

ENGLISH SUMMARIES

JANUS

Journal of the Finnish Society for Social Policy
 Journal of the Finnish Association for Social Work Research
 Vol. 30, no 3, 2022
 ISSN 1235-7812

Editor-in-chief: Minna Zechner & Marjo Romakkaniemi
 The journal is published in one volume of four issues per year.
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ARJA JOKINEN:

ADVICE GIVING AND FACE-WORK IN THE PEER RESPONSES OF SOCIAL WORK INTERACTION EXERCISES

This article examines the peer responses social work students gave to each other in connection with simulated interaction exercises. The main interest is how correcting feedback and advice were given to the student who acted in the role of a social worker, and how face-saving practices were employed in this action. The analysis was carried out applying the tools of ethnomethodological discourse analysis. Advice giving is a sensitive matter in interaction because it constructs an intellectual hierarchy between the advice giver and the recipient. This study illustrates the different practices students used for face-saving themselves and others while giving advice. These practices included giving advice indirectly in the form of a question, denoting the advice as subjective opinion, softening the advice,

denoting uncertainty, questioning the usefulness of their own advice, and retracting from the advice they had first given. Giving feedback trains the students for challenging interactional situations such as advice giving and the face-work that accompanies it, both essential skills for interaction in social work professions.

**KAARINA MÖNKKÖNEN
 & MARJA-LEENA HYVÄRINEN
 & TARU KEKONI & JENNI JAAKKOLA
 & ELISA TIILIKAINEN:**

INTERPROFESSIONAL KNOWLEDGE CREATION – NEGOTIATING IN LIMINAL SPACE

In this article, we examine a multi-professional planning process regarding a simulation exercise of addressing intimate partner violence. The theory-driven study focuses on the formation of common knowledge, which we explore using the concepts of liminal space and dialogue,

and from the starting points of participatory action research. The research material consists of shared documents, e-mails, written reflections and discussions carried out by the team working in the multi-professional simulation process. The data was documented throughout the process and analysed using narrative analysis. The results show that the multi-professional knowledge was formed through the following common questions: Who can be a customer?, Bring up or be confidential? and Support the victim or the perpetrator? During the multi-professional planning process these tense questions were agreed upon building into a new shared view among professionals. The study provides new understanding of how shared knowledge can be built multi-professionally around sensitive questions.

ARJA RUISNIEMI & KATJA KUUSISTO:

STUDY ON HOW PARENTS CONSTRUCT THEIR PARENTHOOD IN FAMILY SUBSTANCE ABUSE TREATMENT

The focus in this article is on how parents construct their parenthood while in substance abuse treatment. Seven parents in a therapeutic community in family treatment were interviewed. Data were analyzed by qualitative content analysis. As a result, a picture of complex parenthood emerged from life events, choices and cultural demands. Supported living together with children in treatment had strengthened the relationship with children and parenthood had changed. Child protection workers were no longer a threat; they had become a supportive ele-

ment. Concurrent changes in parenthood and recovery from addiction intertwine in many ways but this demands considerable resources from parents. Individual and continuing support for each family, also after the treatment, is very important.

ANU ISOTALO:

POLICE INVESTIGATORS' INTERPRETATIONS OF CONSENT AND SEXUAL VIOLENCE IN YOUNG PEOPLE'S INTIMATE RELATIONSHIPS

The article examines the ways in which police officers who work in the preliminary investigation of sexual and violent crimes described and defined consent in suspected rape cases in young people's intimate relationships. The research material consists of ten semi-structured group interviews (n=21), which have been analysed by using discourse analysis. The perspectives of the interviewees, based on their work experience, focused on young women as victims and their boyfriends as suspects in situations where no physical violence was used. The police investigators described cases where a lack of consent was grounded on direct pressure by the perpetrator, or when there was no direct pressure, but the involuntariness was not expressed by the victim at the time, or it was understood by her afterwards. In analysing constructions of gender and youth, as well as the victim and suspect positions, three discourses were identified from the interviews. These discourses were labelled victim-sensitivity, responsabilising young women, and defending young men.