

# The Evidence Matrix for the Social Service Workforce

**PREPARED BY THE BUILDING EVIDENCE INTEREST GROUP**

DRAFT July 2016



## EVIDENCE MATRIX for the SOCIAL SERVICE WORKFORCE

<b>PLANNING the WORKFOCE</b>			
<b>Key Concepts:</b> <ol style="list-style-type: none"> <li>1. <b>Governance (laws/policies/costed strategic plans, financing/advocacy)</b></li> <li>2. <b>Mapping and assessing needs (social issues)</b></li> <li>3. <b>Mapping and assessing existing and necessary cadres of social service workforce</b></li> <li>4. <b>Systems to improve recruiting, hiring and deploying practices based on urban-rural continuum</b></li> <li>5. <b>Shared HR data and promotion of data-driven decision making</b></li> <li>6. <b>Building alliances to strengthen leadership and advocacy among stakeholders</b></li> </ol>			
	Document information	Key Words	Summary
1.	<p>Gilson, L., &amp; Mills, A. (1995). <a href="#">Health sector reforms in sub-Saharan Africa: lessons of the last 10 years</a>. <i>Health policy</i>, 32(1), 215-243.</p> <p><a href="http://www.sciencedirect.com/science/article/pii/016885109500737D">http://www.sciencedirect.com/science/article/pii/016885109500737D</a></p> <p>Cited 226 X</p>	<p>Policy package</p> <p>Framework for efficiency and equity</p> <p>Piecemeal reforms</p> <p>Reform strategies</p>	<p>The paper describes the nature, objectives and extent of the health sector reforms. It then presents an evaluation framework related to the criteria of efficiency and equity, and evaluates current reform experience using this framework. It concludes that assessment of the potential impact of reforms on efficiency and equity is undermined by the limited duration of many reforms and the limited nature of existing evaluations. It is clear, however, that a policy package is required rather than implementation of isolated reform strategies, and that in order to design an effective policy package, more needs to be known about the implementation and operation of reforms — particularly with respect to the influence of context, actors and processes.</p>
2.	<p>Chen, L., Evans, T., Anand, S., Boufford, J. I., Brown, H., Chowdhury, M., ... &amp; Fee, E. (2004). <a href="#">Human resources for health: overcoming the crisis</a>. <i>The Lancet</i>, 364(9449), 1984-1990.</p> <p>Cited 914X</p>	<p>LMIC focus</p> <p>-Strengthening WF</p> <p>-Country strategy and international reinforcement</p> <p>-Alliances for action</p>	<p>In this analysis of the global workforce, the Joint Learning Initiative—a consortium of more than 100 health leaders—proposes that mobilisation and strengthening of human resources for health, is central to combating health crises in some of the world's poorest countries and for building sustainable health systems in all countries. Nearly all countries are challenged by worker shortage, skill mix imbalance, maldistribution, negative work environment, and weak knowledge base. Especially in the poorest countries, the workforce is under assault by HIV/AIDS, out-migration, and inadequate investment. Effective country strategies should be backed by international reinforcement. Ultimately, the crisis in human resources is a shared problem requiring cooperative action. Alliances for action are recommended to strengthen the performance of all existing actors while expanding space and energy for fresh actors.</p>
3.	<p>Lichtveld, M. Y., Cioffi, J. P., Baker Jr, E. L., Bailey, S. B., Gebbie, K., Henderson, J. V., ... &amp; Thielen, L. (2001). <a href="#">Partnership for front-line success: a call for a national action agenda on workforce development</a>. <i>Journal of Public Health Management and Practice</i>, 7(4), 1-hyhen.</p>	<p>Global focus</p> <p>-National action agenda</p> <p>-Four areas of convergence</p> <p>-competencies</p>	<p>Despite more than a decade of dialogue on the critical needs and challenges in public health workforce development, progress remains slow in implementing recommended actions. A life-long learning system for public health remains elusive. The Centers for Disease Control and Prevention and the Agency for Toxic Substances and Disease Registry in collaboration with other partners in federal, state, local agencies, associations and academia is preparing a national action agenda to</p>

	Cited 60 X	-certification and credentialing -science base -acceleration of technology	address front-line preparedness. Four areas of convergence have emerged regarding: (1) the use of basic and crosscutting public health competencies to develop practice-focused curricula; (2) a framework for certification and credentialing; (3) the need to establish a strong science base for workforce issues; and (4) the acceleration of the use of technology-supported learning in public health.
4.	Gilles, P. (1998). <a href="#">Effectiveness of alliances and partnership for health promotion</a> . <i>Health Promot Internat</i> , 13, 99-210.	Alliances  Review	This paper assesses the impact of alliances or partnerships for health promotion in northern and southern nations, as described in published papers and through contemporary accounts of best practice. The balance of evidence from published literature and case study accounts is clear. Alliance or partnership initiatives to promote health across sectors, across professional and lay boundaries and between public, private and nongovernment agencies, do work. They work in tackling the broader determinants of health and well-being in populations in a sustainable manner, as well as in promoting individual health-related behaviour change.
5.	Masnack, K., & McDonnell, G. (2010). <a href="#">A model linking clinical workforce skill mix planning to health and health care dynamics</a> . <i>Human Resources for Health</i> , 8(1), 11. Cited 28 X	Planning WF Real world variables Skill mix planning	Presents the broad endogenous systems model of health and health care which will enable human resource planners to operate within real world variables. We are now considering the development of simple, computable national versions of this model. Discusses several different approaches to planning the workforce—highly relevant!
6.	Reid, B., Kane, K., & Curran, C. (2008). <a href="#">District nursing workforce planning: a review of the methods</a> . <i>British journal of community nursing</i> , 13(11).  Cited 14X	Ireland  WF planning  Review of methods in WF planning	A systematic analysis of the literature reveals four methods: professional judgement; population-based health needs; caseload analysis and dependency-acuity. Each method has strengths and weaknesses. Professional judgement offers a 'belt and braces' approach but lacks sensitivity to fluctuating patient numbers. Population-based health needs methods develop staffing algorithms that reflect deprivation and geographical spread, but are poorly understood by district nurses. Caseload analysis promotes equitable workloads but poorly performing district nursing localities may continue if benchmarking processes only consider local data. Dependency-acuity methods provide a means of equalizing and prioritizing workload but are prone to district nurses overstating factors in patient dependency or understating carers' capability. In summary a mixed method approach is advocated
7.	Save the Children (2013). <a href="#">Changing the paradigm: Save the Children's work to strengthen the child protection system in Indonesia 2005-2012</a> . Jakarta, Indonesia: Save the Children Indonesia Country Office.  <a href="http://www.socialserviceworkforce.org/system/files/resource/files/Changing%20the%2">http://www.socialserviceworkforce.org/system/files/resource/files/Changing%20the%2</a>	Indonesia Strengthen CP sys  Certification  Para-professionals  Advocacy	The report offers lessons learned as Indonesia shifts policies and resources, including human resources, to support healthy child development in a safe family environment in Indonesia. The report includes chapters on the social work workforce, certification of social work professionals and para-professionals, accreditation of social welfare service providers and training programs for child and family centered social work practice. Areas of change for Indonesia identified: Evidence based advocacy, policy and legal reform, capacity building and engagement of key duty

