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About us

Practice Links is a free publication of the Social Work Development Unit, University College Cork, Ireland

PL The aim of PL is help practitioners to keep up-to-date with new publications, conferences and continuing professional development opportunities.

Follow Practice Links on Twitter for more regular updates
@PracticeLinks

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practice LINKS



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CARE DAY

Celebrating children and young people in care

Show your support by organising an event in your area and sharing it with us on social media!

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CARE DAY EVENTS WILL RUN
ACROSS THE COUNTRY FROM
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9.00am	Registration
9.30am - 9.35am	Welcome and ceremony
9.35am - 9.55am	Opening Address - Joan Mullan, *National Manager for Domestic, Sexual and Gender Based Violence Services, TUSLA Child and Family Agency*
9.55am – 10.50am	Maddie Bell BSSc. CQSW Domestic Violence Children's Safeguarding Consultant. *An overview of the Domestic Violence Risk Identification Matrix*
10.50am - 11.10am	Break
11.10am - 12.10pm	Maddie Bell BSSc. CQSW Domestic Violence Children's Safeguarding Consultant. *Safety Planning with Women and their Children*
12.10pm - 12.35pm	Fiona Ryan. CEO Sonas Housing *Working with Women in Crisis*
12.35pm - 1.00pm	Sharon O'Halloran - Director, SafeIreland
1pm - 1.15pm	Q & A with Maddie Bell, Fiona Ryan, Joan Mullan & Sharon O'Hallaron.
1.15pm - 2.15pm	Lunch
2.15pm	Drama
2.25pm - 2.45pm	Sarah Davis, MBus.; B.E. (Electrical) and Dr. Breda Kenny CIT *New Start Project*
2.45pm - 3.00pm	Carmel O'Keeffe CEO/Founder Dress for Success
3.00pm - 3.30pm	Detective Superintendent Michael Daly Garda National Protective Services Bureau
3.30pm - 3.45pm	Closing Address

YANA
NORTH CORK DOMESTIC VIOLENCE PROJECT

www.yana.ie

European Journal of Social Work

Call for Papers: Themed Issue

Social Work and Neoliberalism

Abstracts have to be submitted by **28 Feb** and the issue will:

- Examine how neoliberal imperatives are continuing to impact on, and shape, social work during a period when, some are maintaining, that the neoliberal 'moment' has ended
- Draw on new empirical work to illuminate how neoliberal imperatives are impacting on social work practices
- Situate discussions within a turbulent international context which includes not only a continuing refugee crisis, but also Brexit and the election, in the US in November 2016, of Donald Trump
- Stimulate international debate on neoliberalism and social work
- Prompt practitioners and educators to consider ways in which neoliberalism can be resisted

Further details: http://explore.tandfonline.com/cfp/beh/cesw-neoliberalism



6th National Child Protection and Welfare Social Work Conference

University College Cork, 27th October 2017

Child protection and welfare in Ireland is heading into a series of significant changes in the next 12-36 months: the introduction of mandatory reporting, the implementation of the NCCIS software system, the adoption of a new national approach to practice in child protection and welfare in Tusla, the mainstreaming of prevention and family support (PPFS), more separated children fleeing from conflict, a new edition of Children First, a proposed review of the Child Care Act 1991, and it is anticipated that there will be new legislation in the areas of adoption, domestic abuse and online safety. Are all of these changes bringing child protection and welfare in the right direction and why? Will there be opportunities for more relationship and social action-based social work as a result of these changes? What good practice innovations are taking place? What ideas and opinions do you have on these changes and the future direction of child protection and welfare?

Call for papers

http://swconf.ucc.ie/call/



the bessborough centre
expertise in family development

'Texting, Sexting & Meeting'

Negotiating the challenges of working with teenagers in Modern Ireland.

Presenter; Liam Doocey
Friday March 3rd, 2017 – 9.30am-11.30am

In an age where technology provides us with new ways of communicating, when it comes to sex and sexual health, issues such as curiosity, embarrassment and sexual awkwardness are the same as they have always been. How then do professionals and parents engaging with young people meet these challenges? This workshop will deal with the subject of sexual health and the reality that exists for teenagers in Ireland in 2017.

The Bessborough Centre is delighted to welcome Liam Doocey to present on this engaging and challenging topic. Using insights from his book, which he co-wrote with two colleagues, 'Sex & You: a modern Irish perspective', Liam will offer workshop participants the opportunity to explore the challenges that may present when engaging with the topic 'sex and teenagers'.

Liam has worked with young people for over 20 years and in the area of sexual health since 2004. He is a youth worker, a life coach and a parent. His interests include, playing guitar and ukulele, listening to music, watching and attending sporting events including supporting Cork City FC and spending time with his family.

Workshop details

This workshop will be of interest to youth workers, parents, community workers, social workers and social care workers. Facilitating a small number (24 participants), the space will allow time for discussion and facilitated exploration.

Places are limited so register early

Registration and booking information:

FEE: €20 visit **Eventbrite** to register and make your payment on the following link; (press Ctrl)
https://www.eventbrite.ie/e/texting-sexting-and-meeting-negotiating-the-challenges-of-working-with-teenagers-in-modern-ireland-tickets-29845284048

For more information email nosullivan@bessborough.ie, call: 021 4357730, visit www.bessborough.ie

https://www.eventbrite.ie/e/texting-sexting-and-meeting-negotiating-the-challenges-of-working-with-teenagers-in-modern-ireland-tickets-29845284048

University of Worcester
National Centre for the Study and Prevention of Violence and Abuse

PEOPLE IN MOTION

International Women's Day

The resilience of women within the refugee crisis

Wednesday 8th March 2017 (14.00-18.00)

Room RBG008, Severn Campus, University of Worcester

IWD2017 #BeBoldForChange



International Women's Day on 8th March 2017 celebrates the social, economic, cultural and political achievements of women across the world and makes a call to action to gender parity. We can all be a leader within our own lives to influence and take action to accelerate the collective advancement of women, important as this then enables the potential of economies across the globe. Join us at the University of Worcester to #BeBoldForChange.

We are presenting an array of academic, practitioner and individual perspectives on 8th March, celebrating the resilience, the courage and the strength of women refugees who flee their homes with their families to safety. Our IWD2017 theme is resilience of women, positivity in the face of the most arduous challenges faced in the mass movement of displaced communities in the world.

We are inviting delegates to donate new packets of pants which will be distributed to those currently displaced in Europe via People in Motion. Please see the guidance below.

	Men	***Women***	***Children***
Type	Boxers	Full Briefs	Boys and Girls
Size	Small-Medium	8-16	All ages

*All donations should be brand new and still in their packets.

Bookings

£25 per person. To book a place, please got to:
https://ext-webapp-01.worc.ac.uk/cgi-bin/womensday/booking.pl

If you have any queries, please contact:
Esther Dobson (Study Day, Conference and Events Coordinator)
Email: e.dobson@worc.ac.uk Telephone: 01905 54(2711)

In any given year the availability of conferences, events and study days will depend on delegate numbers. In the event of a conference, event or study day not being run due to a low number of delegates registering, delegates will in these circumstances be offered a full refund.

University of Worcester
www.worcester.ac.uk

Official Launch of the New Parents Plus Programme Manuals & Information Seminar 9th March 2017

Thursday, 9th March 2017 (9:30-1pm) in the Ashling Hotel, Dublin 8

To mark the development of our updated programme materials, Parents Plus is hosting an official launch and a special information seminar for practitioners and managers. You are very welcome to attend if you are:

- New to the Parents Plus programmes and want to find out more about how they might work in your agency.
- An existing PP facilitator and you want to find out about the new programme materials and to network with other facilitators.

The event is **free** to attend, though you need to register **online here** to book a place: http://www.parentsplus.ie/post/official-launch-of-the-new-parents-plus-programme-manuals-and-information-seminar-2017/ or please RSVP to siobhan@parentsplus.ie by Friday, 3rd March.

Agenda:

- **9:30am** – Arrival, networking and refreshments.
- **10:30am – Launch of new Parents Plus Programme materials.**

Dr Michael Drumm, Chair of Parents Plus and Principal Clinical Psychology Manager, HSE
Guest Speaker – to be announced.

- **11.00am – 1.00pm – Parents Plus Information Seminar**

Dr John Sharry, CEO and founder, and Dr Eileen Brosnan, Senior Trainer, Parents Plus

This seminar will introduce all five Parents Plus programmes, describing the background and how the programmes work as well as outlining the content of the new manuals and updated materials. The seminar is ideal for professionals and managers who want to find out more about the Parents Plus programmes and how they might work in their agencies. There will be time to network, to ask questions and to meet practicing Parents Plus facilitators.

You are more than welcome to just attend the official launch in the morning and leave after that part of the event, if you are already familiar with the Parents Plus Programmes.

ParentsPlus

Empowering Professionals to Support Families

Temple Street CHILDREN'S UNIVERSITY HOSPITAL 140 YEARS Caring for Sick Children

Ospidéal Mhuire na Leanaí, Cromghlinn
Our Lady's Children's Hospital, Crumlin

The Sexual Abuse of Children in a Cyber Context: Considerations and Guidance for Professionals

Important date for your diary

St Clare's and St Louise's Units' Joint Annual Conference

Friday March 10th, 2017, Croke Park Convention Centre

9am— 4:30pm [€85 Parking and lunch included]

[Early Bird €75 until 10th February 2017]

CPD attendance certificates awarded to all delegates

Eminent keynote speakers

Prof. Anne Marie Mc Alinden, Director of Research, School of Law, Queen's University Belfast

and

Mark Smyth, Senior Clinical Psychologist, Child and Adolescent Mental Health Service

Opening address by Dr Niall Muldoon, Ombudsman for Children

Choice of dynamic practice based workshops which will explore the following themes:

- **A developmental perspective on the occurrence and impact of online child sexual abuse in an Irish context.**
- **Professional challenges and opportunities presented by the digital age.**
- **Assessment and therapeutic considerations of work with young people who have experienced cyber abuse**
- **Criminal investigation of cyber abuse in Ireland**

Booking Forms & Enquiries to: The Administration Team, St. Clare's Unit, Temple Street Children's University Hospital, Dublin 1, Tel: 01-8745214

Social Care Ireland Annual Conference 2017

The Changing Face of Social Care

22nd and 23rd March 2017, Galway Radisson Hotel

Early Bird Registration Open

Click here to access Conference registration page or visit www.socialcareireland.ie.

