How to contribute without assuming you have the ultimate solutions

Social workers’ understanding of the relationship between their expertise and the involvement of the client and his family network regarding child protection social work

Emma Wiitavaara
2018-05-23

Degree of master, advanced level (two years), 30 hp Social work

Supervisor: Urban Markström
# Index

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>The character of the social worker and the client</td>
<td>3</td>
</tr>
<tr>
<td>User involvement</td>
<td>4</td>
</tr>
<tr>
<td>Relationship-based social work</td>
<td>6</td>
</tr>
<tr>
<td>Aim</td>
<td>8</td>
</tr>
<tr>
<td>Methods</td>
<td>8</td>
</tr>
<tr>
<td>Sample</td>
<td>8</td>
</tr>
<tr>
<td>Procedure</td>
<td>9</td>
</tr>
<tr>
<td>Data analysis</td>
<td>10</td>
</tr>
<tr>
<td>Results</td>
<td>10</td>
</tr>
<tr>
<td>1. The client as an expert</td>
<td>11</td>
</tr>
<tr>
<td>2. Influence for the client is situational</td>
<td>13</td>
</tr>
<tr>
<td>3. The function of the social worker</td>
<td>16</td>
</tr>
<tr>
<td>Discussion</td>
<td>21</td>
</tr>
<tr>
<td>Result discussion</td>
<td>21</td>
</tr>
<tr>
<td>Methods discussion</td>
<td>24</td>
</tr>
<tr>
<td>Conclusion</td>
<td>26</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>26</td>
</tr>
<tr>
<td>References</td>
<td>27</td>
</tr>
</tbody>
</table>
Abstract
This master-thesis examines the understanding among social workers regarding the relationship between their expertise and the involvement of the clients and their family networks regarding child protection social work. The participants consist of eight women age 26 to 62 working at a social service office in a smaller city in northern Sweden. Three of them works with investigation comprising assessments and five of them works with outpatient care with family treatment within child protection. The methods used are phenomenographic semi structured interviews and content analysis focusing on how the informants perceive things based on their lived experience and the living world. Main results shows that influence for the client is situational and at the same time negotiated in a tension between the images of the client as the expert yet alternatively as unable. The analysis showed three main themes; the client as an expert, influence for the client is situational and the function of the social worker. It further showed that the balance of relationship while also being the one doing the assessments is challenging. The importance of taking charge in the role by giving structure and a frame was also shown and empathy was found as the underlying basis to manage social work. It is important to not underestimate the professionalism of the client and his or her family network regarding their life situation. One conclusion is that it is important to go from accepting user involvement as a phenomenon to act upon it accordingly.

Introduction
In this master-thesis, I am interested in examining the understanding among social workers regarding the relationship between their expertise and the involvement of the clients and their family networks regarding child protection social work.

The character of the social worker and the client
From a societal perspective, professional social work is basically about a normalisation principle where the work is aimed at adapting or re-adapting people who for some reason risk falling outside society; to prevent mistakes and minimise risks where the case often is presented as a fixed scenario in which social work interventions takes place. (Rodger, 1991 & Fargion, 2006). Bruhn (2018) suggests that there is a correctional or an appreciative approach within social work where the correctional code involves power in the hands of the professional and their role is to correct deviant behaviour that is within the client. Salient issues will be determined by the social worker using ideas from ethics, laws, psychology and statutory power. Within the appreciative code the social worker and client negotiate and the knowledge of the social worker is not privileged over the view, beliefs and ‘common-sense’ of the client. Problems are framed as consequences of social, rather than individual issues. Rexvid (2017) refers to Abbott (1988) while claiming that the social worker’s perception of who is a client affects their professional practice in terms of gathering information, assessing information and information sources, and choosing an intervention. The client gets to learn how to master their role by talking and behaving in a specific, expected way to be able to get help. The encounter between social worker and private citizen is according to Hydén (1999) characterised as an investigatory process where the individual is transformed from a person into a client, and his or her problem is no longer a private matter but an administratively defined problem that can be remedied through the efforts of the organisation and its regulations. (Meuuwisse & Swärd, 2009). As Seale (2011) was doing her research she found that social workers interacting with clients did not presume they were employed, responsible, capable, and trustworthy, but rather the opposite until proven otherwise. Adams (2008) reflects upon an empowering practice with liberation rather than rescuing. He discusses the importance of the practitioner taking the position of a facilitator rather than a rescuer, in relationship to the self-empowered person, rather than the victim. He reflects upon the elements of self-help that contribute to empowerment; advocacy and self-advocacy; self-management; anti-bureaucracy; cooperation and common experiences. (p.13). To negotiate and to consider relationship-based practice can successfully contribute to growth and
wellbeing for the client, regardless of whether the profession has preventative character, is
caracterised by evaluations and assessments or is characterised by advisory, crisis-dealing,
conversational treatment, (compulsive) care or rehabilitation efforts. (Flygare, 2018). Bell,
Appel Nissen & Vindegg (2017, p. 37) states that “social workers’ set of beliefs, attitudes and
understanding about their roles, within the work context, is generally referred to as their
‘professional identity’” – built upon theoretical and practical knowledge and analytical
reflections of their own identities. “A core characteristic of professional work is that the
profession is entrusted with responsibility for defining the standard of what constitutes good

**User involvement**
Davies & Gray (2017) shows a model by Haynes, Devereaux and Guyatt (2002) representing
that clinical professional expertise requires engagement with three domains; client values and
preferences, clinical circumstances as judged by professional clinicians, and research
evidence.

![Figure 1. Models regarding evidence-based practice from Haynes, Deveraux and Guyatt (2002).](image)

Further Gambrill (2006a, 2006b) conceptualised social work as a client-centred process and
asserted that evidence-based practice could reduce authoritarian decision making and promote
transparency by being open with the client about the gaps and limitations in evidence.
Gambrill (2010); Thyer & Myers (2011) mean that the process of evidence-based practice
includes the relationship between service users and practitioner expertise and research
evidence In this model and that knowledge gets included or excluded by the service user’s
insight, knowledge and values; their expertise. This type of model demonstrates a shift in
emphasis, whereby “the service user’s expertise is not a component of evidence-based
practice, to be weighed and measured against professional wisdom and research evidence, but
shapes the way in which other types of knowledge are applied to a particular situation”.
(Davies & Gray, 2017). Beresford and Croft (2004) talks about golden years as a non-existing phenomenon within social work and mention key factors that they identified as encouraging a more positive and progressive, liberatory social work; *a renewed commitment to practice; addressing diversity and involving service users.* They mean that social work has to be understood in a broad context of the development of movement of health and social care users. They also mean that as social workers have been talking about user involvement, focus of the movement has extended beyond social work, social care and welfare into broader political, economic, social and cultural spheres. Beresford and Croft (2004;1980) also stated that a way forward for social work was to “rethink the present institutionalised approach to meeting need, the structure and organization of social services, the recruitment, training and roles of staff, but most of all the need for a transfer of power and resources – for community control of social services. Without that, they are merely an extension of the state rather than a service of and for the people”. (1980, p.18.)

