SOCIAL CARE IRELAND ANNUAL CONFERENCE 2017
THE CHANGING FACE OF SOCIAL CARE
CONFERENCE PROGRAMME
Wednesday 22nd March

9.00am  Registration and parallel session sign in.
9.45am  Conference Opening

Keynote Address
Mr. Michael Corcoran, Tusla

Mike Corcoran is Head of Children’s Regulation in the Child & Family Agency, he has been working in the social care field for over 25 years and has worked in the area of inspection and investigation of children’s services for the last 15 years. Mike has directed the National Audits of the management of clerical abuse allegations in the Catholic Church following the Ferns Commission Inquiry and has directed the National audit of Child Neglect cases following the Roscommon Child Abuse Inquiry in 2010.

The Art of Effective Governance in Social Care Provision'

A look at the History of Social Care Governance with emphasis on the extraction of key learning from Public Inquiries in to child abuse and failures of institutional care. I will examine the challenges of implementation of governance in social care settings and examine the key characteristics of good governance and the indicators of inadequacies in this area. I will examine the relationship between effective governance and positive impact on our service users.

11.15am  Coffee Break
11.45pm  Parallel Presentations/Workshops

Delegates should choose from one of the following workshops or presentations to attend during registration. Please note places will be limited in workshops and filled on a first come, first served basis.
**Workshop Option 1:**

What the heck is DBT - Dialectical Behaviour Therapy? How Social Care has benefited from DBT and providing a practical guidance on Practice. (90 minutes)

Presenter: Bridget Murray

**Brief Overview**

Dialectical Behaviour Therapy (DBT) is an effective treatment for people who have difficulty managing their emotions and behaviours. DBT aims to help people manage difficult emotions, suicidal thoughts and actions, self-harm and other self-destructive behaviours with skilful behaviours. As a result, it helps the young person balances his or her emotions, thoughts and behaviour. DBT assumes the teenager wants to feel better and have a life worth living.

The following components are included:

- **Skills groups** teach mindfulness, distress tolerance, emotion regulation and interpersonal effectiveness skills. Skills groups sessions are weekly (2 hours) for 24 weeks and teenagers attend with a caregiver / supportive adult.

- **Individual therapy** focuses on applying these skills to deal with problems in teenagers’ lives. Individual appointments are weekly for the duration of the skills group.

- **Family sessions** work on relationship difficulties. We discuss with the family how often these sessions occur.

- **Telephone coaching** is available to teenagers in the DBT programme. Telephone calls are for teenagers to get coaching from individual therapists at times of distress to help them to generalise the skill they have learnt in skills group.

The Skills Group is divided into five modules:

- The **Mindfulness** module helps you become more centred and in touch with you feelings.

- The **Distress Tolerance** module helps you deal more effectively with distress and crisis without engaging in self-harming and self-destructive behaviour.

- The **Emotion Regulation** module helps you to understand and manage your emotions in helpful ways.

- The **Interpersonal Effectiveness** module helps you deal with people and Relationships.

- The **Walking the Middle Path** module focuses on teaching you to see that the world is not just black and white, and that there is more than one way to solve a problem.

**Speaker Biographies**

Denise Ronan graduated from Cork Institute of Technology with BA (Hons) Level 8 degree in Social Care in 2011. Denise has worked in Child and Adolescent Mental Health Service (CAMHS) for the past 4 years. Denise trained in Dialectical Behavioural Therapy (DBT) in 2014. Denise’s professional background includes experience of working in Children’s Residential Services and Elder Care Settings.

Bridget Murray graduated from Waterford Institute of Technology with a BA (Hons) Degree in Social Studies in Social Care Level 8. After graduation she worked in a number of Children’s residential units, across a number of different settings from Open units to Special Care. She is currently working as a Social Care Worker on the Cork North Lee East Child and Adolescent Mental Health Service (CAMHS) headed by Dr. Louise Connolly, Consultant Child and Adolescent Psychiatrist and is currently going into her 5 year in this position.

In 2013 Bridget trained in Dialectical Behavioural Therapy (DBT) and in 2015 became the North Lee DBT Team Lead.
Practice/Policy Presentations Option 2

Changing Horizons: The Role of Social Care within Child & Adolescent Mental Health Services (45 minutes)

Presenters: Louise Cronin & Laura Behan on behalf of the Special Interest Group for CAMHS Social Care Workers

Brief Overview

‘A jack of all trades, master of none’ is a figure of speech often heard when asked to define Social Care. For a long while Social Care was accepted as being competent in many skills but not recognised as specialised, making our transition into other areas challenging. However in 2006, Vision for Change, identified the discipline of Social Care as a key stakeholder in the advancement of developing mental health services. This shift saw the introduction of Social Care to CAMHS teams through a national implementation plan in 2013. Since our inauguration, this new path has provided Social Care with an opportunity to broaden our scope and influence in children’s services. In the area of mental health we are an increasingly recognised and valued discipline. We are working as psychotherapeutic clinicians adopting the most up to date research and knowledge, to provide assessment and intervention for mental health difficulties such as anxiety, eating and feeding disorders, psychosis, ADHD and mood disorders. The introduction of the discipline of Social Care to the arena of mental health has seen a broadening of both our core and specialised competencies. We increasingly employ developmentally appropriate, recovery orientated interventions and clinical programmes including Dialectical Behaviour Therapy (DBT), Cognitive Behavioural Therapy (CBT & CBT-E) and Creative Psychotherapeutic Interventions to work with families. This presentation will provide a brief background to the introduction of Social Care to mental health services; will emphasize the developing support structures and discuss the core and specialised competencies adopted in our work. In addition an overview of assessment and intervention processes will be provided, highlighting how Social Care Workers/ Leaders adopt a client centred approach that is process rather than task orientated in order to work collaboratively within the context of the child’s life. To better demonstrate these processes, examples and case studies will be provided.

Presenter Biography

Louise Cronin is a Social Care Leader and has been working in the HSE & Tusla since 2001. She is currently working as part of a multi-disciplinary team with the Child & Adolescent Mental Health Services (CAMHS) in Cork. In 2012, she spent two years working in Child Protection Social Work. She graduated with a BA (Hons) in Applied Social Studies from Cork Institute of Technology (CIT) in 2004. She is currently completing her Research Masters in Non-Directive Play Therapy focusing on the engagement of fathers in children’s clinical services.

Laura Behan is a Social Care Leader and has been a practising since 2005. She has a BA (Hons) in Applied Social Studies in Social Care. Since 2013, Laura has been working as part of a multi-disciplinary team with the Child & Adolescent Mental Health Services (CAMHS). Her particular practice interests include individual therapeutic crisis intervention and support work with teens, the use of process oriented therapeutic work to address the impact of childhood trauma on young people and the application of family based models of intervention. Laura is a committee member and PRO of the Special Interest Group for Social Care in CAMHS.

No Longer An Optional Extra: The Changing Face of Aftercare Provision in Ireland (45 minutes)

Presenters: Neil Forsyth, Edel Weldon and Ciaran Kenny on behalf of the Irish Aftercare Network

Overview: Until quite recently, aftercare provision in Ireland had been characterised by a weak legislative and policy framework,
grossly inadequate resources, poor practice and a lack of understanding of the needs of care-leavers among policy-makers and frontline professionals. It was only in the early part of this century that we began to see some movement towards addressing the needs of this vulnerable group. In 2002, the government launched its Youth Homeless Strategy. It outlined government policy and highlighted the risk of homelessness and social exclusion for young people leaving state care. It placed an obligation on each health board to produce an aftercare policy and to provide resources for its implementation. No longer were preparation for leaving care and aftercare to be optional extras but were to be treated as integral components of the care process. A small number of health boards did in fact put in place comprehensive policies and substantial resources however this did not happen in most other health boards. In fact, it took another 9 years of ad hoc service provision and poor practice before a national leaving care and aftercare policy was finally put in place and a further 6 years for legislative reform. Today, five years after the publication of the national policy, every young person leaving care in Ireland can expect some level of support and many receive a very good service. However, there is a long way to go. Across the state, policy implementation has been uneven and patchy and everywhere resources are scarce. The national policy is now under review. We are also awaiting the enactment of the new aftercare legislation. This presentation traces the history of aftercare provision in Ireland, outlines the advances in recent years since the publication of the national policy and looks ahead to how the implementation of the Childcare Amendment Act will impact on aftercare provision in future.

**Speaker Biography**

**Ciaran Kenny - Vice Chairperson & Don Bosco Care:** Ciaran Kenny qualified from Athlone Institute of Technology with an Hons Bachelor of Arts in Applied Social Studies in Social Care in 2004. He has worked with vulnerable young people for over fifteen years both in residential care as well as aftercare. During this time Ciaran founded both the Don Bosco care football team and activity centre which provides a positive outlet both for young people currently in state care and care leavers. At present there are over thirty young people linked into this service. In his current role as outreach aftercare worker Ciaran is working with a case load of twenty five young people managing their transition from various care settings and co-ordinating the delivery of their individual aftercare plans.

**Neil Forsyth (PRO) & Services Manager, Focus Ireland:** Neil Forsyth has worked for Focus Ireland for 12 years as a Services Manager. Previously, he worked for the HSE in the residential childcare sector, managing a residential centre for 5 years. Neil represented the voluntary sector on the National Aftercare Steering Committee, which developed the implementation plan for the National Aftercare Policy. He manages all of Focus Ireland’s aftercare services in Dublin among a range of other services. His expertise is in the area of youth homelessness and he has contributed to the recent review of the 2001 Youth Homeless Strategy. He has contributed to the development of Focus Ireland’s last two strategies, a key element of both being the prevention of homelessness among vulnerable groups. These include people leaving institutional settings, such as the care system, prison and psychiatric care.

**Edel Weldon - Board Member & Aftercare Worker, TUSLA:** Edel holds a Bachelor of Arts Degree in Applied Social Studies in Social Care from Sligo I.T. (2002). She has worked as a Social Care Worker (3 years) & an Acting Social Care Leader/ Deputy Manager (4 years) in a Children’s Residential Centre as well as acting Manager of a Children’s Residential Centre (12 months). Edel was the first established Aftercare Worker in the then HSE Dublin South City Area and developed the Aftercare service (Now part of TUSLA Dublin South Central). Aftercare Service is now an established service with four Aftercare workers - two Social Care Leaders and two Social Workers.
**Research Presentations Option 3**

**Relationship-based Practice in a Changing Landscape of Care (30 minutes)**

Presenter: Teresa Browne, Lecturer Athlone Institute of Technology

**Brief Overview**

In a context dominated by media reports of the historical institutional abuse of children and young people in residential homes, and where the voice of residential childcare workers is largely silent, this paper presents the findings of research undertaken with a sample of residential childcare workers on their views and experiences of relationship-based practice. Using an exploratory, qualitative approach and informed by Appreciative Inquiry (AI), in-depth, semi-structured interviews were undertaken with 26 residential care workers in the Republic of Ireland to elicit their views and perspectives. The findings reveal that relationship-based practice has not been fully embraced in practice. In attempting to understand why this is the case, the presentation uses concepts from the sociology of fear to argue that residential childcare practice has been shaped and constrained by a culture of fear that permeates the child welfare system. The effects of this are amplified given the current low status of residential care workers, the impact of media reports and the influence of current discourses around professional practice in which 'objective' and 'emotionally detached' practice is viewed as synonymous with efficiency and effectiveness. This paper considers the implications of these findings for social care practice. The presentation concludes that placing the perspectives of residential childcare workers into the public domain is an important way of contributing to debates and further enhancing an environment conducive to relationship-based practice.