Social Care Ireland members are being offered discounted ticket options for this year's Conference. Another benefit of membership of Social Care Ireland.

Dr Kevin McCoy

Dr. McCoy began his social work career as a social work assistant in Co. Down, Northern Ireland. Trained in Social Work at the University of Strathclyde, Glasgow and the College of Deaf Welfare, London. He has a degree in Economics and Social Policy and a masters and doctorate in Public Policy. Employed by Down County Welfare Committee in various posts from 1963 – 1972. Joined the Department of Health and Social Services in 1972 as a Social Work Adviser. Appointed Senior Social Work Adviser in 1973 and Assistant Chief Inspector in 1985. Appointed Chief Inspector, Social Services Inspectorate in 1989 and retired from this position in November 2000. Appointed by the Government in the Republic of Ireland as a Commissioner on the Commission to Inquire into Child Abuse in December 2000. He left the Commission in May 2003. Since then he has provided consultancy services to a wide range of statutory, voluntary and private sector organisations in Ireland, the UK, Europe and Africa.

Dr. Muireann Ni Raghallaigh

Upon qualifying as a social worker Muireann worked with Separated Children Seeking Asylum in Ireland. Her subsequent Ph.D. involved a qualitative study of the experiences of unaccompanied minors, focusing on their coping strategies, including their use of religious coping. Following completion of her Ph.D., Muireann worked as a lecturer in Trinity College Dublin and as a researcher on the Trinity Immigration Initiative. She began working as a Lecturer in Social Work in University College Dublin in September 2008. Muireann is currently working on a study of separated asylum seeking children living in foster care. She has also undertaken research on gender based violence in Ethiopia.

And **Mr. Michael Corcoran – National Manager Quality Assurance, Tusla, Child and Family Agency.**

Full Conference Programme will be available shortly. Click here to see highlights from last years Conference for a taster of what is planned for 2017.

For any queries regarding early bird bookings please contact cpd@socialcareireland.ie.

http://www.eventbrite.ie/o/nicola-osullivan-9780006154

Continuing professional development

Substance Misuse and Child Welfare Special Interest Group

Seminar Invitation

Guest Speaker:

Judith Harwin
Professor in Socio-Legal Studies
School of Law
Lancaster University

HSC Public Health Agency
Project supported by the PHA

HSC Health and Social Care Board

Monday 20th March 2017

2.30 – 4.30pm

Bell Lecture Theatre
Physics Building
Queen's University Belfast
(see attached map)



Tackling child maltreatment and parental substance misuse: How can the English Family Drug and Alcohol Court contribute to a fresh approach in Northern Ireland?

This seminar is free of charge but places must be booked in advance by registering at:

https://www.eventbrite.com/e/tackling-child-maltreatment-and-parental-substance-misuse-how-can-the-english-family-drug-and-tickets-31319820426

Queen's University Belfast

Research Seminars
Creating space to think

itb Institute of Technology Blanchardstown
Institiúid Teicneolaíochta Baile Bhlainséir

the bessborough centre
expertise in family development

What can youth work offer practitioners, services and service users?

Dr Cormac Doran, Head of the Department of Humanities at Institute of Technology, Blanchardstown

Friday 24th March, 11am – 1pm – the Anvil Room, The Bessborough Centre, Cork

The Bessborough Centre welcomes Cr Cormac Doran to present on the first of our research seminars in 2017. Cormac's research, underpinned by Constructivist Grounded Theory and Adaptive Theory, explores the practice of Youth Work in Irish Youth Work Services.

Reflecting on his doctoral investigation of practice within youth services, Cormac will explore how practice professionals can apply youth work methods, to bring about change with young people. This seminar will appeal to researchers and practitioners alike.

Cormac's research entitled '*An investigation of Youth Work in Irish Youth Services*' revealed that youth services and their parent organisations, act as an agent of the state in provided services, that promote a social controlling function. This contradicts the emancipatory roots of traditional youth work. This seminar will embrace a blend of discussion, presentation and experiential activities, so please be prepared to be challenged in your thinking!

Dr Cormac Doran has worked with young people in youth and probation projects as a frontline worker and service manager. He is a Fellow of the Royal Society of Arts and has lectured extensively on his research in the field of youth. Cormac is now the Head of the Department of Humanities at IT Blanchardstown in Dublin, and oversees programmes in social care there.

Places are limited to allow for engaging discussion, so book early to avoid disappointment.

Booking Details

A nominal administration fee will apply
Fee: €20 (handouts will be provided as appropriate, along with tea/coffee). To register your interest and pay – Log onto EVENTBRITE.IE – https://www.eventbrite.ie/e/what-can-youth-work-offer-practitioners-services-and-service-users-tickets-29780678812 .

For further information contact: training@bessborough.ie call: 021 435 7730 or visit www.bessborough.ie

https://www.eventbrite.ie/e/what-can-youth-work-offer-practitioners-services-and-service-users-tickets-29780678812

The IASW are offering the CARE-Index Assessment training at a reduced rate to IASW members.
"I did the CARE-Index training in 2011. Overall the DMM training is probably the most relevant I have done in terms of Child Protection work. As a risk assessment tool it's been really helpful as I often found infancy more difficult to assess for risk and found it difficult to be explicit about the concerning behaviours I observed. The CARE- Index takes a child development perspective, which fits coherently with social work observations and assessments. Having this understanding makes it easier to be explicit with parents and carers also, both in understanding their child's behaviours and offering interventions that will support more sensitive caregiving. The CARE- Index also gave me a really good foundation for understanding the formation of the attachment relationship in the early years, and a way to understand the parent's strategies as well as the child's. Though I obviously don't use the formal assessment on every case, I use the observation skills and the concepts of the attachment strategies all the time."
Social Work Team Leader (Ireland)

The Infant Care Index is the simplest and most versatile of the Dynamic Maturational Model of Attachment and Adaptation (DMM)'s assessments of attachment. It allows social workers to assess the quality of the relationship between carer and infant and identify risk to the relationship and so provide an opportunity for early intervention.

The assessment is ideal for those working with infants in a child protection, assessment or an early intervention setting, as it provides opportunities to intervene where needed in a precise and focused way, using a reliable and measurable risk assessment tool which can then be re-applied to assess the success of the intervention. Professionals who attain a reliable enough standard of coding these assessments can also rely on these in court.

This training is offered at **a reduced rate of €1,085 to IASW members only** (usual cost €1,200 - €1,400) to include: all teaching, manual, reliability test, refreshments and lunch.

Week 1: March 29th – 31st 2017
Week 2: April 19th – 21st 2017
Week 3: May 23rd – 25th 2017

Venue: Education and Research Centre, Our Lady's Hospice, Harold's X, Dublin

To secure your place on the training you can pay a non-refundable deposit of €200 by clicking on the green **Pay Now** button on the event page at www.iasw.ie. If you wish to secure a place on the training, please note that **the deadline for receipt of a deposit is Friday, 17th February**.

The balance for the course can be paid in two instalments by cheque, postal order or bank draft. Please contact cpdofficer@iasw.ie with any queries.

For further details please visit the event page at www.iasw.ie

Irish Association of Social Workers
Cumann na hÉireann um Oibrithe Sóisialta

SKILLS TRAINING IN
RISK ASSESSMENT AND PATTERNS OF INTERACTION BETWEEN INFANTS AND THEIR CARERS

THE CARE-INDEX
ASSESSMENT

A 9 DAY TRAINING LED BY

REBECCA CARR-HOPKINS
CRITTENDEN ACCREDITED CARE-INDEX TRAINER

TO INCLUDE RELIABILITY TEST

Week 1: March 29th – 31st 2017
Week 2: April 19th – 21st 2017
Week 3: May 23rd – 25th 2017

Venue: Education and Research Centre, Our Lady's Hospice, Harold's X, Dublin

At a reduced rate of €1,085 to IASW members only (usual cost €1,200 - €1,400)

to include: all teaching, manual, reliability test; refreshments and lunch

FOR MORE INFORMATION AND BOOKING CONTACT Clíona Murphy – cpdofficer@iasw.ie
COURSE OVERVIEW

This is a qualitative assessment of risk in relationships. It assesses patterns of interaction of infants and their carers and can be used for infants from 6 weeks to 15 months and may be used in the home or clinic settings.

The course involves assessing and coding patterns of interaction through video observations. Trainees will receive a variety of relevant materials and handouts at the start of the course and a manual on completion. The training is split into three 3-day slots. Competency to code will be assessed by a reliability test after the training. Those reaching reliability will receive certificates.

Course Requirements

Mandatory

1) It is essential that trainees attend all 9 days of the course. At the end of parts 1&2 of the training, participants will be expected to code and receive feedback on a number of video interactions. They will then assess and code the reliability test of 18 interactions after Part 3. Those achieving reliability will receive a certificate from Dr Patricia Crittenden stating their level of reliability

2) Course participants will be expected to provide three 3 minute video clips of parent infant (or toddler) interaction as part of their certification (2 normative & 1 clinical).

Non essential
Trainees would benefit from familiarising themselves with the dynamic maturational model of attachment and adaptation (DMM). More information can be found at www.familyrelationsinstitute.org and IASA www.iasa.org (International Association for the Study of Attachment).

Venue: Education and Research Centre, Our Lady's Hospice, Harold's X, Dublin
Each training day will begin at 9.30 and end at 4.30 pm. The price for the course includes refreshments and lunch. If you have any dietary requirements, e-mail cpdofficer@iasw.ie

Save the date: April 4th 2017, Croke Park, Dublin

Barnardos Guardian ad Litem Service 20th Anniversary Conference

Barnardos
www.barnardos.ie

PROPORTIONALITY, TIMELINESS AND DECISION MAKING IN CHILD CARE PROCEEDINGS – GETTING THE BALANCE RIGHT

The 1991 Child Care Act is 25 years old. Since its enactment we have seen the purposive interpretation of its provisions in the district and superior courts in the context the Irish Constitution, the UN CRC and the ECHR. The 31st amendment to the Irish Constitution is the most recent development in this regard, the effects of which remain to be fully realised. At the core of these developments is the need to constantly ensure that the child's voice is heard in effective ways that are meaningful.