Arnstein (1969) identified eight rungs on a ladder of citizen participation that represent a wide range of power-sharing arrangements: (1) manipulation and (2) therapy (nonparticipation); (3) informing, (4) consultation, and (5) placation (degrees of tokenism); and (6) partnership, (7) delegated power, and (8) citizen control (degrees of real citizen power). Arnstein describes the ladder divided in three parts where the lowest degree involves “therapy” which is to be seen as an opportunity for clients to vent their feelings and “manipulation” representing the strategic micro politics that public service officials use to legitimise their decisions. Both those levels are to be seen as levels of nonparticipation, the real objective of which is to enable power holders to educate or co-opt participants according to Leung (2011). The next three steps; “informing,” “consultation,” and “placation” – the middle rungs of the ladder represent tokenism, with participants lacking the power to influence decisions despite having a voice and being heard (Leung, 2011). The upper rungs represents more genuine citizen power and an increased extent of decision making (Leung, 2011) and involves “Partnership,” “delegated power,” and “citizen control”.

Hickey and Kipping (1998) simplified Arnstein’s eight rungs of participation as four: information/explanation, consultation, partnership, and user control. The initial levels “information/explanation” and “consultation” represent the consumerist approach with no transfer of decision-making power to the user with the contrariety whereas “partnership” and “user control” reflect a democratized approach with shifting power from providers to users.
Cossar and Neil (2013) describe that Hanley et al. (2003) has a model distinguish between three levels of service user involvement: consultation, collaboration and control. This model derived from Arnstein’s ladder of participation. Within this model “consultation” involves asking service users for their views, but with no requirement to act upon them. “Collaboration” involves an on-going partnership between service users and academic researchers, where control over the research is shared. “User control” occurs where service users make decisions and direct the research, although professional researchers may still be involved. Sweeney and Morgan (2009) added a level to the ladder of Hanley et al. (2003) of involvement to the original typology by Arnstein (1969). The adding involved a fourth level: ‘contribution’, to sit between that of consultation and collaboration and to reflect existing practices. Contribution refers to a process where researchers do more than asking about service users’ opinions; actively involving them throughout the research process, but without sharing decision-making powers (Sweeney and Morgan, 2009, p. 28).

Further Meuwisse et al. (1997, p. 24) sets two mind models against each other; individualism and community. Individualism is about the individual's self-determination over his life and not being forced into things for the common good, while the Community model is about the importance of meeting the common good of the citizens. Child welfare departments and public welfare agencies are according to Gambrill (2003) more suggestive of the social control functions of social workers. (p. 315). Healy (2000, p. 203) highlights that the social worker needs to “recognize and support the capacities of service users to exercise power, rather than to focus on their relative powerlessness from a structural perspective”. User involvement captures a range of different ideas, from active participation at the micro-level of individual decision-making, to more macro-level involvement in service planning and evaluation and, increasingly, in the training and research arenas. Peck et al. (2002) constructed a schema building on theoretical models using three distinct conceptions of user involvement – as recipients, subjects of consultation, and agents in control. They suggest that user involvement within mental health services operates at four levels: 1. in the interaction between service users and in the form of self-help; 2. in the interaction between individual users and professionals working with them; 3. in the management of local services and 4. in the planning of overall services.

**Relationship-based social work**

Flygare (2018) shows that the social worker needs to heed and take into account (with no mutual arrangement); the wishes of the client, professional ideals, comply with the
requirements of the management team and take into account the expectations of colleagues, work teams or cross-professional teams and possibly even from relatives to clients. Flygare further considers that there is a common and general quest for the social worker to heed the big picture. He refers to Brante & Fasth (1982, p. 109) when saying that a system consists of "a set of mutually dependent elements, between which there are certain relationships… ... the totality of the relationships within the system constitutes the structure of the system." He also refers to Goffman (1967) and his theory about complex systems on an interpersonal level where there are two main aspects within the interpersonal interaction that shows that individuals must interact in a fairly frictional way and show respect for each other, and that the individual's self-image is maintained and confirmed based on whether the individual feels confirmed or not in meetings with others. Relationship-based social work extensively involves investigating and determining the client’s needs for advice, support, supply, assistance, economic supply, care and treatment and with different types of efforts try to cater them. (Flygare, 2018). The individual’s choice of actions are motivated by profit maximisation, power, avoidance of shame, group affiliation, trust, cultural chapters, positive emotions, self-confirmation, and more. (Turner, 2002). Individuals cater to basic human needs by interacting with each other. These needs thus act as motivation; the individual is attracted to such interactions whereby their needs are met. According to Bruhn (2018) successful social intervention requires a relationship where the client is "seen" as a unique person, a relationship characterised by mutual recognition of similarities and differences between the parties. Such a relationship-based work must be seen as a foundation stone in the professional approach of the social worker. Bruhn further claims that relationship-based work based upon the factors mentioned above creates a platform where it enables a functioning working alliance between professional and client. A well-functioning alliance is characterized by mutual respect where both parties are open to developing the relationship. Flygare (2018) confirms that the need for trust is multidimensional. However, the relationship between the professional and the client is always asymmetric, as power and influence are unevenly distributed. In a well-functioning work alliance the client is included in his own process of change, both client and social worker have similar views on the client's problems and both are reasonably understood by a common model explaining the problem.
Aim
The purpose of this study is to analyse social workers understanding of the relationship between their expertise and the involvement of the clients and their family networks regarding child protection social work.

Methods
A qualitative study with semi structured interviews and phenomenographic analysis were performed. Phenomenography (Marton, 1981) is essentially a methodological research approach related to how people perceive things in a certain situation where the perceived content is central; lived experience and the living world. Phenomenography should according to Kroksmark (2007) be perceived as a movement, where the interest is to understand how the phenomenon can be understood and perceived in a human perspective, rather than focusing on how it is – truths and statements. “Perceptions often stand for what is implied, what does not have to be said or which cannot be said, since it has never been the subject of reflection. They make up the reference frame within which we gathered our knowledge or the reason on which we build our reasoning”. (Marton & Svensson, 1978 p. 20). The rational foundation for a phenomenographic interview is that we assume that people interpret what is said. Knowledge is to interpret the world, according to Larsson (2011). He also points out that in the phenomenographic analysis that the researcher’s challenge is to describe these interpretations. He means that the interview is the instrument we use to collect data, but also that within it there are interpretations which mean that, when someone answers a question, it does not necessarily mean she is answering with the interviewer’s wording in mind, but may instead have her own interpretation of the question. A phenomenographic analysis aims to “describe differences in other people’s ways of experiencing and conceiving their world” (Sjöström & Dahlgren, 2002, p.339).