**Speaker Biography**

Teresa Brown is a social care worker currently lecturing on Social Care degree and masters programmes in Athlone Institute of Technology.

Teresa has extensive experience as a social care worker in Northern Ireland, Ireland and Romania. She has practiced in the areas of Residential Care, Secure Care and Child Protection/Family Support. Teresa completed her Doctorate in Queens University Belfast, her thesis title, 'Hear Our Voice: Residential Workers Views Of Effective Relationship-based Practice'. Teresa's teaching and research interests are in the areas of youth at risk, relationship-based practice and empirical studies that include the 'voice' of the social care worker and service user.

**A qualitative exploration of how social care practitioners inform their practice through knowledge. (30 minutes)**

Presenter: Angela Feeney

**Brief Overview**

This research aimed to explore how social care practitioners use knowledge to inform their practice. (knowledge meaning; theories, research, models of practice). Little is known in the Irish context as to how social care practitioners actively engage in knowledge seeking behaviours as regards to how they access and integrate knowledge in everyday practice. The study is located within an interpretive framework adopting a social constructivism approach. This identifies, where individuals seek an understanding of the world in which they live and work. Three focus groups were conducted; one with social care managers working in residential and community social care settings, one with social care workers and leaders working in residential care settings and one with social care workers and leaders working in community social care settings. A total of eleven participants took part within the geographical location of Dublin North. Following thematic analysis, eleven themes were identified and categorised into three main areas; knowledge needs of social care practitioners, accessing knowledge to inform practice and integrating knowledge in social care. Findings identify that social care practitioners draw knowledge from multiple sources, processes and obstacles are
encountered, informal ‘community of practices’ exist and there is a desire for specific models of care and for the research and evaluation of services. Specific knowledge needs to be made available in a user friendly, accessible way. Skills improvement strategies in relation to accessing research evidence are required. Coordinated and strategic use of models of care specific to social care settings are required along with the further development of social care research and evaluation of programmes and services.

**Speaker Biography**

Angela has 16 years of social care practice background, six years within residential childcare and ten years managing a family assessment and intervention service ‘Oars Family Services’. She holds a BA in Applied Social Studies (AIT), a MA in Child Family Community Studies (DIT) and has completed a MSc in Applied Social Research (TCD) (graduation April 2017). She also has a chapter entitled ‘An approach to family assessments’ within the book, ‘Social Care, Learning from Practice’ Howard & Lyons (2014). She has a keen interest in the professional development of social care workers and currently sits on the Continuing Professional Development working group for social care. She has recently been appointed as a Research Officer within Tusla National Research Office.

**Is ‘homely’ residential care a contradiction in terms? (30 minutes)**

**Presenter:** Dr. Deirdre Byrne

**Brief Overview**

A residential care centre is a complex space where the spheres of private home and public work space overlap and, as Peace and Holland (2001) suggest, ‘homely residential care’ may be ‘a contradiction in terms’. The theme of home emerged from a wider study conducted as part of a PhD - ‘Around the table: foodwork in residential care’. This paper concentrates on how institutional regulations may conflict with the State regulated aim to provide a ‘homely’ home and evaluates how workers manage that conflict. This paper draws on empirical research conducted in residential care centres for young people across Ireland. The fieldwork began in 2012 and was completed in 2014. The study used a mixed methods approach consisting of focused ethnography in five centres with 15 young people and 63 workers, a survey of 92 workers and a photo elicitation with a further 42 social care professionals. Using thematic analysis of the different datasets has shown that young people living in residential care and the workers employed there can be challenged by individual interpretations of home. A significant finding is that food plays a key role in helping the workers to fulfill their duty to help the young people to feel cared for in the centres and to ‘feel at home’.

**Speaker Biography**

Deirdre Byrne completed her PhD at IT Sligo in 2016. Her research to date has focused on children and young people living in residential care and is rooted in the sociologies of children, food and home.

**Practice/Policy Presentation Option 4**

**Sustaining yourself in the work supports (45 minutes) & Motivation and empowerment of professionals in supporting traumatised children as a manager (45 minutes)**

**Presenters:** Trish McDonnell and Brian Hogan, Don Bosco

**Brief Overview**

Trish will draw on her experiences of supporting staff as they work in a therapeutic way with young people who have experienced trauma in early life. She will discuss how one sustains oneself as a social care worker, working with the effects of pain and trauma. She will discuss building and sustaining resilience in social care workers.
Brian will present on what building blocks need to be in place to enable staff to continue to be present in the work for young people. He will discuss culture, ethos and the need for organisation wide congruence. How do we insulate against social care workers becoming flat, unable to respond and emotionally exhausted and unavailable?

**Key Themes will include**
- Self Care
- Care for Colleagues
- Management of Caregivers
- Insulation against vicarious trauma
- Essential supports in an organisation

**Speaker Biography**

Brian Hogan BA(Theol) MBS PG Dip Assessment and treatment of sex offenders MCIPD. CEO of Don Bosco Care since November 2013, currently a member of the executive of the IASCM, Director, Deputy Director Unit Manager at Oberstown Boys School (1991 -2013) previously worked for St Patricks College Maynooth and the Child Psychiatric Services at Warrenstown House (89-91). My interests centre around the belief that motivated empowered professionals provide quality care for young people experiencing difficulties.

Tricia McDonnell worked for 13 years in a variety of Social Care settings in Dublin and London, and at middle and senior management level in a large voluntary organization for 11 years. Having trained as a psychotherapist, the focus of her work changed from managing services, to facilitating the development and support of teams and individual staff. For the past 20 years Tricia has worked has a consultant/facilitator/trainer with organizations providing services to vulnerable and marginalised groups. Her main interest is in supporting staff in providing high quality care to young people, while maintaining their own well-being. Tricia is accredited with the I.A.H.I.P and I.C.P. She also qualified in Mediation and Conflict Resolution.

**Research Presentation Option 5**

**Gatekeepers of competency: Practice educators/teachers and the competencies based regulatory framework. (30 minutes)**

**Presenter: Dr. Martin Power**

**Brief Overview**

Across the arenas of health and social care the term ’competencies’ has come to dominate discussion of education, practice and regulation. In Ireland, CORU have adopted a competency framework for practice placements, mirroring trends internationally. Nonetheless, the term ‘competence’ remains widely debated, since competence is a dynamic interplay between knowledge, understanding, skills and attitude. The difficult task of making judgements of competence falls to practice educators/teachers and this gatekeeper role can be linked to the transition from apprenticeship to tertiary education based models of professionalisation. This study explored how practice educators perceive and engage with the competencies framework for placement. A purposeful sample of practice educators (n=109) for the BA (Hons) Social Care at NUI, Galway (n= 24 survey still open) completed a short questionnaire (survey monkey). This questionnaire employed a largely tickbox format, with some free-text responses (response rate 22%). Analysis included statistical analysis facilitated by SPSS and a variation of conventional content analysis. Findings (preliminary at present). Overall practice educators felt the domains of competence within the framework were appropriate and were what a practitioner ‘should be able to do’. They indicated students’ attitudes were easier to assess than students’ knowledge, understanding or practice in doing. At the same time, respondents indicated that students most often presented practice examples and organisational policies, rather than legislation or research evidence, as evidence of meeting a competency. In addition, some respondents (n=5) found the competencies documentation too lengthy/complex. The introduction of a competencies framework is likely both to take time to embed
and result in increasing standardisation across programmes. While practice educators general endorsement of a competencies framework will facilitate both, it will be important to ensure that there is a balancing of knowledge, understanding, skills and attitudes in assessment.

Speaker Biography

Authors, Martin Power, Cathie Clare, Hazel Gough, Colette Kelly, Verna McKenna and Lhara Mullins.

Dr Martin Power is a lecturer in the Discipline of Health Promotion, Deputy Director of the BA (Hons) Social Care and co-ordinator of the Mphil Social Care at National University of Ireland Galway. Martin has published on areas such as risk and regulation, agency working, care planning and workforce development. In addition, Martin has contributed to both national and European projects, in areas such as interprofessional education for health and social care students, and intimacy and sexuality for older people. Martin is also a keen rugby union fan.

‘Front Face’ – Social care involvement in social care education (30 minutes)

Presenter: Lillian Byrne-Lancaster

Brief Overview

This presentation emerged from PhD research into placement based learning currently being undertaken with IT Sligo. Representing a theme within my research, the content is drawn from a social care educationalist’s analysis of social care as a profession. From the analysis, it is inevitable to question where social care work as an occupation & social care workers as individual members interface with its governance structures – professional registration (CORU), evaluation (HIQA) and in particular its system of education (QQI, CORU & the multiple education providers). During the mid-quarter of 2016, a content analysis of sociological approaches to constructing the concept ‘professional’ took place. Analysis of traditional theorists (Durkheim and Weber), trait theorists (Flexlander; Greenwood), conflict theorists (Abbott; Hugman; Friedson) and post-professional theorists (Suddby; Noordegraaff) identified education as a key element associated with collective professionalization and individual socialization (Dellgran & Höjer, 2005, p.37 - 38). The results contemplate the collective and individual influence and presence of social care work within its education. From the traditional perspective it will consider education as a (non)-restrictive access route, the interdisciplinary nature of social care work, challenges the trait need for a specific body of knowledge, it does not reduce the necessity of social care work having its own research knowledge base. Control of social care’s work and knowledge jurisdiction is of immense relevance to the control theorists, and lead to post-professional consideration of social care work’s collective and individual interactions with one of its major institutions of governance: its education system. As part of social care workers’ professionalization journey (Larson, 1977; Share 2006) social care work still needs clarity regarding its jurisdiction of work and knowledge (Abbott’s, 1988) and where it interacts with its education system after all ‘Few dominant professions lose the ability to instruct themselves’ (Abbott, 1988, p.57). I think this presentation will provoke a discussion on the determinism social care work has on its main site of socialization: initial professional education.

Speaker Biography

Since graduating from WRTC Lillian’s engagement within fields of social care practise has been broad. Having worked, managed and provided CPD training in special education, traveller support services, adolescent residential care, child psychiatric, family support, child protection, and after-care, she became involved in lecturing in 1998. Based on concepts associated with Dewey’s experiential learning, Freire’s praxis and Mezirow’s transformative learning, Lillian’s ultimate aim as a lecturer is to help students develop into self-regulating, reflexive social care workers. Her current research interest is focused on situated-learning within initial professional social care work education.
Themes in the supervision of social care students: Building resilience (30 minutes)
Presenter: Dr. Fiona McSweeney

Brief Overview
Due to concerns about stress and attrition in the social work profession in recent years, interest has turned to developing resilience in students. Rajan-Rankin (2014, p.2429) suggests resilience be conceptualised as a “learnt skill which can and should be taught as part of social work training.” Grant and Kinman (2012), suggest that students be helped develop factors contributing to resilience through training workshops. However Considine, Hollingdale and Neville (2015), argue this individual focus neglects the social embeddedness of people. Grotberg (1995) envisages resilience as a capacity that develops from receiving positive information in relation to competency, acceptance and social support. Palma-Garcia and Hombrados-Mendieta (2014) argue that this model is particularly suitable to examine resiliency in the helping professions as evidence indicate confidence and competency develop by responding to challenges in the work. As placement supervisors' behaviours influence the learning and development of future practitioners this research reports on how they work with students to encourage the development of resilience. Twenty supervisors were interviewed individually about their views of their role. Inductive thematic analysis lead to the identification of five themes which relate to Grotberg’s (1995) model of resilience.