	0Paradigm%20-%20Save%20the%20Children%27s%20W ork%20to%20Strengthen%20the%20Child %20Protection%20System%20in%20Indo nesia.pdf	Capacity building of duty bearers  Interventions	bearers and stakeholders in the change process, initiate a shift in human and financial resources towards family and child centered services, establish good models of interventions that are child and family centered and support family based care
8.	IntraHealth International. (2013). <a href="#">Situational analysis: Kenya's social welfare workforce</a> . Washington, DC: López, L., Guyer, L., & Mutie, P. <a href="http://www.socialserviceworkforce.org/system/files/resource/files/Situational%20Analysis-%20Kenya%27s%20Social%20Welfare%20Workforce.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/Situational%20Analysis-%20Kenya%27s%20Social%20Welfare%20Workforce.pdf</a>	Kenya SitAn  Funding Material resources  Shortage of staff	Using the SSW framework as a lens through which to look at the human resources (HR) available, a situational analysis (SITAN) to better understand the current state of Kenya's SWW was undertaken. A shortage of funding was identified as a serious challenge in nearly all interviews—specifically at the direct-service level funds for daily transport, cell phones and airtime, office supplies, and emergency needs of children in crisis. A shortage of staffing was identified in all ministries: as reported in interviews, there is a shortfall of 550 SWOs against an approved total of 800.
9.	Davis, R. (2009). <a href="#">Human capacity within child welfare systems: The social work workforce in Africa</a> . Washington DC: Davis, R. for USAID <a href="http://ovcsupport.net/files/Human_Capacity_Within_Child_Welfare_Systems_The_Social_Work_Workforce_in_Africa_1.pdf">http://ovcsupport.net/files/Human_Capacity_Within_Child_Welfare_Systems_The_Social_Work_Workforce_in_Africa_1.pdf</a>  Cited 4 X	Africa SWWF definition Desktop study  Indigenous knowledge  Social work education	There exists a historically rich social work profession in Africa that was built on a community ideology and focused on meeting the needs of vulnerable children and families, especially those living in poverty. The loss of community in social work methods, the lack of indigenous knowledge and the underdevelopment of the profession, and the need to build the capacity of child welfare and social work education systems in Africa are consistent themes in this analysis.
10.	Save the Children and Linksbridge, SPC (2015). <a href="#">Child Protection in Emergencies capacity building: Mapping and market analysis</a> .  <a href="http://www.socialserviceworkforce.org/system/files/resource/files/Child%20Protection%20in%20Emergencies%20Capacity%20Building%20-%20Mapping%20and%20Market%20Analysis.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/Child%20Protection%20in%20Emergencies%20Capacity%20Building%20-%20Mapping%20and%20Market%20Analysis.pdf</a>	Workforce mapping  Market analysis  Emergency  CPIE  Estimating WF need  Capacity building options	The CPIE Mapping and Market Analysis recommendations are built on three research activities using document review, expert interviews, online survey and data set developments. • An analysis of the organizational capacity and gaps of the CPIE sector, • A mapping exercise to determine the universe of capacity building providers relevant to child protection in emergencies, • An assessment of current practitioner market demand for different forms of capacity building services Emphasizes the need to collective, centralized database of practitioners and assessment and mapping See p. 9 for the formula for estimating need for workforce; see p. 8 for capacity building options.
11.	United Republic of Tanzania (2012). <a href="#">Assessment of the social welfare workforce in Tanzania</a> . Dodoma, Tanzania: Department of Social Welfare.  <a href="http://www.socialserviceworkforce.org/system/files/resource/files/Assessment%20of%20the%20Social%20Welfare%20Workforce%20in%20Tanzania.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/Assessment%20of%20the%20Social%20Welfare%20Workforce%20in%20Tanzania.pdf</a>	Tanzania Assessment Planning WF  Legislative framework  Knowledge of policy	The assessment sought to gather demographic information of social welfare workers currently working in Tanzania, document the social welfare services being provided by social welfare institutions/agencies, and provide a profile of social welfare workers, their expected roles and activities. There is a solid policy and legislative framework for social welfare services in Tanzania, but the majority of social welfare workers have a lack of knowledge of this framework. There is gap between these policies and their implementation. In addition there is a lack of funding and most social welfare workers express a need for further training.

12.	Republic of Kenya (2011). <a href="#">The framework for the National Child Protection System for Kenya</a> . Nairobi, Kenya: The National Council for Children's Services. <a href="http://www.socialserviceworkforce.org/system/files/resource/files/The%20Framework%20for%20the%20National%20Child%20Protection%20System%20for%20Kenya.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/The%20Framework%20for%20the%20National%20Child%20Protection%20System%20for%20Kenya.pdf</a>	Kenya CP sys framework  Coordination  Engaging partners  Roles Responsibilities Standards in child protection Integrated approach	This framework seeks to promote linkages between different actors and provide coordinated intervention and responses through a statutory mechanism. A more integrated approach to child protection and drive improvements across all systems and all jurisdictions. The framework also provides a mechanism for engaging partners, including non-state actors, children, and the broader community at the national level. The framework defines clearly the roles and responsibilities of each level of government and its partners as they jointly undertake activities to safeguard the rights and welfare of children. The framework also helps create standards in child protection. It will guarantee the provision of immediate and effective protection services. It provides for a holistic and integrated approach that enhances networking and collaboration among various stakeholders.
13.	Munoz-Guzmán, C., Fischer, C., Chia, E., & LaBrenz, C. (2015). <a href="#">Child welfare in Chile: Learning from international experiences to improve family interventions</a> . <i>Social Sciences</i> . 4(1) 219-238. DOI: doi:10.3390/socsci4010219 <a href="http://www.mdpi.com/2076-0760/4/1/219">http://www.mdpi.com/2076-0760/4/1/219</a>	Chile Strategy for alternative care reform  Policy/Law Professional specialization	This paper offers strategic guidelines to improve alternative care for Chilean children younger than six years of age, who are under protective measures. Findings refer to a structural need for reforming social services for Chilean children. Such reform should involve appropriate legislation to guarantee the rights of children and families; a substantial budgetary review leading to an increase in spending; and boosting professional specialization; and raising the capacity for offering integrated services.
14.	Wiat, L., Church, J., Darrah, J., Ray, L., Magill-Evans, J., & Andersen, J. (2010). <a href="#">Cross-ministerial collaboration related to paediatric rehabilitation for children with disabilities and their families in one Canadian province</a> . <i>Health &amp; social care in the community</i> , 18(4), 378-388.	Canada Inter-ministerial coordination	Qualitative study using Hall's framework for key informant interviews. Fundamental ideological and structural differences were apparent across the three ministries that affected the ease of inter-ministerial collaboration towards ensuring continuity of care for children with disabilities. Variations in ideas (philosophy and values) and institutions (geography and service delivery structure, relationships with regional governance, mission and function, choice of policy instruments and financial processes) are presented and implications for service delivery are explored.
15.	World Health Organization (2008). <a href="#">Task shifting: Rational redistribution of tasks among health workforce teams. Global recommendations and guidelines</a> . Geneva: WHO. <a href="file:///C:/Users/JRoby/Desktop/New%20folder/WHO-TaskShifting%202008.pdf">file:///C:/Users/JRoby/Desktop/New%20folder/WHO-TaskShifting%202008.pdf</a>	Task shifting Redistribution of tasks Country studies in task shifting	Task shifting is already being implemented as a pragmatic response to health workforce shortages to various degrees in a number of countries, and there is extensive evidence in the literature that some forms of task shifting have been adopted informally in response to human resource needs throughout history. These 22 recommendations and guidelines aim to promote a formal framework that can support task shifting as a national strategy for organizing the health workforce. See Annex A for country studies
16.	Shumbusho, F., van Griensven, J., Lowrance, D., Turate, I., Weaver, M. A., Price, J., & Binagwaho, A. (2009). <a href="#">Task shifting for scale-up of HIV care: evaluation of nurse-centered antiretroviral treatment at rural health centers in Rwanda</a> . <i>PLoS Med</i> , 6(10), e1000163.	Outcome evaluation  Medical  Task shifting	In rural Rwanda, a study (n=1,076) found that trained nurses correctly prescribed antiretroviral medication in all cases, and the survival and adherence rates were similar to patients being seen by doctors only. The conclusion was that nurses can effectively and safely prescribe ART when given adequate training, mentoring and support

	<a href="http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1000163">http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1000163</a>		
	Cited 114 X		
17.	Murray, L. K., Familiar, I., Skavenski, S., Jere, E., Cohen, J., Imasiku, M., ... & Bolton, P. (2013). <a href="#">An evaluation of trauma focused cognitive behavioral therapy for children in Zambia</a> . <i>Child Abuse &amp; Neglect</i> , 37(12), 1175-1185.	Zambia  Task shifting Lay counselors Volunteer care workers	As part of ongoing CRS programming, voluntary care-workers administered locally validated assessments to identify children who met criteria for moderate to severe trauma symptomatology. Local lay counselors implemented TF-CBT with identified families, while participating in ongoing supervision. Fifty-eight children and adolescents aged 5–18 completed the TF-CBT treatment, with pre- and post-assessments (N=58) Post assessments showed significant reductions in severity of trauma symptoms ( $p<0.0001$ ), and severity of shame symptoms ( $p<0.0001$ ). A decrease in symptoms suggests that a controlled trial is warranted. Implementation factors monitored suggest that it is feasible to integrate and evaluate evidence-based mental health assessments and intervention into programmatic services run by an NGO in low/middle resource countries. Results also support the effectiveness of implementation strategies such as task shifting, and the apprenticeship model of training and supervision.
18.	Fairall, L., Bachmann, M. O., Lombard, C., Timmerman, V., Uebel, K., Zwarenstein, M., ... & Faris, G. (2012). <a href="#">Task shifting of antiretroviral treatment from doctors to primary-care nurses in South Africa (STRETCH): a pragmatic, parallel, cluster-randomised trial</a> . <i>The Lancet</i> , 380(9845), 889-898.  <a href="http://www.sciencedirect.com/science/article/pii/S0140673612607302">http://www.sciencedirect.com/science/article/pii/S0140673612607302</a>	Task shifting  HIV/AIDS  Medicine	Expansion of primary-care nurses' roles to include ART initiation and represcription can be done safely, and improve health outcomes and quality of care, but might not reduce time to ART or mortality.
	Cited 121X		
19.	Yan, M. C., & Gao, J. G. (2007). <a href="#">Social engineering of community building: Examination of policy process and characteristics of community construction in China</a> . <i>Community Development Journal</i> , 42(2), 222-236.	China Governance Social work profession	This article briefly introduces the history and major policies of a massive community construction project launched by the People's Republic of China in the mid-1980s. Based on a literature review and field observations, the authors highlight four characteristics of this project: muddling through chaos, top-down control, regulated participation, and community as functional establishment. It is argued that the goal of the project is not to recreate, in China, a Western model of civil society, but to restructure the existing urban administrative structure so that it can adapt to new social demands. By transforming the grassroots neighbourhood organization – the residents' committee – into a welfare provider, this project is expected to ease the state's welfare burden while maintaining its political control.