Sample
The participants in this study were conveniently selected based on the purpose of the study (Creswell, 2014, p.189); as the informants are colleagues of mine. The informants consist of eight women working at a social service office in a smaller city in northern Sweden. Three of them are working with investigation comprising assessments within child protection, and the other five are working with outpatient care; therapeutically and supportive sessions with family treatment, also within child protection. Their ages vary from 26 to 62 and the professional experience varies from three years to 18 years. The role of the social workers is to promote children and young people growing under safe and good conditions. If someone is
worried about a child and the social services got concerns an investigation will be initiated on the situation of the child and family to see what assistance and support is needed. The other way is for families to apply for help or support, and an investigation always has to be performed according to law. The Social Service shall provide support, protection and assistance to those who need it.

Procedure
The informants were contacted by the researcher by an e-mail (Appendix I) and they all voluntarily accepted the invitation to participate. An interview guide was used to help frame the interview session (Appendix II). The phenomenographic interviews were performed as open-ended conversations, where I used probes to stimulate the informants to elaborate on the questions. (Larsson, 2011). All the interviews started with information to frame the section and to remind the informants about the agreements (see interview guide). The interviews were performed real time in rooms located suitable for the informants schedule and logistics. The interviews lasted 24 - 42 minutes. All interviews were recorded with an audio recording application on my smartphone and then they were transcribed, using an audio playback control software program and finally data was analysed by following steps bellow.

Data analysis
The phenomenographic analysis aims to describe the variations in interpretations (Larsson, 2011). Data were analysed in seven steps as described by Sjöström & Dahlgren (2002). The first step is familiarization, getting to know the text. The second step is compilation of answers from all respondents to a certain question. The third step is condensation; finding the central parts of longer answers. The fourth step is grouping or classification of similar answers. The fifth step is comparison of categories. The sixth step is naming the categories and the last and seventh step is a contrastive comparison of categories. As analysation is a process the steps above where interacted and steps were taken back and forth to ongoing make sure that categories that where made was based upon the purpose of the study and that content was relevant for the categories. There are different ways to maintain the craft of the analysis; I though prefer to do it by hand with paper and a pair of scissors. To be extremely clear and to help myself during the process I printed the purpose of the study and had it as a note next to me all the time during analysation. In this way I found it easier to overview and to move around content and categories and to follow the material, rather than to “force sentences into a category”.

9
Ethical considerations
Based on ethical principles from Vetenskapsrådet (2017) this study has followed four base requirements; the first about information that claims that the researcher have to give information to those of the research concerned about the purpose of the current research. The second is about consent and claims that participants in the study are entitled to decide about their participation and are free to cancel it whenever. Next there is the claim about confidentiality that refers to the fact that details of all persons included in a survey should be given the highest possible level of confidentiality and personal data shall be protected by appropriate measures against unauthorised access. The fourth and last claim is about the use of collected data and claims that data collected about individuals may only be used for the purpose of the research and nothing else. Since informants of this study are colleagues of mine the ethical considerations were especially apparent and the informants were informed both by e-mail and orally at the beginning of the interview that they would be anonymised in this essay, but that I could not guarantee that nobody would recognise them based on what appeared, since we all knew each other well in the administration. I further told them that I nonetheless however would do my utmost to make it difficult for others to decipher.

Results
A hermeneutic content analysis was performed on the data collected from the eight transcribed interviews. The result shows that influence for the client is situational and at the same time negotiated in a tension between the images of the client as the expert yet alternatively as unable. By following the steps described by Larsson (2011), Sjöström & Dahlgren (2002) and Graneheim & Lundman (2003) the graph below was made to show the main result. The analysis showed three main themes; the client as an expert, influence for the client is situational and the function of the social worker. Every theme will be further discussed in its own chapter below and there will be tables with examples from the process for condensed meanings, meaning units and categories.

The results show that the informant wants to give the clients a high degree of influence and that it is not possible to carry through the progress of change without the clients, by running in advance or by running them over. It also showed that the informants found the client being the expert of his own life, but that influence will differ depending on whether the client is melancholic, curious and friendly or if he is loud and rowdy. It further showed that the social workers have to make opportunities for the clients to participate and act as part of the “team” and that the balance of relationship while also being the one doing the assessments is
challenging. The importance of taking charge in the role by giving structure and a frame was also shown and empathy was found as the underlying basis with which to manage social work.

Table 1. Themes, Categories and sub-categories of the main results from the content analysis.

<table>
<thead>
<tr>
<th>Theme</th>
<th>The client as an expert</th>
<th>Influence for the client is situational</th>
<th>The function of the social worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>High degree of influence</td>
<td>Circumstantial degrees of influence</td>
<td>Low degree of influence</td>
</tr>
<tr>
<td>Sub-category</td>
<td>Giving influence to enable involvement</td>
<td>Circumstances for the client affects the degree of influence</td>
<td>Influence can cause negative consequences</td>
</tr>
<tr>
<td></td>
<td>Giving influence to enable exclusion</td>
<td>HIDDEN AGENDAS REDUCE THE INFLUENCE</td>
<td>THE BALANCE OF RELATIONSHIP AND POWER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NOT SEEING THE CLIENT AS COMPETENT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ASSESSMENTS AS A PART OF THE PROFESSION</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>THE BASIS OF THE ASSESSMENTS</td>
</tr>
</tbody>
</table>

1. The client as an expert

All the informants described in different ways how they regard the client as an expert. When talking about influence and participation in the investigation or treatment, they described how they felt about it and I could tell there was a similarity within the answers where they found it of great importance to make the clients involved by giving them influence. Among the answers I found that the one category was high degree of influence. The sub-categories were giving influence to enable involvement and giving influence to enable exclusion.

Table 2. Examples of meanings, meaning units, condensed meaning units, sub-categories and categories within the theme "The client as an expert".

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Meaning unit</th>
<th>Condensed meaning unit</th>
<th>Condensed meaning unit Interpretation of the underlying meaning</th>
<th>Sub-category</th>
<th>category</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think that the client SHOULD have a lot of influence in the matter, I think it's really important because it's the client who is the main character in it.... I also think we work the most, we are out of favor, optional support, so what the client wants is by far the most important.</td>
<td>The client should have a lot influence since he is the main character.</td>
<td>GIVING INFLUENCE TO ENABLE INVOLVEMENT</td>
<td>GIVING INFLUENCE TO ENABLE EXCLUSION</td>
<td>GIVING INFLUENCE TO</td>
<td></td>
</tr>
<tr>
<td>I have a small white board that I put on the table so they get to draw... ...they take a photo of what they have drawn and so they have it in their phone and I think that's a great thing just that they own their own problem, in their phone.</td>
<td>They take a photo of their drawing and save it on their phone so that they own their own problem.</td>
<td>Drawing, shooting, saving and owning their own problem.</td>
<td>It is important to let the client own his own problem.</td>
<td>enable involvement</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>...I think in cases where the social services are still worried, but the parents do not accept and use support.....then the social service have to accept it, if you do not think it can reach the criteria for compulsory care in any way, so then the parents have all the influence.</td>
<td>If parents do not accept support social service has to accept that and the client gets all influence.</td>
<td>Not accepting support when the concerns are high but not leads to compulsory care means all influence to the client.</td>
<td>When there are not criteria's for compulsory care the client has all influence.</td>
<td>High degree of influence</td>
<td></td>
</tr>
<tr>
<td>...and I think it's going to be very much, very much for a change to not happen and that it did not happen the first time or the second time, it may not depend on the person, maybe it was because we chose the wrong way to go. If you enter a treatment and it is twelve steps, that does not work for you and we say yes, but you do not want to. “Yes, I want to, but it does not work” .....is it you who does not want or is it perhaps the treatment that is wrong for you?</td>
<td>If change does not happen the treatment might be wrong for you, but we think you don't want to.</td>
<td>We might think the treatment is right and the client is not willing, but might be wrong.</td>
<td>The client has to be able to choose not to participate in the exact treatment we have in mind.</td>
<td>Giving influence to enable exclusion</td>
<td></td>
</tr>
</tbody>
</table>