Findings indicate that participants interact with students in ways that proactively encourage resilience in line with Grotberg’s (1995) model, sending students messages in relation to I am (respected and respectful of others), I have (support; skills and strengths) and I can (contribute). This research shows that supervisors are not only in a position to develop students’ resilience but are doing so without consciously referring to resilience. As currently no model exists for supervisors to use as a framework to ensure that resilience is proactively developed it suggests the benefits of using the paradigm provided by Grotberg to guide supervisor/student interactions to develop future resilient practitioners.

Speaker Biography
Dr. Fiona McSweeney lectures in psychology and research methods in the Dublin Institute of Technology. Her primary research area is professional social care education. Past and current research focuses on professional identity, practice teachers’ views of their role, social care students’ transition to practice and students learning on placement.

Workshop Option 6
TBC
1.15am - 2.15pm
LUNCH AND VIEWING POSTER PRESENTATIONS

2.15pm - 3.15pm
Keynote Presentation - Dr. Muireann Ni Raghallaigh, UCD
'Promoting the Resilience of unaccompanied children: Lessons from research'

Upon qualifying as a social worker Muireann worked with Separated Children Seeking Asylum in Ireland. Her subsequent Ph.D. involved a qualitative study of the experiences of unaccompanied minors, focusing on their coping strategies, including their use of religious coping. Following completion of her Ph.D., Muireann worked as a lecturer in Trinity College Dublin and as a researcher on the Trinity Immigration Initiative. She began working as a Lecturer in Social Work in University College Dublin in September 2008. Muireann is currently working on a study of separated asylum seeking children living in foster care. She has also undertaken research on gender based violence in Ethiopia.

3.15pm
Parallel Presentations/Workshops

Delegates should choose from one of the following workshops or presentations to attend during registration. Please note places will be limited in workshops and filled on a first come, first served basis.
**Workshop Option 1**

**Moving through the contact: ‘Reading’ relational dynamics (90 minutes)**

Presenter: Jim Cantwell

**Brief Overview**

Participants on this workshop will be working right in the moment of practice where a client presents a version of interaction and a practitioner needs to make a response. Placed between these two actions is a small opportunity, in the internal world of the practitioner, where she must ‘read’ what she is involved in and then choose how to respond to the client. The aim of this workshop is to offer practitioners an introduction to an integrative model of practice concepts that will support ‘reading’ the dynamics of the situation. The experience of the workshop firstly targets how practitioners interpret moments of client contact; secondly, practitioners are introduced to a set of integrative practice concepts to consider for interpreting moments in practice; thirdly, participants will consider how to render the practice concepts they select to influence their response into words, i.e. the verbal response to the client in that moment.

The main approach in the workshop delivery will be facilitated group work experience. The framework and the practice concepts selected for use in the workshop will be explained. The group will then be facilitated to engage in an experience of using some of the practice concepts and approach.

**Speaker Biography**

Jim Cantwell (BA Hons in Social Care practice, Grad Dip in Clinical Integrative Psychotherapy Practice, MSc in Integrative Psychotherapy) is a lecturer in the Department of Applied Arts, in the school of Humanities at Waterford Institute of Technology. Jim is a practicing integrating psychotherapist and previously has over two decades of practice in residential social care settings.

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**Workshop Option 2**

**Mindful Leadership in Social Care Organisations in Ireland (90 minutes)**

Presenter: Dee Hennessy

**Brief Overview**

The aim of this workshop is to explore Mindful Leadership as a rich practical resource for those in leadership roles within Social Care including Directors of Services, Managers, and Team Leaders. The key focus is the shift that is occurring worldwide in corporate, health and education sectors away from traditional management structures towards a Mindful Leadership approach.

Participants will leave this one hour workshop with:

- An understanding of the core components of Mindful Leadership and its potential within the Social Care setting,
- A framework for practical application of Mindful Leadership within a social care organisational context.

Each participant will take home a copy of course materials, and a resource pack for developing Mindful Leadership skills.

**Speaker Biography**

These two interactive workshops have been specifically developed for delivery within the current social care context in Ireland today. Dee Hennessy B.D. has been practicing mindfulness for twenty five years, and who has also worked in social care in Ireland for much of that time, in a variety of settings including High Support, Therapeutic Communities, Community Support, and Mainstream Residential Settings. Dee has been offering Mindful Leadership Workshops, Mindfulness Retreats, and Mindfulness Coaching in Ireland and abroad for some years now. Dee is currently completing an MSC in Mindfulness Based Interventions in UCD.
Research Presentations Option 3
The nature of fear and anxiety in child protection and welfare practice (30 minutes)
Presenter: Nicola O'Sullivan

Brief Overview
Working with families in child protection and welfare environments is emotionally challenging, particularly in climates where resources are scarcer and expectations are increasing. Proximity to abuse and violence can provoke anxiety amongst workers and their organisations, and this may be responded to defensively. This psycho-social doctoral study explored the practice experiences of Irish social workers. The study sought to examine whether the provision of a psychoanalytically informed reflective space (Work Discussion Group) would widen workers capacity for emotional tolerance and reflection.

This study is informed by critical realism, and psycho-social theory and methodology. Six social workers from Southern Ireland participated in this yearlong study in 2014/15. They engaged in nine facilitated, two hour long, work discussion groups, where they presented their written work experiences. They were interviewed at the beginning and end of the study period. A mixed methods approach was employed, interviews and seminars were audio recorded, transcribed and thematically analysed (Braun and Clarke, 2006). Then taken together, the seminars were analysed using a cross case analysis method (Stake, 2006). This study found that anxiety associated with the fear of making a mistake, was high up in the minds of workers and rendered them vulnerable to responding to risk rather than need. The organisational and socio-political climate was ever-present in their minds, interacting with their work and their sense of job security in complex ways. In order to manage in this space practitioners presented with embedded ways of practicing which were often defensive in nature. These practices occasionally emerged in an overemphasis on documentation, and over intervention as a defensive response to fear of blame. This study has begun to capture the complex reality of work with children and families in child protection and welfare environments, in the context of neo-liberalism, market efficiency and a preoccupation with certainty. Spaces for thinking and feeling about the work are diminishing in a work climate characterised by efficiency and risk reduction. This is impacting upon the quality of engagement with families, manifesting in distancing from families, a reduction in reflections on emotions, and a propensity to cast the worker, child or parent, as a rational actor rather than emotional being.

Speaker Biography
Nicola O Sullivan, Doctoral student at the Tavistock and Portman Trust in London. Nicola is completing a Professional Doctorate in Social Care and Emotional Wellbeing. Her research interests include psycho-social research, fear and anxiety in professional practice, and relationship based social care and social work practice. Nicola worked for four years as clinical manager of a residential parent and infant unit with a specific focus on infant mental health in the context of child protection, at the Bessborough Centre. She has a degree in Social Science (Youth & Community Work) from University College Cork and a Masters in Child Protection and Welfare from Trinity College Dublin. Nicola teaches on the subject of Infant Mental Health and Child Protection at Trinity College Dublin. Nicola is currently involved in developing a project to therapeutically support mothers who have had successive losses of infants and children to the care system.

National Scoping Study on Alternative Care 2016 (30 minutes)
Presenters: Emmett Tuite & Dr. Lavinia McLean

Brief Overview
The National Scoping Study on Alternative Care Provision was commissioned by TUSLA in 2016. The aim of the study was to provide an overall profile of alternative care service provision in Ireland with a specific focus on identifying models underpinning the provision of care, gaps in service provision, training delivered and specific examples of innovative practice
across the various sectors of alternative care provision.

Data collection took place in the first half of 2016. Surveys were distributed to all children’s residential services in Ireland, to service providers in foster care, to those involved in the provision of aftercare and to several organisations who work directly with those receiving alternative care services (EPIC, ACTS). In addition, several field visits were conducted to facilitate profiling a small number of specific organisations. Study findings detail a range of models which underpin service provision within children’s residential services and map such models against international best practice. The majority of children’s residential services did not report a clearly identifiable theoretical model. Several strengths and weaknesses were identified in relation to foster care provision nationally with significant gaps evident in relation to specialist foster care and foster care. A wide variety of training was offered and availed of across the alternative care spectrum and pockets of exceptional practice were identified. Results from this study indicate a significant opportunity for service providers to draw on theoretical knowledge to ensure evidence based practice informs their practice. Lessons learned from several small-scale projects highlight the potential embed innovation on a wider scale. The wide range of training delivered to staff demonstrates a commitment to continuing professional development which could be harnessed to improve care experiences.

**Speaker Biographies**

Emmett Tuite & Dr. Lavinia McLean are both researchers with the Group for Research into Innovative Practice (GRIP) based at the Institute of Technology Blanchardstown Dublin. Both researchers also lecture on the BA Applied Social Care programme, delivering modules in the areas of professional practice, substance misuse, psychology, research methods and group dynamics. Research areas previous examined by the research team include stress and burnout in social care, storytelling and narrative approaches in social care training, education and practice, relationship building in social care settings and Innovative & E-learning Approaches to Social Care Education.

‘**Supporting outcomes from behind the walls’**
(30 minutes)

Presenter: Emer Loughrey

**Brief Overview**

Youth detention facilities like many other services funded by public money need to be able to demonstrate the difference it makes to the lives of the small cohort of young people who are detained. In a world, which has become more security and safety conscious, evidencing the difference made to the lives of these ‘troubled youths’ is of particular interest to society today. This study aimed to explore the factors that support improved pro social outcomes for young people detained. As key agents of change having access to a formative time in young people’s lives while in detention, social care practitioners were purposefully chosen as the research sample to inform this research. A qualitative approach using semi structured interviews was used. The factors that support pro social outcomes were noted as; the quality of the relationship between the young person and staff, the organisational support of staff and the interagency cooperation and planning for reintegration of a young person back into the community. The findings suggested that the relational properties of the total institution have a cumulative and prevailing effect on pro-social outcomes for young people in detention.