20.	Lewin, S., Glenton, C., Gulmezoglu, A. M., Lavis, J., & Alvarez, E. (2012). <a href="#">WHO recommendations. Optimizing health worker roles to improve access to key maternal and newborn health interventions through task shifting.</a> <a href="http://www.popline.org/node/562104">http://www.popline.org/node/562104</a>  Cited 44 X	Task shifting  Lay health workers	WHO recommendations for assessing and optimizing the maternal and newborn health care workforce, includes guidelines on task-shifting involving 'lay' health workers—CHWs, VHWs, etc. May be very relevant to our endeavor with this project in developing guidelines for community level child protection and social protection workers.
21.	Zahner, G.E.P., Pawelkiewicz, W., Defrancesco, J.J. & Adnopoz, J. (1992). <a href="#">Children's mental health service needs and utilization patterns in an urban community: An epidemiological assessment.</a> Journal of the American Academy of Child and Adolescent Psychiatry, 31 (5), 951-960.	USA  Children's mental health Assessment Planning	To assess children's mental health service needs and utilization patterns for a state planning effort, a cross-sectional survey that sampled 822 children aged 6 to 11 of a metropolitan center was conducted. Findings illustrate the importance of interagency collaboration and the need to consider reports of parents and teachers and different dimensions of psychopathology in future planning and research.
22.	Gamache, P. & Giard, J. (2004). <a href="#">Social service needs assessments: A national review.</a> Tampa, Florida: The Louis de la Parte Florida Mental Health Institute.  <a href="https://www.pinellascounty.org/humanservices/pdf/Needs_Assessments_review.pdf">https://www.pinellascounty.org/humanservices/pdf/Needs_Assessments_review.pdf</a>	Needs assessment review	Authors reviewed 28 needs assessments that matched their criteria for quality, innovation, and applicability to local needs (in Florida, USA). They provide a basic introduction to the needs assessment process that may be relevant and helpful in LMIC contexts. They also describe the process of utilizing the data from the needs assessment through informed decision making for service and workforce planning.
23.	Chow, J.C.C., & Peng, C. (2015). <a href="#">Community-needs assessment.</a> <i>Social Work</i> . DOI: 10.1093/OBO/9780195389678-0059  <a href="HTTP://WWW.OXFORDBIBLIOGRAPHIES.COM/VIEW/DOCUMENT/OBO-9780195389678/OBO-9780195389678-0059.XML">HTTP://WWW.OXFORDBIBLIOGRAPHIES.COM/VIEW/DOCUMENT/OBO-9780195389678/OBO-9780195389678-0059.XML</a>	Community needs assessment  Participatory assessment  Community assets	Community-needs assessment is a collaborative process that engages community stakeholders in determining the nature and extent both of needs and resources in a community. A community-needs assessment typically identifies and responds to a specific social problem or problems in a community. It elucidates the gaps in the existing service delivery system that need to be filled in order to address the problem. As part of the overall assessment, community-needs assessments may examine service access and availability, as well as service coordination between agencies. At the same time, the community-needs assessment identifies existing community assets and resources (e.g., skills, money, time, social cohesiveness, and other forms of social capital) that are available to address the problem.
24.	Carter, K.A. & Beaulieu, L.J. (1992). <a href="#">Conducting a community needs assessment: Primary data collection techniques.</a> Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, CD-27. <a href="https://commdev.org/files/1880_file_HE06000.pdf">https://commdev.org/files/1880_file_HE06000.pdf</a>	Florida, USA  Conducting needs assessment	Five major techniques for conducting needs assessments for social services are described, with key advantages and disadvantages. A combination of several techniques is recommended. This is a reader-friendly, step by step guide to needs assessment. Highly recommendable.

25.	<p>Hillier, A. (2007). <a href="#">Why social work needs mapping</a>. <i>Journal of Social Work Education</i>, 43(2), 205-222.</p>	<p>Mapping Research</p>	<p>Relative to other fields, social work has been slow to adopt geographic information systems (GIS) as a tool for research and practice. This paper argues that GIS can benefit social work by: (1) continuing and strengthening the social survey tradition; (2) providing a framework for understanding human behavior; (3) identifying community needs and assets; (4) improving the delivery of social services; and (5) empowering communities and traditionally disenfranchised groups. Examples from a social work course on GIS and published social work research help illustrate these points. The paper concludes by considering the ways that social work can contribute to the development of GIS.</p>
26.	<p>Rahman, S. U., &amp; Smith, D. K. (2000). <a href="#">Use of location-allocation models in health service development planning in developing nations</a>. <i>European Journal of Operational Research</i>, 123(3), 437-452.</p>		<p>There is considerable evidence that because of poor geographical accessibility, basic health care does not reach the majority of the population in developing nations. Despite the view that mathematical methods of locational analysis are too sophisticated for use in many of these nations, several studies have demonstrated the usefulness of such methods in the locational decision-making process. This paper reviews the use of location-allocation models in health service development planning in the developing nations. The purpose of this review is to examine the suitability of these methods for designing health care systems and their relevance to overall development problems in such countries.</p>
27.	<p>Williams, R. L., &amp; Yanoshik, K. (2001). <a href="#">Can you do a community assessment without talking to the community?</a> <i>Journal of Community Health</i>, 26(4), 233-247.</p> <p><a href="http://link.springer.com/article/10.1023/A:1010390610335#page-1">http://link.springer.com/article/10.1023/A:1010390610335#page-1</a></p>	<p>Participatory assessment Planning</p>	<p>A comparative study of health care professionals and community residents showed that their perspectives differed in the availability and adequacy of health care services. It is important to include both sets of informants to gather full complements of data for planning purposes.</p>
28.	<p>Harlow, E. (2004). <a href="#">Why don't women want to be social workers anymore? New managerialism, post-feminism, and the shortage of social workers in social services departments in England and Wales</a>. <i>European Journal of Social Work</i>, 7(2) 167-179. DOI: 10.1080/1369</p> <p><a href="http://www.tandfonline.com/doi/abs/10.1080/1369145042000237436?journalCode=ce sw20#.Vaah9iDD_cs">http://www.tandfonline.com/doi/abs/10.1080/1369145042000237436?journalCode=ce sw20#.Vaah9iDD_cs</a></p>	<p>England/Wales Women entering social work Post-feminist context Managerialism</p>	<p>This paper gives particular attention to the way in which new managerialism is contributing to the difficulties in retaining staff. The difficulties in recruiting staff are attributed not only to the low status that is afforded caring work in late modernity, but also the postfeminist context that provides women with new opportunities for paid work in the public sphere.</p>



29.	Brynjolfsson, E., Hitt, L. M., & Kim, H. H. (2011). <a href="http://www.a51.nl/storage/pdf/SSRN_id1819486.pdf">Strength in numbers: How does data-driven decision making affect firm performance?. Available at SSRN 1819486.</a>  <a href="http://www.a51.nl/storage/pdf/SSRN_id1819486.pdf">http://www.a51.nl/storage/pdf/SSRN_id1819486.pdf</a>  Cited 201X	Data driven system Improved performance	Study of 179 large publicly traded business firms found that firms that adopt DDD have output and productivity that is 5-6% higher than what would be expected given their other investments and information technology usage. Using instrumental variables methods, these effects do not appear to be due to reverse causality. Furthermore, the relationship between DDD and performance also appears in other performance measures such as asset utilization, return on equity and market value. Results provide some of the first large scale data on the direct connection between data-driven decision making and firm performance.
30.	Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). <a href="http://www.rand.org/pubs/occasional_papers/OP170.html">Making sense of data-driven decision making in education. Rand Occasional Paper.</a> <a href="http://www.rand.org/pubs/occasional_papers/OP170.html">http://www.rand.org/pubs/occasional_papers/OP170.html</a> .	Data-driven decision making in education	This paper uses RAND research to show how schools and districts are analyzing achievement test results and other types of data to make decisions to improve student success.
31.	Patel, L. (2005). Social Development. <i>OUP Catalogue</i> .	Social development Bottom-up strategy Developmental approach	The classic book on South Africa's national developmental approach to social service (and everything else). Shades of James Midgley reflected throughout the book.
32.	Braa, J., Hanseth, O., Heywood, A., Mohammed, W., & Shaw, V. (2007). <a href="http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?sid=6d03289e-3486-476d-b870-ee6782247d38%40sessionmgr105&amp;vid=0&amp;hid=121&amp;preview=false">Developing health information systems in developing countries: the flexible standards strategy. Mis Quarterly</a> , 381-402.  <a href="http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?sid=6d03289e-3486-476d-b870-ee6782247d38%40sessionmgr105&amp;vid=0&amp;hid=121&amp;preview=false">http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?sid=6d03289e-3486-476d-b870-ee6782247d38%40sessionmgr105&amp;vid=0&amp;hid=121&amp;preview=false</a>  Cited 283X	Information system  Standard terminology  Coordinated ICT	The article provides theoretical concepts to support standardization processes in complex health information systems, and to suggest an approach to implement health standards in developing country settings that is sensitive to the local context, allows change to occur through small steps, and provides a mechanism for scaling information systems.  A very practical article that translates into application.

