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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.

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Issue 63, June 2015

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practice LINKS

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Continuing professional development

ISS21 Research Findings Showcase Day:
Towards a Better Understanding of Children's and Young People's Lives in Ireland

CACSSS Seminar Room (G27), O'Rahilly Building (ORB), University College Cork

Monday 29th June 2015 (11.00am - 5.00pm)

This event will feature new findings from a range of recent ISS21 research projects on children's and young people's lives, in areas such as child and youth participation, children's beliefs, values and sense of belonging inside and outside of schools, child care proceedings in the District Court, child abuse reports, youth health inequalities, youth work volunteering and children's experiences of estate regeneration.
All welcome. Registration is essential. To register for this event go to: https://eventbrite.ie/event/17141054355/

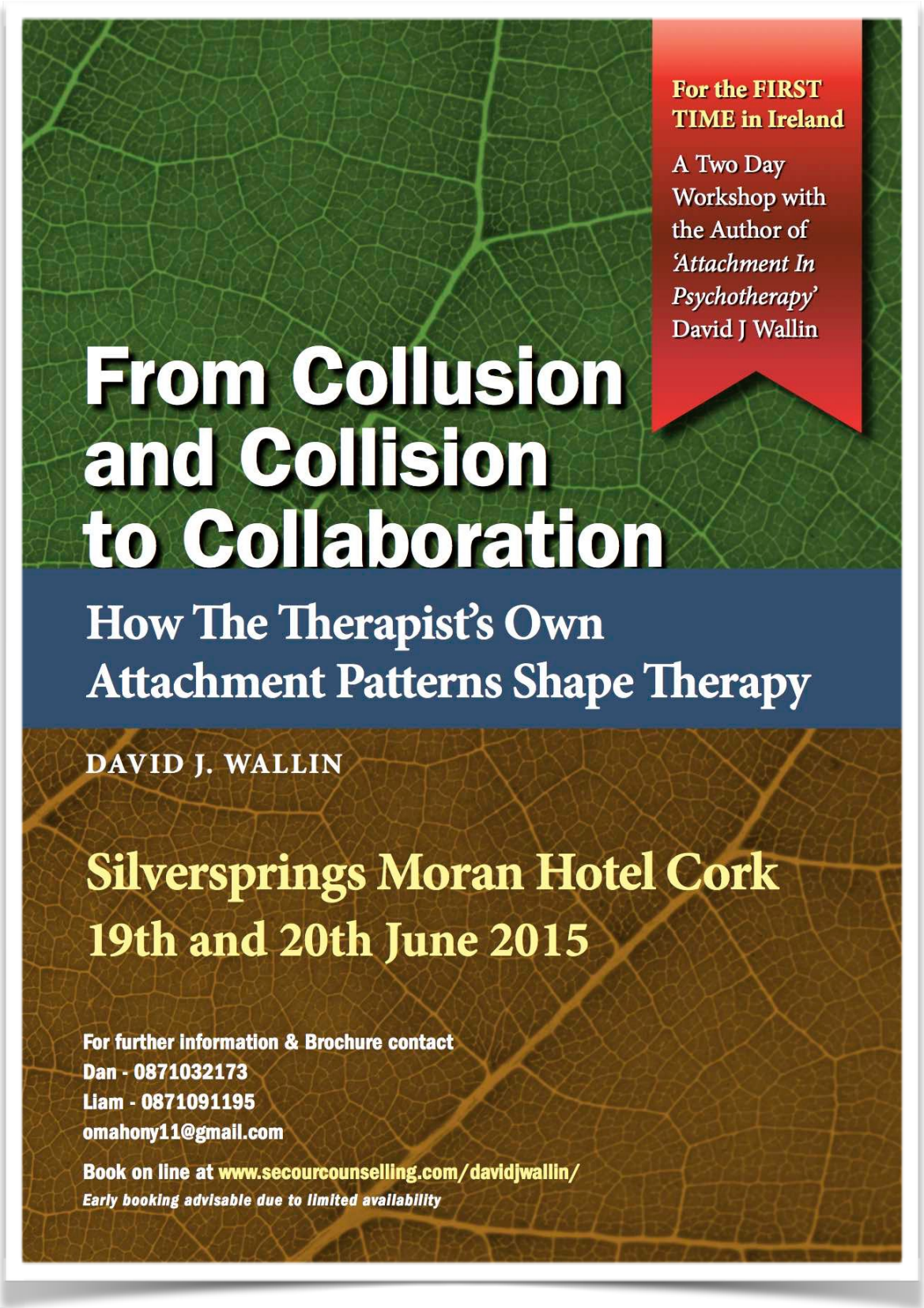
PROGRAMME

Session 1 (11.00-1.00): Children's Lives in Local, National and Institutional Contexts

Children and Young People's Experiences of Participation in Decision-Making At Home, in Schools and in their Communities (Dr. Deirdre Horgan, Dr. Catherine Forde, Dr. Aisling Parkes, Dr. Shirley Martin, Dr. Linda Mages and Dr. Angela O'Connell)
Children and Housing Estate Regeneration: Unheard Voices (Dr. Cathal O'Connell and Dr. Siobhan O'Sullivan)
Media Power and Child Abuse (Prof. Fred Powell and Dr. Margaret Scanlon)
Children's Beliefs and Belonging: A Schools and Families Report (Dr Karl Kitching and Dr. Yafa Shanneik)
[Lunch break]

Session 2 (2.00-4.00): Working With and For Children and Young People – Emerging Issues

Child Care Proceedings in the District Court; A Qualitative Analysis of Professional Perspectives (Dr. Conor O'Mahony, Dr. Kenneth Burns, Dr. Aisling Parkes, Dr. Caroline Shore)
Volunteering in Youth Work (Prof. Fred Powell, Dr. Etaoine Howlett, Dr. Pat Leahy and Dr. Margaret Scanlon)
Health Inequalities and Young People in Ireland: A Review of the Literature (Dr. Elizabeth Kiely, Dr. Patricia Leahy Warren and Dr. Elizabeth Weathers)
Young People as Social Actors: Children and Young People's Perspectives on the Impact of Participation in DCYA Initiatives (Dr. Shirley Martin, Dr. Catherine Forde, Dr. Audrey Dunn Galvin and Dr. Angela O'Connell)


For the FIRST TIME in Ireland
A Two Day Workshop with the Author of 'Attachment In Psychotherapy' David J Wallin
From Collusion and Collision to Collaboration
How The Therapist's Own Attachment Patterns Shape Therapy
DAVID J. WALLIN
Silversprings Moran Hotel Cork
19th and 20th June 2015
For further information & Brochure contact
Dan - 0871032173
Liam - 0871091195
omahony11@gmail.com
Book on line at www.secourcounselling.com/davidjwallin/
Early booking advisable due to limited availability

Continuing professional development

Irish Branch of BASPCAN 2015 events

Seminar on Friday 26th June at 11.00am–12.30pm in Trinity College Dublin
"Promoting better outcomes for children: Using research to help practitioners identify vulnerability early"
Speakers: Professor Trevor Spratt, Professor of Childhood Research, Children's Research Centre, Trinity College Dublin and Kevin Webster, Principal Social worker, Tusla

All of us will agree with the adage that 'prevention is better than the cure'. However, applying this to the world of child welfare is tricky. Professionals often are concerned to assess risks on the basis of immediacy and this may obscure the impact of childhood adversities on individuals in later life. This seminar presents and reflects on one way of identifying those children with greatest probability of realising poor outcomes at the earliest point possible. This event is free, but places must be booked with Kate Hills at children@swimireland.ie

Irish Branch AGM – Friday 26th June 2015 at 12.45pm

The Irish Branch is delighted to hold it first Branch AGM immediately after this seminar. This notice has been sent to members of BASPCAN, however the Branch Committee welcome everyone and encourage you to attend – we would love to hear from you, and look forward to your ideas and suggestions for the branch.

