Amsterdam University of Applied Sciences

Effective reflection in social work practice

Author(s)
Boendermaker, Leonieke

Publication date
2018

Document Version
Final published version

Link to publication

Citation for published version (APA):
Boendermaker, L. (2018). *Effective reflection in social work practice*. Abstract from European Social Work Research Association conference 2018, Edinburgh , United Kingdom.

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please contact the library: https://www.amsterdamuas.com/library/contact, or send a letter to: University Library (Library of the University of Amsterdam and Amsterdam University of Applied Sciences), Secretariat, P.O. Box 19185, 1000 GD Amsterdam, The Netherlands. You will be contacted as soon as possible.

Creating Tomorrow

Download date:15 Nov 2026

Amsterdam University of Applied Sciences

Effective reflection in Social Work practice

EASWR conference 2018
Leonieke Boendermaker
Professor Implementation & Effectiveness in Youth Care Services

CREATING TOMORROW

DUTCH YOUTH CARE SERVICES

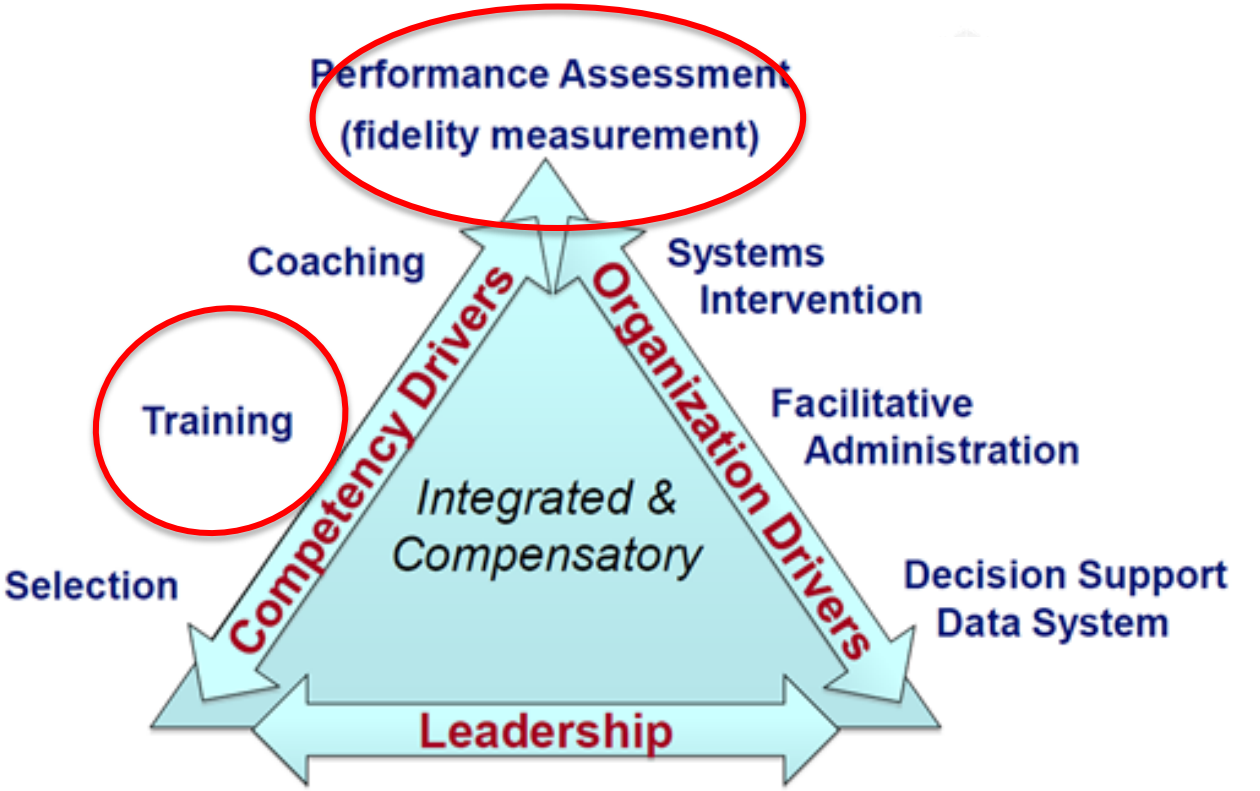
- Work with children, young people & their families
- Preventive services in frontline teams, specialist services, child protection + youth parole services
- Growing focus on effectiveness + less money
- Strong in innovation -> e.g. introduction of: short solution focused work or non violent resistance in all teams in an organisation, working with screening instruments, working with risk assessment instruments etc.