33.	<p>Ebrahim, Z., &amp; Irani, Z. (2005). <a href="#">E-government adoption: architecture and barriers</a>. <i>Business process management journal</i>, 11(5), 589-611.</p> <p>Cited 581X</p>	<p>e-government ICT Barriers to data implementation</p>	<p>The paper provides architecture framework for e-government adoption that can help to guide IT managers recognise the technological and organisational requirements for e-government adoption in public sector organisations. The framework can also help the decision makers to set a vision statement and strategic action plan for future direction in the information technology age through identifying key elements and stages for action. The authors also identify and classify the perceived barriers that might complicate the implementation process of e-government projects. The awareness of these barriers is important for any e-government project since they will alert the e-government project team with any problems or challenges might be existed during the implementation process so they will be ready to overcome them.</p>
34.	<p>Gupta, B., Dasgupta, S., &amp; Gupta, A. (2008). <a href="#">Adoption of ICT in a government organization in a developing country: An empirical study</a>. <i>The Journal of Strategic Information Systems</i>, 17(2), 140-154.</p>	<p>e-government ICT Theory of acceptance Theory of use</p>	<p>eGovernment initiatives all over the world endeavor to integrate Information and Communication Technologies (ICT) to transform delivery of government services to their stakeholders by improving quality of services, accountability and efficiency. In this study we explore adoption of ICT to enhance government-to-employee interactions in a government organization in a developing country. We examine this adoption behavior by utilizing the Unified Theory of Acceptance and Use of Technology (UTAUT) that provides an integrative view of user acceptance. We found that performance and effort expectancy, social influence and facilitating conditions all positively impact the use of the ICT. We did not find a significant moderating effect of gender on these relationships.</p>
35.	<p>State of Alaska. (2008). <a href="#">Workforce planning: Desk reference and guide</a>. Juneau, AK: Department of Administration, Division of Personnel &amp; Labor Relations</p> <p><a href="http://ncwwi.org/files/Workforce_Development_Process/WorkforcePlanningDeskReferenceAndGuide_-_AK.pdf">http://ncwwi.org/files/Workforce_Development_Process/WorkforcePlanningDeskReferenceAndGuide_-_AK.pdf</a></p>	<p>Alsaka-US  WF planning strategies</p>	<p>The State of Alaska is facing significant challenges in recruiting and retaining a government workforce capable of delivering efficient, quality services to the state's citizens. The state anticipates significant increases in turnover, intensified competition for qualified employees, and fast-paced changes in how work is accomplished. Need to carefully prepare workforce plans and implement creative strategies to ensure necessary staff levels and competencies are in place to carry out agency missions.</p>
36.	<p>State of Georgia. (2012). <a href="#">2012 workforce planning guidelines</a>. Atlanta, GA</p> <p><a href="http://ncwwi.org/files/Workforce_Development_Process/WorkforcePlanningGuidelines_-_GA.pdf">http://ncwwi.org/files/Workforce_Development_Process/WorkforcePlanningGuidelines_-_GA.pdf</a></p>	<p>Georgia-US  Strategic WF planning</p>	<p>Forecasting, analyzing, evaluating, and developing/implementing the ssw. Guidelines for a systematic, proactive process, which aligns strategic planning, human capital, and budgeting to meet organizational goals</p>
37.	<p>State of California. (2008). <a href="#">Workforce planning model and guide</a>. Sacramento, CA: Lee, J.</p> <p><a href="http://ncwwi.org/files/Workforce_Development_Process/Workforce_Planning_Model_Guide.pdf">http://ncwwi.org/files/Workforce_Development_Process/Workforce_Planning_Model_Guide.pdf</a></p>	<p>California-US Strategic WF planning</p>	<p>State departments taking a strategic approach to workforce planning. Guidelines for a systematic, proactive process, which aligns strategic planning, human capital, and budgeting to meet organizational goals</p>

38.	<p><a href="#">HWSETA Sector Skills Plan Update 2014-2015 for the period 2015-2020.</a></p> <p><a href="http://www.hwseta.org.za/wp-content/uploads/2015/06/SSP_2014-2015_01.pdf">http://www.hwseta.org.za/wp-content/uploads/2015/06/SSP_2014-2015_01.pdf</a></p>	<p>South Africa</p> <p>Skills sector planning</p> <p>Higher education</p> <p>National skills development strategy</p> <p>Workforce planning</p>	<p>This annual Health and Welfare Sector Education and Training Authority (HWSETA) update describes current sector skills development needs initially set out in the HWSETA Five Year Sector Skills Plan. Its purpose is also to align sector based skills needs and programmes with socio-economic development priorities of government. The SSP meets the requirements set out by the Department of Higher Education and Training (DHET) in the National Skills Development Strategy (NSDS) III. It recognizes the recent need for multidisciplinary coordination and a more intense focus at the community level.</p>
39.	<p>Better Care Network and the Global Social Service Workforce Alliance. (2015). <a href="#">Working paper on the role of social service workforce development in care reform.</a> Washington, DC: IntraHealth International.</p> <p><a href="http://www.socialserviceworkforce.org/system/files/resource/files/The%20Role%20of%20Social%20Service%20Workforce%20Strengthening%20in%20Care%20Reforms_0.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/The%20Role%20of%20Social%20Service%20Workforce%20Strengthening%20in%20Care%20Reforms_0.pdf</a></p>	<p>Indonesia Moldova Rwanda</p> <p>SSWF strengthening for child care reform</p> <p>Key issues drawn from 3 countries</p>	<p>This working paper explores the topic of social service workforce strengthening as it relates to child care reform. It is intended to be a useful resource for reform efforts and a practical and accessible overview for use by policy-makers, practitioners, and service providers in contexts that are either considering the implications of care reforms for their social service workforce or are already engaged in the process. The paper illustrates key issues by drawing on the experiences of Indonesia, Moldova, and Rwanda, three countries in the process of reform.</p>
40.	<p>Cornes, M., Manthorpe, J., Huxley, P., &amp; Evans, S. (2007). <a href="#">Developing wider workforce regulation in England: Lessons from education, social work, and social care.</a> Journal of Interprofessional Care. 21(3). 241-250. DOI: 10.1080/13561820701243516 <a href="http://informahealthcare.com/doi/abs/10.1080/13561820701243516">http://informahealthcare.com/doi/abs/10.1080/13561820701243516</a></p>	<p>England</p> <p>Integrated SW and social care</p> <p>WF regulation for integrated work</p>	<p>This paper draws on the findings of a review of regulation of professionally qualified teachers, social workers and other staff in social care. It charts the process of developing and implementing both professional and wider workforce regulation in England, focusing on the implications for generic and integrated working and the development of cross-professional procedures for the protection of vulnerable adults and children from abuse. There are many uncertainties about how best to develop workforce regulation especially when integrated working is a policy goal. In light of the paucity of evidence of outcomes and benefits for improved practice and the protection of the public, there is a need for research to address this complex arena.</p>
41.	<p>Searle, R. H. &amp; Patent, V. (2012). <a href="#">Recruitment, retention, and the role slumping in child protection: The evaluation of in-service training initiatives.</a> British Journal of Social Work 43(6) 1111-1129. DOI: 10.1093/bjsw/bcs043</p> <p><a href="http://bjsw.oxfordjournals.org/content/43/6/1111.short">http://bjsw.oxfordjournals.org/content/43/6/1111.short</a></p>	<p>UK</p> <ul style="list-style-type: none"> <li>-Recruitment</li> <li>-Retention</li> <li>-Turnover</li> </ul>	<p>In response to endemic recruitment and retention problems within social work, the West London Social Work Alliance devised an ambitious initiative across eight local authorities creating a career pathway for child and family social workers through to front line team manager level. The article reports on the impact and effectiveness of two programmes which addressed 'role slumping' and reveals an array of tangible benefits for individuals and employers, but raises concern about the potential longevity of these benefits. The programme needed ongoing engagement and communication with managers and those new to the organisation concerning the programme's content and there was no concurrent attention towards organisational push factors, which also contribute to staff turnover.</p>