Training for Social Workers/Potential Practice Teachers this coming August 2015 in UCC

Ruth Murray, Fieldwork Coordinator in the School of Applied Social Studies, is organising the annual two days Fieldwork Workshop Training in UCC on Thursday and Friday August 27th and 28th 2015. It is being run by a number of staff within the School of Applied Social Studies, Disability Office and outside Practitioners. It is aimed at social workers who may be considering supervising students in the future or social workers who have not taken students for a while and wish to have their supervision skills refreshed. The two days are free. Topics being covered are:

- Supporting Critical Reflection on Placement: The Role of the Practice Teacher
- Understanding Diversity and Responding to Unique Student Needs
- Keeping CORU Proficiencies in mind while supervising students
- Background to MSW and BSW Programmes and Expectations of Critical Learning Incidents from Students.
- Role of Disability Support Service in Enhancing Success of Students with Disabilities on Placement

There is an expectation that those attending will be available to take a student In January or September 2016. Full attendance at the two days in previous years merited 8 CPD points by the IASW. Closing date for this year's applications is 3/8/2015. If interested phone Ruth at 021 4903954 for a brochure and/or application form or email her at r.murray@ucc.ieIf Ruth is unavailable, please phone Jackie Connolly (mornings only) for same at 021 4903546 or email Jackie at: j.connolly@ucc.ie. Places will be limited to 25 so early booking is advised.

2015 Social Policy Association Annual Conference

Belfast Metropolitan College, Titanic Quarter, Belfast
6th-8th July 2015

Conference Theme: 'Social Policy in the Spotlight: Change, Continuity and Challenge'.

Confirmed plenary speakers:

Mary O'Hara, author of 'Austerity Bites' (Policy Press, 2014), is an award-winning journalist based in Los Angeles, writing about health, poverty and social justice in the US and the UK.

Jane Jenson is a Professor of Political Science at the University of Montreal, where she holds the Canada Research Chair in Citizenship and Governance. This plenary is sponsored by the Journal of Social Policy.

Colin Crouch is Professor Emeritus, University of Warwick and External Scientific Member, Max-Planck-InstitutfürGesellschaftsforschung, Cologne.

David Donnison is Professor Emeritus in Urban Studies at the University of Glasgow, having worked at the Universities of Manchester, Toronto, the L.S.E., and Glasgow. He has published extensively in the areas of social Policy and Urban Studies including, most recently, 'Speaking to Power' (Policy Press, 2009).

We particularly welcome paper proposals that reflect on the conference theme, however interpreted, and aim to encourage debate around the following issues:

- Social Policy in the Media Spotlight
- Family Policy and Politics
- Austerity and Social Policy
- Devolution, Governance and Citizenship
- Welfare Reform
- Race, Ethnicity & Migration
- Social Policy post the referendum on Scottish Independence
- The Political Landscape and Social Policy post the UK General Election
- Change, Challenge and Continuity in Health and Social Care
- Inequality and Social Justice – National, Local and Global Perspectives
- The Third Sector and Social Policy: Roles, Responsibility and Challenges

NEW STREAM – Social Policy, the Subject: Change, Continuity and Challenge in Defining, Representing, Learning & Teaching Social Policy in the UK.

We now welcome proposals for individual papers; and especially for symposia (3+ themed papers); and for post-graduate symposia; and also for social policy papers focusing on issues outside the conference theme.

Abstracts for individual papers and ideas for symposia should be submitted electronically via our web page www.ulster.ac.uk/cpsp/spa/ The deadline for proposals is 27 February, 2015.

Please do not submit proposals by email. Proposals for papers: abstracts should be 200-400 words. Proposals for symposia: a 200-word outline of the aims and content of the symposium (including contributors' names and email addresses). All abstracts and symposium proposals will be reviewed by the Programme Committee up to the deadline of 27 Feb 2015. Delegates will be sent a link, via email, to upload their papers. Full papers must be submitted electronically by 11 May 2015. A number of reduced-fee places will be available for post graduate delegates. Details are available on the conference website.

Further information and online conference booking available on the Conference website www.ulster.ac.uk/cpsp/spa/

Continuing professional development

10th ISPCAN Asian Pacific Regional Conference on Child Abuse and Neglect

Kuala Lumpur, Malaysia is the site for the 10th ISPCAN Asian Pacific Regional Conference on Child Abuse and Neglect where ISPCAN will partner with the Malaysian Council for Child Welfare. From 25-28 October we will look at "Investing in Children: Every Child Counts."

Current Practice in Autism: "What's Working" Conference

What: The Regional Autism Team is looking to showcase the work of clinicians on the ground across Ireland who work with children and adults with Autism Spectrum Disorders. The focus of the conference is to highlight and share the practical, innovative work and research that is being carried out in different services. Our aim is to support increased awareness, knowledge, practise and collaboration by services working with people with an ASD.

Where: Silversprings Moran Hotel, Tivoli, Cork.

When: Friday October 2nd 2015

Who is it aimed at: The conference is aimed at a range of clinicians who work within the field of Autism Spectrum Disorders- including psychology, psychiatry, speech & language, occupational therapy, social workers, preschool therapists, nursing, physiotherapists, behaviour support etc.

National Programme for Screening and Brief Interventions (SBI) for Problem Alcohol & Drug Use

One Day Course

Aim

This course aims to prepare nurses, midwives, health and social care professionals to implement Screening and Brief Interventions (SBI) for problem substance misuse.

Learning Outcomes

On completion of this course, participants should be able to:

- ☒ Critically discuss problem alcohol and drug use as it impacts on their current work or area of practice
- ☒ Demonstrate an enhanced knowledge and awareness of contemporary models of screening and brief intervention for problem alcohol and drug use
- ☒ Identify problem alcohol and drug users who present to health and social care settings
- ☒ Utilise the SAOR model of Screening & Brief Intervention (SBI) in practice based scenarios
- ☒ Discuss the application of the SAOR model of screening and brief intervention for problem alcohol and drug use into their practice

Course Content

The key course content which emerges from the course learning outcomes is outlined below:

- ☒ Evidence for the effectiveness of SBI.
- ☒ Alcohol and drug related presentations to health and social care settings.
- ☒ Contemporary models of SBI for problem alcohol and drug use.
- ☒ Overview of the SAOR model of intervention for problem alcohol and drug use.
- ☒ Establishing a supportive working relationship with the service users.
- ☒ Asking about alcohol and drug use and screening for alcohol and drug related problems.
- ☒ Delivering a structured brief intervention based upon the SAOR model.
- ☒ Developing appropriate care pathways for service users and arranging appropriate follow up.
- ☒ Accessing useful links and reference materials for further reading and research.

Target Groups

The primary target audience is nurses, midwives and allied health and social care professionals who are in a position to offer Screening and Brief Interventions to service users presenting with problem alcohol and drug use.

Dates of Training

Trainings are planned for Autumn 2015.

How to Apply

Please contact marwin.jagoe@hse.ie to express an interest in attending a SAOR Screening and Brief Interventions for Problem Substance Misuse Training in Autumn 2015. You will receive an application form for the next scheduled training.

Recovery Street Film Festival

Join the Recovery Street Film Festival

2015 will see the launch of the second Recovery Street Film Festival.

The Recovery Street Film Festival will illustrate through film the diverse issues that are faced by people overcoming addiction and how those around them can be affected.

Submit your entries for the 2015 Recovery Street Film Festival before Monday 20 July to be in with the chance of winning £1,000 worth of prizes.

'My Story' - The Theme 2015

The theme of the Recovery Street Film Festival 2015 is 'My Story', focusing on those filmmakers who may have had problems with drugs or alcohol in the past and want to share their journey.