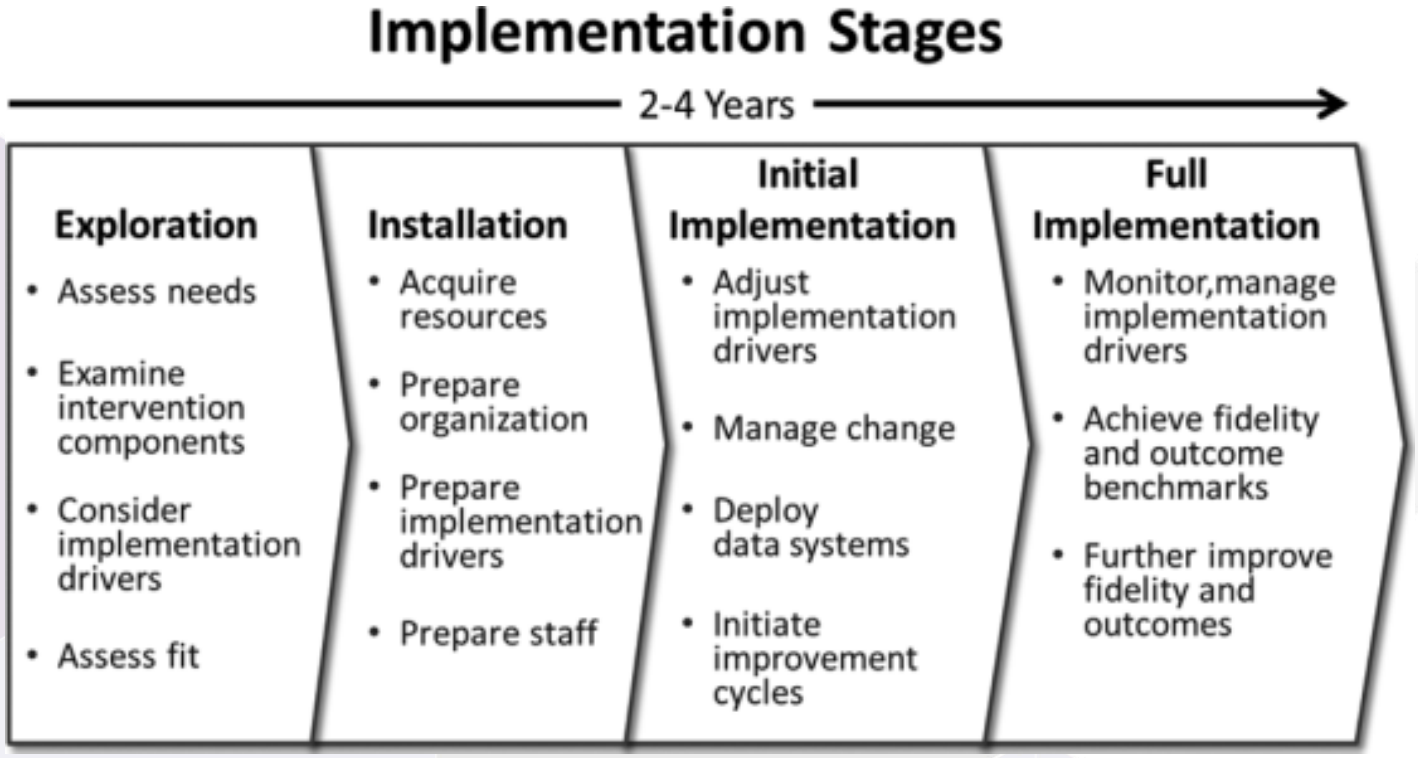
But: **little consolidation!**

'The training? It's been over a year, and it's never came back. That does get in the way of implementation. It's all right there in that file, but we don't really use it.'

'I would have liked to practice, in the training and afterwards (…) to really link from theory to real-life, to experience and know: how should I do this?'

Boendermaker, Boomkens, Boering (2013).
Basismethodieken en interventies in de Amsterdamse jeugdzorg. Invoering en borging in de praktijk. Amsterdam: HvA.


