Children First

'Our Duty of Care'

Social Care Workers' Lived Experiences of the Challenging Intersection between Relational Work and the Irish Mandatory Reporting System

A study by Lena McCarthy & Dr Mike Murphy

Mandated Persons



MR in Ireland is governed by the Children First Act 2015

Main Legal Obligations of Mandated Persons: 1. To report to Tusla 2. To assist Tusla

> Contact with children/families puts them in a position to protect children from harm.



Designated Liaison Person (DLP):

Member of an organization that ensures reporting procedures are followed.

The History of Mandated Reporting in Ireland



The Experiences of Mandated Persons



International Research



Meta-Synthesis – 42 studies, 12 countries Negative experiences in 73% Need: Increased communication & collab with CPS, training (McTavish et al., 2017)

Pediatric Practitioners – US 66% Nurses believed child/family had some positive benefit 40% Drs had patients disengage (Flaherty et al., 2006; Herendeen et al., 2014)

> DLPs in Primary Schools

Dissatisfaction with Tusla's communication – feedback & responses, capacity & available training (Tracey & Nohilly, 2020)

> HSE Psychologists

Some positive but mainly negative experiences Preference for removal of statutory requirement especially for retrospective disclosures (Pellegrini et al., 2022)

Social Care Workers



Research Questions

- 1. What is SCW's experience of <u>engagement with TUSLA</u> regarding mandated reporting of child abuse?
- 2. What is SCW's experience of the impact of mandated reporting on <u>the client-practitioner relationship</u>?
- 3. What is SCW's experience of the impact of mandated reporting on **the practitioner**?
- 4. What might <u>improve the functioning</u> of, and experience of, mandated reporting in Ireland?

Research Design

Qualitative



Quantitative



REFLEXIVE THEMATIC ANALYSIS (BRAUN & CLARKE) SEMI-STRUCTURED INTERVIEWS



Participants



- N = 12
- DLPs = 4
- Background = family support, child protection,
 DV, homelessness, residential foster care,
 children's services

Open, honest, transparent

The Relational Recipe

Containment

"They can be anxious, they can be upset. But I think when it's all about your relationship with the client and if...you communicate the information well to them and generally it can be okay."



Unpredictable Communication

Absence &

inconsistency

Frustration & Empathy

"You don't hear anything and it's very frustrating to know. You can't even reassure the family."



2 Sides to the Story

Positive in Theory

"Being a mandated reporter kind of takes away from that, that it's it's no longer about how you feel. It's about that child and their personal safety."



Issues in Practice

"I find there's as a buzzword on sexual abuse...Straight away there's a great big reaction. But if somebody's bruised or burnt or left alone, it's like it doesn't get the same reaction."



Supporting the MR System

Supporting Reporting

"there's both the team as a collective and then supervision as a process."

Room to Improve

"I think a lot of people are scared of that part. They think 'if I put in that reports the child's going to be taken away.' They don't realise the full system

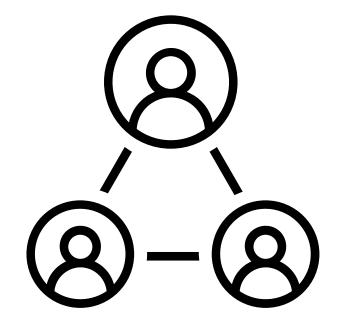


National level Interagency level

Individual organisations

Key Discussion Points

- Relational Model and Engagement
- Moral Distress
- Parallel Process





Supportive of MR

Frustrated with the MR system

More research is needed on other

stakeholders' experiences

Children Fildren

References

Behan, L. (2014). Placing therapeutic relationships at the heart of our work. In N. Howard & D. Lyons (Eds.), Social care: Learning from practice (pp. 163–172). Gill & Macmillan. Bion, W. R. (1962). A theory of thinking. International Journal of Psychoanalysis, 43, 306–310. Bourke, A., & Maunsell, C. (2016). 'Teachers matter': The impact of mandatory reporting on teacher education in Ireland. Child Abuse Review, 25(4), 314-324. DOI: 10.1002/car.2379 Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. Qualitative Research in Sport, Exercise and Health, 11(4), 589–597. https://doi.org/10.1080/2159676X.2019.1628806 Braun, V., & Clarke, V. (2021). To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. Qualitative Research in Sport, *Exercise and Health*, 13(2), 201–216. https://doi.org/10.1080/2159676X.2019.1704846 Buckley, H., Skehill, C., & O'Sullivan, E. (1997). Child protection practices in Ireland. Oak Tree Press. Canham, H. (1998). Growing up in residential care. Journal of Social Work Practice, 12(1), 63–75. https://doi.org/10.1080/02650539808415133 Child and Family Agency Act. (2013). Houses of the Oireachtas. Retrieved from https://data.oireachtas.ie/ie/oireachtas/act/2013/40/eng/enacted/a4013-new.pdf Children First Act. (2015). Houses of the Oireachtas. Retrieved from https://data.oireachtas.ie/ie/oireachtas/act/2015/36/eng/enacted/a3615.pdf Department of Children and Youth Affairs. (2017). Children First: National Guidance for the Protection and Welfare of Children, Government Publications. Retrieved from https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf Epstein, E. G., & Hamric, A. B. (2009). Moral distress, moral residue, and the crescendo effect. The Journal of Clinical Ethics, 20(4), 330–342. https://doi.org/10.1086/JCE200920406 Flaherty, E. G., Sege, R., Price, L. L., Christoffel, K. K., Norton, D. P., & O'Connor, K. G. (2006). Pediatrician characteristics associated with child abuse identification and reporting: Results from a national survey of pediatricians. Child Maltreatment, 11(4), 361–369. https://doi.org/10.1177/1077559506292287 Gediman, H. K., & Wolkenfeld, F. (1980). The parallelism phenomenon in psychoanalysis and supervision: Its reconsideration as a triadic system. The Psychoanalytic Quarterly, 49(2), 234–255. https://doi.org/10.1080/21674086.1980.11926914 Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. Educational Evaluation and Policy Analysis, 11(3), 255–274. https://doi.org/10.2307/1163620