We want to demonstrate through the medium of film the diverse issues that are faced by people overcoming addiction and how those around them can be affected.

The aim is to empower people affected by addiction by giving them a voice, providing a platform for them to tell their own stories of the 'ups and downs' and how they reached recovery. We want the films to highlight the problems that are confronted when someone is attempting to regain their place in society: to gain new friends, to revive links with family, secure a home and get a job.

We want the films to show a different side to the story of addiction: one that shows a true picture of the determination, commitment and courage that is required to start life afresh. It can be an uphill struggle and one that is not without its pitfalls and disappointments and we want the films to explore all the challenges that people face.

http://www.recoverystreetfilmfestival.co.uk/

Cork Local Drug & Alcohol Task Force

Are launching:

- The Cork Local Drug & Alcohol Task Force Strategic Plan 2015- 2017 in addition to our new website
- Drug Litter Campaign and a new Needle Exchange Worker

Confirmed speakers to date:

- Professor Joe Barry - Head of the Department of Public Health and Primary Care (Trinity College Dublin)
- BT Young Scientist Award winners Eimear Murphy & Ian O' Sullivan –" Alcohol Consumption: Does the apple fall far from the tree"

Date: June 4th 2015
Time : 11am-1pm
Venue: Vertigo Room, County Hall.
RSVP to marwin.jagoe@hse.ie

NUI Certificate in Addiction Studies Level 7

The aim of this course is to provide participants with a broad overview of key theoretical frameworks in relation to substance misuse and dependence, and to enable them to develop basic helping and intervention skills. It is designed to provide participants with adequate knowledge and skills to respond positively to addiction relation issues as they arise at work or in the community.
Tue 6.00-9.30pm • Duration: 1 Year

Admission Requirements:

- Participants must be 23 years or over (Proof of ID on enrolment)
- Experience of working in a community setting
- Experience of working with alcohol or drug related problems
- Openness to reflect on one's own practice, attitudes and beliefs
- Commitment to learning in a group setting
- Applicants are required to submit a short essay describing (in approx. 300-500 words) their reasons for applying for this course by Friday 11th September 2015.
- Please email the essay to robert.odriscoll@nuim.ie along with a contact telephone number.
- On receipt of your essay and deposit of €100, the course coordinator will be in contact with you.

Admission Requirements:

- 85% Minimum Attendance
- Participation in Class
- Assignments/Projects
- Students may be required to attend three Saturdays

Course Duration: 100 hours part-time over 1 year

Tuition Fee: €1000

Accreditation: Level 7 NUI Certificate In Addiction Studies

Commencement Date: Monday 5th October 2015

Continuing professional development

'CRITICAL PERSPECTIVES ON AND BEYOND THE THERAPY INDUSTRY'

11 AND 12 NOVEMBER 2015, SCHOOL OF APPLIED SOCIAL STUDIES AND SCHOOL OF NURSING AND MIDWIFERY, UNIVERSITY COLLEGE CORK, IRELAND IN ASSOCIATION WITH CRITICAL VOICES NETWORK IRELAND

'Talking' therapies have become increasingly central in dealing with all aspects of human life. This trend is now generally referred to as the 'therapy industry' (Moloney, 2013). This conference, now in its 7th year, aims to explore and debate critical perspectives on:

- The value of talking therapies
- The politics of the therapy industry
- Talking therapies as another expert system
- Other ways (beyond therapies) to support people in distress

Confirmed Keynote Speakers
Wilma Boevink is an experiential expert, who works as a social scientist at the Trimbos-Institute, the Netherlands. She is a former Professor of Recovery and founder of Tree (towards Recovery, Empowerment and Experiential Expertise). Currently finishing her thesis on recovery, empowerment and experiential expertise.

Lucy Johnstoneis a consultant clinical psychologist, author of 'Users and abusers of psychiatry',
co-editor of 'Formulation in psychology and psychotherapy: making sense of people's problems' and 'A straight-talking guide to psychiatric diagnosis', along with a number of other critical texts on mental health theory and practice. She is currently based in a mental health service in South Wales.

Jacqui Dillon is a respected speaker, writer and activist, who has lectured and published worldwide on trauma, psychosis, dissociation and recovery. Jacqui is the national Chair of the Hearing Voices Network in England, Honorary Lecturer in Clinical Psychology at the University of East London, Honorary Research Fellow in the School of Medicine, Pharmacy and Health, Durham University and Visiting Research Fellow at The Centre for Community Mental Health, Birmingham City University.

Malcolm Garland is a consultant psychiatrist in Dublin. His team tries to incorporate novel and alternative approaches, including a minimal medication approach and an ethos fostering individuation, not dependence. He is concerned with the slow uptake of a non-"bio" approach by psychiatry, but understands the pressure teams are under to keep people "safe" and the conflicts this creates. He thinks psychiatrists may soon be on the "endangered species" list...

Rory Doody is a Recovery Development Advocate. He is a voice hearer and engages with his own mental health as often as he breathes! Plagued by inner questions like "who does this serve?" he enquires in the different areas of his work, involving education, case work, service and policy developments, structural change, and good intentions. As a 'poacher turned game keeper' with 20+ years of service user history, this question also serves as a check against his own personal motives.

Dina (Konstantina) Poursanidou is a Post-doctoral Research Fellow at the Institute of Psychiatry in London, based at the Service User Research Enterprise; Dina has used mental health services since 2008; Member of Asylum, the magazine for democratic psychiatry; integrates an interest in the socio-cultural determinants of distress and socio-political action on the one hand, with an interest in the human subject at a more intimate and individual level on the other.

Call for Oral Presentations/Workshops (45 minutes' duration): Please submit an abstract (in Word - 250 words max) related to the conference theme and outlining its aims and intentions by 7 September 2015. Please also submit a brief bio (in Word - 150 words max). Email abstract and bio to l.sapouna@ucc.ie. Inquiries to h.gijbels@ucc.ie or l.sapouna@ucc.ie. Registration details will be circulated in early September 2015.

The Conference organisers are Harry Gijbels, Catherine McAuley School of Nursing and Midwifery, and Lydia Sapouna, School of Applied Social Studies, University College Cork, Ireland.

Unity through Relationship Annual Conference
9th and 10th November 2015 Regency Airport Hotel Dublin

We are delighted to announce that Drs Jim Anglin and Thom Garfat are keynoting the 2015 'Unity through Relationship' annual conference. This conference is an inclusive international event seeking to build on the connections and relationships made in previous years by bringing together representatives of all sectors involved in the provision of services to children, youth and families. These include (not an exhaustive list): front-line practitioners, educators, researchers, managers, clinicians, carers and students.

Conference theme – 'Congruent Care through Dialogue in Praxis'.

As Paulo Freire has pointed out dialogue is the essence of a coherent and comprehensive process of sharing; values, knowledge, advice and support. In this sense, 'dialogue' represents 'action', rather than discussion without purpose as it encompasses research, theory, practice and politics.

To have effective, consistent and congruent practice in child, youth and family services it is clear that 'dialogue' is essential, and that this dialogue must permeate the everyday lives of those involved. Dialogue must exist within and between carers; those being cared for; child protection practitioners; educators; managers; clinicians; researchers and all those wishing to take up the mantel.

The objectives of this 2 day conference are (within a relational framework):

(i) to provide a forum to highlight thinking and share the views and practice experiences of all who recognise this 'imperative'

(ii) to go some way to meeting the need for the realisation of processes which permit the translation of theory and research into practice, and

(iii) to share progressive and contemporary knowledge.

The importance of 'action' is fully recognised when discussing the development of a fully integrated and relationally-based system of care. But if we are to exist within a system of effective, congruent and values-based care practices there needs to be space for 'discussion and dissemination', as only dialogue in praxis can ensure the promotion of the core values of; respect, equity, participation, partnership, empowerment and social justice.