Informant 4 described influence in terms of not being ‘steamrolled’. “Well, it's certainly good to work without giving people influence if we just want to run people over, but if we really want to get people on the train, and do things for others, because we do not do this for our sake... ...but it's because we want to see change and we want to help people change and that change can only come from within... ...so I think so far as it is and especially within my profession i.e. working with outpatient care, so yes, you always need influence in one way or another.” As I was asking about influence and if it was easy or hard to give it to the families they worked with, informant 6 and 7 described how they believe that influence is fundamental and without influence the help would not be of any use: “Very easy, very very easy, that’s my, it is the basics. The basic to transformation and development, otherwise it won’t work, I would say. But that is my opinion, my personal opinion.” (Informant 6). “… I try to help people to influence their lives in different ways so I think it's my main goal that the client should have an influence in everything, otherwise, I think that it is not useful.” (Informant 7).

Informant 5 and 6 underlined the importance of letting the client be the expert of their life, since they themselves as social workers were not: “The person has all influence I think, that it is the person it's about. That's their life, that person's life.” (Informant 5). “I think it's when
you have self-determination over your own life and in relation to what we are working with... ...that the client is able to do, so to be a professional on him-/herself, because if I as a professional enter and dictates or decides what's right or wrong, it's gonna be really weird...” (Informant 4). Informant 1 is also critical of maintaining a position of knowing better as a social worker and says “…who am I to come and say what is best for you? I do not live with you 24 hours a day 365 days a year, you and your family do.” Finally informant 8 states that she thinks that the family can have influence even though the goals for the family are created and shaped by social services, and further describes ways in which the family may exercise influence over how the goals will be reached.

2. Influence for the client is situational

The second main theme covers how influence for the clients can differ based on their own situation. Among the answers I found two categories; the first was *circumstantial degrees of influence* with the sub-category *circumstances for the client affects the degree of influence* while the second category was *low degree of influence* with the sub-categories *influence can cause negative consequences* and *hidden agendas reduce influence*. The following table will show you the process of extracting the category *circumstantial degree of influence*.

### Circumstantial degree of influence

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Meaning unit</th>
<th>Condensed meaning unit</th>
<th>Condensed meaning unit</th>
<th>Sub-category</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think that if you do not have the socio-economic vulnerability in society, you are functional, you have a job, you have an economy and so on, you have mandate, then you have mandate. If you have economics, you have the mandate to go to tell other people what to do... in society we respect higher when there are good economic conditions, yes I think so. I think you'll be more listened to, I think, more respect.</td>
<td>...if you have economics, you have the mandate to go to tell other people what to do... in society we respect higher when there are good economic conditions, yes I think so. I think you’ll be more listened to, I think, more respect.</td>
<td>With economics you have more mandate and respect in the society and you will get more listened to.</td>
<td>If you have economics you got more power and influence than if you don't.</td>
<td>Circumstantial degrees of influence</td>
<td>Circumstantial degrees of influence</td>
</tr>
<tr>
<td>...so I think that there are cases in which social services</td>
<td>...so I think that there are cases in which social services</td>
<td>In cases where social services</td>
<td>If you have been in social services</td>
<td>Circumstantial degrees of influence</td>
<td>Circumstantial degrees of influence</td>
</tr>
</tbody>
</table>
The informants told me during interviews how the actions, behaviour and situation for the client affected the influence they gave as social workers. Informant 2 talks about the attitude of clients when saying “…people who are positive about change, it will be much better than if you go into compulsory care for example …” Informant 5 further talks about clients being curious or incurious and about their willingness to be actively involved “…there are those who are more curious and want to know, want this participation, while there are also people who do not think they have the right to participate, and that’s also something that you need to catch up with and work for, you have to inform them. It’s them it is all about, Lord God… …Sometimes people are independent and it requires incredible respect and professionalism, I think so.” Informant 7 talks about expected behaviour and says that “I think you have more power and those who are mediocre, we expect them to be mediocre… …Will it be the one who sounds the most dangerous who gets through? And whoever tries for the sake of the children we require even more to, yes, but try on, and stay in your exposed situation with continued abuse…””. Informant 6 talks about crisis as a situational factor that affects the influence. “High crisis, alarm, that person is alarm, high crisis, thus becomes locked up as well. During that moment, it may also be during mourning periods, it may be, there may be external crises that affect this person so that he may be, he cannot be in anything but that just then…””. Informant 7 talks about how anger may reduce influence for the client; “I think, however, according to the law that we still have those who exercise power, those who get mad, those who we are afraid of and so on, they still manage to control more, but they also get less help so that they are, in some way they are more vulnerable. We are inferior off taking care of those who exerts.”
Low degree of influence

Having the client’s situation and circumstances on the one hand within this theme, on the other hand there is the category low degree of influence that is built upon situational circumstances for the social worker that has a reducing effect on the influence. As mentioned above, this category has two sub-categories; influence can cause negative consequences and hidden agendas reduce the influence. A table of meaning, meaning unit, condensed meanings, sub-category and category will be found on the next page.