42.	<p>USAID (2013). MEASURE Evaluation. n.d. <a href="#">Measuring the strength of national social service Systems</a>.</p> <p><a href="http://www.cpc.unc.edu/measure/our-work/ovc/measuring-the-strength-of-national-social-service-systems">http://www.cpc.unc.edu/measure/our-work/ovc/measuring-the-strength-of-national-social-service-systems</a></p>	<p>Global, LMIC</p> <p>Indicators</p> <p>Strengthen social service system</p>	<p>Provides 32 indicators for measuring the strengths of social service systems, of which 9 are directly applicable to the workforce</p>
43.	<p>Bunkers, K., Bess, A., Collins, A., McCaffery, J. &amp; Mendenhall, M. (2014). <a href="#">The composition of the social service workforce in HIV/AIDS affected contexts</a>. Washington, DC: Capacity Plus/IntraHealth International.</p>	<p>WF cadres</p> <p>HIV/AIDS contexts</p>	<p>Surveys SSWF in HIV/AIDS contexts—cadres, roles, structures, connections</p>
44.	<p>Hailu, D. (2014). <a href="#">The development and management of social workers in Ethiopia: A situational analysis</a>. <i>International Journal of Social Welfare</i>, 23(4), 392-401.</p> <p><a href="http://content.ebscohost.com.eri.lib.byu.edu/ContentServer.asp?EbscoContent=dGJyMNxb4kSep7E4v%2BbwOLCmr06epq9Srqi4S7KWxWXS&amp;ContentCustomer=dGJyMPGuskyurK5luePfgex43zx1%2B6B&amp;T=P&amp;P=AN&amp;S=L&amp;D=aph&amp;K=98561262">http://content.ebscohost.com.eri.lib.byu.edu/ContentServer.asp?EbscoContent=dGJyMNxb4kSep7E4v%2BbwOLCmr06epq9Srqi4S7KWxWXS&amp;ContentCustomer=dGJyMPGuskyurK5luePfgex43zx1%2B6B&amp;T=P&amp;P=AN&amp;S=L&amp;D=aph&amp;K=98561262</a></p>	<p>International norms</p> <p>Social protection policy</p> <p>Planning</p>	<p>Social protection has become a policy of choice to address rising vulnerabilities and inequalities in Africa. Successful implementation of social protection policies requires proliferation of competent social workers. This article first abstracts elements of an emerging international norm in a comprehensive system for the development and management of social workers and then reviews the extent to which Ethiopia has introduced these elements. It reveals that Ethiopia is in a very early stage in putting in place almost all identified elements of such a system. Recent measures that the Ethiopian government is taking to address this gap are highlighted by way of conclusion.</p>
45.	<p><a href="#">Building a safe, confident future - The final report of the Social Work Task Force</a></p> <p><a href="http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationdetail/page1/dcsf-01114-2009">http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationdetail/page1/dcsf-01114-2009</a></p>	<p>UK</p> <p>General and specialized SW education</p> <p>Reform of profession</p>	<p>Comprehensive review of frontline social work practice and recommendations for improvement and reform of the profession, across adult and children's services. Sets out 15 recommendations for improving and reforming social work. The recommendations are intended to support a continuing single profession. They are designed to enable social workers to benefit from high quality education and training in responding to both the needs of children and adults, but also to develop specialist skills early in and over the full course of their careers.</p>
46.	<p>Zimbabwe Department of Social Services. (2010). <a href="#">Institutional capacity assessment: Department of social services</a>, Ministry of labour and social services. Oxford, UK: Wyatt, A., Mupedziswa, R. &amp; Rayment, C.</p> <p><a href="http://www.socialserviceworkforce.org/system/files/resource/files/DSS%20Capacity%20Assessment_Final_MoLSS%20Approved_1.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/DSS%20Capacity%20Assessment_Final_MoLSS%20Approved_1.pdf</a></p>	<p>Zimbabwe</p> <p>WF shortage</p> <p>Brain drain</p>	<p>This report provides data to show that Zimbabwe is in crisis in terms of ratio of social service workers to children and offers ideas for both short and long-term interventions to improve the situation.</p>

47.	Heslop, L., Power, R., & Cranwell, K. (2014). <a href="#">Building workforce capacity for complex care coordination: A functional analysis of workflow activity</a> . Human Resources and Health. DOI: 10.1186/1478-4491-12-52.  <a href="http://www.ncbi.nlm.nih.gov/pubmed/25216695">http://www.ncbi.nlm.nih.gov/pubmed/25216695</a>	Australia Medicine -Care coordination -Care domains -Work flow -Workforce practice redesign	Care coordinators spent more time (70.9%) on direct care than indirect care (29.1%). Domains of direct care that occupied the most time relative to the 38 direct care functions were 'Assessment' (14.1%), 'Documentation' (13.9%), 'Travel time' (6.3%), and 'Accepting/discussing referral' (5.7%). 'Administration' formed a large component of indirect care functions (14.8%), followed by 'Travel' (12.4%). Sub-analyses of direct care by domains revealed that a group of designated 'core care coordination functions' contributed to 40.6% of direct care functions. The modelling of care coordination functions and the descriptions of workflow activity support local development of care coordination capacity and workforce capability through extensive practice redesigns.
48.	Manthorpe, J. Martineau, S., Moriarty, J., Hussein, S., Stevens, M. (2010). <a href="#">Support workers in social care in England: A scoping study</a> . Health and Social Care. DOI: 10.1111/j.1365-2524.2010.00910.x  <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2524.2010.00910.x/abstract;jsessionid=CC2B36470B663943E065D12A92D5048B.f01t04?deniedAccessCustomisedMessage=&amp;userIsAuthenticated=false">http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2524.2010.00910.x/abstract;jsessionid=CC2B36470B663943E065D12A92D5048B.f01t04?deniedAccessCustomisedMessage=&amp;userIsAuthenticated=false</a>	UK Scoping study -Role of child protection workers -training -job satisfaction -accountability	The studies identified were predominantly small-scale qualitative projects which considered issues such as role clarity, training and pay, worker satisfaction, service user views and the amount of time support workers are able to spend with service users compared to other staff. The review concluded that the research base lacks longitudinal studies, there is definitional confusion and imprecision, and there is limited evidence about employment terms and conditions for support workers or about their accountability and performance. The desirability and value of training and how it is resourced need further analysis. It is concluded that moves to self-directed support or personalisation and the increased reliance on and use of support workers, in the form of personal assistants, call for closer scrutiny of the role.
49.	Lonne, B., Harries, M., & Lantz, S. (2012). <a href="#">Workforce development: A pathway to reforming child protection systems in Australia</a> . The British Journal of Social Work. 45(4) DOI: 10.1093/bjsw/bcs064  <a href="http://bjsw.oxfordjournals.org/content/early/2012/05/22/bjsw.bcs064">http://bjsw.oxfordjournals.org/content/early/2012/05/22/bjsw.bcs064</a>	Australia -Child protection system reform Workforce development -Retention	This paper highlights many of the problems experienced by people working in and for child protection services in Australia and advocates for urgent reform. To build more sustainable and high-quality child protection services, they argue, workforce development must be central to institutional and organisational reform. In order to achieve necessary change, improve workforce retention and the quality of work, we posit that workforce development strategies must include the reconceptualisation of underpinning ideologies and current approaches practice.
50.	National Child Welfare Workforce Institute. (2013). <a href="#">A comprehensive workforce strategy to advance child welfare outcomes</a> . Albany, NY: Dickinson, N.S.  <a href="http://ncwwi.org/files/Comprehensive_Workforce_Strategy_FINAL_DRAFT.pdf">http://ncwwi.org/files/Comprehensive_Workforce_Strategy_FINAL_DRAFT.pdf</a>	U.S.  Planning Developing Supporting  Salaries	A compilation of the most pressing child welfare workforce issues workers face and recommended strategies for developing the child welfare workforce of the future. While the child welfare workforce workgroup was charged with identifying pressing gap-closing workforce issues and strategies, it is important to show the planning process that agencies should use to determine which of the following strategies will advance their mission and help meet future organizational goals of serving children, youth and families.
51.	American Public Human Services Association. (2012). <a href="#">Building workforce capacity through a child welfare practice model: Lessons from the field</a> .	U.S. WF capacity CP vision model	A case study highlighting agencies that have been able to align and connect their child welfare practice model to building the workforce capacity to achieve the desired outcomes of the model, using it as a guide and foundation of practice in the critical areas across their