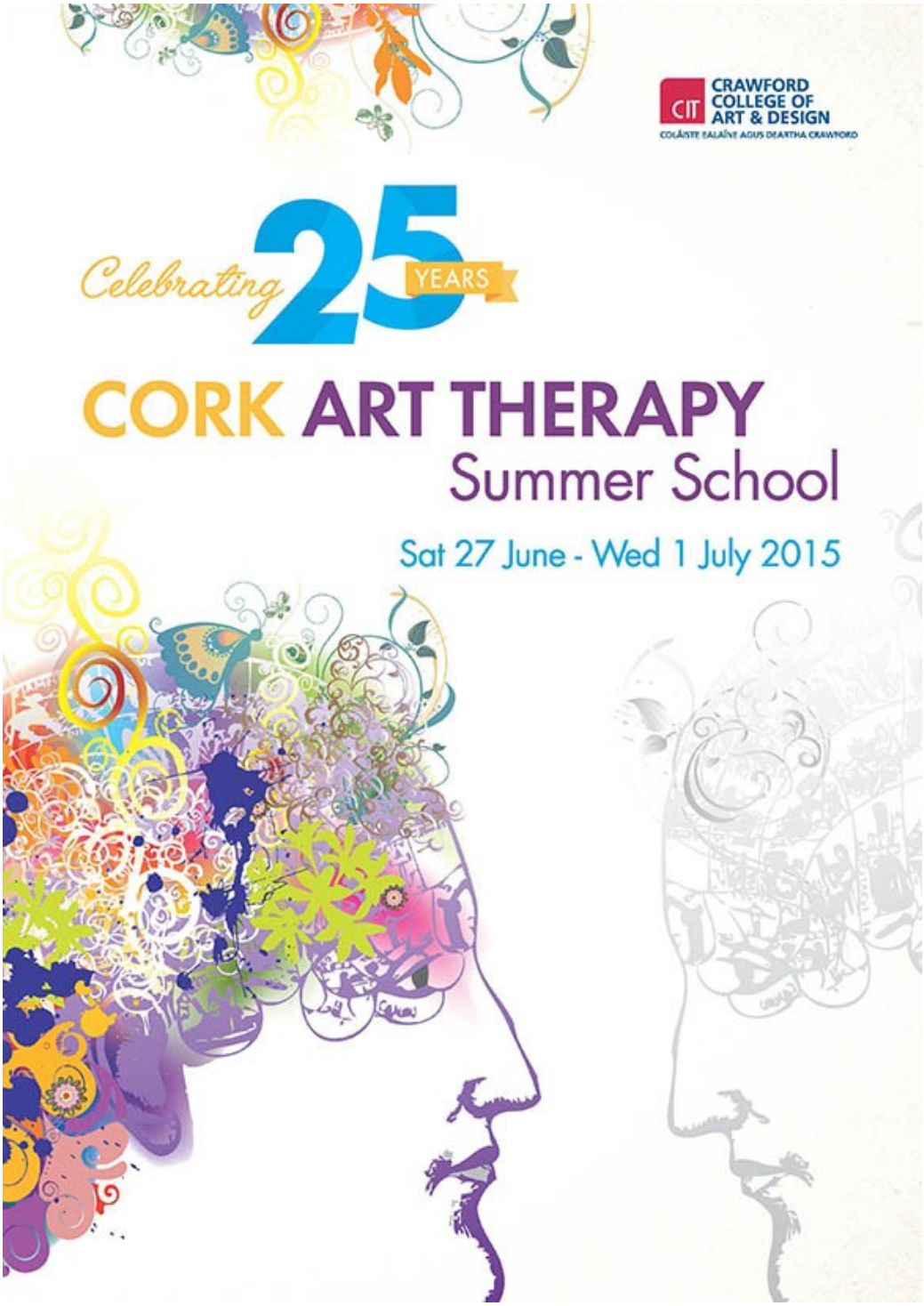
At this time we are sending out a call for papers and seek applications to contribute to the conference. If you have an idea you would like to propose or want some help with the application process, we will be happy to provide support.

This conference will be innovative, programmatic, participative, comparative, critical and empowering

Completed application forms to be submitted before 27th June 2015 to: info@empowerireland.com

Continuing professional development

The Dept. of Art Therapy & Continuing Visual Education CIT CCAD is delighted to announce the upcoming **Art Therapy Summer School** celebrating its 25th anniversary. For more information: http://www.artincontext.eu



Continuing professional development

Conference:

Fostering well-being - together we can make a difference

Irish Foster Care Association's National Conference in 2015. The conference will take place in Letterkenny, County Donegal, from 23-25 October. I am attaching an invitation to submit workshop proposals for the attention of you and your colleagues. The deadline for submissions is 10 April 2015.

You can submit proposals by using the online form https://docs.google.com/forms/d/1rHNjzEOYIF1DS8Kac61y5VlWPhz- hKrylopIqD4xb6E/viewform?c=0&w=1.

If you have any questions, you can contact IFCA's Learning Development Worker, Maeve Healy, at maeve.healy@ifca.ie, phone 01 4599474 or mobile 087 6555880. The online form is also posted on IFCA's website http://www.ifca.ie/index.php/events/call-workshop- proposals-ifca-national-conference-2015/

Practice Teaching in Social Work @ UCC

Do You Want To Contribute to the Development of Your Profession Through Practice Teaching?

Have you thought about practice teaching/having a social work student on placement?

Have you been a practice teacher before and not done it for a while?

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If any of these questions apply to you and you want to discuss it further, please contact the Fieldwork Co-ordinator at the School of Applied Social Studies, UCC. The main times placements are required by UCC are for 14 weeks from January –April and September-December. Very occasionally they are required over the summer period also. I will be hoping to recruit shortly for placements for the September to December period. Sharing a placement with a colleague is also possible.

Practice Teachers will be offered a library card in UCC for the duration of the placement. A call-in day is held in advance of the each placement cycle beginning, in order to help you prepare for your student. It is professionally stimulating to pass on your knowledge to someone who is interested in social work and wants to learn more about it. Social workers who engage in practice teaching have continually informed us of the benefits in terms of their own continuing development of supervising students. A regular practice teacher and recent participant on the Postgraduate Diploma recently stated:

> *"Being a Practice Teacher has helped me to enhance my confidence and integrate new knowledge and skills. One of the most rewarding things about practice teaching is observing the growth and the learning that emerges with each student from the beginning to the end of their placement experience. I have enjoyed the experience of observing my own growth and feel I have developed a more reflective, collaborative, assertive, supportive and person centred approach to practice teaching and supervision."*

Social workers are now increasingly conscious of CPD and from the 31st May they will be required to keep a CPD portfolio. (See www.coru.ie). Other training initiatives include the *Postgraduate Diploma in Advanced Fieldwork Practice and Supervision (Social Work)* -applications are open now for this course-see ACE (Adult and Continuing Education) on the UCC website. The closing date for this course is **June 15th.**

One of the innovations I and some colleagues have been involved in is visiting social work teams and running training sessions with social workers there interested in practice teaching. Ruth would be happy to factor this in for a team if social workers express an interest in this. I am also willing to visit social work teams, at their request. One of the times that have proven most suitable for such meetings with social workers has been the end of their own team meetings, and with notice, I am willing to travel and meet with people at these times. I can be contacted at (021) 4903954 or by email at r.murray@ucc.ie

Ulster University

4th Biennial International Symposium

Decisions, Assessment, Risk and Evidence in Social Work

Tue 05 & Wed 06 July 2016
Templeton Hotel, Templepatrick, Northern Ireland
(convenient to Belfast International Airport)

Plenary Speakers:

Professor Dr Gerd Gigerenzer is Director of the Harding Center for Risk Literacy and Director of the Center for Adaptive Behavior and Cognition (ABC) at the Max Planck Institute for Human Development, Berlin, Germany, where he leads world-leading research on heuristic models of decision making.

