

# Social Work Online Team Training (SWOTT) toolkit - facilitator notes

## An introduction to trauma-informed practice

# LEARNING OBJECT 2:

## CASE STUDY 1 - THE AMIN FAMILY

### THE ROLE OF THE FACILITATOR IS:

- To encourage the social workers to discuss the case study.
- To encourage the social workers to consider the cultural aspects of the case study beyond ethnicity.
- To provide social workers with the opportunity to explore trauma including interventions.



### SUGGESTED QUESTIONS FOR FACILITATORS TO ASK DURING THE GROUP REFLECTION:

**Question:** Why has Shakti (mother) no right to benefits or any public funds? Prompt: consider immigration law.

**Answer:** Shakti has no immigration status since her husband is deceased. Her right to be in the UK was linked to her husband's status, and she had never applied for status in her own right. This has resulted in her being identified as having no recourse to public funds (NRPF). This precludes her from claiming benefits, housing benefit, accessing medical treatment etc.

**Question:** Which piece of legislation covers the situation in which mother has no income due to NRPF and therefore she is unable to financially provide for her children?

**Answer:** Child in Need - section 17, Children Act 1989. This legislation allows for payment to be made by the Local Authority to prevent destitution. There is a set payment per person and is payable until mothers' immigration status is agreed by the Home Office allowing her to claim benefits and have full access to all other public funds.

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**Question:** Reflecting upon the circumstances that the family find themselves in following Sanav's death, consider what interventions are appropriate and by whom. Does this require a referral for a social work assessment? If so, what would be the purpose of the assessment? Would this situation meet the criteria for Section 47, Children Act 1989?

**Answer:** The interventions needed are ones based upon emotional and practical support.

- Sources of practical support includes: housing, DWP, solicitor, social care, a local authority People from Abroad team (or equivalent), Bangladeshi community, family, church, school.
- Sources of emotional support includes: Bangladeshi community, social workers from People from Abroad team, family, church, voluntary sector organisations.
- Sources of medical support: GP in relation to mental health therapy/counselling or medication, referral for therapeutic interventions for the children.
- A social work assessment is one way of gaining a better understanding of the family's needs, however, the same could be achieved by relational social work without the need for the formality of an assessment.
- There is a risk of harm due to destitution. However, this does not require Section 47 intervention as the Local Authority has a duty to financially support the family under Section 17.

**Question:** Considering the traumatic event that the family has experienced what interventions if any would social work offer?

**Answer:** The cultural aspects of trauma need to be carefully understood. It is possible that the family will address their feelings of trauma utilising a collective approach. This includes drawing on their faith, their community and family. The White British approach is often individualist in nature, talking 1-1 with a friend, therapist, religious leader. The family's belief systems will also need to be understood in regard to how they approach their feelings of trauma. Often faith is essential in managing the difficult feelings alongside culturally specific rituals.

**Question:** How do social workers discuss the feelings associated with trauma?

**Answer:** Each individual within the family will experience the traumatic event differently. It is important to provide space and time. This may not include discussing feelings (consider the culturally aspect). The social worker will need to be aware of the need to use an interpreter to support mother (and not expect Devi to fulfil this function). They should consider the most sensitive manner of achieving this – ask participants to reflect on the six principles of a trauma-informed approach.