**Speaker Biography**

Emer currently works as an Addiction Counsellor with the Assessment, Consultation and Therapy Service, Child and Family Agency providing a Specialist service to young people in detention and Special Care. Emer has a B.A. Applied Social Studies in Social Care, Diploma Counselling and Psychotherapy and M.A. Criminology. She has worked with young people in residential care and drug and alcohol services including management of such services., namely Home Again and HALO (SWRDTF). Her research interest includes youth participation and achieving outcomes for young people in secure settings.
Research Presentations Option 4:

Future Proofing Social Care Practice Pedagogy: the robots are coming! (30 minutes)

Presenters: Dr John Pender and Dr Perry Share

Brief Overview

This short exploratory paper provides a series of insights - gleaned from recent graduates of the BA (Hons) Social Care Practice programme at the Institute of Technology Sligo - on their expectations of their future careers as social care practitioners. 36 respondents who undertook a final year elective module titled ‘Futures of Care, Welfare and Society’ completed an online convenience survey composed of a mix of qualitative and quantitative questions enquiring about the extent to which research participants believed their studies prepared them for the world of work currently, in 2020 and in 2025. Additionally, respondents were asked to share their insights on the main issues and drivers of change that may impact the design, provision and delivery of social care to 2025. A review of prescient literature around global developments and applications of Assistive Technologies (ATs), Assistive Learning Technologies (ALTs), Artificial Intelligence (AI), Human-Robot Interaction (HRI) and the Social Robotics (SR) within social care settings is provided. The findings reveal a myriad of issues that social care practice, in particular HEI honours degree providers in Ireland, regulatory bodies, practitioner representative organisations and others may need to consider in advance of future undergraduate programme design and delivery and continuous personal developing (CPD) planning and provision. *Inter alia*, the findings suggest that human social carers will require training and awareness of AI and social robotics during a widely anticipated period of transition from human to robot care provision. Issues around the most appropriate ways in which pedagogies capable of facilitating this augmented world of human and robotic care provision are posited. Concerns around the preparedness of HEIs, the care industry and regulatory authorities in Ireland and further afield are highlighted. A number of possible responses to these issues are mooted and will form the basis of on interactive discussion with conference participants.

Speaker Biographies:

Dr Perry Share is Head of the School of Business and Social Sciences at the Institute of Technology, Sligo. He is also a lecturer in sociology. His research interests are in the sociology of food and eating; professionalisation; and language and intertextuality (plagiarism). He is the co-author of A sociology of Ireland (Dublin, Gill and Macmillan, 3rd ed); co-editor of Applied Social Studies (Dublin, Gill and Macmillan, 2nd ed) and Belongings: Shaping identity in modern Ireland (Dublin, IPA). He is a research associate with the National Institute for Regional and Spatial Analysis [NIRSA] and the Irish Social Science Platform [ISSP]. He has previously taught at Charles Sturt University, Australia, and National University of Ireland – Galway.

Dr John Pender is a Senior Lecturer in Social Policy and Futures Studies at the Institute of Technology, Sligo. During the period 1993-2004 he was Senior Lecturer in EU Social Policy and Politics at Leeds Metropolitan University, UK. His current research interests focus on the experiences of minority ethnic groups in Ireland, Superdiversity and the impact of technology on the futures of care and society.

Home Care: A ‘Gravy Train’ for Private Providers?

Presenter: Dr. Tom O’Connor

Brief Overview

Home care is becoming a central feature of social care delivery in recent years. This will continue in the years ahead. Most older people are in low to medium dependency and with sufficient resources, can remain at home. Policy in Ireland and internationally is also moving to establish community living and taking increasingly larger numbers of disabled people out of congregated settings. The population-ageing scenario of over 1.2 million people aged over 65 in 2030, which is happening incrementally, further adds to the urgency to provide affordable and high quality
research showed although not-for-profit organisations are not as experienced with this concept as their corporate counterparts, they are still aware of it and are utilising it through their marketing strategies. Available research was assessed through a taxonomy. In order to achieve the stated aims, two different forms of research were undertaken. Semi-structured interviews (qualitative) were used to assess the social care organisation’s perception of

Discuss the potential impact brand/image may have on Social Care Organisations in Ireland. (30 minutes)

Presenter: Tony Dorgan

Brief Overview

Social care, despite being present in Irish society for generations, has gone through significant changes in just a number of years. Institutional, financial and media scandals, coupled with increased regulatory standards, have ensured that its brand/image has never been so much in the public’s eye. The primary purpose of this research was to assess whether social care organisations were aware of these concepts, and if so, the level of importance they gave them. In addition, it was anticipated to compare and contrast any difference between the projected image (their desired image) of an organisation, and that of the perceived image, i.e. how the public views them. Research within an Irish context was relatively limited, with an international focus a necessity. The available
brand/image. These consisted of interviews with representatives from social care organisations, who were involved in projecting their respective organisation’s image. Questionnaires (quantitative) were used to assess the external stakeholder’s (members of the public) perception of the brand/image of social care organisations. The questionnaires were distributed in a shopping centre, with a response rate of 30%. Through a thematic analysis, developed through comparing and contrasting both sets of data, five themes were established:

1. Awareness of brand/image within the context of social care organisations,
2. Potential benefits of a positive brand,
3. Impact of regulatory bodies on brand/image,
4. Involvement of clients/members/service users in development of brand,
5. Impact of recent financial/media scandals within the sector on their brand development.

It would appear that despite the dearth of relevant research, social care organisations are aware of their brand/image and how it relates to external stakeholders. They are willing to utilise their limited resources on projecting their image and can grasp the potential benefits in regard to fundraising and sourcing volunteers. There is an awareness of how their actions or inactions can affect their intended projected image. However, the concept remains in its infancy stage. It would be interesting to embark on a longitudinal study to assess the brand/image of an organisation, post scandal. Also, the implementation of CPD, would give the profession an opportunity to train practitioners in the concept.

**Speaker biography**

Tony graduated from Cork Institute of Technology in 2011 with a B.A (Hons) Social Care. Graduated a M.A. in Social Care Management from Limerick Institute of Technology in 2015, received an award for academic excellence as part of the masters programme. Worked for Brothers of Charity from 2017-present, in a wide range of roles, within the remit of Social Care, accumulating in presently working as a Social Care Leader.

**Practice/Policy Presentations Option 5:**

Creating a culture of non-acceptance of violence in a mainstream residential centre. (45 minutes)

Presenters: Margaret Maguire and Jamie Delahoyde

**Brief Overview**

In the last year there have been discourses on stress and burnout (connected to violence in the workplace) in social care. These discourses have been prominent in research, in the media and in keynote speeches at Social Care Ireland (SCI) conferences. A recent radio documentary on the Irish radio station Newstalk106 entitled “Who Cares for the Carer?” explored the topic of Burnout among Social Care Workers. The Documentary contained interviews with Social Care Workers who spoke about the high level of stress they are under. The documentary, its content and the subsequent reaction to it by emerging social care practitioners along with the topic of workplace violence was addressed in a keynote speech by Denise Lyon’s (Lecturer in the Institute of Technology Blanchardstown and former Social Care Ireland President) at last year’s 2016 Social Care Ireland Conference. The question being asked was “Has violence become an acceptable part of social care work?” Later the same year an extensive piece of research by Phil Keogh and Catherine Byrne on behalf of Social Care Ireland entitled Crisis, Concern and Complacency was published. In this research Keogh and Byrne (2015) focused on workplace violence and assault on social care workers across a number of sectors as well as stress and burnout by workers. All this coincided with The Cottage Home Child and Family Services by finding it difficult to recruit new residential staff. As an organisation we found that the findings of these pieces of research did not reflect the experience of our residential staff. The Cottage Home Child and Family does not have a culture of acceptance of violence as part of Social Care work.
This is not to say that young person to staff or young person to young person violence does not happen but this violence is not accepted. Over a number of years a culture of non-acceptance of violence has been developed. This has been as a result of a multi-faceted approach. From referral through local process and upon admission our policy and approach to violence is clearly explained to young people their families and allocated social workers. In simple terms the same rules apply within our houses as in general society. i.e. If you assault someone you are reported to the Gardaí. This presentation will outline exactly how this is done taking into account the nature of residential care and the individual needs of the young person while still maintaining an ethos of unconditional positive regard. “How we do this” will also be looked at under a number of headings including policy, supports for staff, approach with young people, developing and maintaining this culture. In the opinion of The Cottage Home Child and Family Services residential care and residential care work has been portrayed with a negative narrative. That narrative being, that violence is expected and accepted and results in poor staff retention and burnout. It has been our experience that violence is not common place or accepted. Placement breakdowns are rare and staff retention is high. It is hoped that, by reflecting upon our experience and the sharing this experience at the conference, that at least we can offer an alternative to the prominent negative narrative about residential care.

Speaker Biographies
Margaret Maguire began her working as a Social Care Worker in 1997. Since then she has worked in a variety of Social Care settings spending four years working in a Family Restoration Programme in Sydney, Australia. Margaret returned to Ireland in 2006 when she took up her current role of Manager of Crann Carraig, which is part of the Cottage Home Child and Family Service. Margaret has a BA Hons in Applied Social Care from DIT.

Jamie Delahoyde has been working in Residential Social Care since 1991. Since then he has worked in a number of settings. In the 90’s he worked in Oberstown Education Centre before moving to their residential units where he also worked as a TCI trainer for Oberstown’s staff. He worked briefly for The Los Angeles Society (now Home Again) before taking a career break in 2000. Since 2007 he has been working for The Cottage Home Child and Family Service in ‘The Drive’ residential unit. He has been Manager of that unit since 2012 and has completed the BA (Hons) progression programme in Social Care in DIT.

Think ‘Smart’ (45 minutes)
Presenters: Yvette Ennis & Emma Kilcommins

Brief Overview
In 2016 two pieces of research were completed focusing on the relationships between young people and staff, with the second piece of research profiling the risks and needs of the young offenders that enter the service. The risk profiles generated, highlighted that young offenders present with very complex needs and behaviours. Our experiences tell us that the young people we encounter often think in ways that are illogical, impulsive and egocentric and often lack a vocabulary of feelings for self-reflection. The research also highlighted that our greatest asset and and lay in the relationships that these young people built with staff whilst resident here. In response the organisation explored how they could combine use the results of these pieces of research to achieve more positive outcomes for the young people. In response, the ‘Smart Thinking’ programme was piloted within the organisation. ‘Smart Thinking’ is a cognitive-behavioural therapeutic intervention comprising of 8-10 sessions that seeks to develop and stimulate social and moral awareness by drawing young people into discussions relevant to themselves. It encourages young people to think more reflectively and empathically on their personal behavior, feel more connected to others and solve problems without resorting to aggression. The experiences and challenges of implementing Offending Behaviour Programmes within an organisation at a time of major change
and transition will be shared, whilst generally positive it has not always been ‘plain sailing’. We will discuss our experiences of delivering group interventions and how their introduction has impacted on the behaviours of the young people and on the organisation as a whole using the quantitative measures that were collected pre and post intervention alongside the personal experiences of the young people and staff themselves. Given the findings of pilot programme we will outline our plan for the future in addressing the needs of young offenders and reducing their risk of re-offending.

**Workshop Option 6:**

**The Changing Face of Social Care Work from an experiential perspective. (45 minutes)**

Presenter: Adrian McKenna

**Brief Overview**

Having volunteered or worked in the social care field for more than 25 years now I have seen social care develop over that time. This leaves me in a position to look at The Changing Face of Social Care Work from an experiential perspective. Understanding where social care work has come from and where it is now heading has allowed me adapt to change without fear and to embrace the challenge. We will look at what it was like to work in social care in the 80s and 90s with no formal education and little or no regulation, the effect that had on the social care profession and what changes have happened over time and where that it leading us to now. We will examine how the process of inspection and regulation has changed the landscape of the caring professions and correlate that with the move from charitable to the for profit sector and how we balance care in all sectors. During this talk the social care workers in attendance will be able to identify best practice from looking at what were the strength and weaknesses of the past. They will see how professional relational work changed the lives of young asylum seekers and how using advocates gave mental health service users a voice. We will finally look at how using the inspection process fine-tuned the practices of a team, how it enabled them to establish a written continuum of care that would then be used to challenge outside sources to adhere to their service provision. We will then look at what may be the positives of the registration process. The intended outcome is to acknowledge the changing face of social care work from an experiential and regulatory perspective. The unknown is always fearful and the hope of this presentation is to allay fears around what faces us into the future. This presentation should go some way into exploring how regulation and registration can be seen positively.