Performance Assessment
(fidelity measurement)
Coaching
Systems
Intervention
Training
Facilitative
Administration
Competency Drivers
Organization Drivers
Integrated &
Compensatory
Selection
Decision Support
Data System
Leadership
© Fixsen & Blase, 2008



Rosalyn M. Bertram, Karen A. Blase, and Dean L. Fixsen (2015). Improving Programs and Outcomes: Implementation Frameworks and Organization Change. Research on Social Work Practice, Vol. 25(4) 477-487.

What is high quality?

Carrying out a method or intervention with the content, duration, frequency and the scope as developed and (in EBI: researched for effectiveness*)

Delivering the content:

1) adherence: the degree to which a professional applies the components of a specific method

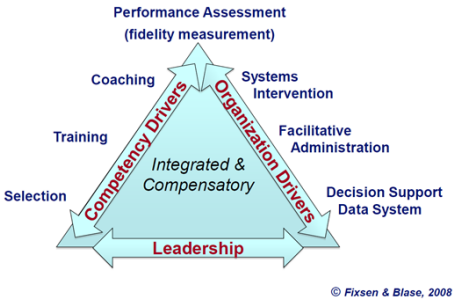
2) competence: the level of a professional's (technical) skills and the judgment (timing and appropriateness) in delivering the components of a specific method

- Common competence: pertains to common (non-specific) components of treatment (e.g., alliance and creating positive expectancies)
- Specific competence: pertains to the competence needed to deliver certain contextual and structural components of interventions (e.g. group dynamics, role-play)
- Technical competence: pertains to specific therapeutic techniques of the intervention (e.g. exposure, reframing)

*Carroll et al., 2007 **Barber et al., 2006; Barber, Sharpless, Klostermann, & McCarthy, 2007; Barber, Triffleman, & Marmar, 2007; Goense, Boendermaker, & van Yperen (to be submitted); McLeod, Southam-Gerow, Tully, Rodriguez, & Smith, 2013; Perepletchikova, Treat, & Kazdin, 2007