Table 4. Examples of meanings, meaning units, condensed meaning units, sub-categories and categories within the theme “Influence for the client is situational” and the category “Low degree of influence”.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Meaning unit</th>
<th>Condensed meaning unit</th>
<th>Condensed meaning unit Interpretation of the underlying meaning</th>
<th>Sub-category</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes, just as I said, when the social service’s concerns are so high that we feel that this child or youth get neglected and health and development is likely to be affected, but for some reason the family does not agree to outpatient support or that they agree but we see no difference, we see that the child is still in that situation without any change.</td>
<td>...when the social service’s concerns are so high that we feel that this child or youth get neglected.... but for some reason the family does not agree to outpatient support or that they agree but we see no difference...</td>
<td>When concerns are still high, but the family does not agree or show now difference.</td>
<td>Influence gets reduced when concerns are still high.</td>
<td>Influence can cause negative consequences</td>
<td>Low degree of influence</td>
</tr>
<tr>
<td>Where we need to roll in resistance and dance after each other like <em>laughs</em> but like that. Yes, you should not run in front of someone. I talk a lot with metaphors * laughs *, but like that, I think that, yes but to be clear and have the cards on the table or what to say like, not having hidden agendas, because I think that also decreases the influence...</td>
<td>I think that, yes but to be clear and have the cards on the table or what to say like, not having hidden agendas, because I think that also decreases the influence...</td>
<td>Not having hidden agendas, because that decreases the influence.</td>
<td>Hidden agendas decrease influence</td>
<td>Hidden agendas reduce the influence</td>
<td></td>
</tr>
</tbody>
</table>

Informant 3 talks about wanting to enable influence for the family but having to decrease it, due to the concerns and supported by Swedish laws. “Yes, I want to say, yet, that we strive clearly for the family itself to be involved and decide as much as only possible, absolutely and that’s when you think it’s particularly serious and that they get the participation and the influence, but if it comes to the limit that they actually say no, but our concern persists, that’s why, for example, the Care of Young People (CYPA) legislation exists because there is no consent to work with, that you cannot help people in any other way and by that it is clear that it will be the case.” Informant 2 speaks of not daring to risk the health of a client, and thus
limiting her degree of influence; ”And I think that the girl does not have it, that's the view of her own protection and she tells me she does not see what I see. Then I think so, for her best, I think that CYPA may be good in the long run because, and from the point of view of honour based violence, if that is what you have found, than you do not know what's going on. I do not dare to take that risk.” Informant 4 talks about the importance of not having a hidden agenda; “Not to get in with a governed agenda when you are reading an implementation plan. It's only words and a piece of paper, it's quite flat information actually before you even meet the family... ...then I have to figure out quite a bit much in the family, yes, but what's it going to get out of, yes but maybe this is an offer we can give like this is something we can do, we can try this... ...for that is it only us as professionals who can, yes, give that information, we cannot expect our clients to sit and understand that as we meet with each other, but that's something we have to sum up all the time and that's a way to give influence, I think.”

3. The function of the social worker

The last main theme covers the formal and informal function of the social worker. Among the answers I found three categories; the power position, personal influence and assessments. The category the power position has its sub-category the balance of relationship and power. Under the category personal influence the sub-categories are not seeing the client as competent and the professional affecting the degree of influence. And finally the category assessments includes the sub-categories assessments as a part of the profession and the basis of the assessments.

**The power position**

As a first table under this headline you will find the process of showing the category the power position.

Table 5. Examples of meanings, meaning units, condensed meaning units, sub-categories and categories within the theme “The function of the social worker” and the category “The power position”.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Meaning unit</th>
<th>Condensed meaning unit Description close to the text</th>
<th>Condensed meaning unit Interpretation of the underlying meaning</th>
<th>Sub-category</th>
<th>category</th>
</tr>
</thead>
</table>

16
By far the most difficult thing I think we do in our profession is to be the one who determines in one way or another, but at the same time being the one who wants to "lock elbows" and that's a fine line, a springboard, a balance board.

It is difficult to be the one in charge and at the same time have a good relationship, it is a balance.

Balancing power and relationship is challenging.

The balance of relationship, and power

For example, where is the child to live, I mean we have something called family law, it is very important that it ends there; divorces, how we want people to live together or not, I have nothing to do with that...

...we have something called family law, it is very important that it ends there; divorces, how we want people to live together or not, I have nothing to do with that...

It is very important that things end up where they belong, somethings I don't have anything to do with.

Not to go into things that is not part of my role.

Ways to handle the power

Understand the whole person, yes and divide it into different compartments, so. But that's why I feel there's a barrier in the social service because we're not going to work with anxiety; we're not going to work with a state of illness, even if we got the competence. If one could imagine that more people would get education instead, so that we could respond to it in the moment instead of sending a person to the hospital and waiting in a queue for three months and then maybe getting a phone call in half a year. We must be able to work where we stand and for that we need education.

...I feel there's a barrier in the social service because we're not going to work with anxiety, we're not going to work with a state of illness, even if we got the competence.... We must be able to work where we stand and for that we need education.

We are not going to work with anxiety and illness, even if we got the competence but we must be able to work where we stand.

To go into things that is not part of my role.

The power position

The example stated above regarding the balance is said by informant 4. The rest of the quotes leading to that sub-category are attributed to informant 7 who has been working a long time. She reflects upon her position of power and you will find two of her quotes here: “From start it's easy to conclude that expertise and power would be wrong, but I feel that it is also important to get a structure, to get a trust, to actually learn something from old experiences.
and such things, so that’s the eternal balance of events, because it's about having something to come with, but not running over you think, but you work at these levels...”. “…someone who is seeking help and someone is the one who has worked crazy long time and helping them and is older and all, it’s clear that you are in a position of power. Then I hope I can do something good out of it.”

**Personal influence**

This category was the largest category of all and I have tried to describe it in as undifferentiated a manner as possible. This category involves the sub-category *not seeing the client as competent*.

**Not seeing the client as competent**

Informant 4 speaks about the importance of not making decisions without involving the clients. She also asserts the importance of influence in all spheres of life, from one's own family to colleagues at work. Informant 6 emphasizes the importance of finding out facts. “When opinions come before hand facts and when you do not really know the fact and have not found it – you are not even interested in listening to it because you have such strong opinions that the opinions of your own helper become stronger than the need to find out…”

Table 6. Examples of meanings, meaning units, condensed meaning units, sub-categories and categories within the theme “The function of the social worker” and the category “Personal influence”.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Meaning unit</th>
<th>Condensed meaning unit</th>
<th>Condensed meaning unit</th>
<th>Sub-category</th>
<th>category</th>
</tr>
</thead>
<tbody>
<tr>
<td>... that we are raised to not see the clients as they are competent, but with the profession that we are the ones who can do things and therefore I think it's really important that, as you talk about right now that we talk about the influence of clients, families.</td>
<td>...that we are raised to not see the clients as they are competent, but with the profession that we are the ones who can do things.</td>
<td>Social workers raised to see themselves as competent, and to see clients as not competent.</td>
<td>Social workers raised to see clients as not competent.</td>
<td>Not seeing the client as competent</td>
<td>Personal influence</td>
</tr>
</tbody>
</table>

While the first sub-category was *not seeing the client as competent*, the second sub-category within this category is *the professional affecting the degree of influence*. Here I found that informants 5, 6 and 8 all identified influence as an ability to affect the circumstances for them as social workers. “I mean, somewhere you want influence to make something happen and something, I mean because it takes a long time to see an influence because it's because you
get the person in a process.” (Informant 5). That is, she feels it is what she does as a social worker that matters, rather than the degree of influence the client asserts going in.