In parallel the reports of the Child Care Law Reporting Project have given us, for the first time, a window into and an overview of the decision making processes in child care proceedings. From the reports it is apparent that for practitioners and decision makers, navigating a path between the sometimes conflicting imperatives of the law on the one hand and the evidence from practice and research on the other can be daunting. In this challenging space issues of proportionality and timeliness are critical.

The question of proportionality is increasingly being addressed in judgements across all courts as judges strive to ensure that where children have been harmed or are at risk of harm, that the proposed legal remedy is appropriate, necessary and no more than is required while complying with national and international law – the minimum necessary intervention.

Timing is equally crucial – balancing the child's developmental need for speedy resolution leading to permanence with parents' need for time and support to effect positive change where possible.

The conference will be a learning event at which we hope to enhance our understanding of the legal framework on the one hand and on the other to engage with evidence from the practice and research about the impact of court decisions on the lives of children and their families.

The conference will be of interest to Tusla practitioners and managers; psychologists and mental health professionals; barristers, solicitors and judges; courts service and Legal Aid Board; children in care and aftercare advocacy services, guardians ad litem; Department of Children and Youth Affairs and legislators.

Keynote speakers:

Prof David Shemmings, Professor of Social Work, University of Kent

Dr Chris Beckett, Associate Tutor, University of East Anglia

Caroline Shore, Lecturer Applied Social Studies UCC, Guardian ad litem

Constantine O'Leary, Judge of the District Court

Brian Barrington BL

Fred Mc Bride, CEO Tusla

Freda McKittrick, Guardian ad Litem, Barnardos

Registration and full programme through Eventbrite in early February.

For further information contact Con Lynch: con.lynch@gal.barnardos.ie: 0857046610

Call for papers: 'DEFENDING WELFARE, WELCOMING REFUGEES: ANOTHER SOCIAL WORK IS POSSIBLE'

2017's conference is the 8th and 9th of April. The key themes for this year will be refugees and racism; welfare reform; anti-privatisation and international perspectives.

The Social Work Action Network (SWAN) is a radical, campaigning organisation of social work and social care practitioners, students, service users, carers and academics, united by our concern that social work practice is being undermined by managerialism and marketisation, by the stigmatisation of service users and by welfare cuts and restrictions.

The SWAN conference is the largest annual radical and critical Social Work conference in Europe with over a decade of bringing together educators, service users, practitioners and all those concerned with social work and social justice. Previous presentations have included leading journalists and campaigners, veterans of struggles such as the miners dispute and service user led organisations, in addition to leading academics and thinkers in this field.

This year's conference will take place in Middlesbrough in North East England. Over half of Middlesbrough is made up of areas that are the most deprived in England. Additionally Middlesbrough has the highest proportion of resident asylum seekers and refugees in the UK . The challenges of practicing from a social justice perspective, in such areas of multiple deprivations, form a central focus of the conference.

We welcome presentations (20 mins) or more interactive workshops (60 mins) from ALL, including practitioners, service user and social justice organisations, students, educators and trade unionists.

We are honoured this year to work alongside The Other Perspective, a refugee social enterprise, who will share a meal with us on Saturday evening in the student union, and provide the catering. Given the heavy involvement of Swan in anti-racism campaigning and social work in Calais over the past 18 months, this is a fitting partnership.

The conference will be held at the School of Health and Social Care at Teesside University, and there is ample parking on site for cars and coaches. There are lots of hotels and B+B options to suit most budgets in the local area (Travel Lodge/Jurys Inn etc.), and the campus is an approx. 11 minute walk from the train station. Regional airports include Durham Tees valley (20 mins) and Newcastle (60 mins). National rail links are good and Middlesbrough is approximately 3.5 hours from London or Edinburgh by train.
http://www.tees.ac.uk/sections/about/visiting/middlesbrough_region.cfm

SWAN keep the cost of this conference as low as possible. Tickets can be purchased here and range from £15 to £35 for the full weekend, including Saturday's meal. Asylum seekers and refugees attend for FREE.

Address for proposals:
Please send proposals of no more than 300 words to swanconference2017@gmail.com. All proposals will be responded to by 12 March 2017 or sooner. See you in Teeside!

WHAI Annual Conference, 21-22 April 2017, National University of Ireland Galway

The annual Women's History Association of Ireland conference will be held in **National University of Ireland Galway from the 21-22 April 2017**. The theme for this year will be **'Gender and Class in Ireland'.** Papers are encouraged from a wide range of time periods from the island of Ireland. While the growth in women's history, gender history and feminist history in Ireland and internationally from the 1970s led to key debates on the merits of each approach, this conference seeks to further address the importance of gender and class to women's history.

Organised in conjunction with the Irish Centre for the Histories of Labour and Class (ICHLC) located in NUI Galway, confirmed keynote speakers include:

- Professor Carolyn Steedman, University of Warwick. Author of *An Everyday Life of the English Working Class: Work, Self, and Sociability in the Early Ninteenth Century*.
- Professor Marie-Louise Coolahan, National University of Ireland Galway. Author of *Women, Writing, and Language in Early Modern Ireland*.
- Dr Caitríona Clear, National University of Ireland Galway. Author of *Women's Voices in Ireland: women's magazines in the 1950s and 60s.*
- Dr Seán Brady, Birkbeck University of London. Author of *Masculinity and Male Homosexuality in Britain*, *1861 – 1913.*
- Dr Lindsey Earner-Byrne, University College Dublin. Author of *Mother and Child: Maternity and Child Welfare in Dublin, 1922-1960*.

Suggested themes include, but are not limited to, the following:
Women and paid/unpaid work; sexuality and sexual behaviour; women within the home; education; politics; feminism; women and trade unionism; philanthropy and activism; migration; masculinity & masculinities; deviancy and criminality; religion; family life across the class spectrum; debates on women's history, gender history and feminist history; experiencing and resisting poverty; institutionalisation of children and adults; representations of class and gender in autobiography, literature and art; digital history; and transnational classes.

Abstracts (up to 250 words) and a short bio should be sent to sarahanne.buckley@nuigalway.ie on or before 20 January 2017. For further information and updates about the conference see http://womenshistoryassociation.com. Follow us on Twitter @WHAIreland

LUDI – Play for Children with Disabilities launches its first Training School



You will have the occasion to learn:

- how to play with children with disabilities of different ages
- how many types of play you can play with them
- how to choose the most usable toys for them
- how to modify toys so that they can be used by the widest population of children, playing altogether, regardless of their abilities
- which kind of toys – high and low tech – have been developed that are accessible for children with disabilities and how to find them
- and much more on the topic of play for children with disabilities!

Thanks to an engaging methodology with lmultidisciplinary lessons mixed up with hands-on activities in small groups and a continuous exchange of ideas and impressions along the four days, you will have the opportunity.

- to take part to one of the most original training experiences in your life
- to actively reflect to a brand new topic in science, education and rehabilitation
- to acquire new perspectives on the world and the life of children with disabilities
- to learn a new know-how which concerns the objects around us, how we choose and use them
- to acknowledge that children with disabilities are first and above all children with a great need and wish to play!!!

Venue: Zuyd University of Applied Sciences
www.ludi-network.eu/training_school
Application is open until February 20th 2017

cost EUROPEAN COOPERATION IN SCIENCE AND TECHNOLOGY

LUDI PLAY FOR CHILDREN WITH DISABILITIES

IASW National Social Work Conference & AGM 2017

SAVE THE DATE

12th May 2017 at the Radisson Blu Hotel, Northgate Street Co. Westmeath, Athlone

We're delighted to announce that Gillian Ruch, University of Sussex has been confirmed as keynote speaker **Gillian Ruch** is Professor of Social Work and works in the Department of Social Work and Social Care at the University of Sussex and the Tavistock Centre, London. She teaches and researches in the areas of child care social work and relationship-based and reflective practice and is committed to enhancing the wellbeing of children, families and practitioners. Her particular interests are in promoting psycho-social research methods and reflective forums that facilitate relationship-based practice. She has recently co-edited with colleagues Ruch, G., Turney, D. and Ward, A. (2010) *Relationship-based Social Work: Getting to the Heart of Practice, London: Jessica Kingsley.*

Relationship-based practice and management, as well as reflective practice are two areas that IASW members continually ask to know more about. We hope that the conference will provide a forum for the professional development of participants, building professional confidence and identity. The conference aims to provide a forum to support participants to reflect on their practice and on the organisational and wider contexts impacting on social work practice. Key areas for consideration include:

- The need to build reflective capabilities in order to develop the professional self
- How will you support yourself/ your team/ your organisation to be reflective practitioners?

Further details will be made available on www.iasw.ie



Doctor of Social Science (DSocSc), University College Cork: Applications open for September 2017.
The Doctor of Social Science (DSocSc) run by the School of Applied Social Studies at UCC is a successful four year, advanced programme which provides the opportunity for experienced professionals based in public sector, community/voluntary, international non-government and private sector organisations to work on complex issues that are of direct relevance to their professional practice and organisational contexts. As an alternative to the traditional PhD, the DSocSc provides a more structured learning environment which combines taught modules and research. Participants complete taught modules in the first two years of the programme in the areas of social research methods, social theory, and social policy debates and processes, and complete a 60,000 word thesis in Years 3 and 4. Taught modules in Years 1 and 2 are structured around four, five-day workshops in UCC, making it ideal for those who may be living at a distance from UCC.

Applications are now open for our September 2017 intake, through the Postgraduate Admissions Centre (www.pac.ie). More information about the programme can be found on the DSocSc website (http://drofsocialscienceucc.com/), which includes video clips of participants and graduates of the programme explaining why they like the pedagogic approach taken in the DSocSc. We welcome informal discussions from potential applicants: please contact the Course Director, Dr. Claire Edwards (claire.edwards@ucc.ie), + 00353 (0)21 4902313.

NCSPVA 3rd Annual Conference & Lynda Bellingham Memorial Lecture

The Impact of Violence and Abuse on Children and Young People

5 - 6 June 2017, University of Worcester

CALL FOR ABSTRACTS

We are inviting abstracts for oral presentations of no longer than 20 minutes, or poster presentations to be presented by either academics or practitioners from all disciplines, that examine issues concerning childhood and violence and abuse. Example topics might include child to parent violence, intergenerational risk, the role of disrupted attachment in abuse cycles, resilience to childhood violence and abuse, sibling violence, violent offending across the lifespan, the voice of the child in policy. The proposed presentations should reflect either completed or ongoing research, present the application of research to practice, or present the outcome of innovative practice tied to this broad theme. Presenters should specify:

Title: Title of Abstract

Speaker: Name, Title, Affiliation, Contact details and whether scientist or practitioner or both

Abstract: No more than 250 words providing background and justification for the paper, methods used, main findings and implications for theory and/or practice.