**Speaker Biography**

Adrian McKenna (Ado) is a 51 year old native of Bray Co Wicklow, Ireland. He is married to Nuala and they have one son Dave who is a Sub Lieutenant in the Irish Navy. Ado is a frontline social care professional; He is currently completing a Masters in Leadership and Management in Social Care in DIT, he has studied at DIT, NUI Maynooth and UCC. He has worked for many years with young people and adults in residential care, detention services, mental health services and post-adoption services. He currently works with a large Dublin-based charity as a Deputy Manager with homeless services. He is recognised as a calm measured voice on Social Care, Child Care, Post Adoption issues, Parenting Strategies, Relationship Advice and Advocacy. He is a Member of the Social Care Workers registration board at www.coru.ie , The Irish Association of Social Care Workers, Social Justice Ireland and is a Servant Leader Trained professional. He regularly guest presents in DIT and ITB on the student supervision training and the social care management modules. He has advised on the curriculum review panels in DIT, ITB and CIT.
Delegates will have a leisure evening with time to network and socialise with colleagues. Delegates may make arrangements for dinner that evening in the hotel or alternatively choose from many local restaurants in Galway City.
**Thursday 23rd March**

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<tr>
<th>Time</th>
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<tr>
<td>9.30am</td>
<td>Registration and parallel session sign in.</td>
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<tr>
<td>10am</td>
<td><strong>Noel Howard, PRO Social Care Ireland</strong></td>
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<td>&quot;Workplace Violence Report - Where to from here?&quot;</td>
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<tr>
<td>10.30am</td>
<td><strong>Keynote Presentation - Dr. Kevin McCoy</strong></td>
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<td>&quot;Social Care Practice and Governance - Lessons from a Residential Setting&quot;</td>
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<td>11.30am</td>
<td>Tea/Coffee Break</td>
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<td>12.00m/d</td>
<td><strong>Parallel Presentations/Workshops</strong></td>
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<td><em>Delegates should choose from one of the following workshops or presentations to attend during registration. Please note places will be limited in workshops and filled on a first come, first served basis.</em></td>
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Post Grad Research Presentations Option 1:
The Importance of Mentoring our Youth of today in a rapidly changing landscape of Ireland. (20 minutes)
Presenter: Jacqueline Kearney

Brief Overview
Due to the changing global uncertainty such as BREXIT and the new political landscape in USA, it is vital that we as a nation, mentor our youths and give them greater opportunities that enables them to lead a fulfilling independent life. A volume of literature was found on the impact on participating in Entrepreneurship programmes in many other countries, however, little data was found in relation to Ireland. A recent Eurydice report covered the entrepreneurship education at schools in all Eurydice network countries/regions except Ireland, Germany and Liechtenstein. This relatively new concept, Entrepreneurship programmes for young people, needs up to date research so as to improve school going children and especially help disadvantaged young people who would normally not get a chance to start up their own business. The purpose of this study is to give young people their right to an education of Entrepreneurship and the importance and relevance it can have on their lives. A framework of an Evaluation Research by using mixed method approach was used throughout the research. Semi-structured interview on 10 teachers was used, pre and post questionnaires were used on over 100 students who participated in an Entrepreneurship Programme, observational research and a focus group that consisted of 10 students was also used. Initial findings suggest that confidence and self worth were just a few outcomes that emerged from the student’s perspectives. The importance of minding our youths of today in a changing society became evident in the early outcomes in this research and as a whole should add to the body of knowledge that is already available to aid the future prospects of young people.

Speaker Biography
Jacqueline Kearney is currently (2015 - 2017) studying her Masters by Research as a mature student in Limerick Institute of Technology. She recently obtained her BA in Applied Social Studies in Social Care and her primary research interests are focused on youth participation, including the Travelling Community, in youth education and are currently engaging in research with young people throughout Ireland. Jacqueline is a tutor for Social Care in LIT and is involved with young people educational programs on a voluntary basis.

Exploring Food Insecurity Among Single Parents in Ireland (20 minutes)
Presenter: Sharon O Flaherty

Brief Overview
This paper sought to examine the prevalence of food insecurity among single parent families in Ireland. Food insecurity levels in Ireland have risen recently due to recession, with one in ten people now been affected. Low-income, ethnic minority, and single parent families exhibit the greatest risk for experiencing food insecurity, resulting in a higher predominance of diet-related disease. This research aimed to investigation the connections between food insecurity, health and perceived diet quality among single parent families. For the purpose of this study I used a positivist epistemological approach in which I gathered data for statistical analysis using a 17 item questionnaire. A total of 160 respondents both male and female from Co Clare were included in my analysis. Data analyses was conducted using the Statistical Package for the Social Science (SPSS). The list of causes to food insecurity are long and multidimensional, however they can all be related back to two basic causes, availability and access. This study confirms that food uncertainty is strongly connected to economic disadvantage. Increasing food costs are likely to aggravate the problem, which is concerning given that food insecurity is linked to poor health. My findings highlight gender inequalities across multiple variables within single parent family households. These findings also acknowledge a need for adequate
social welfare assistance, and better income supports to provide people with sufficient funds to purchase the food they need. There also needs to be adequate support and childcare offered to women so that they have equal opportunities in accessing full time employment or education. Research into the benefits of school based feeding programmes have proven to reduce hunger and malnutrition in venerable families, therefore it is important to consider implementing such programmes nationwide.

Speaker Biography
Sharon O Flaherty is currently completing a MA in research at Limerick Institute of Technology. She recently graduated from Limerick Institute of Technology with a BA honours degree in the Applied Social Science in Social Care Work. She received the Social Care Ireland award for academic excellence across her course. She is currently working as a Tutor at Limerick Institute of Technology. Sharon is from Co Clare where she currently resides with her husband and two children.

Changing the conversation: discourses of “responsibilisation” in newspaper coverage of HIV in Ireland and implications for prevention policy and practice (20 minutes)
Presenter: Elena Vaughan

Brief Overview
In addition to shaping public opinion, media driven discourses on health related issues often play a constitutive role in agenda setting to the extent in which certain perspectives on a problem are reified and appropriate responses accordingly formulated to address the issue (McCombs & Shaw, 1972). Against a backdrop of unprecedented increases in new HIV diagnoses in Ireland, this paper will look at how the domestic HIV epidemic is framed in the Irish print media. Using the LexisNexis database 60 articles of 500 words or more published between 2005 and 2015 from both main broadsheets, the Irish Times and the Irish Independent were gathered. Articles dealing specifically with the domestic HIV epidemic were analysed using a Critical Discourse Analysis (CDA) framework (Fairclough, 2003). In framing the nature of the domestic HIV epidemic a dominant discourse of “responsibilisation” was identified. Under this discourse individual ‘complacency’ was cited as a main driving factor of the epidemic to the exclusion of any critique of existing services or structural factors, including inconsistent and sub-par sexual health education for young people. A combination approach including biomedical, behavioural and structural interventions is considered best practice internationally to addressing the HIV epidemic. In order to address the burgeoning crisis in sexual health in this country structural reform of services, increased opportunities for testing and improvement of sexual health education programmes for young people must occur.

Speaker Biography
Elena Vaughan is a PhD student in the Discipline of Health Promotion, NUI Galway

In Good Times and In Bad: Exploring Older People’s Narrative on Emotional Resilience. (30 minutes)
Presenter: Nancy Rochford-Flynn

Brief Overview
This research project is a qualitative analysis of the experiences of older people living in the Limerick region and how they describe the highs and lows of their lives. In particular it provides insight into the natural coping mechanisms utilised by participants to overcome difficult and stressful periods in their lives. It strives to examine the biological, socioeconomic and psychological contexts which can underpin or detract from individual resilience. The discourse regarding whether it is an inherent or a dynamic process forms an integral part of the research and includes an analysis of the core personality characteristics associated with resilience and health. It places notable emphasis on resilience in the context of ‘emotional expression and emotional regulation’, wherein multiple features of wellbeing are fundamental to understanding resilience (Ryff et al., 2012, p.1). As older people often communicate their perception of their worlds through stories, an interpretive phenomenological analysis (IPA) in
conjunction with a narratological enquiry deems the most natural approach in developing a methodology which explores older people’s understanding and experiences of resilience, not just within their individual experiences but also the wider experiences of older people. The IPA shall endeavour to identify commonalities, distinctions and rich descriptions as told by the participants. The data collection methods utilised for this fieldwork began in October 2016 utilising ethnographic observation and observation enquiry moving to focus group discussion and finally one on one interviewing. Four community groups have taken part in the study which includes both men and women over the age of 65. This process is on-going with an anticipated finish date for data collection being end March 2017. The research project focuses on the positive emancipatory perspective rather than the negative dimensions associated with old age and aims to embrace this stage of life development in terms of ‘thriving and not just surviving’.

Speaker Biography

Nancy Rochford-Flynn is an Interdisciplinary Artist, Community Art Activist, an educator and facilitator based in Co. Wexford. She is currently completing an M.A. in S.M.A.R.T Age Research with Limerick Institute of Technology, funded by ISAX (Ireland Smart Ageing Exchange). She has completed extensive research into the oppression suffered by women in Ireland’s Magdalene laundries which has developed into her personal practice focusing on the status of Irish women within contemporary society and the realisation of the importance of activism to eliminate inequality.

Practice/Policy Presentations Option 2:

Home Sharing- an alternative approach to care provision within the intellectual disability sector (45 minutes)

Presenter: Ms. Hazel Gough

Brief Overview

Service provision within the disability sector has been transformed over recent decades, most notably since the publication of the ‘Time to Move on From Congregated Settings - A Strategy for Inclusion’ (HSE, 2011). Subsequently, an awareness and appreciation of the ‘Home Sharing’ model has developed. This is now seen as a valuable and progressive alternative to full time and short term respite residential care for individuals with intellectual disability. Home Sharing is defined as ‘the provision of care to people with intellectual disability in the Home Sharing family’s home. The model of support provided can be short term (respite) or long term (full time) depending on need’ (HSE, 2016, p. 15).

Ideology surrounding Home Sharing has evolved alongside increased contemporary understanding of intellectual disability and the impact this has had on social care provision within the disability sector. Notwithstanding difficulties associated with the model, national and international evidence supports the Home Sharing model of care provision for people with intellectual disability (NHSN, 2010; Merriman et al., 2007; Murphy, 2010; HSE, 2011; HSE, 2016). The HSE National Service Plan (2016) includes a commitment to develop Home Sharing as an appropriate alternative to existing models of service provision for individuals with intellectual disability across the life span, making this an opportune time to explore the model. The presentation will address the theoretical and policy frameworks that underpin and inform such care provision. Additionally, national and international advocacy groups’ and organisations’ experience of implementing this model of care will be considered.

The potential benefits that the Home Sharing model presents with regards to quality of life and genuine inclusion for people with intellectual disability will be explored, in addition to the challenges and risks it presents to the social care profession.