**Professional affecting the degree of influence with**

In these interviews the informants talked about what affects the degree of influence: for example one's capacity for reflection, their experience and knowledge, degree of motivation and engagement, time, relationship, respect, curiosity and desire to explore and investigate, their capacity for teamwork, alliance and humility; their ability to adapt and general disposition. I found three main parts within this sub-category, namely clear communication, demonstrating confidence in their role as a social worker and showing empathy. I will now show you some quotes from the three parts mentioned: “Yes, I can do, I can do that, and then it is my obligation to be clear, I think.” (Informant 3). Informant 2 also talks about the importance of clarity; “Yes, then I think if we say protection for the child at home. If there are children you know is being maltreated at home, in order not to make a placement for example, then I think it is all about the clarity; this is what parents need to achieve, not the young child, but the parents need to achieve ...”

Informant 8 identifies herself as feeling more confident after some years in her role as a family therapist. When discussing the challenge of taking the families’ point of view and always starting from where they stand, she says: “The safer and more confident I get in my role as family therapist, the easier it gets to take that position. Yes, but, I've developed a lot since I started here, both professionally and personally. I have received education so I have gained more skills and I have learnt a lot of my clients and my colleagues.” Informants 6, 2 and 5 express similar views about empathy: “you hear without judging and it may sound cliché as crazy and corny, but this is the old saying; so you cannot judge others if you have not walked in their moccasins, or what the hell you call it, so, and that's my basic attitude to all people in all meetings. I'm not entitled to judge; I do not know what it's like to be that person. I must try to find out a little bit of that.” Informant 1 describes teamwork thus: “Yes, but I think it's alike in all contexts, regardless of whether we're talking about assessments within child protection or if we're talking about participation in a football team. If you want to get involved on the course you have to be there, run and you have to move around to show that you are there. If you are lucky someone is standing on the side and passes you the ball...”
Assessments

Having described the categories the power position and personal influence, this section concludes with the last category of assessments. This last category has its two sub-categories, assessments as a part of the profession and the basis of the assessments.

Assessments as a part of the profession

Following table will show a meaning condensation within the first sub-category.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Meaning unit</th>
<th>Condensed meaning unit Description close to the text</th>
<th>Condensed meaning unit Interpretation of the underlying meaning</th>
<th>Sub-category</th>
<th>category</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I communicate an investigation (to the families), I usually say that please let me know if there is something I’ve written that you do not perceive that it is in agreement with what you’ve meant, or said, or if something has been wrong, say that, I’ll post it as a note, but what you cannot influence is my assessments, because I do not change that...</td>
<td>...let me know if there is something I’ve written that you do not perceive that it is in agreement with what you’ve meant... ...but what you cannot influence is my assessments, because I do not change that...</td>
<td>Let me know if you think it is right, I can do something about that, but I won’t change my assessments.</td>
<td>I still always have to do my assessments.</td>
<td>Assessments as a part of the profession</td>
<td>Assessments</td>
</tr>
</tbody>
</table>
| Informant 1, 2, 4, 6 and 7 all talked about having to do make assessments and the extent to which influence is sometimes diminished. “Let’s say the children are exposed to neglect and the social services decide that these children cannot stay at home. The person at that moment when he receives it may feel that he is being involved, but I think that the thought even if the children are being placed in foster families and it is difficult crisis, is that they should be involved when the crisis subsided.” (Informant 6). Even if the client might found the social worker nice, he knows that she has to do her assessments: “yes, there was a client who said yes, but it's still you who decide in the end. It is still you who will and especially if you are talking about investigations, it is still you who will make the assessments in the end. And even if he thinks that I am nice and so on, there is a power that they will feel no matter what.” (Informant 2). The same informant talks about the law as a clear line for when influence is possible and not; ”The laws are very clear when you make that assessment that on the basis of
this matter, it is very clear that if there is no consent there will be an CYPA and then it does not matter what influence she has or not, because; The law states that.”

**The basis of assessments**

In the interviews I found that methods and tools, previous research and economy were underlying the assessments. Informant 1 was talking about the importance of not making arbitrary assessments; “Yes, one more thing. I want to add something to it and it is because the assessments, and I take it again, I have said it several times during the interview so far, but the assessments I make should not only be based on a subjective basis, but it will also be based on the basis of an objective foundation. And the objective basis is, in this case research and this is the professional part of it, what should I say, not making arbitrary assessments.”

Informant 1, 3 and 7 all talk about making assessments based on what is best for the child. “I want to say that our starting point always is what is the best for the child, but this with what is the child's best is so extremely difficult, because here we also have two parents who are both clearly the ones who know their child the best, but may also be more talkative and verbal and moreover the legal part of it.” (Informant 3). Informant 7 will close this chapter with a quote where she underlines the importance of always having the child’s best interests as starting point; “Yes, it's actually number one. For this I notice I often feel when I'm with other colleagues in other contexts that you can fall into the adults, it's easy to think about the adults, how it works out for them and what they've tried and those who go to the court, I mean who. Which children have a delegate? There is none for now. It's one of those things that I can think; but this is quite crazy.”

**Discussion**

With the purpose of the study to analyse social workers’ understanding of the relationship between their expertise and the involvement of the client and his family network regarding child protection social work, my study showed that influence for the client is situational and at the same time negotiated in a tension between the images of the client as the expert yet alternatively as unable. The analyses showed three main themes; the client as an expert, influence for the client is situational and the function of the social worker.

**Result discussion**

This part of the discussion will focus mainly on the balance of the relationship with the client and being the one doing the assessments as a social worker. To return to a quote from one of the informants; “Respect what you hear without judging and it may sound cliché as crazy and
corny, but this is the old saying; so you cannot judge others if you have not walked in their moccasins or what the hell you call it.” She is underlining empathy as important within social work. Her colleague meanwhile addressed the balance of having something to contribute while not bossing around; “From start it's easy to conclude that expertise and power would be wrong, but I feel that it is also important to get a structure, to get a trust, to actually learn something from old experiences and such things, so that's the eternal balance of events, because it's about having something to come with, but not bossing around I think. You work at these levels...”. With these quotes in mind I will initiate the discussion.