	Washington, DC: Rubin, J. <a href="http://ncwwi.org/files/Workforce_Development_Process/Build-Workforce-Capacity-ChildWelfare-Practice-Model-Lessons.pdf">http://ncwwi.org/files/Workforce_Development_Process/Build-Workforce-Capacity-ChildWelfare-Practice-Model-Lessons.pdf</a>		organization. Building the capacity of the child welfare workforce is a crucial task for achieving desired outcomes. This task becomes much clearer in purpose and scope when connected to achieving the vision of a child welfare practice model.
52.	Gao, J. G. & Yan, M. C. (2015). <a href="#">Social work in the making: The state and social work development in China</a> . International Journal of Social Welfare. 24(1) 93-101. DOI: 10.1111/ijsw.12089 <a href="http://onlinelibrary.wiley.com/doi/10.1111/ijsw.12089/abstract">http://onlinelibrary.wiley.com/doi/10.1111/ijsw.12089/abstract</a>	China Governance Policies State intervention Planning  -Development of social work profession -SW profession mediates between gov't and civil society	The instrumental role of government in the development of social work in China has led to questions about its political function. So far, little has been reported on how the government has "made" social work in China. To fill this gap, authors first provide a brief chronological review of major policies and activities of the Chinese government in its making of social work in China. The state's intervention has indeed been massive and crucial although, politically, it may limit the mandate of social work in China. Yet, we argue that the development of the social work profession in China is generating institutional space for the emerging civil society to take a more active role in welfare service delivery. Situated and mediating between the state and the emerging civil society, the social work profession in China will need to constantly negotiate its mandate to meet the needs of both sides.
53.	Gupta, A. & Blewett, J. (2007). <a href="#">Change for children? The challenges and opportunities for the children's social work workforce</a> . Child and Family Social Work. 12(2) 172-181. DOI: 10.1111/j.1365-2206.2006.00469.x <a href="http://www.researchgate.net/publication/227691519_Change_for_children_The_challenges_and_opportunities_for_the_childrens_social_work_workforce">http://www.researchgate.net/publication/227691519_Change_for_children_The_challenges_and_opportunities_for_the_childrens_social_work_workforce</a>	UK  Governance in recruitment, retention  Audit/Assess performance  Relationship-based SW	The UK government is seeking to create a more coherent, seamless configuration of services, with a view to securing improved outcomes for all children. However, there is a current crisis in the recruitment and retention of a range of child welfare professionals, including children's social workers, which must be addressed in order for this ambitious agenda to be achieved. This paper discusses the findings of a series of focus group discussions with social workers undertaking the London Post Qualifying Child Care Award in response to the Children's Workforce Strategy consultation process. These findings are then analysed within the context of the wider literature on social work practice and workforce development. It is argued that central to the debate on how to sustain a competent and stable social work workforce should be consideration of the consequences of initiatives to audit and assess performance; the promotion of relationship-based social work; and the wider role of social work in preventative and protective services for children.
54.	Erbes, K. (2009). <a href="#">Child welfare social worker recruitment and retention: Influential factors and promising practices</a> . Southern Area Consortium of Human Services.  Cited 2 X	U.S. Summary of studies on Selection, hiring, retention of WF  Readiness	Summarizes numerous studies and literature from across the nation on the various factors that impact the readiness and retention levels of new child welfare social workers. Strategies for selective screening and hiring of the most qualified child welfare workers are outlined in the report. The importance of hiring the "right person," by giving a realistic portrayal of the job during initial interviews so that candidates can self-select out of hiring process has been shown to notably improve job retention and job satisfaction in occupations like Child Welfare Services.
55.	Munro, E. (2005). <a href="#">Improving practice: Child protection as a systems problem</a> . Children and Youth Services Review. 27(4) 375-	UK  Correcting system	This paper argues for treating the task of improving the child protection services as a systems problem, and for adopting the system-focused approach to investigating errors that has been developed in areas of

	391. <a href="http://eprints.lse.ac.uk/359/">http://eprints.lse.ac.uk/359/</a>	errors, System-focused inquiry	medicine and engineering where safety is a high priority. It outlines how this approach differs from the traditional way of examining errors and how it leads to different types of solutions. Traditional inquiries tend to stop once human error has been found whereas a systems approach treats human error as the starting point and examines the whole context in which the operator was working to see how this impacted on their ability to perform well. The article outlines some factors that seem particularly problematic and worthy of closer analysis in current child protection services.
56.	Munro, E. (2011). <a href="http://eprints.lse.ac.uk/47475/">The Munro review of child protection: final report, a child-centred system.</a> <a href="http://eprints.lse.ac.uk/47475/">http://eprints.lse.ac.uk/47475/</a>	UK CP system reform  Governance Central/local	In Part One of the Munro Review set out the approach and features of the child protection system that needed exploring in detail. This second part and final report sets out recommendations to reform the child protection system, specifically from being over-bureaucratized and concerned with compliance to one that keeps a focus on children
57.	American Public Human Services Association. (2012). <a href="http://ncwwi.org/files/Workforce_Development_Process/Build-Workforce-Capacity-ChildWelfare-Practice-Model-Lessons.pdf">Building workforce capacity through a child welfare practice model: Lessons from the field.</a> Washington, DC: Rubin, J. <a href="http://ncwwi.org/files/Workforce_Development_Process/Build-Workforce-Capacity-ChildWelfare-Practice-Model-Lessons.pdf">http://ncwwi.org/files/Workforce_Development_Process/Build-Workforce-Capacity-ChildWelfare-Practice-Model-Lessons.pdf</a>	U.S. Linking CP practice model to building WF capacity  Practice model	Highlighting agencies that have been able to align and connect their child welfare practice model to building the workforce capacity to achieve the desired outcomes of the model, using it as a guide and foundation of practice in the critical areas across their organization. Building the capacity of the child welfare workforce is a crucial task for achieving desired outcomes. This task becomes much clearer in purpose and scope when connected to achieving the vision of a child welfare practice model.
58.	Social Work Policy Institute  <a href="http://www.socialworkpolicy.org/research/child-welfare-2.html">Child welfare: Addressing the Recruitment and retention dilemma.</a>  Retrieved 25 March, 2016 from <a href="http://www.socialworkpolicy.org/research/child-welfare-2.html">http://www.socialworkpolicy.org/research/child-welfare-2.html</a>	Recruitment and retention of CPS workers  Research resources	Social work professionals continue to play key roles in child welfare direct practice, supervision, administration, research, training, and program and policy development. However, despite the long history of connections between social work and child welfare, child welfare agencies have difficulty in recruiting and retaining qualified staff. This is due to high caseloads, poor working conditions, limited resources, low salaries, declassified positions, policy and values confusion, no clear career path, and lack of quality supervision. Furthermore, the expanding opportunities for professional social workers in a variety of practice areas, combined with the difficulty of working in child welfare, often leads social workers toward other fields of practice.
59.	Falk, D. (2015). <a href="http://www.tandfonline.com/doi/full/10.1080/10437797.2015.1072410">Alumni of a BSW-level specialized Title IV-E program voice their experiences in the workplace.</a> Journal of Social Work Education 52 (supp. 2), 173-194. DOI 10.1080/10437797.2015.1072410  <a href="http://www.tandfonline.com/doi/full/10.1080/10437797.2015.1072410">http://www.tandfonline.com/doi/full/10.1080/10437797.2015.1072410</a>	Specialized child welfare training  University-agency partnership  workforce planning  workforce developing	This study surveyed 289 alumni of a specialized Title IV-E program that prepares undergraduate social work students for careers in public child welfare, examining factors such as turnover rates, adherence to strengths-based practice principles, perceptions of work conditions, and intent to stay. Findings indicate that graduates of this program were less likely than other caseworkers to leave their positions. Most maintained adherence to strengths-based practice principles, reported satisfaction with the work, felt supported by colleagues, and intended to stay in the field of child welfare.
60.	Graef, M.I., Potter, M.E., & Rohde, T.L. (n.d.)	WF selection Agency and WF fit	Main objective as I/O psychologists working with a child welfare agency is to develop strategies for optimizing the fit between the needs of child

	<p><a href="#">Continuing Innovations in CPS Staff Recruitment and Selection: Results of a Statewide Test Validation Study</a></p> <p><a href="https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fncwwi.org%2Ffiles%2FRecruitment_Screening_Selection%2FContinuing_Innovations_in_CPS_Staff_R_S.doc">https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fncwwi.org%2Ffiles%2FRecruitment_Screening_Selection%2FContinuing_Innovations_in_CPS_Staff_R_S.doc</a></p>	<p>Supervision</p> <p>Performance ratings</p>	<p>welfare job applicants and the organization; that is, to identify candidates most likely to be satisfactory job performers and least likely to leave the organization. Results of the study showed that each of the dimensions of supervisory performance ratings could be predicted by at least one of the personality or cognitive skills measures. In addition, the length of CPS staff tenure with the agency was predicted by cognitive ability. However, neither the personality nor cognitive skills measures used in this study were predictive of turnover.</p>
61.	<p>Hillier, A. (2007). <a href="#">Why social work needs mapping</a>. <i>Journal of Social Work Education</i>, 43(2), 205-222.</p> <p><a href="http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=0472cd5a-279c-4756-baf6-284fd4bc1681%40sessionmgr4004&amp;vid=1&amp;hid=4114">http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=0472cd5a-279c-4756-baf6-284fd4bc1681%40sessionmgr4004&amp;vid=1&amp;hid=4114</a></p> <p>Cited 57x</p>	<p>US</p> <p>Geographic info systems</p> <p>Mapping</p> <p>Use in SW</p>	<p>Relative to other fields, social work has been slow to adopt geographic information systems (GIS) as a tool for research and practice. This paper argues that GIS can benefit social work by: (1) continuing and strengthening the social survey tradition; (2) providing a framework for understanding human behavior; (3) identifying community needs and assets; (4) improving the delivery of social services; and (5) empowering communities and traditionally disenfranchised groups. Examples from a social work course on GIS and published social work research help illustrate these points. The paper concludes by considering the ways that social work can contribute to the development of GIS.</p>
62.	<p>Rahman, S. U., &amp; Smith, D. K. (2000). <a href="#">Use of location-allocation models in health service development planning in developing nations</a>. <i>European Journal of Operational Research</i>, 123(3), 437-452.</p> <p>Cited 203x</p>	<p>LMICs</p> <p>-Geographical accessibility</p> <p>-Location-Allocation model in planning WF</p> <p>-Mathematical method of location analysis</p>	<p>There is considerable evidence that because of poor geographical accessibility, basic health care does not reach the majority of the population in developing nations. Despite the view that mathematical methods of locational analysis are too sophisticated for use in many of these nations, several studies have demonstrated the usefulness of such methods in the locational decision-making process. This paper reviews the use of location-allocation models in health service development planning in the developing nations. The purpose of this review is to examine the suitability of these methods for designing health care systems and their relevance to overall development problems in such countries.</p>
63.	<p>Faguet, J. P. (2004). <a href="#">Does decentralization increase government responsiveness to local needs?: Evidence from Bolivia</a>. <i>Journal of public economics</i>, 88(3), 867-893.</p> <p>Cited 526x</p>	<p>Bolivia</p> <p>Decentralization</p> <p>Investment in WF</p> <p>Local gov't ethics</p> <p>Corruption</p>	<p>This paper examines whether decentralization increases the responsiveness of public investment to local needs using a unique database from Bolivia. Empirical tests show that investment patterns in human capital and social services changed significantly after decentralization. These changes are strongly and positively related to objective indicators of need. Nationally, these changes were driven by the smallest, poorest municipalities investing devolved funds in their highest-priority projects. The findings contradict common claims that local government is too corrupt, institutionally weak, or prone to interest-group capture to improve upon central government's allocation of public resources.</p>
64.	<p>Scannapieco, M., &amp; Connell-Corrick, K. (2003). <a href="#">Do collaborations with schools of</a></p>	<p>U.S.</p> <p>Title IV</p>	<p>Opportunities provided in a number of significant public policies allow schools of social work to be eligible to receive Title IV-E funding for</p>



