



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

ECAY6007

Professional Practice in Advocacy: Tensions and Opportunities



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Aims:

To identify legislation, codes, conducts and values associated with professional standards in advocacy work.





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Upon the successful completion of this module, the student should be able to:

- demonstrate a critical understanding of how management of personal behaviour/ interaction with others is influenced by legislation, codes, conducts and values associated with professional standards in advocacy work;
- identify and critically engage with appropriate standards relating to specific interest groups;
- explore interventions which support the voice of the individual;
- demonstrate a critical understanding of how current legislation establishes a framework of measures designed to maintain professional boundaries, professional practices and in the provision of effective advocacy services.



Power and Empowerment



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Social Exclusion

- The Social Exclusion Unit in 1997 defined social exclusion as 'a shorthand label for what can happen when individuals or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown'.

(SEU 1997)

Power

- Neil Thompson in his book Power and empowerment (Thompson, 2007) suggests that power is a term that is widely used but nonetheless very hard to pin down and that we will need to settle for a broader understanding of the term that takes account of different theoretical orientations towards it

(Thompson, 2007: 4)

Key Assumption

- The notion of Empowering practice is based on the idea that people are deficient or lacking in some form of social capital.

Linkages

- Liberation
- Empowerment (exogenous and endogenous)
- Social justice
- Social control
- Participation
- Oppression
- Problematising
- Social capital (bridging, linking, bonding)
- Expertise
- Praxis

Conscientization

- Dalrymple and Burke (2001: 15) quote Freire (1972) ‘in order for the oppressed to be able to wage the struggle for their liberation they must perceive the reality of oppression, not as a closed world from which there is no exit, but as a limited situation which they can transform’.

Empowerment – what is it?

- Empowerment – what does the term mean to you?
 - Gaining more control over your own life?
 - Being aware of and using your personal resources?
 - Overcoming obstacles to meet your needs and aspirations?
 - Having your voice heard in decision making?
 - Being able to challenge inequality and oppression in your life?
 - See Dalrymple and Burke (2001: 49)

Exercise

- Identify three times in your life when you have felt powerful.
- Identify three times in your life when you have felt powerless or oppressed.
- Try to identify why you felt powerful or powerless and use these characteristics to help you come up with a definition of power.

Power at a Structural level

- Coercion power: people are forced to do as they are told under threat of punishment
- Authority power
 - Charismatic: people obey because of the personal qualities of the person doing the telling.
 - Traditional: those who exercise authority do so because they continue a tradition
 - Rational – legal: those in authority give orders because the office they fill gives them the right to give orders.

Power at an Individual level

- Foucault is a key theorist and considered how power is used on an everyday basis.
 - Foucault suggests that there is a network of practices and institutions in society which effectively controls people and consequently governments do not need to assert their power in an explicit way (surveillance, data gathering, CCTV).
 - Suggested author reading

Empowerment in context

- Abercrombie and Warde (2000: 188) argue from a social class perspective:
 - The upper class, and especially its business core, forms a relatively closed, coherent and self-recruiting elite. Coherence, combined with great wealth and the effective control of very large businesses, gives great power. The business core is also connected with other members of the upper class at the top of other fields like politics, the civil service and the professions (see also secret state).

Empowerment in Practice

- Williams (2010: 97) offers some key factors which affect the ability of the group to be an empowered and enlightened experience:
 - Focus, i.e. the aims of the group
 - Inter-group communication including decision making processes
 - Relationships within the group, e.g. roles and norms

A Process of Empowerment

- Dalrymple and Burke (2001)
 - Level 1 Feelings (of powerlessness)
 - Level 2 Ideas (about ones self)
 - Level 3 Action (for change, becoming more powerful)
- Note: one does not achieve Empowerment, it is a continual process of growth and change

Faubion

- Faubion states that power is a matter of:
 - Maximising capacities while minimising domination.

Faubion (2002: xxxiii)

What is Power?

- ‘the probability that one actor within a social relationship will be in a position to carry out his own will despite resistance, regardless of the basis on which this probability exists’
- ‘the capacity of some persons to produce intended and foreseen effects on others’

(Wrong. 2009, p.2)

What is Power?

- There is not one specific clear definition...

‘Power is a term that is widely used but nonetheless very hard to pin down and...we will need to settle for a broader understanding of the term that takes account of different theoretical orientations towards it

(Thompson, 2007, p.4).



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Power Can be Operated on Three Levels . . .

- Personal - An individual uses power to achieve their own ends
- Cultural - Socialised behaviours, values and beliefs
- Structural - Government and other organisations and institutions

(Thompson, 2006)

Concepts of Power . . .

- Power to - Having the potential to achieve ones ends
- Power over - How power can be used to dominate
- Power with- Building collective strength
- Power within- The capacity to imagine and have hope

(Thompson, 2007)

What is Control?

- ‘The power to influence or direct people’s behaviour or the course of events’
- Social Control
- The regulation of the behaviour of individuals to be within expected norms and values of a society
- Informal control - Control by peer group
- Formal control - Laws and rules enforced by government and organisations

Social Control is Imposed on us and Enforced by . . .