Grey, A. L., & Fiscalini, J. (1987). Parallel process as transference-countertransference interaction. *Psychoanalytic Psychology*, 4(2), 131–144. https://doi.org/10.1037/h0079131

References

Hellawell, D. (2006). Inside–out: Analysis of the insider–outsider concept as a heuristic device to develop reflexivity in students doing qualitative research. *Teaching in Higher Education*, 11(4), 483–494. https://doi.org/10.1080/13562510600874292

Herendeen, P. A., Blevins, R., Anson, E., & Smith, J. (2014). Barriers to and consequences of mandated reporting of child abuse by nurse practitioners. *Journal of Pediatric Health Care*, 28(1), 1–7. https://doi.org/10.1016/j.pedhc.2013.06.004

Hockey, J. (1993). Research methods -- researching peers and familiar settings. Research Papers in Education, 8(2), 199–225. https://doi.org/10.1080/0267152930080205

Holmes, A. G. D. (2020). Researcher positionality - A consideration of its influence and place in qualitative research - A new researcher guide. *Shanlax International Journal of Education*, 8(4), 1–10.

Horwath, J. (2007). The missing assessment domain: Personal, professional and organizational factors influencing professional judgements when identifying and referring child neglect. *The British Journal of Social Work*, 37(8), 1285–1303. https://doi.org/10.1093/bjsw/bcl029

Jameton, A. (1984). Nursing practice: The ethical issues. Prentice Hall.

Kadushin, A. (1985). *Supervision in social work* (2nd ed.). Columbia University Press.

Kadushin, A., & Harkness, D. (2002). Supervision in social work (4th ed.). Columbia University Press.

Lalor, K., & Share, P. (2013). Applied social care: An introduction for students in Ireland (3rd ed.). Gill & Macmillan.

McTavish, J. R., Kimber, M., Devries, K., Colombini, M., MacGregor, J. C. D., Wathen, C. N., Agarwal, A., & MacMillan, H. L. (2017). Mandated reporters' experiences with reporting child maltreatment: A meta-synthesis of qualitative studies. *BMJ Open*, 7, 1–15. https://doi.org/10.1136/bmjopen-2016-013942

Mercer, J. (2007). The challenges of insider research in educational institutions: Wielding a double-edged sword and resolving delicate dilemmas. Oxford Review of Education, 33(1), 1-17. https://doi.org/10.1080/03054980601094651

Nohilly, M. (2018). Becoming and being DLP: Designated liaison persons' experience of the role in the Irish primary school. *Irish Educational Studies*, *37*(1), 19–32. https://doi.org/10.1080/03323315.2018.1441741

O'Sullivan, M. (2014). Containment: Not always a dirty word. In N. Howard & D. Lyons (Eds.), Social care: Learning from practice (pp. 154–162). Gill & Macmillan.

Pellegrini, S., Moore, P., Murphy, M., & Flynn, D. (2022). Experiences of psychologists in applying mandatory reporting in Ireland (children first). *Journal of Public Child Welfare*, 1–24. https://doi.org/10.1080/15548732.2022.2137272

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, *21*(2), 95–103. https://doi.org/10.1037/h0045357 Stahlschmidt, M. J., He, A. S., & Lizano, E. L. (2022). A dynamic theory of moral distress in child welfare workers. *The British Journal of Social Work*, *52*(6), 3406–3424. https://doi.org/10.1093/bjsw/bcab247

Treacy, M., & Nohilly, M. (2020). Teacher education and child protection: Complying with requirements or putting children first? *Children and Youth Services Review*, 113. https://doi.org/10.1016/j.childyouth.2020.105009