Speaker Biography

Hazel currently works as Practice Education Coordinator on the BA (Hons) Social Care Programme in NUI, Galway. She has completed a BA in Social Science and an MA in Social Work and is currently undertaking a PG Cert in Teaching and Learning in NUI Galway. She has worked across a variety of sectors including disability, mental health, children,
families and bereavement, all of which in she remains actively interested and engaged.

**Going Backwards in Going Forwards: Approaches to Community Care for Older People with Disabilities underground (45 minutes)**

Presenter: Dr Aoife Killeen

**Brief Overview**

We are experiencing an era of social change. Even the title of this year’s conference ‘The Changing Face of Social Care’ represents not only the professionalised role of the Social Care Worker, but the different approaches to service user involvement and how society views the nature of social care work in supporting this. We have preached in our Conventions, policy documents and our guidelines- the will, preferences, choice of the person with a disability comes first. Their wants and needs are our number one concern as workers.

Yet the needs of the older person with a disability have not been equally clear. Approaches to transitioning to community care are not even on the bottom of the priority list for older people, in face they are not there at all. Strategy documents and rights conventions specifically for the older person with a disability do not exist, while questions over whether the UNCRPD applies to people with disabilities of advancing ages is unclear. Do we empower the older person with a disability or act in their *best interests* for them? This presentation uses a fresh example of the treatment of an older group of residents with support needs living in one of the remaining congregated settings in the country to back up points being made. It will also mention current community services such as home care packages and government policy such as the so called National Positive Ageing Strategy.

We need to question our approaches and whether our changing role, means returning to nursing home medical model of care for those with little voice or power in the community-or whether we are going to stand and fight against preying on the most vulnerable people in society- people with disabilities who are of an advancing age.

**Speaker Biography**

Dr Aoife Killeen is a lecturer in the Department of Applied Social Studies in Cork Institute of Technology. She is a former Social Care Worker having worked in residential and community care in Ireland and Australia. Aoife completed her PhD in Social Care in 2014 and has a keen interest in the area of social care practice and social research.

**Practice/Policy Presentations Option 3:**

**Integrating Sustainable Development Goal 16 into Social Care Education and Practice (45 minutes)**

Presenter: Sheila Coyle

**Brief Overview**

In September 2015, world leaders adopted the 2030 agenda for Sustainable Development. The aim of this workshop is to introduce the Sustainable Development Goals (SDGs) and to specifically explore Sustainable Development Goal 16; *Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels*. The purpose of this presentation is to enable participants to consider Goal 16 and explore the relationship between Goal 16 and Social Care Education and Practice. The intended learning outcomes for this presentation are that participants will have:

- An enhanced understanding of Goal 16 and links to Social Care Education and Practice
- Tools and methodologies to support the integration of this goal into their education and practice
- An enhanced understanding of how Social Care Education and Practice can contribute to building a more equal, inclusive, prosperous and peaceful world

Activities will be designed to facilitate participants in identifying aspects of Social Care that relate Goal 16 and to choose one or more areas where they could incorporate Goal 16 into their teaching or practice.
“The Pracademic - is there acceptance for the elusive synergy between theory and practice in Irish Social Care higher education?” (45 minutes)

Presenter: Aoife Prendergast

Brief Overview

The synergy between theory and practice can be considered elusive, the touchstone for the development of successful undergraduate programmes particularly in allied health professions such as social care. A healthy relationship is vital to the success of both practitioners and academics alike. A “pracademic” is a person who spans both the somewhat ethereal world of academia as a scholar and the pragmatic world of practice. Many allied health and social professionals in particular, come to academia with a successful career in their practice. Indeed, a certain level of experience in that field is needed to understand the complexity, context and degree of tacit knowledge required to gain a sound understanding of practical problems that need rigorous investigation and attention. The world of practice serves as the centre point of the academic compass for most professional programs. Just as schools of engineering and law are disciplined by the marketplace, which seeks well-trained students, so our social care programmes must perennially find ways to address the fast changing needs of practitioners—whether they be government, not-for-profit organizations, consulting firms or contractors. We may not expect such traditional academic disciplines as history, sociology, or political science to cater to the needs of external audiences or practitioners—indeed, these disciplines' insulation from public concerns and issues is considered a strength by some.

This presentation aims to explore the integration of academic teaching and research with the communities of practice in social care. This appears to be a fundamental aspiration of the social care profession. While building and integrating an important body of academic theory and concepts from a variety of disciplines, social care as a field has embraced a professional orientation by seeking to be relevant to practitioners at various levels. While teaching theory, social care programmes and faculty are often acutely aware that their academic content and credibility, in part, rest on a deep connection with practitioners. While theory can be self-contained, the impact of our research and teaching arguably finds its most compelling and highest audience when it addresses the agenda items and concerns of practitioners.

- Participants will examine the concept of “pracademia” in relation to their own role and continuing professional development.
- Participants will have clear understanding of the synergy between social care professionals and higher education.
- Participants will consider their own identity and position in terms of approach to regulation. and recognise the strengths and opportunities for sharing power in hierarchical positions.

Speaker Biography

Aoife Prendergast is a Lecturer in the Department of Humanities at the Institute of Technology, Blanchardstown, Dublin, Ireland. Having completed both her undergraduate (BSc, Diploma sa Gaeilge) and postgraduate studies (MA in Health Promotion) at NUI Galway, Aoife has undertaken a diverse breadth of work with a variety of client groups and settings. Aoife has substantial lecturing and training experience in both the UK and Ireland in a variety of roles including National Training Projects Co-ordinator and Community Health Co-ordinator for NHS Peterborough, Cambridgeshire, UK. She has successfully created and managed numerous innovative training and development projects in public health within diverse communities in both the UK and Ireland. In addition, Aoife was selected as Secretary for the Irish Association of Social Care Educators (IASCE) 2016 -2017. She also received a Graduate Scholar for the International Aging and Society Community in November 2014 and a Community Empowerment Champion for her work in the East of England in 2010.
Practice/Policy Presentations Option 4:
Positive Behaviour Support in Ireland, context, policy and legislation. (45 minutes)
Presenter: Alan Tennyson & Ciara Maye
Brief Overview
This presentation will address the evidence base for Positive Behaviour Support (PBS), describing how it has become established and legislated for within the Irish disability sector (Health Care Act, 2007). The National Standards for Residential Services for Children and Adults (2013), Standards 3.2.8 and 9 make specific reference to PBS as the recommended means to address challenging behaviour. Further Standard 7.3.3 establishes that services must have ‘procedures in place to protect staff by minimising the risk of violence.’ While policy and legislation call for PBS, what it actually entails is rarely delineated. The authors will describe the key components of PBS and demonstrate how it goes further than statements of values. PBS offers a practical approach to changing challenging environments and addresses many of the limitations of currently adopted approaches. It integrates a broader systemic view of challenging behaviour, with practical strategies on how to manage the associated risks. This presentation will equip participants with the knowledge to recognise whether a setting is following best practice in PBS. It will support them to identify settings and scenarios where PBS is applicable. As the demand for PBS grows, so too does the need for service commissioners to identify PBS capable environments, staff and professionals. We will show participants how to identify competence in PBS at a number of levels and outline current developments within the PBS community in Ireland and the UK.

Speaker Biographies
Ciara studied Positive Approaches to Challenging Behaviour at the Welsh Centre for Learning Disabilities at Cardiff University and is a board certified behaviour analyst (BCBA). She has more than 15 years experience in research, practice and training in Positive Behaviour Support (PBS) and now coordinates a publically funded PBS service across Cork and Kerry.

Alan studied at the Tizard Centre, University of Kent and is a board certified behaviour analyst (BCBA). He has 15 years experience working in mental health, brain injury, and intellectual disability services involving research, practice and training in Positive Behaviour Support. Alan is now a behaviour analyst with a publically funded PBS service across Cork and Kerry.

Relationship-Based Self-Care (45 minutes)
Presenter: Maurice Fenton
Brief Overview
Self-Care in Social Care: Vicarious Trauma, Vicarious Resilience, Vicarious Vulnerability, Self-Compassion and System Trauma this presentation aims to promote relationship-based approaches to social care and self-care taking account of the realities posed by the ecology of care provision in 21st century Ireland.
Learning Outcomes:
• Improved knowledge of the elements and concepts involved in self-care. This model proposes that that the worker is as vulnerable to experiencing trauma from working within current deficient systems as they are to experiencing vicarious trauma from working with children and young people in care. An antidote to vicarious trauma proposed by this model is vicarious resilience achieved through the relationship with those people being cared for as is the retention of the motivation to care for others;
• Understanding of how current dominant concepts of self-care are one dimensional, focusing on the workers’ relationship with themselves, and that equally as important are the workers’ relationships with those they care for as well as with the system within which the worker works;
• To be able to locate current practice within an historical context to better understand current practice and relevant policy and structures framing the profession.
It focuses on the many vicarious processes at play within social care. It also addresses compassion fatigue and carer burden as well as self-compassion and compassion satisfaction. Self-care should not represent a burden to often already beleaguered social care workers as it may present as in one-dimensional models. This is a strengths-based and ecologically-informed model of self-care which places the relationship between carer and young person at the core of self-care for the carer.

**Speaker Biography**

Maurice Fenton has worked at all levels in residential child care, from volunteer and trainee to manager and director of services since 1991. Over these years he has worked within residential services in the statutory, voluntary and private sectors. In 2009 he founded Empower Ireland primarily to support care leavers. He is an independent advisor, researcher and management consultant and remains actively involved in management within the residential child care sector. He is a member of the Social Care Workers Registration Board, CORU. He is scheduled to complete his doctorate at Queens University, Belfast in 2017. He co-published the guide for care leavers ‘Pathways’ with Focus Ireland and EPIC in 2012 and is the author of ‘Social Care and Child Welfare in Ireland: Integrating Residential Care, Leaving Care and Aftercare’ (2015) and the recently published ‘The Stolen Child: WB Yeats and Carl Jung - Relationship, Belonging and Compassion in Caring for Children in Care’.

**Workshop Option 5:**

(90 minutes)

Presenter: Dr. Muireann Ni Raghallaigh

**Brief Overview**

This workshop will allow deeper exploration of Dr. Ni Raghallaigh keynote presentation exploring ‘Promoting the Resilience of unaccompanied children: Lessons from research’.

**Workshop Option 6:**

‘Compassion Fatigue’ (a style of burnout) in the Social Care field. (90 minutes)

Presenter: Jennifer Reidy

**Brief Overview**

Compassion Fatigue first named in 1992 while observing nurses in the emergency department to how it has developed and is now most predominately found in nurses, doctors, social care workers and social workers. It is brought on by exposure to trauma and lack of self-care skills and it is most commonly heard of in people who come under the category of being a ‘wounded healer’. Very similar to depression and people are being misdiagnosed. There is no diagnostic category under the DSM and little awareness of Compassion Fatigue which can cause confusion for practitioners suffering from it and those attempting to address it.

**Aim of the workshop:**

- Participant’s gain awareness on the causes, treatments and prevention of Compassion Fatigue.
- Participants will have a new knowledge set and tool kit on avoiding and dealing with Compassion Fatigue.

**Speaker Biography**

Jennifer has significant experience working in the field of social care. She holds a BA in Applied Social Care (LIT) for which her research dissertation focused on the area of compassion fatigue. She regularly delivers training and workshops on this topic, including Irish Council for Social Housing.