Paper format: Oral presentation or poster presentation (posters will be presented on day 1 of the conference). Posters must be A1 in size.

Abstracts should be submitted to: ncspva@worc.ac.uk

Deadline for abstracts: 31 March 2017, 23.59.





University of Worcester
National Centre for the Study and Prevention of Violence and Abuse

Continuing professional development

The International Stillbirth Alliance Annual Conference will be held in Cork, Ireland from 22-24th September 2017 at the University College Cork campus. The Conference will take place over two days, Saturday and Sunday, with a mixture of plenary and concurrent sessions from invited speakers and selected presentations from conference abstracts. Pre-conference, an IMPROVE workshop will be held on Friday 22nd September (https://sanda.psanz.com.au/clinical-practice/improve/). The call for abstract submissions will go live in January 2017. A lively social programme is planned to integrate with the Conference. For further information please see http://www.isacork2017.com/ and follow the Conference on Twitter @isacork2017. We look forward to your continued support and hope you will be able to attend.

ISA
CORK
2017



http://www.isacork2017.com/



"The Irish Association of Social Workers and partners have been successful in securing Ireland as the next venue for the joint global ***Social Work, Education and Social Development conference from 4-7 July 2018***. The International Federation of Social Workers, the International Schools of Social Work and the International Council on Social Welfare signed the contract for this conference last week during the 2016 joint global conference held in Seoul, South Korea.

The local organising committee here comprises members of the IASW, the Schools of Social work in UCD, TCD, UCC and NUIG and the European Anti-Poverty Network Dublin office.

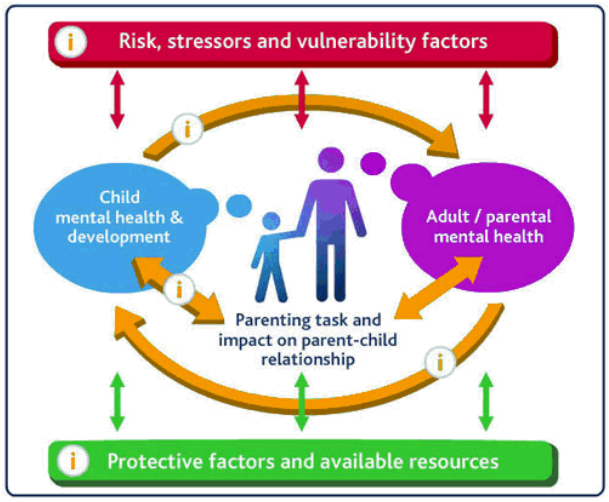
The conference theme is: ***Environmental and Community Sustainability: Human Solutions in Evolving Societies.***

This exciting, unique and important event will bring together upwards of 2500 social work practitioners, educators and policy workers from across the world. It is our intention to also invite user groups and community groups to participate in the conference programme.
In shaping the structure of the conference programme, the local organising committee will focus on the United Nation's *Sustainable Development Goals 2015-2030*. Ban Ki Moon, Secretary-General of the United Nations, in his address to the 2016 Global Conference in Seoul last week, spoke about the importance of these goals in helping to ensure 'that no one is left behind'. For me, the core of social work is about helping to ensure that those who are vulnerable are supported in their journey so that they are not left behind.
Topics will include poverty and quality of life, social justice, rights and equality, community development, climate change and sustainable environments. We plan to have a programme where all those attending the conference can engage in meaningful dialogue about practice, education and policy relating to these issues and can leave a rich legacy.

Register your name and email to keep updated with details of SWSD 2018 at http://www.swsd2018.org/
Ongoing updates will also be provided through social media www.facebook.com/SWSDofficial and https://twitter.com/SWSDOfficial"

Family Focused Practice Seminar Abstract Call

While mental health services are increasingly encouraged to engage in family-focused practice, it is a nebulous and poorly understood term (Foster et al 2016). Family-focused practice (FFP) broadens the unit of care from a narrow focus on the mental health consumer, to the family and care giving system (Foster, O'Brien & Korhonen, 2012). The social work and family therapy services not only recognise a service user is a parent. It also recognises the impact mental health has on the family across their lifespan. Impacting on other family members and loved ones too. There is an increased need for family focused practice, in mental health individual care plans, when considering a person's recovery and psychosocial support going forward. In May 2017 the social work service in Louth & Meath mental health services will host a inter-disciplinary seminar on this topic; Family Focused Practice in mental health settings across the lifespan of the person.



Key Note Speaker:

Dr Anne Grant, from Queens University Belfast, will be the key-note speaker. Dr Grant is currently a lecturer in mental health in the School of Nursing and Midwifery at Queens University, Belfast, Northern Ireland and a registered mental health nurse. Her research and clinical interests include parental mental illness, early interventions for families when parents have mental illness, and workforce capacity in relation to family-focused practice. Between 2010 and 2014 she conducted a national study in Ireland which examined mental health nurses' practice with parents who have mental illness, their children and families. Since 2014 she has work closely with the Health and Social Care Board (HSCB) in her contribution to the Northern Irish Think Family Initiative and is Primary Investigator for a study commissioned by the HSCB to examine health and social care professionals' family focused practice across Northern Ireland. She is a member of the Prato Collaborative; an international network of researchers (across nursing, psychiatry, psychology, social worker and sociology) who engage in research to inform service delivery and support for families when parents have mental illness and/or substance misuse.

Call for Abstracts:

We invite abstracts for academic posters or oral presentations from practitioners of 300 words on one of these themes but not exclusively:

- First 1,000 days re: Maternal or Paternal mental health needs
- Child & Adolescent Mental Health: Parent Support / Foster Carer Support / Early Intervention Family support
- Parents attending a community mental health service
- Children who are carers for parents with mental illness
- Family carers of siblings who are service users of mental health service

Oral Presentation format:

- A case study format
- Length of presentation 15 minutes

Academic Poster Format:

- Templates available on request

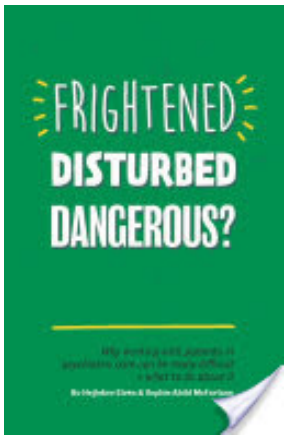
Closing Date: 14th of March 2017

Abstracts submissions can be sent to aidan.cooney1@hse.ie

To discuss further please contact Aidan Cooney on 086 0484631 (work mobile)

New publications and policy reports

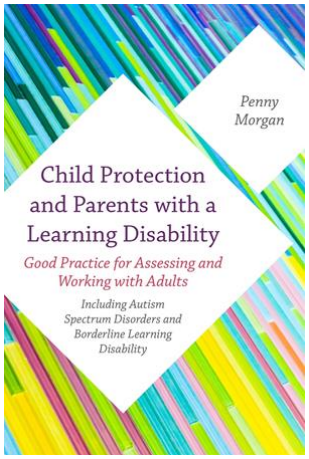
Frightened, Disturbed, Dangerous? Why working with patients in psychiatric care can be really difficult, and what to do about it



Bo Hejlskov Elven and Sophie Abild McFarlane
The principles of practice in psychiatric care are described with the intent to manage behavioural challenges and create a healthy workspace and treatment area. The author discusses methods and approaches of managing negative behaviour of both patients and staff, to allow for the psychiatric treatment to function most effectively.

http://www.jkp.com/uk/frightened-disturbed-dangerous-2.html/

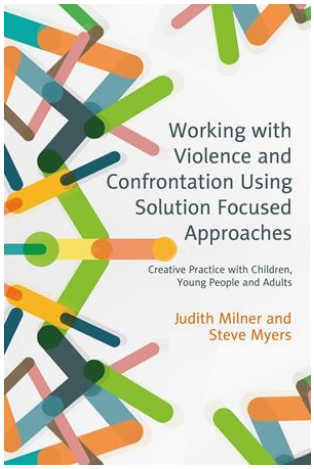
Child Protection and Parents with a Learning Disability
Good Practice for Assessing and Working with Adults – including Autism Spectrum Disorders and Borderline Learning Disability



Penny Morgan
Provides the knowledge that child protection workers need in order to fully understand the impact of learning disabilities on parenting capability and make informed assessments and interventions. It covers a range of learning disabilities, from borderline conditions to high functioning autism.

http://www.jkp.com/uk/child-protection-and-parents-with-learning-disability-34308.html/

Working with Violence and Confrontation Using Solution Focused Approaches
Creative Practice with Children, Young People and Adults



Judith Milner and Steve Myers. Foreword by Andrew Turnell
An authoritative guide to carrying out solution focused work with all forms of violence - whether with a perpetrator or victim, adult or child. It shows how effective solution focused approaches are in transforming violent behaviours and will be a useful tool for professionals across the human services.

