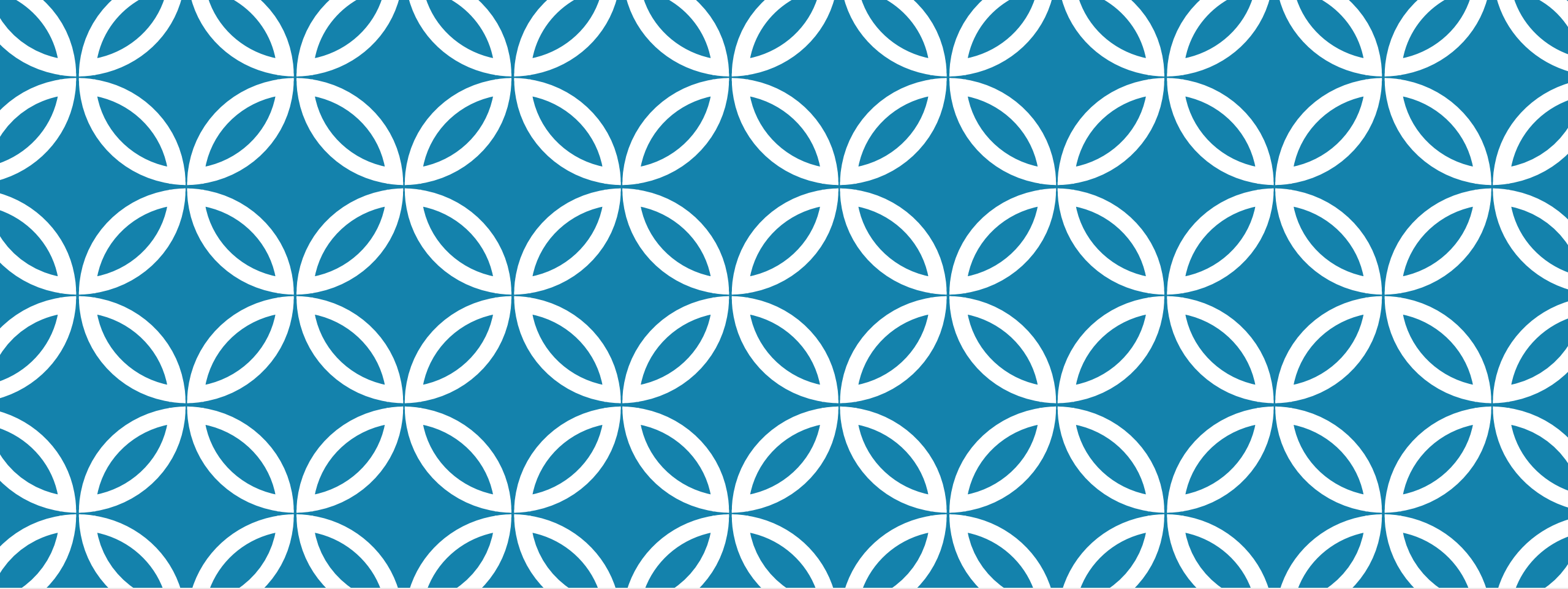




ECAY4002

THE PRINCIPLES OF EMPOWERMENT

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DEFINITION

Defined as helping people gain greater control over lives and circumstances

Empowerment is not something we can do to or for people...

It is something we do with them

(Thompson, 2007 p22)

DEFINITIONS

- ❑ Rather than being a 'zero sum' the concept of power is best explained as a 'generative' force
- ❑ Empowerment involves the meaningful sharing of power...
- ❑ Power is generative and can be created between people

(Deegan *cited in* Thompson, 2007 p 24)

EMPOWERING PRACTICE

- ❑ This is in effect the basis of empowering practice:
- ❑ ...to use our power not to coerce or suppress...
- ❑ ...but rather to help people move towards taking greater control over their lives

(Thomson, 2007 p 24)

ENABLING EMPOWERMENT

- ❑ Enabling also involves the professional deciding on the goals to be achieved and helping the person achieve them.
- ❑ Empowerment, by contrast involves working in partnership and this, in turn...
- ❑ ...involves negotiating the goals to be achieved together,...
- ❑ ...rather than imposing them...

(Thompson, 2007 p 22)

EMPOWERMENT

□ 'Individuals cannot be empowered by others, but can be enabled to empower themselves'

(Bounds & Hepburn, 1996 *cited in* Thompson, 2007 p 22)

PERSONAL DEVELOPMENT

□ ...empowerment should enable personal development as well as increasing influence over services

(Barnes & Walker, 1996 *cited in* OpenLearn, 2011)

THEORY

- ❑ In theorising Foucault perceived power to be exercised as a strategy...
- ❑ ...'A mechanism that has positive and useful effects and not possessed'...
- ❑ Power is not given but exchanged

(Lewis *et al* 2000; p 67)

EMPOWERMENT & ADVOCACY

- ❑ Support, representation & advocacy
- ❑ Empowerment and advocacy are both concerned with a shift in power or emphasis towards meeting the needs and rights of people who otherwise would be marginalised or oppressed.
- ❑ Beyond this generalisation the concepts of empowerment and advocacy are not simple and as such are almost impossible to define.
- ❑ Where the term empowerment is used it often covers a whole range of activities from consulting with service users to involvement in service planning.