1.30PM – 2.15PM – LUNCH

2.15PM – VIEWING POSTER PRESENTATIONS

2.45PM – PARALLEL PRESENTATIONS/WORKSHOPS

Delegates should choose from one of the following workshops or presentations to attend during registration.
Post Grad Research Presentations Option 1:

Positioning social care: How policy discourses position care providers and recipients. (20 minutes)

Presenter: Debbie Vaughan

Brief Overview

Social constructionism is an approach to research in which social realities and identities are conceptualised as being constructed, negotiated and maintained through both social structures within society at a given time and day to day interactions. From a social constructionist viewpoint, the concept of care is constructed through the discourses found in policy and media documents. Discourse is a logic of communication in which ideas are shared through language which can influence the way people think and act within their social realities. Language constructs social realities as it is used to communicate individual emotions and experiences along with thoughts. The research aims to analyse how carers and care recipients are positioned through the dominant discourse within social care policy in Ireland. This presentation will focus on published international literature about the discourses of care with various recipient groups of social care services that has been reviewed as part of the literature review for this research. A purposive sample of key documentation that govern the social care section will be selected. This will be analysed using Foucauldian discourse analysis. This will allow for the identification of the main discourses presented in the documentation and how these govern social care in Ireland, thereby positioning both carers and care recipients. According to the literature, discourses of care vary across different groups within the social care sector and have changed over time. Based on the literature reviewed to date, the underlying discourses across all sectors appear to be risk and neoliberalism. The discourses presented in documents, media and when people talk about providing care for different groups legitimise a particular version of the world. This not only impacts on services and how they are provided but also create particular identities for recipients of care (Cowan, 1998; Doherty & Harris, 2015; Jansen, 2010).

Speaker Biography

Debbie Vaughan graduated with a BA Hons in Social Care from the Dublin Institute of Technology. During her undergraduate studies, Debbie worked providing support to Traveller families in Dublin. Following this, Debbie, as part of a team, conducted residential based family assessments with Traveller families with the aim of assessing if it is in the child’s best interest to remain in the care of their parents. Debbie also works with young people in residential care in a therapeutic setting and is strongly influenced in her work by attachment theory. Debbie is currently a research student with Dr. Fiona McSweeney in DIT with a research interest in social policy that governs the social care sector in Ireland.

Perceptions of Risk in Social Care (20 minutes)

Presenter: Jaroslava Velartova

Brief Overview

Prior to the 1980s, both welfare services and the literature paid little attention to the manner in which risk was managed. However, with the growth of neoliberalism, welfarism decreased and the management of risk replaced the previous focus on needs to become the dominant paradigm in policy and practice. Indeed, risk assessments are now ubiquitous in social care. Yet, service users, social care workers and service managers may perceive and approach risks differently. As a consequence, there can be challenges to balancing competing demands for independence, autonomy, health, safety and duty of care. Service users may perceive taking a risk as an aspect of autonomy or positive risk taking, whereas providers are often more concerned with potential negative consequences, often driven by concerns over blame and accountability.
As such, while neoliberal policies of promoting competition, most notably through the introduction of quasi-markets, may have appeared to respond to the disability movement’s calls for increased choice, the same policies drivers have increased the focus on risk management, private insurance and litigation. Thus, service users may find risks are limited to ‘safe options’, as service providers and social care workers struggle to manage any potential ill consequences. This presentation draws upon a comprehensive examination of the literature on risk to explore the manner in which interpretations of risk shape contemporary social care practice. It outlines meanings of risk and how the concept has changed over time to become what it is today, including examination of the separation of risk into assessment, management and communication. It then discusses risk as refractted within social care and the implications for service users, social care workers and service managers. Finally, it describes briefly the constructivist theoretical framework and methodological approach that will be used to inform this PhD study on risk in disability services.

Speaker Biography

Ms Jaroslava Velartova is PhD candidate in the Discipline of Health Promotion, School of Health Sciences at National University of Ireland, Galway. Prior to pursuing a PhD in NUIG, Jaroslava completed a degree in Applied Social Studies with GMIT. Jaroslava has worked in social care services for ten years and is currently employed as a community social care worker for people with physical disabilities living independently.

Perceptions of Formal Supervision in social care services. (20 minutes)
Presenter: Caroline Dunne

Brief Overview

Literature acknowledges that the social care sector in Ireland is changing, becoming more bureaucratic in nature with increasing levels of violent behaviour in youth residential services and from congregated settings to a more person centred service delivery for people with disabilities. These changes provide challenges for staff. Studies in the allied professions of social work and nursing report the structure and effectiveness of supervision, but a lack of research in social care agencies creates a gap in knowledge in this sector. Using an explanatory sequential mixed method methodology, this study reports data from sixty-five surveys and seventeen in-depth interviews and provides insight into the structure, challenges, satisfaction levels and effectiveness of supervision in six social care agencies in the South East of Ireland.

Findings from the youth residential sector identify that supervision has a different purpose for managers and supervisors and is used to manage the performance of practitioners, at the expense of facilitating support and reflective learning. Supervisees reported needing supervision to be a safe place where they can discuss the challenges of their work. Data confirms that while supervision appears to occur theoretically, in practice it is the first item to be removed from the agenda when a crisis occurs. The term supervision in the disability sector causes confusion and is akin to the historical context of sheltered work where a supervisor is tasked with the role of overseeing production. This study argues that to meet the challenges of change ‘Formal Supervision’ is renamed ‘Professional Praxis Support’ creating clarity for all parties in the process. This would create a greater balance in the supervisory relationship and eliminate the confusion that exists in the disability sector.

Speaker Biography

Caroline Dunne is an experienced social care practitioner. She has worked in services for people with disabilities for the past twenty years, and more recently in youth residential services as a frontline social care practitioner. Caroline has specific experience working with behaviours that challenge and adults who present with autism and intellectual difficulties.
Caroline holds a B.A (Hons) in Applied Social Studies which she obtained as a lifelong learner at Wexford Campus (IT Carlow) while employed as a practitioner in the disability sector. She is a recent graduate of IT Carlow’s President’s Fellowship Scholarship Programme where she was awarded an M.A. (Research) for her study on the ‘Perceptions of Formal Supervision in Social Care Services’. This study was one of the first to focus on supervision in the field of social care in the South East of Ireland and to look at the perceptions from the perspectives of managers, supervisors and supervisees. This study acknowledges the changing nature of social care practice and the benefits of formal supervision in supporting staff and preventing stress and burnout.

**Supporting the Bereaved Child: A Systematic Review of Interventions (20 minutes)**

Presenter: Aoife Gallagher

**Brief Overview**

From research undertaken on suicide and professionalisation through the Health Research Board and engagement in subsequent reading, the need for further research around the topic of children and bereavement became apparent. Informal discussions with early year’s professionals highlighted that a bereavement policy was deemed important but non-existent in settings, even though death is deemed an unavoidable part of anyone’s life, including children. The identification of effective interventions and supports to aid bereaved children was considered important for the development of such a policy. The aim of this study was to identify, through a systematic review, effective interventions and supports available to bereaved children which may prove useful to future policy and practice in the early year’s sector. Searches containing key words were undertaken across 8 specific databases; 2 general search engines and 9 websites of relevant institutions. Several national conferences associated with the topic were attended to supplement knowledge. 84 potential items for review were identified. Application of specific criteria through systematic review resulted in 12 items being listed for analysis. A thematic analysis was also carried out on the qualitative data highlighted in the aims of each of the final selected items. The findings highlight how the support required depends on numerous factors and no one method of intervention is suitable or effective in meeting all needs of a bereaved child. Therefore, more refined and specific interventions aimed at supporting the holistic development of each child is necessary. This could be achieved by incorporating elements of the many interventions identified to create a protocol or policy to assist professionals and policy-makers in devising bereavement supports unique to each individual child’s needs. This research assisted in providing a wide variety of information on interventions available to aid bereaved children, which may prove valuable to future policy-making around childhood bereavement.

**Speaker Biography**

Aoife is currently undertaking a Research Masters at Institute of Technology, Sligo on the topic of children and bereavement, having graduated with First Class Honours in the BA (Hons) Degree in Early Childhood Care and Education. She undertook a Summer Scholarship in 2014 through the Health Research Board and has presented her research through poster and oral presentations at the Sligo University Hospital Annual Conference 2015.
**Practice/Policy Presentations Option 2:**

**The Home Youth Liaison Service – Leading the way for change within Social Care Practice in the Northwest of Ireland. (45 minutes)**

Presenter: Sligo Home Youth Liaison Service

**Brief Overview**

The Sligo Leitrim/ West Cavan Home Youth Liaison Service (HYLS) is a non-profit organisation established in 1989 as a response to local needs. The HYLS is directly funded by Tusla and currently employs eleven staff. Four staff are directly attached to Social Work teams and work with children and young people on Hardiker Level three and four. Five staff work full-time in schools, working with young people across all levels of the Hardiker Model. These staff also provide monthly residential weekend breaks for young people in receipt of support from the Child and Family Agency.

The overall aim of this presentation is to demonstrate how the HYLS provides a wrap-around support for vulnerable young people and their families by meeting the needs of young people in the formal setting of school and within their informal community-based environments. Through this unique way of working within the area of Social Care, the HYLS is afforded the privilege of entering the young person’s world and experiencing an intimate understanding of their strengths and difficulties, which in turn allows the HYLS to offer a tailored holistic approach in meeting the young person’s individual needs. We will use a case-study of a young girl who has recently been taken into state care, to illustrate how the HYLS provides a person-centred, wrap-around support. This engaging case-study demonstrates how the HYLS uses a whole team approach, collaborating to design and implement a tailored package to effectively rebuild this young person’s social capital and self-worth. This presentation will provide practitioners and funders with an effective model of practice that uses a multi-faced approach, firmly rooted in theories such as ecological theory, family support, resilience and youth work and which offers a new way of extending the boundaries of working within social care practice.

**Speaker Biographies**

The staff of the Home Youth Liaison have been working within the various realms of social care for the past thirty years with the vast majority attaining NFQ Level 9 in the areas of Social Care and/or Youth and Community work.

**A critical and maternal narrative approach to practice, enhancing recognition and solidarity with ambivalent representations. (45 minutes)**

Presenter: Carol McGinty

**Brief Overview**

This is a conceptual presentation that uses a critical practice approach to how a social worker’s interpretive lens may transform after they become a parent. With a composite case example, I reflect on my own biographical maternal narrative, which aims to enhance the recognition and solidarity with ambivalent representations in the journey of motherhood. I conceptualise maternal narratives with Fook’s critical approaches to practice framework (2016). I interweave a composite case example that I had direct experience and privilege of working with, along with my own biographical experience of mothering. The central themes that have emerged from my critical reflective analysis are; ambivalence, imperfections and guilt. This open ended inquiry outlines a new way of knowing. The primary data are biographical. For the purpose of this critical reflective presentation I am a mother, and hence I refer to my gendered experience. The presentation attempts to explore how my social work practice is afforded a new interpretative lens and reconstruction after my own transition into motherhood.

**Speaker Biography**

Carol McGinty is a Corú registered social worker and a Masters graduate of University College Dublin (UCD), 2002. After qualifying as a social worker, she worked in child protection
and medical social work, prior to moving into a social work education role in the area of social care in Dundalk Institute of Technology. She is also a mother to three children under nine years of age.