As mentioned in the introduction, according to Bruhn (2018) there is an appreciative and a correctional code within social work. One way to understand the results of this study is to say that the social worker’s challenge is to maintain a humane balance between those two; to negotiate with the client and involve him/her in the process but also to take a correctional position when the stakes are too high and there is no other option than to follow the laws to fulfil safety and protection (CYPA). Though the problems in this study seem to be framed as consequences of social, rather than individual issues, the balance appears to favour the appreciative code. In the introduction I also presented Adams’ (2008) reflection about the importance of the practitioner taking the position of a facilitator rather than a rescuer, in relationship to the self-empowered person, rather than the victim. This was something the informants in my study mentioned, saying both that it is important to not get too important, but also the importance of staying by the side of a client and giving extra time for some of them when necessary. With Arnstein (1969) as the role model within participation theories, I find it easier to discuss my results based on the evolved model by Sweeney and Morgan (2009) based upon the model by Hanley et al (2003), both origin from Arnstein (1969) with a simplified participation ladder involving four steps; Consultation, Contribution, Collaboration and Control. “Consultation” involves asking service users for their views, but with no requirement to act upon them. The added level “Contribution” refers to a process where researchers do more than asking about service users’ opinions; actively involving them throughout the research process, but without sharing decision-making powers (Sweeney and Morgan, 2009, p. 28). “Collaboration” involves an on-going partnership between service users and academic researchers, where control over the research is shared. “User control” occurs where service users make decisions and direct the research, although professional researchers may still be involved. The results of my study could be understood as a movement between these four rungs, where “the client as the expert” could be understood as the fourth rung “user
control” and categories within the theme “The function of the social worker” involves Contribution, Consultation and Collaboration. In some cases within my study the negotiation will not go further than to the first rung with the social worker asking the client for his/her view, but not acting upon them because of the concerns being too high. These results suggest that the informants of this study do not prefer to stay at that rung - rather contribution, where they as social workers can involve the clients in the process, but without sharing the power of decision-making. According to the assessments the social workers always had to do, the highest rungs of Collaboration and User control were only to be found when the social worker in her assessments agreed upon the wishes and needs of the clients and if there were no concerns for the child. The movement in between the rungs could be understood as the third theme within the results of this study; influence for the client is situational. These results also appear to show that safety comes first and that within their professional roles social workers may be relied upon to complete their assessments.

The phenomenon of user involvement

Tower (1994); Wilson & Beresford (2000) emphasises that clients with direct experience of a particular life condition have a better claim to knowledge about their own needs and interests than do their professional counterparts, when increased numbers of choices and an expanded amount of risk. This is also something I found in the analysis of my study that the informants testified about when saying things like “I don’t live with your family 24 hours a day, 365 days a year – you and your family does”. Parton (1998, p. 23) states that social workers sometimes tends to involve artistic and situated judgments instead of scientific evaluation in any quantified or probabilistic sense. This is something the informants of my study confirm by talking about the challenge of doing assessments built upon facts that are both objective and subjective. Further Brudney and England (1983) mean that clients’ own selves affect the quantity and quality of the services they receive. This is also something that informants within my study testify to when reflecting upon who gets more involvement and who gets less; pointing out that it depends on the situation the client is in and what background history he has within social services and also from the way he acts. The behaviour of the client also affects how the social worker feels; i.e. scared of what could result or keen to involve him/her. The participation of welfare service users in organisational management and planning was according to Barnes et al. (1999) by then a relatively new phenomenon. They found that consumerist sentiment questioned professional and bureaucratic paternalism and recast public service users as consumers who could counter professional power and authority by exiting
service if their problems were not resolved. This however differs from the findings of my study. The social workers describe how they still always have to do the assessments, whether or not the clients are involved. This might though have to do with the nature of the work. Whitehead (1998) pointed out that social workers function in organisational contexts that are complex and have multiple demands. In those circumstances, social workers adopt different roles depending on function and client group with the consequence that there is always some degree of fluidity and uncertainty around expectations. This is something that can be connected to one of the main themes within the results of this study; involvement is situational. Involvement depends not only on the behaviour and acts of the client, but also the circumstances for the social worker. Further Gilbert and Powell (2005) highlight how they practice social work in England, where the relationship between social worker and service users is a priority. They describe how that focus has allowed a social space in which the relations of social workers and clients can illustrate the potential for resistance. Jones (1983) suggests that social work traditionally has focused on the domination of clients by social workers based on social class. He means that this is a ‘top down’ analysis that misses the dynamic relations between social workers and clients. Wetherell (2001) means that performance is always relational as constructing both the meanings associated with the performance and mutually dependent subject positions. Healy (2001) cites partnerships between social workers and service users in Denmark and Germany in creating better childcare facilities that run countenance to state policies on childcare provision. He also states that social worker and client relations have centred on resistance to social polarity and have created reciprocal partnerships. Giddens (1991) and Mouzelis (1995) both mean that social work performance is relational and complex, indeterminate and open-ended because of the social conditions that permit the facilitation and constraint of human action. One thing I have noticed is that in research on the subject the view of Arnstein (1969) still prevails viewing the phenomenon of user involvement as new in 2018.

**Methods discussion**

In my discussion about trustworthiness, that is *credibility, dependability* and *transferability* I rely on the descriptions of Graneheim & Lundman (2004). With a phenomenographic starting point the goal was to find implicitly interpretations, things that do not necessarily need to be said or cannot be said, as it has never been the case for reflection (Marton & Svensson, 1978). With that in mind my analysis was permeated by looking for similarities and differences within and between the categories and themes. From the beginning of the process I was afraid
that I was involving too much data, since I thought all of it was relevant for the purpose of the study. After sorting for a couple of days I realised that not much data was irrelevant. This I imagine had to do with the relatively short and focused interviews. As I mentioned within the chapter of method above I found it helpful having a note next to me during the analysis to constantly remind about the purpose, to reduce the risk of including irrelevant data.

Answering how well categories and themes are covering data I would say it is, since no data has been wasted. But to judge the similarities within and differences between categories I found trickier. The starting point of the analysis seemed quite wide and I was struggling to find the big picture. After exchanging thoughts with my supervisor I found it easier to take a “step away” from the text towards a higher theoretical level. This movement I would say was the most challenging part for me in the process of producing this paper. I still know that I in the analysis have stayed close to the texts and I would have appreciated having some more courage to really “move away” from the obvious and to really explore the implicitly interpretations within the phenomenon. Anyhow I performed my eight interviews within a week. I find it necessary to mention that the informants were colleagues of mine, that I appreciate and spend a lot time with. Kroksmark (2007) reflects upon how the phenomenography as a scientific method systematically can access the content-related perceptions to be described and not exposed only for subjective and contextual custom views. With this he means that there is always a risk that the interviewed subjects adapt their statements to which they become interviewed and how they think they should answer a particular question. He continues by stating that one way of viewing it is that it does not matter if and how the informant interpret and adjusts, since that is also always an expression for interpretations.

All interviews were held within a week. While collecting data I found myself more confident with what questions to ask as follow up questions in the end of the week. I also found myself during the last interviews thinking and connecting the answer of the informant to the answers I had got earlier from other informants, and at a guess that did affect my follow up questions. This is something I consider as a human factor within development. With this in mind I transcribed the interviews and started to analyse, yet the process of analysis had presumably already started within my mind. At the starting point of the analysis my mission was to sort all data as objectively as possible. My own thoughts about the analysis of this study is that data has been the same all the time; it is I who developed during the process and perhaps collected data in a different way at the end than in the beginning, although all
informants got the same information and mostly the same main questions in the interviews (appendix II). To increase the possibility for the reader to judge the transferability to other contexts I have described the context, sample and procedure of data collection and analysis as detailed as possible, with ethical considerations in mind.

Conclusion
The results imply that empathy for the clients in social work and the balance between being the professional and having a relation with the clients is vital for empowering the clients and thereby perform social work that makes a difference. It is important to not underestimate the professionalism of the client and his or her family network regarding their life situation. One conclusion is that it is important to go from accepting user involvement as a phenomenon to act upon it accordingly. Starting with emphasising these aspects in the education of social workers could be one beginning. Next would be to enact it in practice.