Dr John Fluke is Associate Director of Systems Research & Evaluation, and Associate Professor at the Kempe Center for the Prevention of Child Abuse and Neglect, University of Colorado, USA. He is internationally recognized as a researcher specializing in assessing and analyzing decision-making particularly in child welfare and mental health services for children.

Mandeep K. Dhami, PhD is Professor of Decision Psychology at Middlesex University, London. She is an expert on decision-making, risk and uncertainty, particularly within the criminal justice sector.

Further information on DARE 2016 including a call for abstracts will be added to our website over the coming months: **www.socsci.ulster.ac.uk/irss/dare2016/.** If you would like your name to be added to the list for publicity please email: **Mrs Sharon Lucas** at: dare@ulster.ac.uk.

This fourth DARE symposium builds on the third symposium in July 2014 which brought together 125 delegates from eleven countries including senior practitioners, managers, policy makers, researchers and those in education and training.

HSC Public Health Agency

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

New publications and policy reports

TIDE Manifesto for Accessible Development Education by the TIDE Project (April 2015)

Self-Advocates, inclusive development experts, and European policy makers convened at the European Economic and Social Committee in Brussels on 20 April to present and discuss the self-advocates manifesto for accessible development education and how to make development more inclusive.

Link to document: http://easpd.eu/sites/default/files/sites/default/files/tide_manifesto_final.pdf

EAPN Assessment and Proposals for Country-Specific Recommendations 2015 by the European Anti-Poverty Network (March 2015)

EAPN wants the European Semester to deliver results on the Europe 2020 goals of inclusive and sustainable growth and to deliver on its target to reduce poverty by at least 20 million by 2020. EAPN presents its 2015 assessment of the 2014 Country-Specific Recommendations (CSRs) based on inputs from 24 national networks and European Organisations, and makes new proposals for 2015 CSRs. Our key concern is that the CSRs in 2015 ensure a better balance between economic and social recommendations (CSRs) and that all policy recommendations contribute to poverty reduction and the Europe 2020 goals.

Link to the report: http://www.eapn.eu/images/stories/docs/EAPN-position-papers-and-reports/EAPN%202015%20CSR%20Report_FINAL.pdf

Our Voice, Our Rights by Free Legal Advice Centre (November 2014)

Our Voice, Our Rights: A Parallel Report in response to Ireland's Third Report under the International Covenant on Economic, Social and Cultural Rights submitted by FLAC to the UN Committee on Economic, Social & Cultural Rights.

Link to the report: http://www.ourvoiceourrights.ie/download/pdf/our_voice_our_rights.pdf?issuusl=ignore

Barriers and facilitators to developing natural community supports as a basis for independent living: the experiences and perceptions of people with acquired brain injury by Dalton, C., Kingston, A., Martin, A. M., O'Riordan, J., Caples, M. and Edwards, C. (December 2014)

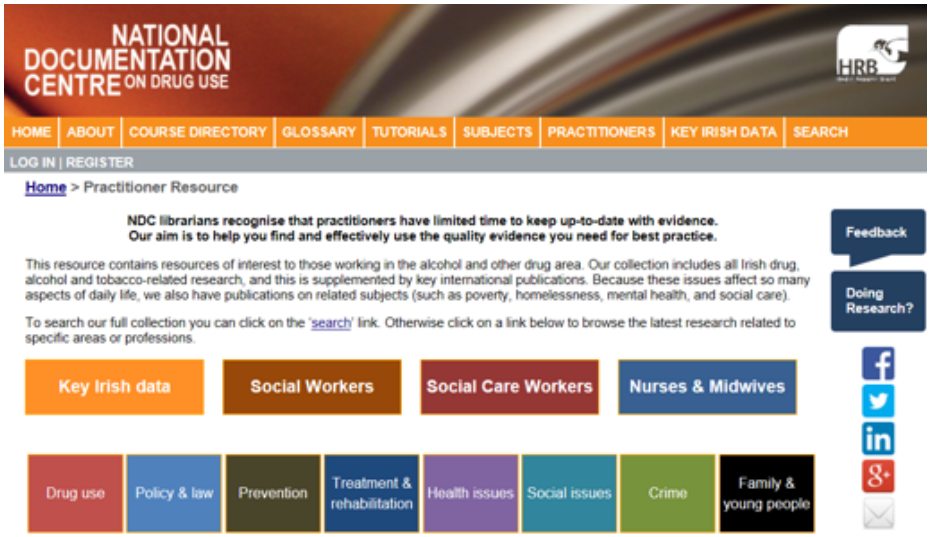
This report...gives the findings of research conducted by University College Cork with 26 people with acquired brain injury. The focus was on the role that family, friends, community groups, and the local community can play. This research was funded by the National Disability Authority under the Research Promotion Grants Scheme.

Link to the research report: http://nda.ie/nda-files/Living-with-Acquired-Brain-Injury1.pdf

NDC Drugs Library

NDC DRUGS LIBRARY – NEW RESOURCE FOR SOCIAL WORKERS AND SOCIAL CARE WORKERS

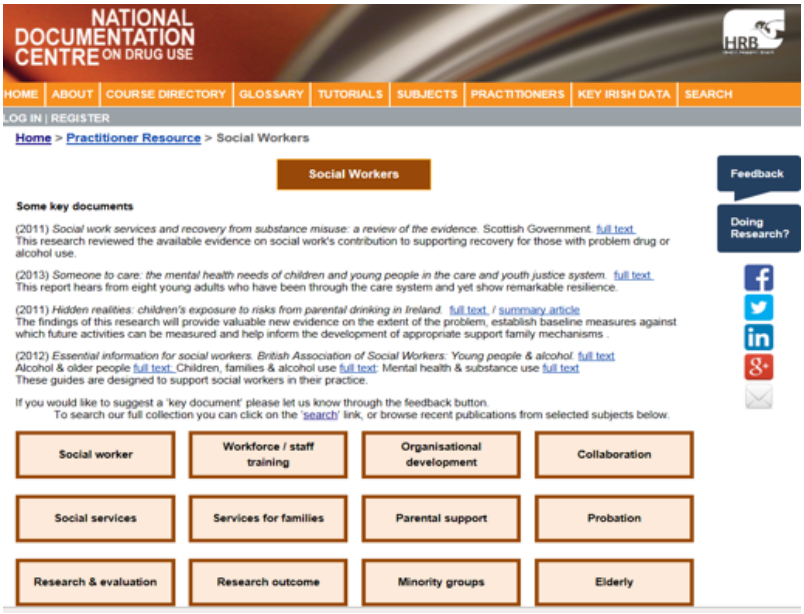
The HRB's national drugs library provides one point of access to all Irish alcohol and other drugs research. Through our website, www.drugsandalcohol.ie, you can view Irish and international research and policy material on legal and illegal drugs, alcohol and tobacco. Because these issues affect so many 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.

New publications and policy reports

High-policy statement on Supporting Parents and Families by Department of Children and Youth Affairs (April 2015)

The High-Level Policy Statement on Supporting Parents and Families aims to drive greater connectivity, effectiveness and efficiency between services to children and their families that are provided directly by the State or with its support. The Department has been assisted in developing the Policy Statement by the UNESCO Child and Family Research Centre of NUI Galway. Publication of the Statement was among the commitments contained in Better Outcomes, Brighter Futures: the National Policy Framework for Children & Young People 2014-2020.