Hogeschool van Amsterdam
Amsterdam University of Applied Sciences

QUALITY & EFFECTIVENESS



High quality in delivery of interventions → Positive client outcomes

support / supervision

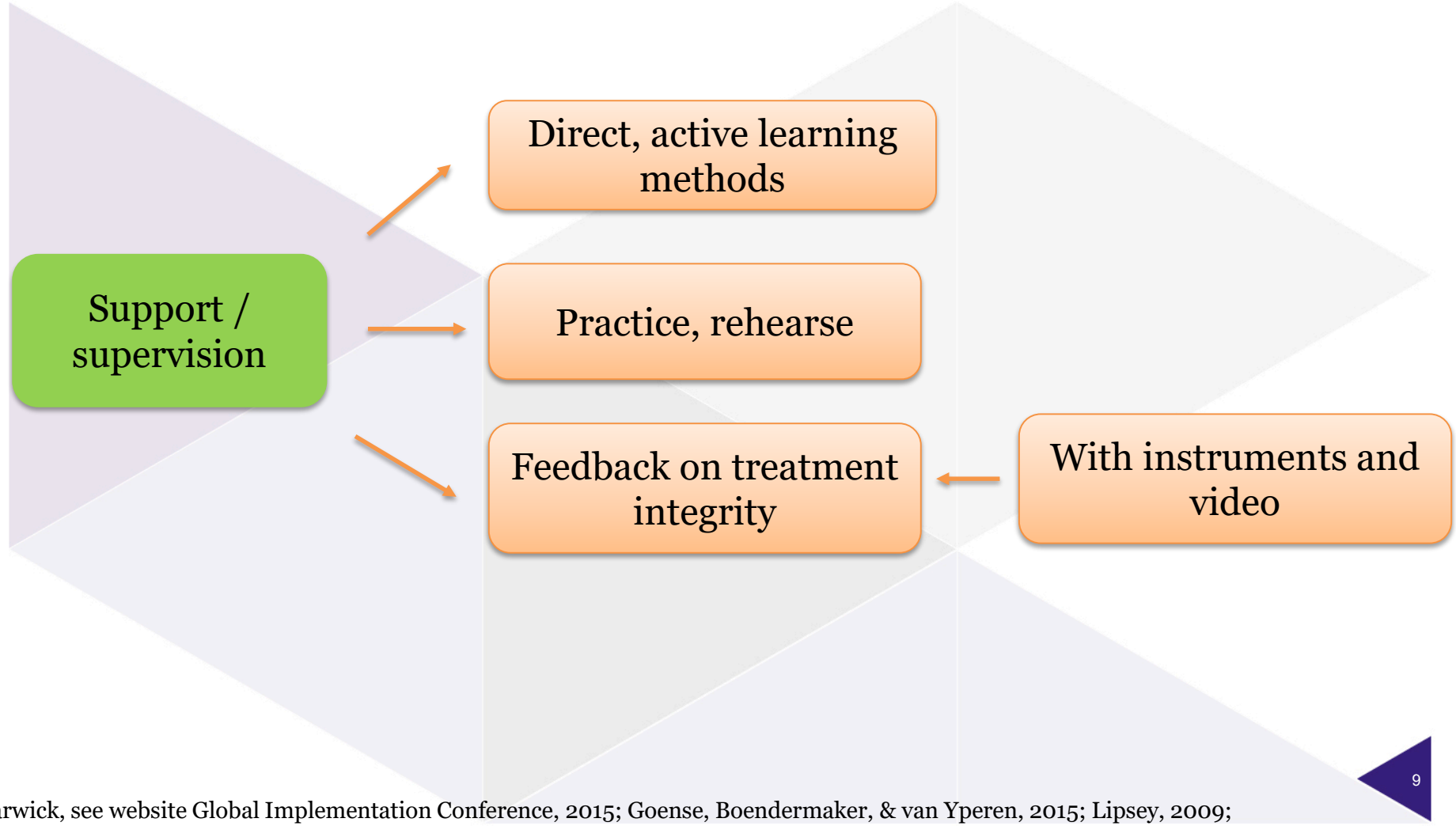
e.g. special issue clinical psychology science and practice, Southem-Gerow & McLeod, 2013;
Barwick, website Global Implementation Conference, 2015

Goense et al., (i2016: https://doi.org/10.1016/j.avb.2016.08.003
Lipsey, 2009; Schoenwald, Chapman, Sheidow, & Carter, 2009; Tennyson, 2009.

YOUTH CARE'S DAILY PRACTICE

- Professions aren't supported in working with 'basic methods' like solution focused work or while working with practice based interventions,
- Usually learning to work with a method or intervention is limited to a short training,
- Team sessions on cases are common, but they are not focussed on the application of the method or intervention to enhance client outcomes,
- System of accreditation of interventions, support is one of the criteria, but get's little to no attention in day-to-day practice,
- Professionals feel overloaded with the growing focus on effectiveness and cuts in the budget.

SUPPORT / SUPERVISION



Barwick, see website Global Implementation Conference, 2015; Goense, Boendermaker, & van Yperen, 2015; Lipsey, 2009; Schoenwald, Chapman, Sheidow, & Carter, 2009; Tennyson, 2009.

EFFECTIVE REFLECTION IN CARE AS USUAL

- Frequent & targeted support
- Ingredients based on Goense et.al, 2015 (mapping support systems evidence based interventions children & young people with behavioural problems, transported from abroad to NL):
  - instruction making video's
  - observation instruments as the basis for feedback
  - training & coaching supervisors
  - client consent procedure
  - agreements on use & store video's
- Production tools
  - how to organise for selection & education supervisors
  - supervision in practice
  - development of an observation instrument