	<p>social work make a difference for the field of child welfare? Practice, retention and curriculum. <i>Journal of Human Behavior in the Social Environment</i>, 7(1-2), 35-51.</p>	<p>Child welfare Evaluation</p>	<p>professional development of child welfare workers. Today, hundreds of these partnerships throughout the country (Zlotnik, 1997) are spending millions of federal dollars to professionally educate Bachelor of Social Work and Master of Social Work students for careers in child welfare. Unfortunately, there is not a corresponding proliferation of evaluation research to measure the effectiveness of these partnerships. This article provides a comprehensive description and evaluation of a partnership between a school of social work and a state department of child protective services.</p>
65.	<p>Dussault, G., &amp; Franceschini, M. C. (2006). <a href="#">Not enough there, too many here: understanding geographical imbalances in the distribution of the health workforce</a>. <i>Human resources for health</i>, 4(1), 12.</p> <p>Cited 342x</p>	<p>Global Review of:  -Geographical access determinants  -Strategic development</p>	<p>This paper focuses on the geographical dimension of access and on one of its critical determinants: the availability of qualified personnel. The objective of this paper is to offer a better understanding of the determinants of geographical imbalances in the distribution of health personnel, and to identify and assess the strategies developed to correct them. It reviews the recent literature on determinants, barriers and the effects of strategies that attempted to correct geographical imbalances, with a focus on empirical studies from developing and developed countries. An analysis of determinants of success and failures of strategies implemented, and a summary of lessons learnt, is included.</p>
66.	<p>Fritzen, S. A. (2007). <a href="#">Strategic management of the health workforce in developing countries: what have we learned?</a>. <i>Human resources for health</i>,5(1), 4.</p> <p>Cited 71X</p>	<p>LMICs  Lessons relating to strategic WF planning  Dynamics in WF management  Policy reforms</p>	<p>The dynamic interconnections between human resource issues and health system effectiveness have come into sharper focus. This paper reviews lessons relating to strategic management challenges emerging from the growing literature in this area. Viewing workforce issues strategically forces health authorities to confront the yawning gaps between policy and implementation in many developing countries. Lessons emerge in four areas: balance in workforce structure, difficulty of central-level steering of the health workforce, work capacity and motivation, and human resource management. The paper identifies a number of current lines of productive research, focusing on the relationship between health policy reforms and the local institutional environments in which the workforce, both public and private, is deployed.</p>

67.	<p>Siddiqi, S., Masud, T. I., Nishtar, S., Peters, D. H., Sabri, B., Bile, K. M., &amp; Jama, M. A. (2009). <a href="#">Framework for assessing governance of the health system in developing countries: gateway to good governance</a>. <i>Health policy</i>, 90(1), 13-25.</p> <p>Cited 140x</p>	<p>Global Pakistan in focus</p> <p>Governance assessment of system</p> <p>Diagnostic tool developed from four models</p>	<p>A framework for assessing health system governance (HSG) at national and sub-national levels is presented, which has been applied in countries of the Eastern Mediterranean. The framework permits 'diagnoses of the ills' in HSG at the policy and operational levels and points to interventions for its improvement. In developing the HSG framework key issues considered included the role of the state vs. the market; role of the ministries of health vs. other state ministries; role of actors in governance; static vs. dynamic health systems; and health reform vs. human rights-based approach to health. Four existing frameworks were considered: World Health Organization's (WHO) domains of stewardship; Pan American Health Organization's (PAHO) essential public health functions; World Bank's six basic aspects of governance; and United Nations Development Programme (UNDP) principles of good governance. The proposed framework includes 10 principles.</p>
68.	<p>Franco, L. M., Bennett, S., &amp; Kanfer, R. (2002). <a href="#">Health sector reform and public sector health worker motivation: a conceptual framework</a>. <i>Social science &amp; medicine</i>, 54(8), 1255-1266.</p> <p><a href="https://www.researchgate.net/profile/Ruth_Kanfer/publication/9019568_Determinants_and_Consequences_of_Health_Worker_Motivation_in_Hospitals_in_Jordan_and_Georgia/links/00463535722855d386000000.pdf">https://www.researchgate.net/profile/Ruth_Kanfer/publication/9019568_Determinants_and_Consequences_of_Health_Worker_Motivation_in_Hospitals_in_Jordan_and_Georgia/links/00463535722855d386000000.pdf</a></p> <p>Cited 403X</p>	<p>System reform</p> <p>Worker motivation</p> <p>Cultural values</p> <p>leadership</p>	<p>This paper discusses the many layers of influences upon health worker motivation: the internal individual-level determinants, determinants that operate at organizational (work context) level, and determinants stemming from interactions with the broader societal culture. Worker motivation will be affected by health sector reforms which potentially affect organizational culture, reporting structures, human resource management, channels of accountability, types of interactions with clients and communities, etc. The conceptual model described in this paper clarifies ways in which worker motivation is influenced and how health sector reform can positively affect worker motivation. Among others, health sector policy makers can better facilitate goal congruence (between workers and the organizations they work for) and improved worker motivation by considering the following in their design and implementation of health sector reforms: addressing multiple channels for worker motivation, recognizing the importance of communication and leadership for reforms, identifying organizational and cultural values that might facilitate or impede implementation of reforms, and understanding that reforms may have differential impacts on various cadres of health workers.</p>
69.	<p>Munga, M. A., Songstad, N. G., Blystad, A., &amp; Mæstad, O. (2009). <a href="#">The decentralisation-centralisation dilemma: recruitment and distribution of health workers in remote districts of Tanzania</a>. <i>BMC international health and human rights</i>, 9(1), 9.</p> <p>Cited 40x</p>	<p>Recruitment Decentralization Retention</p>	<p>This qualitative exploratory study shows that recruitment of health workers under a decentralised arrangement has not only been characterised by complex bureaucratic procedures, but by severe delays and sometimes failure to get the required health workers. The study also revealed that recruitment of highly skilled health workers under decentralised arrangements may be both very difficult and expensive. Decentralised recruitment was perceived to be more effective in improving retention of the lower cadre health workers within the districts. In contrast, the centralised arrangement was perceived to be more effective both in recruiting qualified staff and balancing their distribution</p>