**Workshop Option 3:**

*Sexuality & Sexual Education within the Intellectual Disability Sector* (90 minutes)

**Presenter:** Aoife O’Brien and Stephanie Keane Stack

**Brief Overview**

**Aims of Workshop:**

This workshop explores the sexual health needs and rights of people with an Intellectual Disability and highlights the importance of promoting good models of practice in the area of relationships and sexual health awareness. It aims to equip frontline staff with the knowledge to assist people with an Intellectual Disability to make informed decisions about their sexual health, intimacy and relationships. Throughout this interactive workshop, we explore sexuality historically to the present day and examine the impact that current legislation has on this sector. Moreover, this workshop challenges some common myths and misconceptions, to raise more insight into the values people hold in relation to sexuality and the Intellectual Disability sector.

**Learning Outcomes:**

- Participants will garner a greater understanding of how organisational policies and staff training supports in the area of sexuality is of paramount importance in all residential, community and other service settings. (i.e. placing emphasis on policies and the legislative contexts that is relevant to social care workers and the people that we support).
- Participants will be equipped with some skills and sexual literacy to design and implement work-related strategies.
- Participants will have more clarity and consistency of information in relation to sexuality in the ID sector. (i.e. taking into account the recent enactment of the ‘Assisted Decision Making (Capacity) Act 2015’, ‘HSE Safeguarding Vulnerable Persons at Risk of Abuse Policy and Procedures’ and the responsibilities it may bring for many Health and Social Care Professionals).
- Participants will have an increased awareness of the supports available to all services and professions in promoting good models of practice in area of sexuality and sexual health education.
- Participants will have a greater understanding of the importance of protective policies and legislation being put into place to prevent exploitation or abuse.

**Speaker Biographies**

Aoife O’Brien and Stephanie Keane Stack both hold Honours Degrees in Applied Social Studies and Social Care, and have worked in the area of Social Care for the past eight years. The presenters have a considerable amount of experience working with children and adults with mild to moderate intellectual disabilities, autism and behaviours that challenge in a variety of settings, including schools and residential placements. Following the completion of ‘The Foundation Programme in Sexual Health Promotion’ in conjunction with the HSE, the presenters developed a workshop in ‘Sexuality and Sexual Education within the Intellectual Disability Sector’. The presenters have a keen interest in the area of sexuality, especially within the intellectual disability sector and have extensively researched the topic both at a national and international level. As part of our outreach work, the presenters have delivered trainings on a variety of topics to voluntary organisations, HSE services & to families across the counties of Cork & Kerry. For the past three years, the presenters have worked with An Cuan Regional Outreach Support Service in Cork.
Workshop Option 4:
Going to Market! Exploring markets in Social Care in Ireland (90 minutes)
Presenter: Majella Mulkeen

Brief Overview
One of the most striking reconfigurations of Irish social care has been the entry of private for-profit companies into a sector previously regarded as outside the market. This presentation examines the policy context that has given rise to these developments and the impact of marketisation on both the quality of care provision and the employment conditions of the workforce. The dynamics of for-profit provision and marketization differ across sectors: I examine the children’s residential care sector, intellectual disability services, older people’s nursing and home care provision and developments within Tusla. Whether for-profit provision of care is a positive development is the subject of intense debate. The arguments for and against are outlined in this presentation alongside a range of empirical evidence. International research evidence is not convincing about the capacity of markets to deliver on quality or efficiencies. The presentation concludes with recommendations for the Irish context in light of international research findings and a call for research into the ‘evidence’ for such a significant policy shift to enable analysis and debate in the Irish context.

Speaker Biography
Majella Mulkeen is a lecturer at the Department of Social Science in the Institute of Technology Sligo where she specialises in social care practice, equality and children’s residential care. She has published on equality and emancipatory practice in the core textbook for social care students in Ireland Applied Social Care (Eds. Lalor & Share 2013) and on gender and child protection in the Irish Journal of Applied Social Studies (2012). Her PhD research focuses on the relational and emotion work of social care practitioners in a context of regulation and managerialism.

Workshop Option 5:
“What Worked? A Care Leavers’ perspective of what worked in residential care”. (90 minutes)
Presenter: Shane Griffin

Brief Overview
As the Social Care Profession expands, develops and becomes more established as a profession in Ireland, so does the regulation, professional responsibility and accountability. This can impact on the relationships professional have with young people in residential care, reduce direct / contact time with those we work with and inevitably cause difficulties in that important relationship built between young people and those who work with them. This interactive workshop will aim to provide professionals with insight from the direct experience of someone who has lived in residential care, and aims to provide an insightful perspective from this experience to include the following;

- A reflection of a journey through residential care.
- Importance of relationships with professionals.
- The impact “One Caring Adult” can have on a young person.
- Unlocking challenging behaviours.
- Open-up the floor, for questions and answers, and discussion.

This will be followed by a group led question and answer session, where issues that arise in practise can be discussed among the group and I will provide insight where possible to professional from experience. There will be ample time to allow the group discuss issues and the insight from the experience of all will be gathered, to provide alternative ideas and suggestion for practise.

Speaker Biography
Shane Griffin is a Social Care Worker who currently works as a support worker and is also the Voluntary Advocacy Manager with Care Leavers’ Network Ireland. Shane is a Care Leaver, who has spent seven years in state care.
During this time, he had over 20 placements in Foster and Residential home’s, having lived in both open and high support residential care. Shane has accumulated much pre-and post-graduate experience working with at risk youths in education, youth justice and with adults in emergency homeless accommodation. He also spent time working in mainstream residential care with children and adults with intellectual disabilities. He has also volunteered with Care Leavers’ Ireland and has a personal interest in education attainment among Care Leavers, and other at risk groups. Shane is passionate about the area of aftercare and has completed his thesis on the topic, feeling the necessity of Pre / Post planning, implementation and review for those on their journeys to independent living. Shane is also a father, loves the outdoors and spends his spare time blogging and writing poetry.

**Practice/Policy Presentations Option 6:**

**What are the lived experiences of Older LGBT people in Ireland and how does this translate into care practice? (45 minutes)**

Presenter: Bernie Breen

**Brief Overview**

This study evolves around the sense of social inclusion and wellbeing experienced by older Lesbian, Gay, Bisexual and transgender (LGBT) people in Ireland. The research focuses on older LGBT people in two urban areas. It explores the lived experiences of growing up in a society which was intolerant, and hostile to LGBT status and identity. The study explores how growing up in Ireland during this period of time of intolerance and hostility towards LGBT people has impacted on older LGBT people’s lives. This research was conducted using international and national literature, selective methods and methodologies and using semi-structured face-to-face interviews with seven older LGBT people in Limerick city and Dublin city. The study details the retrospective memories and experiences of the participants and concludes by making recommendations, derived from the participants and the researcher, for the future generations of older LGBT people in Ireland.

**Speaker Biography**

Bernie is a graduate of Dublin Institute of Technology (DIT). She is a qualified Applied Social Care practitioner and one of five qualified Professional Therapeutic Crisis Intervention Trainer’s in Ireland with Cornell University, New York. She has been a professional in social care for almost 20 years. Her experience extends to organisational support, coordinator and managerial roles with vulnerable youth, the elderly, travelling communities, LGBT clients in need of after-care services and trainer in multiple areas. Bernie also facilitates external supervision and team facilitation.

**Author:** Vivian Molloy MA Ed., H.Dip, B.A. (Mod). Vivian Molloy is a graduate of Mary Immaculate College, Limerick; Institute of Technology Carlow; and Trinity College Dublin. He has been a professional in social care in Ireland for almost 20 years. Vivian has been involved in private, public, community, voluntary and charity services. This most recent piece of research is unique in its focus and explores the lived experiences of older LGBT people in Ireland to contextualise their sense of inclusion in Irish society and to make recommendation for the future.

**New Innovations in Home and Community Care for Older People**

Presenter: Lhara Mullins

**Brief Overview**

Effective homecare interventions for older people can reduce the need for hospital admission considerably (O’Cionnaith, 2012). Ireland has a growing cohort of older people which will reach 1.4 million by 2041, and will represent 22% of the population (CARDI, 2013). The homecare market in Ireland is continually expanding, with regulation and minimum standards set to be introduced in the near future. Yet, are we equipped to respond effectively to the social care needs
of this growing population comprehensively and holistically? Financial constraints have seen the budget for homecare cut frequently in the past. Future plans for older people care must be economically sensible and sustainable, while remaining person-centred. This presentation will explore innovative methods of enhancing homecare provision for older people, based on best practice from countries such as: the Netherlands and the U.S.A. Can a person with advanced dementia still walk to their local supermarket or café safely in a dementia village? Can young people living alongside older people in a nursing home setting reduce the onset of chronic illness? And how can a home environment fitted with motion sensors and telecommunication devices impact the lives of older people living alone? This presentation will prompt social care managers, workers, students and teachers to think about the long term care needs of older people in Ireland, and consider new and innovative methods of supporting older people in need of care. As the cohort of older people in Ireland expands, more social care workers will find themselves working within this sector. Innovative and alternative methods of care must be considered in order to comprehensively address the social care needs of older people holistically, while still fostering independence and choice.

Speaker Biography
Lhara currently teaches on the BA Social Care Programme in NUI Galway. Lhara worked in community care with older people for the HSE from 2007 to 2013. Lhara completed an honours degree in Social Care, and an MA in Social Work prior to commencing her current role. Lhara is currently undertaking a PhD relating to older people and homecare in Ireland and the need for professionalization within this field for the safeguarding and well-being of this vulnerable service user group.

4.15PM: POSTGRADUATE AWARD
4.30PM: CONFERENCE CLOSE
6.30PM: WINE RECEPTION
7.00PM: GALA DINNER
SOCIAL CARE IRELAND
Advocating for Social Care Workers, Educators and Managers in Ireland

Social Care Ireland (SCI) is the Professional Representative Body for the Social Care Work Profession in the Republic of Ireland.

SCI provides Members with advocacy, representation, support in the practice of Social Care Work, as well as an opportunity to improve the Standards and Quality of Social Care Work in Ireland. Social Care Ireland welcomes members from across the Social Care Work profession, including Workers, Managers, Educators, and Students. Membership of Social Care Ireland includes the following Benefits:

- Free CPD Portfolio, Resources and Support in meeting statutory requirements of registration with CORU.
- Reduced Rates at Conferences, Lectures, Training and other Social Care Ireland Continuing Professional Development (CPD) Events.
- Invitation to free CPD Events.
- Professional Advice and Support from Social Care Ireland Office, Board and CPD Officer.
- Participation in Special Interest Groups and Committees.
- Access to Garda Vetting at a reduced cost through IASC.
- Consultation and Input into National Standards, Policy and Legislation.
- Access to ‘Curam’ Magazine and ‘The Link’ Newsletter.
- Online access to all previous editions of IJASS and CPD Bulletins.
- Access to member only area through SCI website with access to additional resources and supports.
- Invitation to the Annual Social Care Ireland Conference and AGM.
- DAS Legal Protection Package including access to free counselling service.
- Job advertisements

Future Benefits will include:

- Fitness to Practice Insurance Cover
- Access to www.childlink.ie providing valuable resources and information for Social Care.
- Membership with www.groupsschemes.ie providing discounts on a range of products, including hotels, travel etc.

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