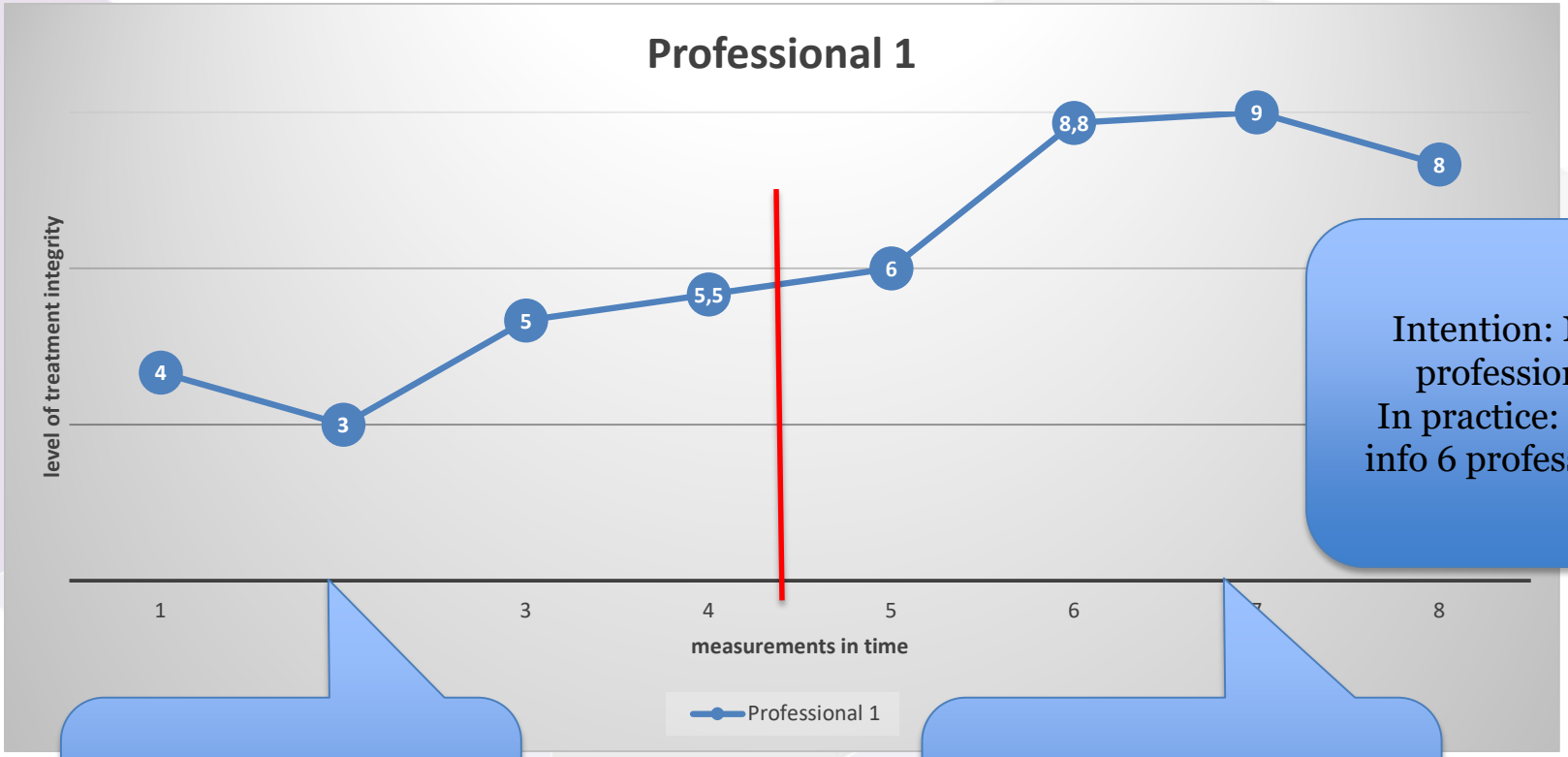
TEST EFFECTIVE REFLECTION

- 3 organisations, 4 teams
- 3 interventions
  - Individual coaching in School2Care,
  - Individual coaching in 'Julia' (intervention for girls who experienced sexual abuse / sexual exploitation)
  - Intensive systembased case management (ISC, child protection)
- development of observation instruments with the teams of School2Care & Julia, existing instrument ISC (Global Rating Measure, based on FFPS)*
- Measures: alliance, techniques, goal-oriented, total (1-9)
- professionals use video's in supervision, coding treatment integrity by a small team in each organisation of researcher (each organisation employs a researcher) and a supervisor not involved in the study and a researcher of the AUAS.
- Interrater reliability between .67 and .80; especially difficult in ISC.

* Busschers, Boendermaker, Dinkgreve, Stams (2018). Measuring program fidelity in case management for high risk families. validation of the functional family parole-global rating measure, Journal of Social Work, 0(0) 1–19.

