



***Social Work,
Risk,
Ethical and Humane Practice.***

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2014



Changing Lives

The Scottish Executive, 2006

Future Delivery of Public Services

Christie Report, 2011

Renewing Scotland's Public Services

The Scottish Government, 2011

Munro Review of Child Protection (2011)



Demographic changes Christie 2011, p. viii

financial crisis /austerity Christie 2011, p. viii

**‘high quality,
accessible, responsive and personalised’ ser
vices’ expected**

Scottish Executive, 2006, p. 2; Simmons & Brenna, 2013, p. 5.

**bureaucratic and slow to change
continuous improvement
skills of practitioners
collaborative working strategies**



Public services .. facing their most serious challenges since the inception of the welfare state.

demand ..set to increase dramatically ...but also because of...failure ...to tackle the causes of disadvantage and vulnerability and its consequences

**achieve more with less
radical, new, collaborative culture**

(Christie 2011)



enable professionals to make the best judgments

a defensive system - procedures and recording para 3

statutory guidance, targets and local rules –limit

ability to stay child-centred para 5

insufficient attention ..to developing and

supporting expertise

bureaucracy –reduced capacity to work directly

with children

services ..so standardised do not ...respon(d) to

the variety of need including prevention and

maitaining change



Serious case reviews have not fostered a learning culture which supported improved practice

Return to patch-based social work teams?

Developing knowledge and skills

Using creative methods

Promote... the exercise of professional judgment

local multi-agency systems para 18

more autonomy with more accountability para 1

Munro 2011



We trained hard, but it seemed that every time we were beginning to form up into teams, we would be re-organised. ..

I was to learn later in life that we tend to meet any new situation by reorganising; and a wonderful method it can be for creating the illusion of progress while producing confusion, inefficiency and demoralisation.

**(Gaius Petronius 210 BC?
(Charlton Ogbur Jnr 1957?)**



Co-production

The active input by the people who use services, as well as those who have traditionally provided them.

not passive recipients of services -have assets and expertise

transformative way of thinking about power, resources, partnerships, risks and outcome

professional, personalised, risk management'

(Bates and Silberman 2007 p6)



Co-production

Relational as well as transactional

working together, collaboration, partnerships are all key elements of coproductive practice which require supportive structures and governance arrangements

(Huxham and Vangen 2000)

"risks are inextricably connected with interpersonal relationships. They do not just 'exist'; they are taken, run or imposed"

(Hansson 2000 p4)



Desistence and Social Integration

Person centred and co productive approach

a good life

sense of agency and control

positive self identity

modelled through a relationship

hope and trust in action

Relationship circle

creative practice

Communities of interest



Co-production and Risk

Positive and Informed Risk Taking

Proportionality

Contextualising Behaviour

Defensible Decision Making

A Learning Culture

Tolerable Risks



Co-production and Risk

Greater professional autonomy
Professional accountability to take and manage risks,
better skills set to get alongside clients

Free the potential, the creative

How?



Protection Services

‘examining an individual or a family’s private habits’

(Morris 2005 p.135)

Holding up to scrutiny secrets and practices

challenge norms about the privacy and autonomy

expose to shame, humiliation and, even criminal proceeding

expose necessary evils

‘knowingly and intentionally’ risk causing harm ..‘in the

service of achieving some greater good or purpose’ (Margolis

and Molinsky 2008 p.847).

**powerful and disruptive emotions in the person undertaking
such tasks**

(Margolis and Molinsky 2008),



Dirty Work (Hughes 1951)

**physically, socially or morally tainted but
..necessary for the survival of society...**

**‘act as agents on society’s behalf’, society then
stigmatises those groups, ‘effectively disowning and
disavowing the work it has mandated’ (Drew, Mills and
Gassaway 2007 p.4).**

**‘the taint affects people’s relationships with the
dirty workers even while they may applaud the
workers’ (Ashforth and Kreiner 1999 p.416) .**



Dirty Work (Hughes 1951)

**Overcome spoiled identity and social taint
internal strategies ...growing cautious**

...defensiveness (Ashforth and Krenier 1999).

professional trust and respect (Newell and Swan 2000;
Freeth and Reeves 2004).

Pervasive Stigma (Kreiner, Ashforth and Sluss 2006)

**‘communication is an interpersonal process, so
that its psychological and interactional
dimensions must be addressed before practical
measures will work effectively’** (Reder and Duncan 2003,
p.84).



Dirty Work

- *'I am sick of other agencies, education being one and health being another, that when it gets too hard for them, well let's notify child protection. I am not sure they have done everything they necessarily can do.'* (Flaherty 2014)

- **Co-production**

- **‘a new type ofprofessional...who can help ..overcome the reluctance of many professionals to share power with users and their communities and who can act internally in organisations (and partnerships) to broker new roles for co-production between traditional service professionals, service managers, and the political decision makers who shape the strategic direction of the service system’.**

Milwaukie Wrap around

Co-production officer – Co-ordinator

Top sliced central funding to maximise output from local providers for those at risk of being cared for out of home.

‘user’ and ‘team’ central to the approach
Co-ordinator’s role is to assist user confirm or assemble their team’

Professional team accounts to user’s team
Co-ordinator’s task is to assemble or confirm the user’s team



Respecting the right to self determination

Promoting Participation

A whole-person - whole life approach

Understanding each individual in the context of family and community

Identifying and building on assets and strengths not deficits Scottish Executive, 2006



Social Education/Pedagogy

Heads, hands, heart (Stephens 2013)

Professional Personal Private





Social Education/Pedagogy

social process of teaching and learning

preventive, pro-active,

participative co-production

help and guided mastery

individual and community well being

shared, collective, collaborative responsibility

interpersonal relations

pro-social modelling

self/collective efficacy

social circumstances & structural injustice in a

cultural context

Heads, hands, heart (Stephens 2013)