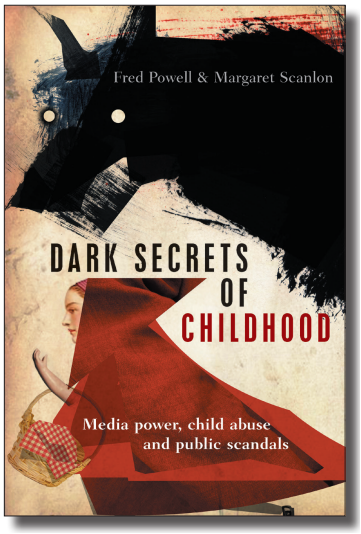
Link to policy document: http://www.drugsandalcohol.ie/23762/1/HighLevPolicyStatonFamilySupportParentsandFam.pdf

The Impact of the Financial Crisis on the Health System and Health in Ireland by Nolan, Ann, Barry, Sarah (TCD), Burke, Sara (TCD), Thomas, Steve (TCD) (Published, January 2015)

This report was produced as part of a series of six country case studies and forms part of a larger study on the impact of the financial crisis since 2008–2009 on health systems in the European Region. The countries studied in depth are Estonia, Greece, Ireland, Latvia, Lithuania and Portugal, which represent a selection of countries hit relatively hard by the global financial and economic crisis. In-depth analysis of individual countries, led by authors from the country concerned, adds to understanding of both the impact of a deteriorating fiscal position and the policy measures put in place as a result. These case studies complement a broader analysis which summarizes official data sources and the results of a survey of key informants in countries of the WHO European Region; they will also be published as part of a two volume study conducted jointly by the European Observatory on Health Systems and Policies and the WHO Regional Office for Europe.

Link to research report: https://www.esri.ie/UserFiles/publications/BKMNEXT289/BKMNEXT289.pdf

Dark Secrets of Childhood: Media power, child abuse and public scandals

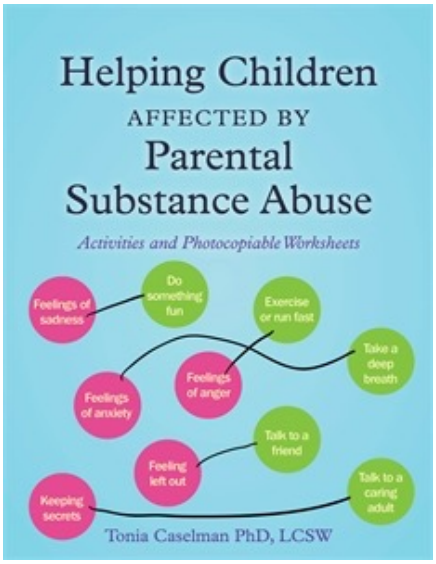


Over the last few decades, public opinion has been traumatised by revelations of child abuse on a mass scale. It has become the major human rights story of the 21st century in Western society. This ground-breaking book explores the relationship between the media, child abuse and shifting adult–child power relations which, in Western countries, has spawned an ever-expanding range of laws, policies and procedures introduced to address the 'explosion' of interest in the issue of child abuse. Allegations of child sexual abuse by Roman Catholic clergy in Ireland – and its 'cover-up' by Church authorities – have given rise to one of the greatest institutional scandals of modern history. Through in-depth analysis of 20 years of media representation of the issue, the book draws significant insights on the media's influence and its impact on civil society. Highly topical and of interest and relevance to lecturers and researchers in the areas of childhood studies, sociology of childhood, child protection and social work, social and public policy and human rights, as well as policymakers, this book provides an important contribution to the international debate about child abuse as reflected to the public through the power of the media. - See more at: http://www.policypress.co.uk/display.asp?K=9781447317852&#sthash.ZTYoAbs8.dpuf

New publications and policy reports

Helping Children Affected by Parental Substance Abuse

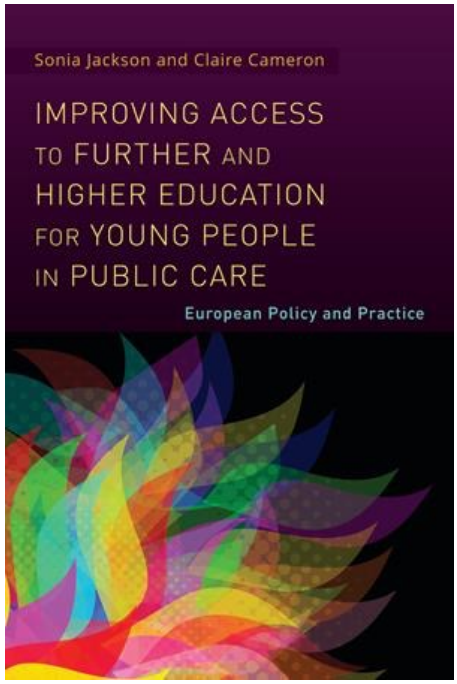
This practical resource provides a wealth of activities and photocopiable worksheets to use with children and young people affected by parental substance misuse. Children living in substance abusing homes are at risk of many different negative outcomes, such as behavioural problems, low academic achievement, depression and anxiety, low self-esteem, as well as self-blame for their parent's substance abuse. The activities and worksheets in this book have been designed to assist counsellors, therapists and other professionals to facilitate group sessions for children of addicted parents. Each chapter reviews a different issue related to children living in substance abusing homes, and gives step-by-step instructions for leading a group session, accompanied by the latest research and suggestions for discussions based on best practices. Children will learn to reduce feelings of shame and isolation, better understand the nature of addiction, increase self-care and create healthy interactions.



This is an essential resource for professionals working with children affected by parental substance misuse, including counselors, child psychologists, therapists, and youth workers. http://www.jkp.com/uk/catalogsearch/result/?q=parental+substance+abuse

Improving Access to Further and Higher Education for Young People in Public Care

Across Europe young people in public care are around five times less likely to attend tertiary education than those who have not been in care. This book provides a comprehensive account of why this shocking discrepancy exists and outlines ways to address the imbalance. Drawing extensively on new original research, the book examines the participation of young people in care in further and higher education. It provides a historical and legislative overview of the topic and in-depth national case studies look at the situation in England compared with Denmark, Sweden, Spain and Hungary. The authors set out clearly what we can learn from these comparisons and how to create more equal opportunities for children and young people in care today. This important book will be essential reading for those dedicated to removing barriers to accessing to further and higher education, including FE and HE lecturers, student support staff, social workers, policymakers and researchers working across fields of education, sociology, psychology, social work and social policy. http://www.jkp.com/uk/catalogsearch/result/?q=Improving+Access+to+Further+and+Higher+Education+for+Young+People+in+Public+Care



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/

National Documentation Centre on Drug Use

The National Documentation Centre on Drug Use (NDC) is an information resource that supports researchers, policy makers, educators and practitioners working to develop the knowledge base around drug, alcohol and tobacco use in Ireland. The NDC is funded by the Department of Health, and based within the Health Research Board, which is the lead agency in Ireland supporting and funding health research.

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 Center 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 Tetrahydrocannibinol (THC) medications. He also discusses the legal issues around the debate on the legal use of marijuana. http://attcnetwork.org/marijuana/index.aspx#infographic

Research briefs

Psychoeducation for Siblings of People with Severe Mental Illness

By Jacqueline Sin, Cheryl D Jordan, Elizabeth A Barley, Claire Henderson and Ian Norman (May 2015)

THE COCHRANE COLLABORATION®

Abstract

Background

Many people with severe mental illness (SMI) have siblings. Siblings are often both natural agents to promote service users' recovery and vulnerable to mental ill health due to the negative impact of psychosis within the family. Despite a wealth of research evidence supporting the effectiveness of psychoeducation for service users with SMI and their family members, in reducing relapse and promoting compliance with treatment, siblings remain relatively invisible in clinical service settings as well as in research studies. If psychoeducational interventions target siblings and improve siblings' knowledge, coping with caring and overall wellbeing, they could potentially provide a cost-effective option for supporting siblings with resulting benefits for service users' outcomes.