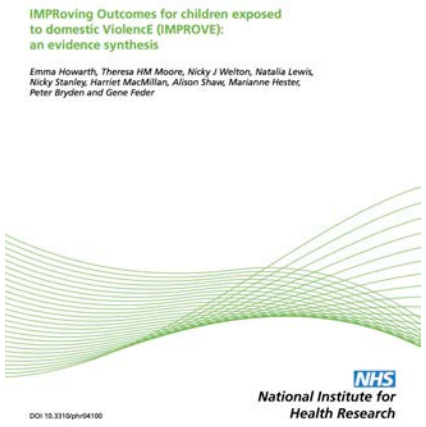
http://www.jkp.com/uk/working-with-violence-and-confrontation-using-solution-focused-approaches-34912.html/

New publications and policy reports

IMPRoving Outcomes for children exposed to domestic ViolencE (IMPROVE): an evidence synthesis

in *Public Health Research*

The above report has now been published in *Public Health Research* by the NIHR Journals Library. It is available to download on the website: https://www.journalslibrary.nihr.ac.uk/phr/phr04100/#/abstract



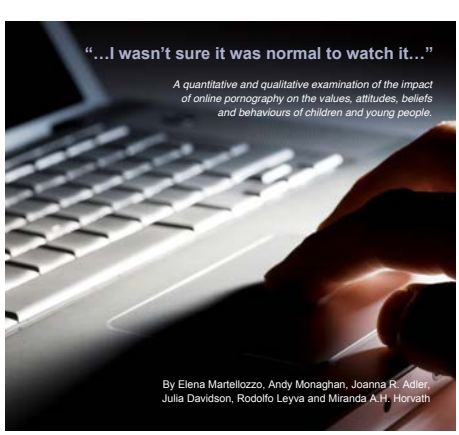
Growing Up Digital: A Report of the Growing Up Digital Taskforce

http://www.childrenscommissioner.gov.uk/sites/default/files/publications/Growing%20Up%20Digital%20Taskforce%20Report%20January%202017_0.pdf



An examination of the impact of online pornography on children and young people

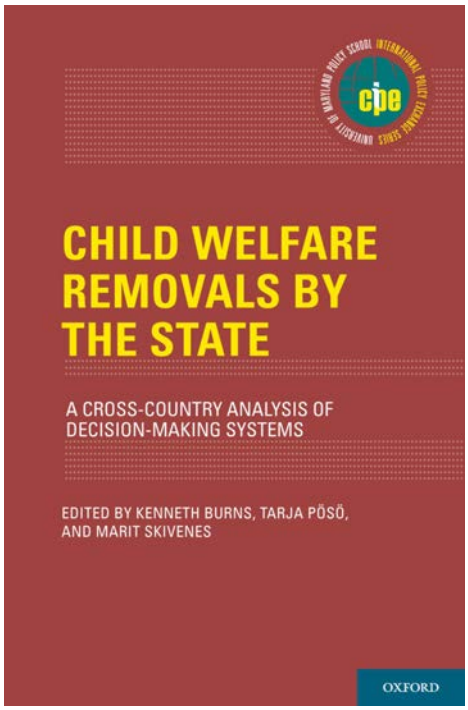
http://www.childrenscommissioner.gov.uk/publications/examination-impact-online-pornography-children-and-young-people



New publications and policy reports

Child Welfare Removals by the State: A Cross-Country Analysis of Decision-Making Systems

Kenneth Burns, Tarja Pösö and Marit Skivenes (eds.)



Child Welfare Removals by the State addresses a most important (but little-researched) legal proceeding: when the State intervenes in the private family sphere to remove children at risk to a place of safety, adoption, or in other forms of out-of-home care. It is an intervention into the private family sphere that is intrusive, contested, and a last resort. States' interventions in the family are decided within legal and political orders and traditions that constitute a country's policies, welfare state model, child protection system, and children´s position in a society. However, we lack a cross-country analysis of the different models of decision-making in a European context.

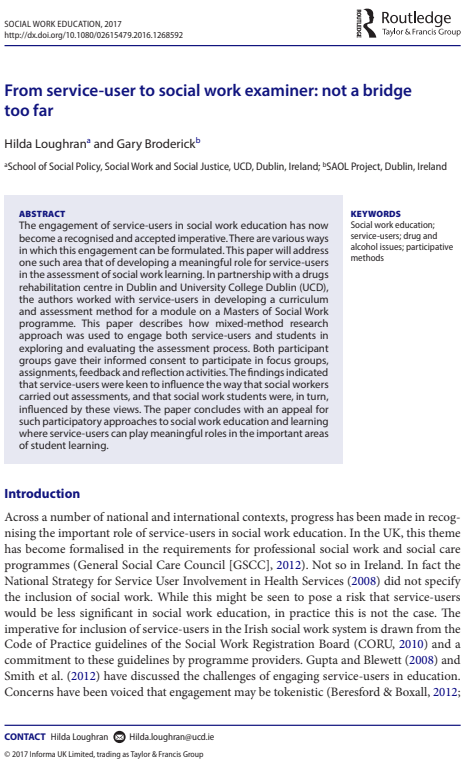
This text aims to present new research at the intersection of social work, law, and social policy concerning child protection proceedings for children in need of alternative care. It explores the role of court-based and voluntary decision-making systems in child protection proceedings, its effects, dynamics, and meanings in seven European countries and the United States, and analyses the tensions and dilemmas between children, parents, and socio-legal professionals.

The book consists of eight country chapters, plus an introduction and conclusion chapters. The range of countries of countries represented in the book covers the social democratic Nordic countries (Finland, Norway, and Sweden), the conservative corporatist regimes (Germany and Switzerland), the neoliberal (England, Ireland, and the United States), and related child welfare systems.

https://global.oup.com/academic/product/child-welfare-removals-by-the-state-9780190459567?cc=ie&lang=en&

From service-user to social work examiner: not a bridge too far

The engagement of service-users in social work education has now become a recognised and accepted imperative. There are various ways in which this engagement can be formulated. This paper will address one such area that of developing a meaningful role for service-users in the assessment of social work learning. In partnership with a drugs rehabilitation centre in Dublin and University College Dublin (UCD), the authors worked with service-users in developing a curriculum and assessment method for a module on a Masters of Social Work programme. This paper describes how mixed-method research approach was used to engage both service-users and students in exploring and evaluating the assessment process. Both participant groups gave their informed consent to participate in focus groups, assignments, feedback and reflection activities. The findings indicated that service-users were keen to influence the way that social workers carried out assessments, and that social work students were, in turn, influenced by these views. The paper concludes with an appeal for such participatory approaches to social work education and learning where service-users can play meaningful roles in the important areas of student learning. http://www.tandfonline.com/doi/pdf/10.1080/02615479.2016.1268592?needAccess=true



SOCIAL WORK EDUCATION, 2017
http://dx.doi.org/10.1080/02615479.2016.1268592

Routledge
Taylor & Francis Group

From service-user to social work examiner: not a bridge too far

Hilda Loughran[a] and Gary Broderick[b]

[a]School of Social Policy, Social Work and Social Justice, UCD, Dublin, Ireland; [b]SAOL Project, Dublin, Ireland

ABSTRACT
The engagement of service-users in social work education has now become a recognised and accepted imperative. There are various ways in which this engagement can be formulated. This paper will address one such area that of developing a meaningful role for service-users in the assessment of social work learning. In partnership with a drugs rehabilitation centre in Dublin and University College Dublin (UCD), the authors worked with service-users in developing a curriculum and assessment method for a module on a Masters of Social Work programme. This paper describes how mixed-method research approach was used to engage both service-users and students in exploring and evaluating the assessment process. Both participant groups gave their informed consent to participate in focus groups, assignments, feedback and reflection activities. The findings indicated that service-users were keen to influence the way that social workers carried out assessments, and that social work students were, in turn, influenced by these views. The paper concludes with an appeal for such participatory approaches to social work education and learning where service-users can play meaningful roles in the important areas of student learning.

KEYWORDS
Social work education; service-users; drug and alcohol issues; participative methods

Introduction

Across a number of national and international contexts, progress has been made in recognising the important role of service-users in social work education. In the UK, this theme has become formalised in the requirements for professional social work and social care programmes (General Social Care Council [GSCC], 2012). Not so in Ireland. In fact the National Strategy for Service User Involvement in Health Services (2008) did not specify the inclusion of social work. While this might be seen to pose a risk that service-users would be less significant in social work education, in practice this is not the case. The imperative for inclusion of service-users in the Irish social work system is drawn from the Code of Practice guidelines of the Social Work Registration Board (CORU, 2010) and a commitment to these guidelines by programme providers. Gupta and Blewett (2008) and Smith et al. (2012) have discussed the challenges of engaging service-users in education. Concerns have been voiced that engagement may be tokenistic (Beresford & Boxall, 2012;

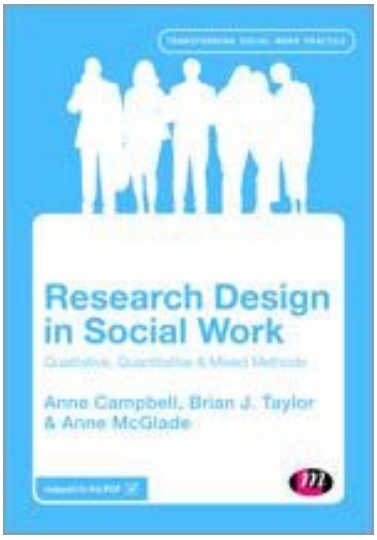
CONTACT Hilda Loughran Hilda.loughran@ucd.ie

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New publications and policy reports

Research Design in Social Work

Brian Taylor, Campbell Killick and Anne McGlade



Campbell A, Taylor BJ and McGlade A (2016) *Research Design in Social Work.* London: Sage. This book by a team from Queen's University Belfast, Ulster University and the Health and Social Care Board for NI is designed to provide a sound introduction to the essentials of qualitative and quantitative research. The focus is on the sort of research or evaluation projects that might be carried out as part of Master's degree studies. The extensive examples are drawn from social work projects carried out by our post-qualifying social work students.

https://uk.sagepub.com/en-gb/eur/research-design-in-social-work/book240740

Understanding and Using Research in Social Work

Brian Taylor, Campbell Killick and Anne McGlade



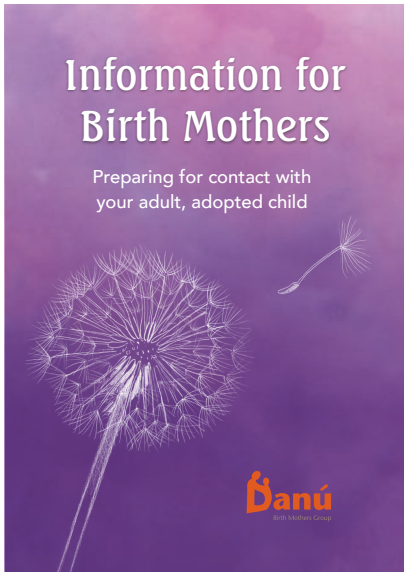
How do social work students learn to use research to underpin their practice decisions? How do they learn that research is not an activity unconnected to their professional role and responsibilities, but rather acts as a foundation for their knowledge?