TEST EFFECTIVE REFLECTION

Repeated N=1 design

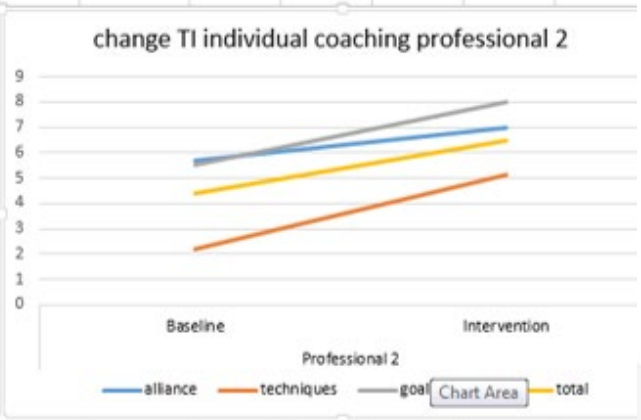


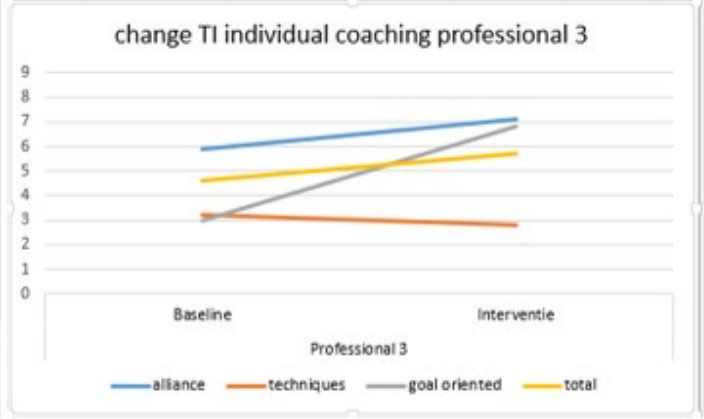
Intention: N=16 professionals
In practice: useful info 6 professionals

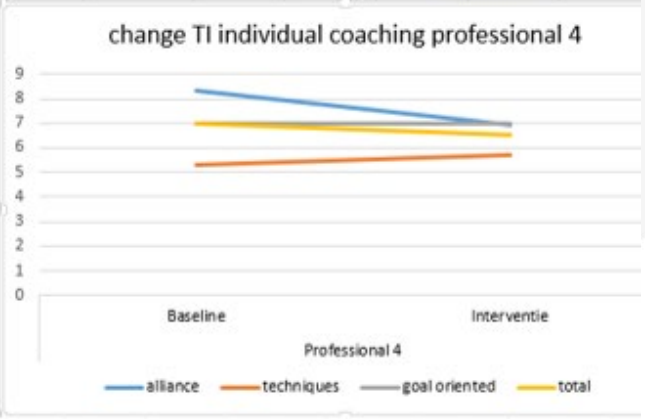
Baseline:
No supervision

Intervention:
supervision

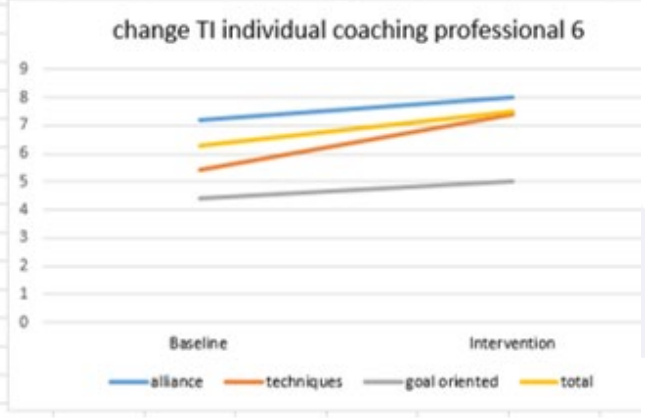
change TI individual coaching professional 1
9
8
7
6
5
4
3
2
1
0
Baseline
Intervention
Professional 1
alliance
techniques
goal oriented
total


change TI individual coaching professional 2
9
8
7
6
5
4
3
2
1
0
Baseline
Intervention
Professional 2
alliance
techniques
goal
Chart Area
total


change TI individual coaching professional 3
9
8
7
6
5
4
3
2
1
0
Baseline
Interventie
Professional 3
alliance
techniques
goal oriented
total


change TI individual coaching professional 4
9
8
7
6
5
4
3
2
1
0
Baseline
Interventie
Professional 4
alliance
techniques
goal oriented
total

change TI individual coaching professional 5
9
8
7
6
5
4
3
2
1
0
Baseline
Intervention
alliance
techniques
goal oriented
total


change TI individual coaching professional 6
9
8
7
6
5
4
3
2
1
0
Baseline
Intervention
alliance
techniques
goal oriented
total

MEANINGFUL CHANGES?