Objectives

To assess the effectiveness of psychoeducation compared with usual care or any other intervention in promoting wellbeing and reducing distress of siblings of people affected by SMI.

The secondary objective was, if possible, to determine which type of psychoeducation is most effective.

Search methods

We searched the Cochrane Schizophrenia Group Trials Register and screened the reference lists of relevant reports and reviews (12th November 2013). We contacted trial authors for unpublished and specific data on siblings' outcomes.

Selection criteria

All relevant randomised controlled trials focusing on psychoeducational interventions targeting siblings of all ages (on their own or amongst other family members including service users) of individuals with SMI, using any means and formats of delivery, i.e. individual (family), groups, computer-based.

Data collection and analysis

Two review authors independently screened the abstracts and extracted data and two other authors independently checked the screening and extraction process. We contacted authors of trials to ascertain siblings' participation in the trials and seek sibling-specific data in those studies where siblings' data were grouped together with other participants' (most commonly other family members'/carers') outcomes. We calculated the risk difference (RD), its 95% confidence interval (CI) on an intention-to-treat basis. We presented continuous data using the mean difference statistic (MD) and 95% CIs. We assessed risk of bias for the included study and rated quality of evidence using Grading of Recommendations Assessment, Development and Evaluation (GRADE).

Main results

We found 14 studies that included siblings amongst other family members in receipt of psychoeducational interventions. However, we were only able to include one small trial with relevant and available data (n = 9 siblings out of n = 84 family member/carer-participants) comparing psychoeducational intervention with standard care in a community care setting, over a duration of 21 months. There was insufficient evidence to determine the effects of psychoeducational interventions compared with standard care on 'siblings' quality of life' (n = 9, MD score 3.80 95% CI -0.26 to 7.86, *low quality of evidence*), coping with (family) burden (n = 9, MD -8.80 95% CI -15.22 to -2.34, *low quality of evidence*). No sibling left the study early by one year (n = 9, RD 0.00 CI -0.34 to 0.34, *low quality of evidence*). Low quality and insufficient evidence meant we were unable to determine the effects of psychoeducational interventions compared with standard care on service users' global mental state (n = 9, MD -0.60 CI -3.54 to 2.38, *low quality of evidence*), their frequency of re-hospitalisation (n = 9, MD -0.70 CI -2.46 to 1.06, *low quality of evidence*) or duration of inpatient stay (n = 9, MD -2.60 CI -6.34 to 1.14, *low quality of evidence*), whether their siblings received psychoeducation or not. No study data were available to address the other primary outcomes: 'siblings' psychosocial wellbeing', 'siblings' distress' and adverse effects. Cont/…

Research briefs

Psychoeducation for Siblings of People with Severe Mental Illness

By Jacqueline Sin, Cheryl D Jordan, Elizabeth A Barley, Claire Henderson and Ian Norman (May 2015)

THE COCHRANE COLLABORATION®

Authors' conclusions

Most studies evaluating psychoeducational interventions recruited siblings along with other family members. However, the proportion of siblings in these studies was low and outcomes for siblings were not reported independently from those of other types of family members. Indeed, only data from one study with nine siblings were available for the review. The limited study data we obtained provides no clear good quality evidence to indicate psychoeducation is beneficial for siblings' wellbeing or for clinical outcomes of people affected by SMI. More randomised studies are justified and needed to understand the role of psychoeducation in addressing siblings' needs for information and support.

Plain language summary

Psychoeducation for brothers and/or sisters of people with severe mental illness (SMI)

Review question.

This review compares psychoeducation for siblings of people with severe mental illness versus standard care or any other intervention as a means of improving their own wellbeing and quality of life as well as coping with the care-giving for their mentally ill siblings.

Background.

Psychoeducation programmes aim to improve knowledge and understanding of mental health. Family members, including siblings, of people with severe mental illness are often offered psychoeducation. It is supposed that increased knowledge will help the brother or sister to cope more effectively with providing care for their mentally ill sibling and enhance their own wellbeing. Psychoeducational interventions involve an interaction between the information provider and the sibling of the mentally ill person. This can be delivered in different ways, such as face-to-face or via online forums or by a mixture of these methods.

Study characteristics.

A search for randomised trials investigating psychoeducation for the siblings of people with severe mental illness was run in 2013. Results of the search suggest that brothers and sisters form a small proportion of family members participating in studies of this kind. Only one study meeting the review criteria was found. This study included nine siblings and compared a psychoeducational intervention with standard care in a community care setting, over a period of 21 months.

Key results.

Better outcomes in terms of coping were identified for those siblings who received psychoeducation. However, the number of participants was small and the quality of evidence low, and there is no conclusive evidence that psychoeducation is of benefit for brothers/sisters in this and other important
areas (such as wellbeing, quality of life) or for the outcomes of people with mental illness (such as mental state, hospital admission or length of hospital stay).

Quality of the evidence.

Further studies are needed to understand the role of psychoeducation in specifically helping brothers and/or sisters to cope with providing care for their mentally ill siblings. The scarcity of good quality studies means that it is not possible to assess which type of psychoeducation is the most effective, although interventions using a group format that brings many family members together to receive education and share their experiences seem well-received by the participants.

This plain language summary has been written by a consumer: Ben Gray, Senior Peer Researcher, McPin Foundation.http://mcpin.org/

Link to the review: http://onlinelibrary.wiley.com/enhanced/doi/10.1002/14651858.CD010540.pub2

Research briefs

Interventions to Improve the Economic Self-sufficiency and Well-being of Resettled Refugees: A Systematic Review

by Ott, Eleanor Montgomery, Paul (January 2015)

The Campbell Collaboration Library of Systematic Reviews
The Campbell Library

Background
Globally, 51.2 million individuals are forcibly displaced and approximately 11.7 million of these have crossed the border of their country of origin and are classified as refugees of concern by the United Nations High Commissioner for Refugees (UNHCR, 2014). A minority of these refugees are moved through resettlement programmes to a third country. In 2012, 26 different countries offered refugee resettlement, with the goals of improving economic self-sufficiency and well-being for those resettled refugees. There are a myriad of programmes that may act to improve the economic self-sufficiency and well-being of refugees, including employment training, education, and interventions delivered by mental health services.

Objectives
This systematic review sought to identify and evaluate all available evidence as to whether interventions designed to improve the economic self-sufficiency and well-being of resettled refugees affect participants' labour force participation rate, employment rate, use of cash assistance, income, job retention, and quality of life.

Search Strategy
We searched 18 databases and the websites of relevant research, policy, and governmental organisations. We also contacted researchers in attempt to identify any relevant published or unpublished reports. Key search terms were (resettle* OR re-settle* OR refuge* OR force* ADJ *migrant* OR asylum* OR humanitar* ADJ entrant* OR humanitar* ADJ settle*) AND (economic OR job* OR employ* OR mone* OR work* OR labor OR labour OR well- being OR wellbeing OR well ADJ being OR quality NEAR life) AND (outcome* OR evaluat* OR effect* OR efficacy OR compar* OR experiment* OR trial OR control* OR random* OR study OR studies OR assessment OR impact* OR research*). We completed final searches in September 2013.

Selection Criteria
We searched 18 databases and the websites of relevant research, policy, and governmental organisations. We also contacted researchers in attempt to identify any relevant published or unpublished reports. Key search terms were (resettle* OR re-settle* OR refuge* OR force* ADJ *migrant* OR asylum* OR humanitar* ADJ entrant* OR humanitar* ADJ settle*) AND (economic OR job* OR employ* OR mone* OR work* OR labor OR labour OR well- being OR wellbeing OR well ADJ being OR quality NEAR life) AND (outcome* OR evaluat* OR effect* OR efficacy OR compar* OR experiment* OR trial OR control* OR random* OR study OR studies OR assessment OR impact* OR research*). We completed final searches in September 2013.