By using the examples drawn from evidence-based practice (e.g. what is known to work and what we know about social work processes), the authors deliver a text that will help support students to appraise and then integrate research into both their daily practice decisions and their assignments and assessments. It will do this by defining key concepts like 'knowledge' and 'evidence' and then look at how these concepts include component parts - from law and legislation to practice knowledge and reflective and critical practice. Case examples are used to illustrate how a clear understanding of these component parts can build to a substantial evidence base from which to draw upon. Identifying relevant research and appraising its quality are core aspects of the book. Later chapters show students how robust knowledge of evidence-based practice can develop into a clear and confident approach to their workloads and their daily practice dilemmas.

https://uk.sagepub.com/en-gb/eur/understanding-and-using-research-in-social-work-practice/book243781

Information for Birth Mothers: Preparing for contact with your adult, adopted child

Published by Danú



http://birthmothersgroup.com/

Research briefs

Interventions for prevention of bullying in the workplace

Gillen PA, Sinclair M, Kernohan WG, Begley CM, Luyben AG (2017)

THE COCHRANE COLLABORATION®

Are there ways in which workplace bullying can be prevented?

Background

Bullying in the workplace can reduce the mental health of working people. It can also harm the organisations where these people work. There has been much research about bullying in the workplace. However, most studies have looked at how to manage bullying once it has happened, rather than trying to stop it happening in the first place. Many people who have been bullied choose to leave their job rather than face up to the bully. It is important to know if the actions workplaces take to prevent bullying are effective.

Our review question

What are the benefits of different ways of trying to prevent bullying in the workplace?

What the studies showed

We included five studies conducted with 4116 participants that measured being victim of bullying or being a bully and consequences of bullying such as absenteeism. We classified two interventions as organisational-level, two as individual-level and one as multi-level. There were no studies about interventions conducted at the society/policy level.

Organisational-level interventions

Two studies found that organisational interventions increased civility, the opposite of bullying, by about five percent. One of these studies also showed a reduction in coworker and supervisor incivility. They also found that the average time off work reduced by over one third of a day per month.

Individual-level interventions

An expressive writing task with 46 employees, showed a reduction in the amount of bullying. A cognitive behavioural educational intervention was conducted with 60 employees who had a learning disability, but there was no significant change in bullying.

Multilevel interventions

One study evaluated a combination of education and policy interventions across five organisations and found no significant change in bullying.

What is the bottom line?

This review shows that organisational and individual interventions may prevent bullying in the workplace. However, the evidence is of very low quality. We need studies that use better ways to measure the effect of all kinds of interventions to prevent bullying.

http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD009778.pub2/full

Research briefs

The relationship between teacher qualification and the quality of the early childhood care and learning environment

Matthew Manning, Susanne Garvis, Christopher Fleming, Gabriel T.W. Wong (2017)

The Campbell Collaboration Library of Systematic Reviews
The Campbell Library

Background

The notion that a strong early childhood education and care (ECEC) knowledge base, which involves a set of professional competencies, abilities and specific teaching skills, can lead to high-quality ECEC and positive child developmental outcomes is yet to be fully determined (Bowman, Donovan, & Burns, 2001; Vartuli, 1999). This is due, in some instances, to lack of good data, the quality of the method employed to measure the relationship between teacher qualification and the quality of the early childhood learning environment, and the methods used to aggregate the findings of individual empirical studies. The lack of consensus regarding the direction (positive in this case) and strength of the relationship between teacher qualification and the quality of the early childhood learning environment has made it difficult for policy makers and educational practitioners to form strategies that will ultimately enhance the early learning outcomes of children.

Objectives

The objective of this review is to synthesise the extant empirical evidence on the relationship of teacher qualifications to the quality of the early childhood learning environment. Specifically, we address the question:
Is there a relationship between the level and type of education of the lead teacher, and the quality of the early childhood learning environment, as measured by the Early Childhood Environment Rating Scale, the Infant Toddler Environment Rating Scale and their revised versions?

Search methods

Studies were identified by exploring a large number of relevant academic journals (e.g., Early Childhood Research Quarterly, Early Childhood Research and Practice, Contemporary Issues in Early Childhood, Child Development, Applied Developmental Science, and the Journal of Child Psychology and Psychiatry) and electronic databases (e.g., Academic Search Premier; CBCA-Education; Cochrane Controlled Trial Register; Database of Abstracts of Reviews of Effectiveness (DARE); Dissertation Abstracts; EconLit; Education Full Text; Educational Resources Information Center (ERIC); Journal Storage Archive (JSTOR); Medline; Proquest Digital Dissertations; Proquest Direct; Project Muse; PsychInfo; Scopus; SocINDEX with Full Text; and SSRN eLibrary). We also searched the reference list of each eligible study, and reviewed the biographies and publication lists of influential authors in the field of early childhood development and education, to determine if there were any relevant studies not retrieved in the original search.

Selection criteria

Selection criteria are based on both comparative and correlational studies that examine the relationship between teacher qualification and quality of the ECEC environment (as measured by ECERS/ECERS-R/ITERS/ITERS-R and any sub-scales) from 1980 (this was when the ECERS was introduced) to 2014. Eligible studies, therefore, report at least one of the following results: (1) the overall ERS ratings (main outcome); (2) ratings of the seven sub-scales – program structure (i.e. focusing on the schedule, time for free play, group time and provisions for children with disabilities), activities (i.e. focusing on the provision and quality of activities including fine motor, art, music, dramatic play and math/number), language and reasoning (i.e. focusing on the formal and informal use of language, development of reasoning skills and communication), parent and staff needs (i.e. focusing on the provisions for personal and professional needs of staff and parents, and staff interaction and cooperation), space and furnishing (i.e. focusing on the quality of items including indoor space, furniture for routine care, room arrangement and space for privacy), interactions (i.e. focusing on discipline as well as supervision and facilitation of proper interactions between children and staff and among children) and personal care routines (i.e. focusing on teaching and practice of routines including greeting/departing, meals/snacks, toileting/diapering, health and safety); and (3) the two subscales - language and interactions, and provisions for learning.

Research briefs

The relationship between teacher qualification and the quality of the early childhood care and learning environment

Matthew Manning, Susanne Garvis, Christopher Fleming, Gabriel T.W. Wong (2017)

The Campbell Collaboration Library of Systematic Reviews
The Campbell Library

Data collection and analysis

The systematic search identified 2,023 unique studies on the relationship of teacher qualifications to the quality of the early childhood learning environment, of which 80 were obtained. A final set of 48 studies was eligible for inclusion in our meta-analysis. Data analysis was conducted using Comprehensive Meta-Analysis 2.0 (CMA), a statistical meta-analysis software package. Both correlation coefficients and mean standardized differences were converted to a common effect size - in this study a correlation coefficient (r). We examined possible moderators of process quality in ECEC settings including: (1) teacher qualification; (2) baseline characteristics of teacher; (3) country in which the study was conducted; (4) duration of follow-up; (5) outcome measure; and (6) dominant ethnicity of student group. Quality and accessibility of data limited us to exploring only the outcome measure (e.g., ECERS vs. ITERS) and dominant ethnicity of student group. We employ a random effects model for pooling intervention effects. An assumption is made that there are unexplained sources of heterogeneity across studies. The Q statistic, which was calculated in each fixed effect analysis, was used for the calculation of the $\tau 2$. In addition, we employ the I2 statistic (Higgins & Thompson, 2002) as an additional, albeit related, method of assessing heterogeneity.

Results

In this review we assess the correlation between teacher qualifications and measures of ECEC quality. There were 82 independent samples available for meta-analysis: 58 assessed the overall quality of ECEC as an outcome and 24 assessed ratings of Environment Rating Scales (ERS) subscales. The relationship between teacher qualifications and overall ECEC quality demonstrate a positive correlation that was statistically significant (mean correlation with robust standard error, assuming $\rho = .80$ ($r=0.198$, confidence limits 0.133, 0.263)). When overall quality was disaggregated by measurement method (e.g. ECERS, ECERS-R), studies that measured ECEC quality using different scales produced a non-significant difference. Below, in descending order of effect size (correlation coefficient r), results (for the 7 factor subscales) show (see article for list of results).

Authors' conclusions

This review shows the significant association between having lead teachers with higher qualifications and the overall structural and process quality within ECEC settings. In this review, ECEC settings consist of centre-based classroom environments serving children of all ages (birth to prior to elementary/primary school age). The meta-analysis has drawn on a wide range of literature from 1980 onwards to provide statistically significant results on the relationship of teacher qualification to the quality of the early childhood learning environment. The learning environment consists of program structure, activities, language and reasoning, parent and staff, space and furnishing, interactions and personal care routines. In a two way-factor classification, the meta-analysis also reflects a positive correlation between teacher qualifications and ratings on language and interactions and provision for learning within ECEC settings. This means that higher teacher qualifications are related to improvements in supporting children's development, including supporting language-reasoning experience, supervision and the scheduling of activities, organisation and arrangement of the room, providing varied social experiences for children, and creating a warm and friendly environment for interactions.

The results are important for governments and stakeholders wanting to improve early childhood services to enhance children and family outcomes. Quality is closely linked to the level of staff qualification, which may indicate that it is important to have teachers with qualification higher than secondary education working with young children. The professionalisation of the early childhood sector through more qualified staff may lead to significant gains for children and their families, contributing towards life-long outcomes that will benefit all of society.

https://campbellcollaboration.org/library/teacher-qualification-and-quality-of-early-childhood-care-and-learning.html

Practice signposts: data sources to support practice



Practice signposts are permanent pages that will appear in every edition of *Practice Links*. The aim of these pages is to provide sign posts to high quality, research-informed databases. Some of the databases at a quick glance may seem too medical/health orientated, but also contain great resources to support social work and social care practice also.