- Family
 - Workplace
 - Peer group
 - Legal system
 - Religion
 - Media
 - Education system
- This is achieved by enforcing Sanctions - Rewards or punishments which guide behaviour within accepted norms and pressure people to conform

Sanctions

- Positive Sanctions - Reward for compliance
- Negative Sanctions - Punishment for non-compliance
- Informal Sanctions - Spontaneous unofficial expressions of approval or disapproval
- Formal Sanctions - Legal punishments such as fines, prison sentences etc.

(Ferrante, 2008)

Balance of Power

- Who is powerful in society? Why and how?
- Who is powerful in your life? Why and how?

Balance of Power

- Factors that have an effect on the professional/client power balance
 - Professional status
 - Socioeconomic status
 - Individual circumstance
 - Positionality
- Can you think of examples?

Positionality

- Positionality is the social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. Positionality also describes how your identity influences, and potentially biases, your understanding of and outlook on the world.



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Positionality

- The many facets that make up our social identities affects the way that we see and interpret the world and the way the world sees and interprets us
- Involves many complex layers
- May change over time

(Jacobson and Mustafa, 2019)

Positionality

What Could Redress the Imbalance of Power?

Empowerment

- Enabling individuals, groups and/or communities to have the power to gain control of their circumstances and achieve their own goals, thereby being able to work towards helping themselves and others to maximise the quality of their lives.



(Sutton-Kerchner, 2017)

Defining Empowerment

- Empowerment is helping people to gain a greater control over their own lives and circumstances
- Enabling to affect change
- Giving those who are marginalised a voice
- Fighting social exclusion

(Giddens and Sutton, 2010; Thompson, 2006)

Defining Empowerment

Empowerment- What does the term mean to you?

- Gaining more control over your own life?
- Being aware of and using your personal resources?
- Overcoming obstacles to meet your needs and aspirations?
- Having your voice heard in decision making?
- Being able to challenge inequality and oppression in your life?

Key Assumption

- The notion of Empowering practice is based on the idea that people are deficient or lacking in some form of social capital.

- Who is Likely to Lack Power?

Power and Empowerment -Residential Care Home

- 421,100 older people in residential care in the UK
- 14.8% of people over 85 live in residential care
- Average cost of care is £600 to £800 per week- £566 in Wales
- Savings over £23,250 = full fees England and NI.
- Savings over £30,000 = full fees Wales

(AgeUk, 2018)

What Older People Say

- I've lost the ability to communicate as there's no one with the same interests here as me.
- I had to sell my flat to pay for this care home so now I haven't got any choice – this is my home because it's all I've got left.
- I would like the care assistants to talk to me when they come to care for me but they don't.
- I don't take sugar in my tea. I've told them but they still put it in so I drink it.

How Much Power and Control does an Older Person in Residential Care Have?

- Their voices are silent
- They have low self esteem
- They have low expectations
- They live in a fear culture
- They feel helpless
- They feel hopeless
- They have human rights but who will enforce them?

Who has Control?

- Family - Control of finances
- Carers - Control details of day to day living
- Medical staff - Control of medication etc.
- Care home managers - Control of staff and environment
- Social services/ local government - Financial control, policies governing care
- UK government - policies governing older people

(Bhar, 2015)

Care Workers

- There are around 16,000 residential and nursing care homes in the UK- a number which is in decline (Nuffield Trust 2020)
 - The majority of staff who work there are care workers
 - Predominantly female (4 in 5)
 - Average age is 43
 - Relatively poorly educated
 - Many are paid national minimum wage

(CQC, 2017;JRF, 2015)

Care Workers have Power Over the Residents

- Control their daily lives with their actions
- Have been known to impose informal sanctions on residents who are seen as problematic
- Are bound by informal control of work environment

(JRF, 2009)

Management has Power over Staff and Residents

- Control day to day running of care home
- Set staffing levels and pay
- Set out policies and procedures
- Actions set example for conduct

(Miller, 2009)

TASK....

- What can be done to empower an elderly person in a residential care home?
- What are the barriers to empowerment?
- Look at this from the position of advocates, care workers and management

Care Workers Empower Residents by...

- Treating them with dignity and respect
- Listening to them
- Offering choice whenever possible
- Working in a person centred manner

(JRF, 2015)

Barriers to staff empowering residents

- Time restraints
- Lack of training
- Lack of information and knowledge
- Negative workplace culture
- Staff burnout
- Lack of support from management

(CHOICE, 2013)

Management of Residential Home can Empower Residents by...

- Person centred care planning, Training and monitoring staff
- Consultation with residents in all aspects of their care
- Involving residents in decisions about the home
- Transparency in all dealings
- Promoting advocacy
- Providing a safe environment for residents to air any grievances
- GIVING THEM A VOICE

(MyHomeLife, 2016)

Barriers to Management Empowering Residents

- Lack of funding
- Lack of resources
- Time constraints
- Lack of adequate staff
- Need to comply with council and government regulations and laws (Hill et al., 2012)

So... What Could be Done?

- Keys to a good life for older people with high support needs
 - Personalised support and care
 - Meaningful relationships
 - Meaningful daily and Personal community life identity and self esteem
 - Personal authority and control of home and personal surroundings
 - Advocacy
 - Things have to change, policies must be made in collaboration with older people, not just be written but ENFORCED by government, agencies, organisations and individuals.
- (JRF, 2009)
- **MUST BE GIVEN A VOICE TO REGAIN POWER OVER THEIR OWN LIVES**







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