Data Collection and Analysis
We inspected 8,264 records derived from the database search and 996 records derived from other sources. Initially, 26 records summarising 23 unique studies were screened. An additional 13 abstracts were also reviewed and one additional study was screened. The review authors independently examined the search results.

Results
No studies met the review criteria. The data collection process appeared sensitive. Of the 9,273 records identified, 27 records (corresponding to 24 studies) were inspected in full text. We attempted to contact the authors of three studies that were potentially eligible for inclusion; two of these responded and their studies were excluded on the basis of the information they provided. Of the papers reviewed in full text, 21 records (18 studies) were excluded because they did not meet the methodology

Research briefs

Interventions to Improve the Economic Self-sufficiency and Well-being of Resettled Refugees: A Systematic Review

by Ott, Eleanor Montgomery, Paul (January 2015)

criteria, 5 records (7 studies) did not meet the population criteria, and 3 records (3 studies) did not meet the outcome criteria; one was excluded because the author did not respond. Several papers were excluded for more than one reason. Two papers were systematic reviews; all of the included studies from these were checked.

Author's Conclusions

This review indicated a need for further research on the economic self-sufficiency and well- being of resettled refugees. Such research needs to be sufficiently rigorous to indicate if and how interventions affect these outcomes. The authors recommend the use of randomised controlled trial designs, quasi-randomised controlled trial designs, or nonrandomised controlled trial designs that adjust for baseline comparability. The lack of knowledge about the effects of interventions on these outcomes is surprising given the long-term investments in programmes designed to assist resettled refugees, the number of refugees resettled, and the political importance of this subject. For practitioners and policymakers, it is important to point out this review did not find any evidence for or against any intervention.

Link to review: http://www.campbellcollaboration.org/lib/download/3662/Ott_Refugees_Review.pdf
(Click on link above. A box will appear with the words "binary file". Click "save". The file will save to the "downloads" tab on the computer toolbar. Click the downloads tab and find the file titled, "Ott_Refugees_Reviews". Click this to open the review in pdf form).

Research briefs

Confidence & Competence of Newly Qualified Social Workers

Carpenter, J., Shardlow, S.M., Patsios, D., & Wood, M. (2015). Developing the confidence and competence of newly qualified child and family social workers in England: Outcomes of a national programme. *British Journal of Social Work, 45*, 153-176

What is this article about?

- This article reports the findings of the evaluation of a one-year programme of supervision and support aimed at developing the confidence and competence of newly qualified child and family social workers (NQSWs) in England.
- A longitudinal, repeated measures design was used to evaluate three cohorts of NQSWs participating in the programme from 2008-2012 (N = 2,019).
- A comparison group of NQSWs from non-participating agencies was included from 2008-2009 (N = 47).

What are the critical findings?

- Self-efficacy ratings (i.e. the extent or strength of one's belief in one's own ability to complete tasks and reach goals) among participants showed substantial and statistically significant increases between the beginning and end of the programme for all three cohorts.
- The proportion of 'confident' NQSWs increased from half of the sample to three-quarters
- Self-efficacy ratings at the end of the year favoured the programme group over the comparison group.
- High self-efficacy could be predicted by age, role clarity and intrinsic job satisfaction.
- High self-efficacy was associated with high role conflict and was not found to be related to stress.

What are some of the key implications for practice?

- This study provides evidence and support for the use of the concept of self-efficacy to develop confidence and competence among three cohorts of NQSWs.
- Findings support the use of a developmental process model to support the accumulation of professional expertise over time.
- The association between role clarity and self-efficacy suggests that the clearer social workers are about their job, the more confident they will be in their abilities.

Methodological Considerations

- Response rates to the online surveys used to evaluate the programme varied at each of the three time points.
- The comparison group was small relative to the sample group, comprising only one cohort.
- No baseline data was collected for the comparison group.
- The extent to which improvements in confidence and competence among participants can be attributed to the programme itself is limited.

Research briefs

Care Leavers and the World of Work

Arnau-Sabatés, L., & Gilligan, R. (2015). What helps young care leavers to enter the world of work? Possible lessons learned from an exploratory study in Ireland and Catalonia. *Children and Youth Services Review, 53*, 185-191.

What is this article about?

- This article report the findings of a preliminary, exploratory study of the work trajectories of a small sample of young adult care leavers in Ireland and Catalonia, as heard from the care leavers perspectives.
- Twenty-two care leavers (10 from Ireland, 12 from Catalonia) meeting the following criteria were recruited:
    i. Extensive care experience
    ii. Age at interview of mid-late twenties
    iii. Substantial employment experience since leaving care (i.e. a record of full time employment for all or most of the time since leaving care.

What are the critical findings?

- The majority of participants were working in the service sector an in general seemed broadly happy with their current jobs.
- The majority of the sample entered paid work before turning 18 and while still in care and school; this was done primarily through part-time work.
- Motives for seeking first work opportunities including wanting to earn money for their own benefit, gaining some independence, and wanting to broaden their identity beyond that of a 'young person in care'.
- Many participant reported the important role their carers had played in supporting and encouraging their entry to work.
- Factors that emerged as influencing participant progress/choices in employment following initial entry included ongoing support from carers, relations with colleagues and employers, and insights gained from work experience.

What are the implications for practice?

- Education was observed as being an important 'enabler' in progression in the world of work; this was further support by the informal learning participants gained from part-time work.
- Practical and moral support of carers and other adults is critical.
- Positive work experience appears to both arise from and contribute to care leavers' social capital.
- The process of equipping young people in care with the resources and skills they will need to manage life after they leave care is a long-term process.

Methodological Considerations

- This is a small-scale exploratory study.
- While findings are not generalisable, they open up this area for further research and more in-depth study.

Organisational profile

Organisational Profile: Children's Research Centre

Who are they?

The Children's Research Centre, Trinity College Dublin, is a specialist centre, established in 1995, which undertakes multi-disciplinary policy and practice-relevant research into the lives of children and young people and the contexts in which they live their lives.

What do they do?

In its research, the Centre strives to give voice to the experience of children, and in particular, to those who are experiencing various forms of disadvantage. The Centre seeks to work in close collaboration with members of the University, with practitioners and policy makers and with Irish and international colleagues in the field of children's research. It also works in partnership with statutory, voluntary and community bodies concerned with children and young people.

Current research projects:

- Growing up in Ireland: This study is following the progress of almost 20,000 children across Ireland to collect a host of information to help improve our understanding of all aspects of children and their development.

Examples of completed projects:

- Family Well-Being in Difficult Times: A Model of Factors Influencing the Well-Being of Families on Limited Incomes in Ireland
- Women and Homelessness: A Biographical Pathways Analysis
- What you need to know about Children and Racism

Sample publications available online:

- *Early School Leavers and Nutrition: A needs assessment from a nutrition perspective.* (2013)
- *In the Front Line of Integration: Young people managing migration to Ireland.* (2010)
- *Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender people.* (2009)

Where can I find out more?

https://www.tcd.ie/childrensresearchcentre/

Trinity College Dublin
children's research centre
research for children & young people

Podcasts and videos

Click on blue link to watch videos

New documentary reveals the hidden epidemic: substance use and older adults

North Carolina filmmaker Linda Warden left a career in information technology to make movies, focusing on topics that help children and families. Having lost a child to addiction, she is especially interested in increasing awareness of substance use disorders and their impact on families and communities.

https://www.youtube.com/watch?v=CY3gZGYzRWI

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