Campbell Collaboration

The Campbell Collaboration (C2) helps people make well-informed decisions by preparing, maintaining and disseminating systematic reviews in education, crime and justice, and social welfare. Access to the database in the Republic of Ireland is free as the government of Ireland has purchased a license. http://www.campbellcollaboration.org/

Cochrane Collaboration

The Cochrane Collaboration, established in 1993, is an international network of more than 28,000 dedicated people from over 100 countries. We work together to help health care providers, policy makers, patients, their advocates and carers, make well-informed decisions about health care, based on the best available research evidence, by preparing, updating and promoting the accessibility of Cochrane Reviews. Our work is internationally recognised as the benchmark for high quality information about the effectiveness of health care.
http://www.cochrane.org/

National Institute for Health and Clinical Excellence (NICE) – NHS UK

The National Institute for Health and Clinical Excellence (NICE) provides guidance, sets quality standards and manages a national database to improve people's health and prevent and treat ill health. http://www.nice.org.uk/ . Videocasts: http://www.nice.org.uk/newsroom/videocasts/videocasts.jsp. Podcasts: http://www.nice.org.uk/newsroom/podcasts/index.jsp

Health Intelligence Unit (HSE)

Health Intelligence is part of the Quality and Clinical Care Directorate within the Health Service Executive and is responsible for capturing and utilising knowledge to support decision-making to improve the health of the population. Website has links to HSE research, databases, facts (census etc.), publications and using evidence effectively. http://www.hse.ie/eng/about/Who/Population_Health/Health_Intelligence/

Evidence in Health and Social Care (NHS)

NHS Evidence is a service that enables access to authoritative clinical and non-clinical evidence and best practice through a web-based portal. It helps people from across the NHS, public health and social care sectors to make better decisions as a result. NHS Evidence is managed by the National Institute for Health and Clinical Excellence (NICE). http://www.evidence.nhs.uk/

HRB National Drugs Library

The HRB National Drugs Library is an information resource that supports those working to develop the knowledge base around drug, alcohol and tobacco use in Ireland. The library is funded by the Department of Health, and based within the Health Research Board. We have a range of services and resources designed to provide the evidence needed for practice and CPD. In particular, see the social worker page on our online practitioner resource.

http://www.drugsandalcohol.ie/

Drugs.ie

Drugs.ie is an independent website managed by The Ana Liffey Drug Project. Drugs.ie's mission is to help individuals, families and communities prevent and/or address problems arising from drug and alcohol use.

http://www.drugs.ie/

Practice signposts: data sources to support practice



Social Care Institute for Excellence (SCIE)

The Social Care Institute for Excellence (SCIE) improves the lives of people who use care services by sharing knowledge about what works. We are an independent charity working with adults, families and children's social care and social work services across the UK. We also work closely with related services such as health care and housing. We gather and analyse knowledge about what works and translate that knowledge into practical resources, learning materials and services. Our work helps to improve the knowledge and skills of those working in care services. This includes managers, frontline staff, commissioners and trainers. People and their families who use these services also use our resources. All of our work is developed in collaboration with experts - including people who use care services and their carers. http://www.scie.org.uk/

Decision Map.ie

DecisionMap.ie, the new online decision-support tool developed by Ordnance Survey Ireland and Twelve Horses. DecisionMap, currently in beta test release, combines digital mapping from Ordnance Survey Ireland, with visualisation and web delivery tools developed by Twelve Horses, and statistical data provided by the Central Statistics Office and others. It aims to provide decision makers in the public and private sectors instant access to easily-consumable, spatially-referenced data about Ireland. http://decisionmap.ie/

Growing Up in Ireland

Growing Up in Ireland is a national study of children. It is the most significant of its kind ever to take place in this country and will help us to improve our understanding of all aspects of children and their development.

The study will take place over seven years and follow the progress of two groups of children; 8500 nine-year-olds and 11,000 nine-month-olds. During this time we will carry out two rounds of research with each group of children.

The main aim of the study is to paint a full picture of children in Ireland and how they are developing in the current social, economic and cultural environment. This information will be used to assist in policy formation and in the provision of services which will ensure all children will have the best possible start in life.
http://www.growingup.ie/

Irish Qualitative Data Archive

The Irish Qualitative Data Archive (IQDA) is a central access point for qualitative social science data and provides online access to all new qualitative data generated within the Irish Social Science Platform, and to selected existing data. http://www.iqda.ie/content/welcome-iqda

North South Child Protection Hub

This hub available for use by child protection professionals (policy makers, practitioners, researchers and educators) in Northern Ireland and the Republic of Ireland.

The Hub brings together research, policy and practice guidance, inspection reports, serious case reviews, court judgements, news articles and other material relevant to child protection published in Northern Ireland and the Republic of Ireland together with material from Great Britain and other countries. Staff in the Health and Social Care Board and Trusts in Northern Ireland and in the Health Service Executive in the Republic of Ireland, will have access to the Hub but it will also be an important resource for all organisations concerned with child protection. http://www.nscph.com/

RIAN – Irish Open Access Research Archive(free)

RIAN is the outcome of a sectoral higher education project supported by the Irish Government's 'Strategic Innovation Fund'. Project planning was carried out by the seven Irish university libraries, DCU, NUIG, NUIM, TCD, UCC, UCD, UL and was supported by the Irish Universities Association (IUA). The project aim is to harvest to one portal the contents of the Institutional Repositories of the seven university libraries, in order to make Irish research material more freely accessible, and to increase the research profiles of individual researchers and their institutions. It is intended to extend the harvest to other Irish research institutions as RIAN develops.

http://rian.ie/en

Practice signposts: data sources to support practice



Resource on Marijuana

Marijuana LIT is a source of fact based information to assist professionals in providing accurate information to those affected by the use of cannabis. There are lots of confusing messages regarding the use of cannabis, the harm it causes and whether it should be legalised or not. This makes it difficult sometimes to determine facts from urban myth or popular opinion. The Addiction Technology Transfer Centre Network Co-ordinating Office in the United States has a user friendly package of resources to assist those who provide services to substance users. It has information and infographics on how cannabis affects the body, using cannabis while pregnant and the potential complications for unborn children and newborns and how cannabis impacts on young people and families. Dr. Thomas E. Freese explains in-depth what is meant by "Medical Marijuana Use". Who uses it and why, and the difference between medical marijuana and Tetrahydrocannabinol (THC) medications. He also discusses the legal issues around the debate on the legal use of marijuana. http://attcnetwork.org/marijuana/index.aspx#infographic

The DCYA Children's Participation Hub Database

The DCYA Children's Participation Hub Database is now online. Please click on this link: http://www.dcya.gov.ie/Participation-Database/default.asp . The database includes a wide range of national and international practice and research publications and articles on children and young people's participation in decision-making. This database is the first stage of development of the Children and Young People's Participation Hub, which is one of the key actions for DCYA under the *National Strategy on Children and Young People's Participation in Decision-making* (2015-2020).

The Hub will become the national centre for excellence on children and young people's participation in decision-making and will be fully functioning by the end of 2016. The Hub will support implementation of the strategy through the provision of information, training and advice for Government departments and agencies and the non-statutory sector. The database was developed on behalf of the DCYA by the Child Law Clinic, University College Cork.

Mindfulness Based Relapse Prevention Audio Recordings

Please click on the links to these MP3s for your personal use or to share with clients.

Body Scan (female voice)
Body Scan (male voice)

SOBER space (female voice)
SOBER space (male voice)

Urge Surfing (female voice)

Brief Sitting Meditation (female voice)
Brief Sitting Meditation (male voice)
Sitting - sound meditation (male voice)
Sitting - breath meditation (male voice)

Longer Sitting Meditation (female voice)
Longer Sitting Meditation (male voice)

Kindness (male voice)
Kindness (version 2, male voice)

Mindful Movement (male voice)
Mindful Stretching (male voice)
Mindful Walking (male voice)

Mountain Meditation (female voice)
Mountain Meditation (male voice)

HRB National drugs library resource for social workers and social care workers

The HRB National Drugs Library is an information resource that supports those working to develop the knowledge base around drug, alcohol and tobacco use in Ireland. The library is funded by the Department of Health, and based within the Health Research Board. We have a range of services and resources designed to provide the evidence needed for practice and CPD. In particular, see the social worker page on our online practitioner resource.

http://www.drugsandalcohol.ie/

You can view Irish and international research and policy material on legal and illegal drugs, alcohol and tobacco. Because these issues affect so many aspects of daily life, we also have publications on related subjects such as poverty, suicide, prisons, homelessness, social care, and health.

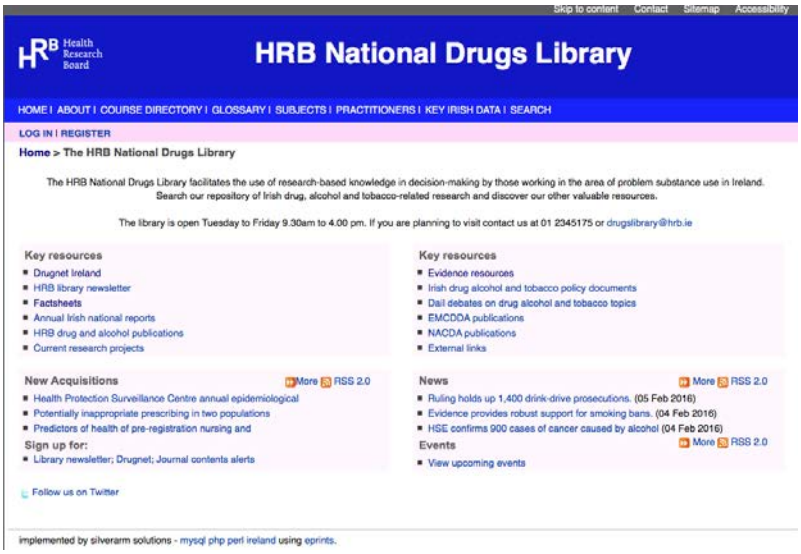
Every year we add hundreds of new articles and reports to our library collection. In order to help relieve information overload we have a number of summarised aids, such as Drugnet Ireland, NDC newsletter, and factsheets.

We recognise that those working in health and social care need access to research in a way that suits your busy work life. In order to facilitate this, the NDC librarians, with the wonderful help of advisors working in the social work and social care work areas, have developed a 'practitioner' resource. The homepage http://www.drugsandalcohol.ie/practitioners has links to a number of subject areas. The 'key Irish data' link and those on the bottom row are relevant to most workers. Clicking on a link will show you recent Irish and international articles and reports on that subject.

We have also developed pages for specific professions including social workers and social care workers. Each of these pages list key documents and have links to subjects of particular interest to that profession.

The resource includes a page called 'doing research' which has links to useful online tools providing help on finding and using information for research. We are interested in collecting and making available local Irish drug or alcohol research done by those working in the area. If you are doing any such research, even a small piece in their organisation, you can submit it to us.