(Leadbetter, 2002, p 201 *cited in* OpenLearn, 2011)

EMPOWERMENT DOMAINS

- ❑ The Personal & Individual
 - ❑ Gaining greater control over circumstances
 - ❑ Family Group or Team
 - ❑ Collective aspect
 - ❑ Linked to the concept of...

❑ POWER WITH

(Thompson, 2007, p 23)

DOMAINS

- ❑ Organisation

- Empowering staff with greater autonomy over responsibilities

- ❑ Community

- E.g. Implementation of democratic process

(Thompson, 2007 p 23)

THEORY

□ Agency and the 'Autotelic' self:

➤ From the Greek word for 'Self' and 'Goal'

➤ Translated meaning:

➤ Self-directed



THE PRACTITIONERS ROLE

...The role of the expert and the professional in determining people's lives is at least as important as the social structures in which people are situated...

(Lewis et al 2000, p 75)

STRENGTHS PERSPECTIVE

- ☐ Resilience
 - ☐ Power from within
 - ☐ Move away from a deficit model approach
-
- ☐ See handout/wider reading

(Cameron, 2012)

RESILIENCE

- ❑ Enabling people to look at meanings attached to certain aspects of life
- ❑ Enabling people to look at life and circumstances from different perspectives

(Thompson, 2007, p 29)

VOICE

PRINCIPLES OF EMPOWERMENT

- ❑ Empowerment is a collaborative process
- ❑ Those supported perceive themselves to be **'causal agents'** and able to affect change
- ❑ Strategies for inclusion are necessarily diverse
- ❑ Informal networks are significant
- ❑ (student wider read-networks to get by and to get ahead)
- ❑ People's aims and the outcomes are self-defined

(Dalrymple & Burke, 2003 p 57)

MODELS

- **Questioning**-the worker is the expert and the assessment involves identifying need and the best ways to meet that need
- **Procedural**-assessment involves gathering data to establish whether the client meets eligibility criteria
- **Exchange**-based on partnership and involves the practitioner facilitating the process by which need is jointly defined and explore ways of meeting need

(Smale *cited in* Thompson, 2007; pp29-30)

KEY QUESTIONS

- ❑ Empowerment? A buzz word meaning very little in practice?
- ❑ Is it possible to become empowered?
- ❑ Hides the relationship between professionals and service users
- ❑ Where professionals still hold most of the power...
- ❑ ...and are only prepared to share it under certain conditions
- ❑ How can you measure something like 'Power'?

(OpenLearn, 2011)

PERSON CENTRED PLANNING/THINKING

...’a process for continual listening and learning, focussing on what is important to someone now and in the future, and acting upon this alliance with their family and friends

(Department of Health, 2011)

PERSON CENTRED PLANNING EXAMPLES

- ❑ Developing services for adults with learning disabilities

- ❑ Supported by guidance such as 'Valuing People'

(DoH, 2001): England & Wales)

- ❑ Increasingly used in schools within reviews and transition planning a strategy used by the third sector

(Taylor, 2007)

PERSON CENTRED PLANNING OR PERSON CENTRED ACTION?

- ❑ A major service development requiring the investment of substantial resources
- ❑ Critique that Person Centred Planning might shift responsibility to individuals, families and friends
- ❑ Concerns that plans may remain notional or aspirational and not acted upon

(Mansell & Beadle-Brown, 2003)

PERSON CENTRED PLANNING OR PERSON CENTRED ACTION?

- ❑ Budgetary control undermines the individualised nature of planning
- ❑ Emphasis on changing power relationships between 'service users' and Public Agencies
- ❑ Focus on achieving real change rather than on plans and planning

(Mansell & Beadle-Brown, 2003)

PERSON CENTRED PLANNING OR PERSON CENTRED ACTION?

- ❑ Concerns that analysing the reasons for past difficulties are overlooked in favour of reform
- ❑ Defining planning, citizen-centred services or planning centred action
- ❑ Emphasis on person centred planning and the key variable to increase person centred action
- ❑ Consider the strength of service user and advocate voice
- ❑ 'What would be the best ways to enhance significantly the prospects for helping people?

(Mansell & Beadle-Brown, 2003)



GROUP TASK

❖ Develop a charter for empowering practice

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