Acknowledgement
It is not only in social work relationships are important. Therefore I would like to express my special thanks of gratitude to my supervisor Urban Markström for showing his great interest and dedication for my subject and essay in our rewarding discussions. He inspired me by reminding me to have fun during the process. Secondly I would like to thank my mum Birgitta Wiitavaara for even making me think about writing a degree of master to begin with and for intellectually challenging me. But I mostly want to thank her for guiding me and for always believing in me. I will also thank my mother-in-law for boosting me with new energy on the golf course. As English is not my native language I want to thank my friend Haley Leroy for first helping me out in the preparatory course and now to find a real decent title for this essay. And to my friend Rory MacKinnon I want to send a dozen of roses for helping me editing linguistic mistakes during a late evening with very short notice. My last gratitude I want to show my fiancé Erik Jonsson for always supporting me and believing in me. Thanks to all of you I could proudly finish this essay.
References


Kära kollegor,


Deltagandet är frivilligt och ni har när som helst under studiens gång rätt att dra er ur. Intervjuerna kommer att spelas in digitalt och därefter transkriberas. Inspelningarna och de sammanställda intervjuerna är endast tillgängliga för mig och min handledare Professor Urban Markström. De kommer att raderas så snart de har transkriberats och materialet är sammanställt i min uppsats. Till den slutgiltiga uppsatsen kommer all er personliga information att vara borttagen och slutliga uppsatsen kommer att delas med er, om ni vill.

Anmäl ert intresse till mig om deltagande senast måndagen den 9 April.

Tack för att ni tagit er tid att läsa detta brev.

Vänliga hälsningar, Emma Wiitavaara
Syftet med min studie är att **studera relationen mellan socialarbetarens expertkunskap (alltså den professionella kunskapen i rollen som socialarbetare) och inflytandet hos den enskilde klienten och dennes nätverk.** Intervjuerna tar cirka 30-40 minuter. Du kommer att vara anonym i framställandet av uppsatsen, men jag kan inte garantera att ingen kommer att känna igen er utifrån vad som framkommer, då vi ju känner varandra väl i förvaltningen. Jag lovar dock att jag ska göra mitt yttersta för att se till att det blir svårt att utläsa. Ni får gärna läsa resultatet innan det publiceras, för att försäkra er om att det känns okej. Deltagandet är frivilligt och ni har när som helst under studiens gång rätt att dra er ur. Intervjuerna kommer att spelas in digitalt och därefter transkriberas. Inspelningarna och de sammanställda intervjuerna är endast tillgängliga för mig och min handledare Professor Urban Markström. De kommer att raderas så snart de har transkriberats och materialet är sammanställt i min uppsats. Till den slutgiltiga uppsatsen kommer all er personliga information att vara borttagen och slutliga uppsatsen kommer att delas med er, om ni vill.

Jag är under den här intervjun mest nyfiken på det här med:

## Gränsen

Klientens inflytande ←---------------------------------/-----------------------------→Expertisen (och ramarna)

Vi kommer att röra oss inom de olika temana och intervjun kommer att vara mer som ett samtal där jag är nyfiken på och gärna vill höra konkreta exempel och beskrivningar av dina upplevelser i det vi pratar om. Inledningsvis vill jag att du berättar vad du heter, hur gammal du är och att du kort beskriver vad du gör på ditt arbete och hur länge du har jobbat med det du gör.

**Vad är det bästa med ditt arbete?**

Hur tänker du när det gäller klientens inflytande i ditt arbete?

**Vad är inflytande för dig?**

Kan du ge ett exempel då du gett mycket inflytande till klienten, hur gjorde du då?

- (Vad var det Du gjorde som ledde till att det blev bra?)
- Vad är det som avgör hur mycket inflytande du ger, tror du? Ge gärna konkreta exempel.

Hur känner du inför att lämna inflytande till klienten, eller motsatsen, att inte göra det?

Finns det någon gång du absolut inte skulle ge inflytande?

**Var går gränsen för när de får inflytande och inte, utifrån din expertis.**

- (Hur skulle du beskriva din kunskap och expertis i den här situationen, vad gör du med den? Var sätter du gränserna?)

Baserat på erf. Och kompetens: När går du in med LVU?

**Vad är förhandlingsbart, vad är inte?**

---

**Apendix II**

Syftet med min studie är att **studera relationen mellan socialarbetarens expertkunskap (alltså den professionella kunskapen i rollen som socialarbetare) och inflytandet hos den enskilde klienten och dennes nätverk.** Intervjuerna tar cirka 30-40 minuter. Du kommer att vara anonym i framställandet av uppsatsen, men jag kan inte garantera att ingen kommer att känna igen er utifrån vad som framkommer, då vi ju känner varandra väl i förvaltningen. Jag lovar dock att jag ska göra mitt yttersta för att se till att det blir svårt att utläsa. Ni får gärna läsa resultatet innan det publiceras, för att försäkra er om att det känns okej. Deltagandet är frivilligt och ni har när som helst under studiens gång rätt att dra er ur. Intervjuerna kommer att spelas in digitalt och därefter transkriberas. Inspelningarna och de sammanställda intervjuerna är endast tillgängliga för mig och min handledare Professor Urban Markström. De kommer att raderas så snart de har transkriberats och materialet är sammanställt i min uppsats. Till den slutgiltiga uppsatsen kommer all er personliga information att vara borttagen och slutliga uppsatsen kommer att delas med er, om ni vill.

Jag är under den här intervjun mest nyfiken på det här med:

## Gränsen

Klientens inflytande ←---------------------------------/-----------------------------→Expertisen (och ramarna)

Vi kommer att röra oss inom de olika temana och intervjun kommer att vara mer som ett samtal där jag är nyfiken på och gärna vill höra konkreta exempel och beskrivningar av dina upplevelser i det vi pratar om. Inledningsvis vill jag att du berättar vad du heter, hur gammal du är och att du kort beskriver vad du gör på ditt arbete och hur länge du har jobbat med det du gör.

**Vad är det bästa med ditt arbete?**

Hur tänker du när det gäller klientens inflytande i ditt arbete?

**Vad är inflytande för dig?**

Kan du ge ett exempel då du gett mycket inflytande till klienten, hur gjorde du då?

- (Vad var det Du gjorde som ledde till att det blev bra?)
- Vad är det som avgör hur mycket inflytande du ger, tror du? Ge gärna konkreta exempel.

Hur känner du inför att lämna inflytande till klienten, eller motsatsen, att inte göra det?

Finns det någon gång du absolut inte skulle ge inflytande?

**Var går gränsen för när de får inflytande och inte, utifrån din expertis.**

- (Hur skulle du beskriva din kunskap och expertis i den här situationen, vad gör du med den? Var sätter du gränserna?)

Baserat på erf. Och kompetens: När går du in med LVU?

**Vad är förhandlingsbart, vad är inte?**

---