We would like to express a special word of thanks to all of those who helped with the design of the resource. We welcome ongoing feedback with recommendations for key documents, subject areas and anything else workers would like to see in your resource.



CALL FOR RESEARCH PROJECTS

Are you a member of a community group, voluntary organisation, resident's association, NGO?

Do you need a small piece of research done, but don't have enough money or resources to

What is this about?

Community-Academic Research Links (CARL) invites non-profit voluntary or community organisations to suggest potential research topics that are important to them and could be *collaboratively* worked on with students as part of their course work. CARL is an initiative in UCC and follows a 30-year European tradition with similar initiatives on-going in some of the highest ranked Universities in Europe. CARL has produced impressive and important pieces of research that have generated interest outside the university walls and the project reports have even had an impact at government policy level.

We are seeking expressions of interest from groups who have ideas for a research project and would like to collaborate on their research idea with a UCC student.

How does it work?

As part of their academic course, students undertake a minor dissertation (between 10,000-30,000 words). In past years, students designed their own study and then contacted groups for permission to collect data. These projects serve to develop the research skills of the students; however, the research may not always answer the needs of community and voluntary groups.

In the CARL model, the students undertake their studies, learn about research methods, data collection, ethics, literature reviews as usual; however, the major difference is that the research projects undertaken are explicitly ***studies of issues identified by the community***. These are studies/ research which the community identifies as important and need to be undertaken, but they cannot pay for it and/or do not have the expertise themselves to undertake the study at this time.

How long does this take?

The typical time-scale for projects would be a) proposals submitted by groups, b) review of proposals by the CARL advisory group (comprised of UCC staff, students and representatives from the community and voluntary sector) to see which proposals are sufficiently developed and feasible for a student to undertake, and c) students begin their research in May or October.

Projects must be small enough to be completed within the academic year, roughly 9-12 months. Large research projects which require longer than a year to complete may be broken up into one or more smaller one-year projects for multiple students.

Where can I get more information and read sample reports?

Please visit our website to watch brief videos about CARL, to find out what it is like to participate http://www.ucc.ie/en/scishop/, or to read past research project reports http://www.ucc.ie/en/scishop/rr/

Does it matter what the research topic is about?

Topics that are connected to any discipline at UCC are welcome (science, maths, engineering, social sciences, arts, humanities, business, law, etc.)

What if we have already completed a research project with CARL?

Community groups that are currently involved, or previously completed a project, are welcome to apply again.

We look forward to hearing from you!

CARL
COMMUNITY - ACADEMIC
RESEARCH LINKS
University College Cork, Ireland

Before you make contact …

1. Is your proposed project small enough to be undertaken as part of a student project?
2. Does your group come under the definition of a not-for-profit community and voluntary group?
3. Do you have a clear idea for a research project that, if undertaken, will have a wider benefit to society?
4. Read some completed research reports on our website.
5. Groups that have funding should consider commissioning research, rather than applying to CARL.
6. Contact Anna to discuss your idea further and to receive a copy of the application form.
7. We are accepting proposals all year round.

CONTACT US

Anna Kingston a.kingston@ucc.ie /

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Videos

Suicide Prevention is a Social Justice Issue | Siobhan O'Neill

Siobhan O'Neill is a professor of mental health sciences at the University of Ulster who specialises in mental health, suicide and health services research. She has been doing some truly inspiring work in Northern Ireland, to help break the cycle of suicide and get people talking about the taboo of mental health. Siobhan is also a Director of the Irish Association of Suicidology and a British Psychological Society, Chartered Health Psychologist. She leads several research programmes examining mental health, trauma and suicidal behaviour in Northern Ireland.

Suicide prevention is social justice issue

I got 99 problems... palsy is just one | Maysoon Zayid

"I have cerebral palsy. I shake all the time," Maysoon Zayid announces at the beginning of this exhilarating, hilarious talk. (Really, it's hilarious.) "I'm like Shakira meets Muhammad Ali." With grace and wit, the Arab-American comedian takes us on a whistle-stop tour of her adventures as an actress, stand-up comic, philanthropist and advocate for the disabled.

Maysoon Zayid

Child Protection Case Conference

This video features professionals from different disciplines discussing what courses of action should be undertaken as a hypothetical child protection case study unfolds. Even though it is based in the UK, it is an interesting exercise that highlights the difficulties faced within an overburdened social services system.

Child Protection Conference

Seeing stroke recovery through music reminded me why I love my job

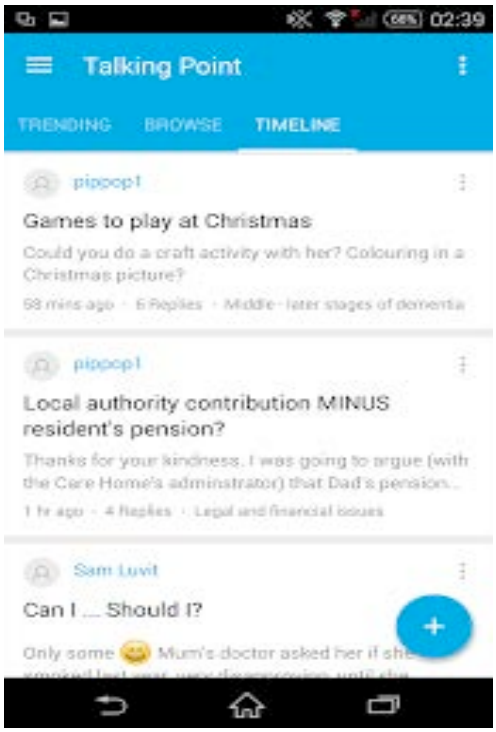
Fantastic article and video on the healing power of music. STROKESTRA is a pioneering stroke rehabilitation programme that harnesses the power of group creative music-making alongside professional musicians and clinicians to drive patient-led recovery in stroke patients and their carers. The programme was developed by the Royal Philharmonic Orchestra (RPO) in partnership with Hull Integrated Community Stroke Service

Strokestra project



Apps

Alzheimer's Society's Talking Point forum



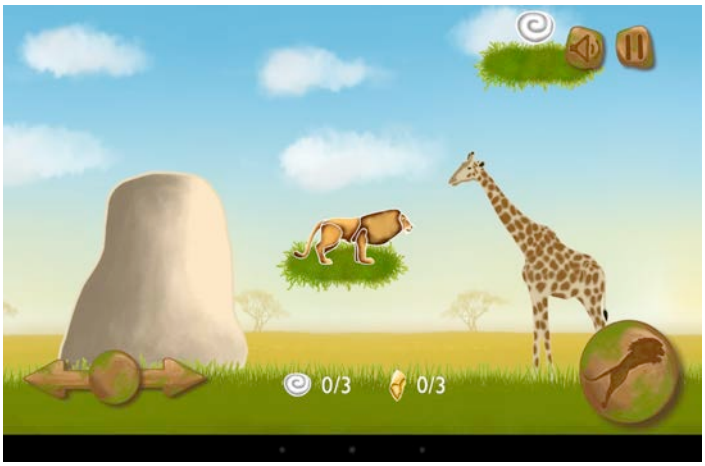
Talking Point is Alzheimer's Society's online support and discussion forum, for anyone affected by dementia.

It's a place to read others' experiences, ask for advice, share information, join in discussions and, most of all, feel supported.

Talking Point for Apple devices

Talking Point for Android devices

TF-CBT Triangle of Life



Accessible on iPad and Android tablets, this game was designed to assist therapists in treating traumatised children and adolescents. It can potentially help any player better understand the connection between thoughts, feelings, and behaviours and develop strategies to improve their lives. The player is Lion in a jungle story, who helps Fish, Monkey, Panther and others to understand their daily experiences and practice generating more positive or helpful thoughts in upsetting circumstances. This can lead to more positive feelings and more adaptive behaviours.

Triangle of Life for Apple devices

Triangle of Life for Android devices

Social media and podcasts

Self Psychology for Social Workers: Interview with Tom Young, Ph.D.

Self Psychology was developed in the 1960s by Heinz Kohut in Chicago, about fifteen to twenty years after after Carl Rogers started developing person-centred therapy which is still the most commonly used therapy, and about the same time that Tim Beck was developing cognitive therapy, which is probably the therapy with the most research behind it.

Self psychology is neither widely used, nor does it have much empirical support. So why listen to this episode? Dr. Tom Young is a retired professor of social work from Widener University and the author of several publications on social work and self psychology. He makes a good argument that self-psychology is the psychodynamic approach that has the best fit with social work.

Today's episode of the Social Work Podcast is about self-psychology. Tom talks about the role of empathy in self psychology, the function of mirroring, idealising, and twinship experiences in the development of the self, and how self psychology can be applied in individual, couple, and family contexts. Tom talks us through a case involving an adolescent male and shares resources for those interested in learning more.

Self Psychology for Social Workers: Interview with Tom Young, Ph.D.

Documentary on Newstalk: Who Cares for the Carer?

Irish Association of Social Care Workers recognise the serious impact that workplace violence has on Social Care Workers and continue to raise concerns regarding increasing levels of violence to appropriate bodies and endeavour to keep this serious issue to the forefront.

Who Cares for the Carer? podcast

Twitter

@Ukilkelly – Professor and Dean @LawUCC. Director of @childlawucc tweeting about law, child/human rights, justice and education.

@IrishResearch – Twitter account of the Irish Research Council, #LoveIrishResearch aims to engage the public in the amazing work being conducted by Irish researchers and highlight their achievements across multiple fields.

@guardian – The world's leading liberal voice, since 1821.

@GdnSocialCare - Analysis & discussion for #socialcare professionals.

@RemarkableAge – Celebrating the untold stories of older people. Helping to change society's perceptions of later life, one story at a time.

About Practice Links

Practice Links is a free e-publication for practitioners working in Irish social services, voluntary and non-governmental sectors. *Practice Links* was created to help practitioners in these areas to keep up-to-date with new publications, conferences and continuing professional development opportunities. *Practice Links* is published every other month in Adobe Acrobat (.pdf file). Distribution is by email, Twitter and on the *Practice Links* and CORA websites http://www.ucc.ie/en/appsoc/aboutus/activities/pl/ .

Submissions

Submission for publication should be received two weeks prior to the next publication date. Please forward submissions by email to k.burns@ucc.ie.

Who are we?

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http://appsoc.ucc.ie

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