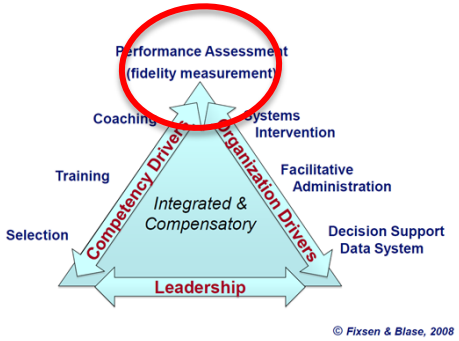
NAP-scores (≥ 0,65 = meaningful)

Individual coaching	alliance	techniques	goal oriented	Total
Professional 1	0,446	0,271	0,580	0,424
Professional 2	0,584	**0,771**	**0,813**	**0,662**
Professional 3	**0,659**	0,377	**0,929**	0,598
Professional 4	0,260	0,567	0,573	0,419
Professional 5	**0,690**	**0,683**	**0,750**	**0,693**
Professional 6	**0,710**	**0,740**	**0,533**	**0,689**

REMARKS

- Small number of 5-7 supervision sessions, frequency 4-6 weeks,
- Supervision is focussed on strengths of the professionals, as individual coaching is focussing on the strengths of the clients (parallel process),
- Experienced coaches, but reflection on treatment integrity is new.
- Adherence to the supervisions model is growing over time (checklist supervision), link to 'what are you going to do tomorrow' isn't easy to apply,
- Professionals differ in age, background (social work or teacher) and experience,
- Professionals make their own decisions on the issue they want to reflect on, they start with 'save' issues (alliance & goal attainment) and are less focussed on techniques.
- Making video's is difficult at the start,
- Experiences: very positive, self-confidence grows + very enthusiastic professionals

Hogeschool van Amsterdam
Amsterdam University of Applied Sciences



CONCLUSION

High quality in delivery of interventions

↑

support / supervision

- Support works and helps professionals to enhance treatment integrity in 'care as usual'
- It's doesn't work the same in all cases
- We need to know more on:
  - the influence of experience + age of professionals
  - The influence of frequency of supervision
  - The influence of experience of the supervisors (adherence to supervison model)
  - long term effects
- We need to know more on the relation with client outcomes & cost-effectiveness

Contact details

Prof. Leonieke Boendermaker (PhD)
Amsterdam University of Applied Sciences
School of Social Work and Law
Wibautstraat 5a / 1091 GP Amsterdam
P.O. Box 1025 / 1000 BA Amsterdam / The Netherlands
M. +31 621156071 / l.boendermaker@hva.nl

Individual coaching	Baseline	Number of videos	intervention	Number of videos
Professional 1				
Alliance	7,7	6	8,3	1
Techniques	5,8	6	6,8	1
Goal oriented	6,0	6	8,0	1
Total	6,8	6	7,7	1
Professional 2				
Alliance	7,2	5	8,0	3
Techniques	5,4	4	7,4	3
Goal oriented	4,4	5	5,0	3
Total	6,3	5	7,5	3
Professional 3				
Alliance	6,7	2	6,7	7
Techniques	6,3	1	4,5	7
Goal oriented	5,6	2	6,0	7
Total	6,2	2	5,7	7
Professional 4				
Alliance	6,1	2	7,0	3
Techniques	1,9	3	5,3	3
Goal oriented	3,8	3	6,3	3
Total	3,9	3	6,3	3
Professional 5				
Alliance	5,9	1	7,2	7
Techniques	3,2	1	2,8	6
Goal oriented	3,5	1	6,8	7
Total	4,2	1	5,6	7
Professional 6				
Alliance	8,3	3	6,9	4
Techniques	5,3	3	5,7	2
Goal oriented	6,3	3	6,8	4
Total	6,6	3	6,5	4