in the Practice Guide.



package	topics	Guiding questions
Motivation	<p>Intellectual pathways leading up to the topic choice</p> <p>Biographical motivation and corresponding experiences</p> <p>Political and ethical principles that will be “tested” by the proposed research topic</p>	<p>Which parts and themes of my previous studies connect me to this research topic?</p> <p>Can I translate my personal motives into motives that might be shared by the other participants without imposing them?</p> <p>To what extent am I prepared / do I need to declare my value position when approaching a user group and how does this relate to principles of “scientific neutrality”?</p>
Partners	<p>In most cases of practice-relevant research access to service user groups will be <u>mediated by professionals</u> and <u>organisations</u> in the field who will then remain members of the research partnership.</p> <p>Finding partners at both levels requires considerations of</p> <ul style="list-style-type: none"> - Negotiation of shared aims and objectives - Boundary-setting to prevent research from interfering with work / increasing risks and vulnerabilities - Clarification of “representation” (partners speaking for themselves of a group) - The issue of “hard to reach groups” of service users (not not-yet service users) 	<p>Which service agencies can best mediate access to user groups?</p> <p>Can the involvement of agencies and professionals influence the way service users express their “voice”?</p> <p>What is “typical”, what is probably person-specific about the life experience of a service user?</p> <p>Has a group of service users already been constituted or does my research project require the establishment of such a group?</p>
Context	<p>The actuality of the proposed research topic in academic discourses nationally and internationally</p> <p>The actuality (or lack of) of the proposed research topic in current political debates nationally and internationally</p>	<p>In which academic contexts is the topic being discussed? Is the topic discipline-specific or interdisciplinary?</p> <p>To what extent are the academic discourses based on participative research?</p>

	<p>Origins of the research interest (funding programme / agency, service agency, user group commission, own commission ...)</p> <p>Research funding conditions as expressions of a political agenda</p>	<p>What are the links between academic and political interests in the topic?</p> <p>Can the funding conditions for research topic affect the political treatment of the topic?</p>
Own position	<p>Participative approaches as part of the research funding conditions and their relation to personal priorities, motivations and hypotheses concerning outcomes.</p> <p>Issues of power differentials – risk of academics determining “the agenda” for practitioners and for service users and ways of addressing this risk</p> <p>Distinguishing own expectations from those of other partners – issue of “raising expectations and not fulfilling them”</p> <p>Own position in the scientific community</p>	<p>How can I avoid that the participative approach may be perceived by service users as “tokenism”?</p> <p>To what extent can I relativise my power position as an academic and in what way can power differentials be reduced?</p> <p>Does my proposal raise expectations among service users which cannot be fulfilled?</p> <p>What are the implications of choosing a participative approach for my career prospects?</p>
Research strategies	<p>Examination of participative research methods and strategies in relation to their suitability and effectiveness in relation to the proposed research topics (participatory action research, PAR; Community-based participative research, CBPR; family history research; participative ethnographic research)</p> <p>Status of research as “independent” or “contractual”</p> <p>Boundaries of confidentiality and privacy</p>	<p>What are the strengths and limitations of the participative research strategies I take into consideration?</p> <p>To what extent do I need to modify them and according to what type of considerations?</p> <p>Do my research strategies allow me to distance myself from the agendas of the partners?</p> <p>How do confidentiality conditions impact my research approach?</p>
Expected implications of results	<p>Modes of presenting results (causal explanations, descriptive phenomena, shared narratives ...)</p>	<p>Who and what determines the mode of presenting my research results?</p>

	<p>“Ownership” of research findings – whose benefit? Dealing with unexpected results Modes of dissemination Policy implications</p>	<p>How can “benefits” arising from findings be shared? How do I prepare for findings that might render partners (more) vulnerable?</p>
--	--	--

Resources:

Cancian, F. (1993). Conflicts between activist research and academic success: Participatory research and alternative strategies. *American Sociologist*, 24(1), 92–106.

Cornwall, A. (2008) ‘Unpacking “participation”: models, meanings and practices’, *Community Development Journal*, 43(3): 269–83.

Dodson, L., Piatelli, D., & Schmalzbauer, L. (2007). Researching inequality through interpretive collaborations: Shifting power and the unspoken contract. *Qualitative Inquiry*, 13(6), 821–843.

MacFarlane, A., Galvin, R., O’Sullivan, M., McInerney, C., Meagher, E., Burke, D. and LeMaster, J. W.. (2017). Participatory Methods for Research Prioritization in Primary Care: An Analysis of the World Café Approach in Ireland and the USA. *Family Practice*, 34 (3), 278-84.

Malka, M., & Moshe-Grodofsky, M. (2021). Social-work students’ perspectives on their learning process following the implementation of community based participatory research in a community practice course. *Social Work Education*, 1–20. <https://doi.org/10.1080/02615479.2021.1989398>

Pain, R., Kindon, S., & Kesby, M. (2007). Participatory action research: Making a difference to theory, practice and action. In S. Kindon, R. Pain, & M. Kesby (Eds.), *Participatory action research approaches and methods: Connecting people, participation and place* (pp. 26–32). Abingdon: Routledge.

Van Der Vaart, G., Van Hoven, B. and. Huigen, P. P. P. (2018). Creative and Arts-based Research Methods in Academic Research. Lessons from a Participatory Research Project in the Netherlands. *Forum, Qualitative Social Research*, 19 (2)

Practice example: See Practice Guide “The participation of families in poverty situations in research on child and family social work: learning from a Belgian social work research project”

3rd cycle Competence levels according to the Dublin Descriptors

	3rd cycle	competences
Knowledge and understanding	Systematic understanding, mastery of research	Can place participatory research approaches in the wider context of research methods and their political implications
Applying knowledge and understanding	Design and implement scholarly research	Can design a coherent participatory research project; has considered difficulties, conflicts and how to address them
Making judgements	original research that extends the frontier of knowledge; capable of critical analysis, evaluation and synthesis of new and complex ideas	Has a solid grounding in ethical considerations implied in participatory approaches to research; can weigh up benefits and risks for different partner groups and research levels
Communication skills	can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise	Can communicate aims and objectives sensitively and authentically to all partner groups; can give a grounded public account of research objectives, methods and outcomes
Learning skills	Promote professional, social and cultural advancement	Can contribute to the further development of participative research approaches in social work and their use in professional practice