			across districts, but poor in ensuring the retention of employees.
70.	Uganda Ministry of Gender, Labour and Social Development. 2011. <a href="#">Strengthening human resources and financing for child care and protection services</a> . Kampala, Uganda: Uganda Ministry of Gender, Labour and Social Development.	Uganda  Planning Financing WF Strengthening	Governance, planning, financing, development document
71.	IntraHealth International. 2013. <a href="#">An assessment of the public sector social services workforce in Ethiopia</a> . Chapel Hill, NC: IntraHealth International.	Ethiopia  Assessment Planning, financing	WF issues highlighted: policy, planning, financing, developing
72.	IntraHealth International (2013). <a href="#">Differences in preferences for rural job postings between nursing students and practicing nurses: Evidence from a discrete choice experiment in Lao People's Democratic Republic</a> .  <a href="http://www.intrahealth.org/page/differences-in-preferences-for-rural-job-postings-between-nursing-students-and-practicing-nurses-evidence-from-a-discrete-choice-experiment-in-lao-peoples-democratic-republic-">http://www.intrahealth.org/page/differences-in-preferences-for-rural-job-postings-between-nursing-students-and-practicing-nurses-evidence-from-a-discrete-choice-experiment-in-lao-peoples-democratic-republic-</a>	Lao PDR  Rural deployment Practicing nurses Nursing students	A discrete choice experiment was conducted to investigate preferences for job characteristics among nursing students and practicing nurses to understand whether differing policies may be appropriate for each group. Data were collected from 256 nursing students and 249 practicing nurses. For both groups, choice of job posting was strongly influenced by salary and direct promotion to permanent staff. As compared to nursing students, practicing nurses had significantly lower preference for housing allowance and housing provision as well as lower preference for provision of transportation for work and personal use. Findings suggest that it may be important to differentiate between recruitment and retention policies when addressing human resources for health challenges in developing countries, such as Lao PDR.
73.	Rockers, P. C., Jaskiewicz, W., Wurts, L., Kruk, M. E., Mgomella, G. S., Ntalazi, F., & Tulenko, K. (2012). <a href="#">Preferences for working in rural clinics among trainee health professionals in Uganda: a discrete choice experiment</a> . <i>BMC health services research</i> , 12(1), <a href="http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-12-212">http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-12-212</a>	Recruitment Differential cadre incentives Retention	Data were collected from 246 medical students, 132 nursing students, 50 pharmacy students and 57 laboratory students. For all student-groups, choice of job posting was strongly influenced by salary, facility quality and manager support, relative to other attributes. For medical and laboratory students, tuition support for future training was also important, while pharmacy students valued opportunities for dual practice.
74.	Mwansa, L. K. (2011). <a href="#">Social work education in Africa: Whence and whither?</a> . <i>Social Work Education</i> , 30(1), 4-16.	Indigenous social work  Social work in Africa  Colonial export  Afro-centric social work	This article discusses the origin of social work education in Africa as an export of colonial powers imposed on African societies. Consequently, the essence of social work education lacks relevance in terms of its philosophical, value and ideological base. Thus students who graduate from such a system of education tend to remain, to some extent, unfamiliar with indigenous knowledge systems and lack adequate knowledge in working with the people. Social work in Africa has been without a platform to foster discourse on its nature, character and direction. Transformation of social work education from being Euro-

			centric to being Afro-centric has to be spearheaded by an organization that can provide a forum for dialogue, leadership and a contextual framework. The article therefore examines the need for such a forum and briefly discusses past efforts in this direction in an attempt to provide a direction for transformation.
75.	Ministry of Gender Equality and Child Welfare. 2007. <a href="#">A human resources and capacity gap analysis: Improving child welfare services: Final draft report.</a> Windhoek, Namibia: Government of Namibia Ministry of Gender Equality and Child Welfare.	Namibia Capacity Gap analysis Human resources	Gap analysis in the continuum of child protection and alternative care services
76.	Department of Social Development Republic of South Africa. 2014. <a href="#">Policy for social service practitioners.</a>	Policy Practitioners Planning Developing Monitoring	Policy document covering WF planning, developing and monitoring from community to central levels
77.	UNICEF (2012). <a href="#">Measuring and monitoring child protection systems: Proposed core indicators for the East Asia and Pacific Region.</a> Strengthening child protection series, no. 3. Bangkok, Thailand: UNICEF EAPRO	System evaluation Measuring Assessment Monitoring Strengthening	Provides indicators for CP systems in the east Asia and Pacific region.
78.	Intrahealth (2013). <a href="#">Inception Report: Assessment and update of social welfare workforce training curricula, competencies and occupational standards in Ethiopia.</a>	Ethiopia Social work training Curricula	This inception report describes the history and the state of the workforce development and government and private sector infrastructure in Ethiopia in early 2013.
79.	Gillies, P. (1998). <a href="#">Effectiveness of alliances and partnerships for health promotion.</a> Health Promotion International 13 (2), 99-120.  Cited 426 X	Alliances  Health promotion	Alliances need durable structures to facilitate planning and decision making and can promote sharing of power, responsibility and authority for change, the maintenance of order and programmatic relevance.
80.	Lancet Mental Health Group (2007). <a href="#">Scale up services for mental disorders: a call for action.</a> <i>The Lancet</i> , 370(9594), 1241-1252.  <a href="http://www.sciencedirect.com/science/article/pii/S0140673607612422">http://www.sciencedirect.com/science/article/pii/S0140673607612422</a>  Cited 189X	Scale/scaling up Cost per person per year Core indicators Track progress Routine care Political will	Explores three questions critical to the scaling-up of mental health services: What resources are needed? How can progress towards these goals be monitored? What should be the priorities for mental health research? They identify four areas of mental health that are essential, and set out the costs and the core indicators for measuring progress. They show that funding should be given to research that develops and assesses interventions that can be delivered by para professionals and how the system can scale it up across all routine-care settings.

81.	<p>Kok, M. C., Kane, S. S., Tulloch, O., Ormel, H., Theobald, S., Dieleman, M., ... &amp; de Koning, K. A. (2015). <a href="#">How does context influence performance of community health workers in low-and middle-income countries? Evidence from the literature.</a> <i>Health Res Policy Syst</i>, 13(1), 13.</p> <p><a href="http://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-015-0001-3">http://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-015-0001-3</a></p> <p>Cited 11x so far</p>	<p>Contextual factors Job performance Stigma Safety Security Education Knowledge National Policy Planning Legislation Political will Political commitment</p>	<p>This is a systematic review (94 studies) of the contextual factors influencing the performance of community health workers. Contextual factors related to community (most prominently), economy, environment, and health system policy and practice were found to influence CHW performance. Socio-cultural factors (including gender norms and values and disease related stigma), safety and security and education and knowledge level of the target group were community factors that influenced CHW performance. Existence of a CHW policy, human resource policy legislation related to CHWs and political commitment were found to be influencing factors within the health system policy context. Health system practice factors included health service functionality, human resources provisions, level of decision-making, costs of health services &amp; governance and coordination structure.</p>
82.	<p>USAID (2015). <a href="#">Strengthening Uganda's national response for implementation of services for orphans and other vulnerable children: Final evaluation.</a> USAID.</p> <p>Not yet available online.</p>	<p>Uganda Mapping Planning Linkage Training Supervision</p>	<p>This is the evaluation report from the SUNRISE-OVC project in Uganda 2010-2015. Most data cover up to end of 2014. The project worked in 80 of the 112 districts in Uganda, significantly increasing the numbers of para social workers, providing in-service training to district level government staff, and working with district governments to hire more staff. The evidence is in preliminary form, but mostly indicate positive outcome for system strengthening and at client level.</p>
83.	<p>Roby, J. L., Erickson, L., &amp; Nagaishi, C. (2016). <a href="#">Education for children in sub-Saharan Africa: Predictors impacting school attendance.</a> <i>Children and Youth Services Review</i>, 64, 110-116.</p>	<p>Africa Planning Deployment Curriculum design</p>	<p>This study (N = 124,592) examined factors related to school attendance using eight country-years from five sub-Saharan African countries, since half of the children out of school live in that region. Findings show that considerable progress has been made to close the disparity based on orphan status, and the gender gap is also closing. However, poverty remains a challenge across all variables, and there are pockets of gender disparity for both boys and girls, particularly in areas where deeply rooted cultural and child raising patterns are retained. Most alarmingly, children who live with non-relatives have the lowest attendance rate. Continued efforts to target these groups of children and their households are urged, as well as research on the underserved children.</p>
84.	<p>Children's Bureau (2012). <a href="#">Child welfare outcomes 2008-2011. Report to Congress.</a> U.S. Department of Health and Human Services.</p> <p><a href="http://www.acf.hhs.gov/sites/default/files/cb/cwo08_11.pdf">http://www.acf.hhs.gov/sites/default/files/cb/cwo08_11.pdf</a></p>	<p>U.S. Child welfare outcomes Caseload</p>	<p>The report provides information on U.S. state and national performance in operating child protection and child welfare programs. The reports present performance in seven outcome categories, which were identified in close consultation with state and local child welfare agency administrators, child advocacy organizations, child welfare researchers, state legislators, and other experts in the child welfare field. The outcomes reflect a consensus of these groups regarding important performance objectives for child welfare practice.</p>
85.	<p>Yamatani, H., Engel, R., &amp; Spjeldnes, S. (2009). <a href="#">Child welfare worker caseload: What's just right?.</a> <i>Social Work</i>, 54(4), 361-368.</p>	<p>U.S. Caseload for child protection and child welfare</p>	<p>This study was designed to establish a caseload standard for child welfare workers. Understanding reasonable workload expectations for child welfare workers is a cornerstone of quality service provision and the recruitment and retention of qualified workers. Because of the</p>

	Cited 34X	Optimal caseload	analytic complexity of this question, qualitative and quantitative methods were used. Results indicated that, on average, some CYF workers had been assigned twice as many cases as the 16 to 17 per month suggested as reasonable by the present findings.
86.	Haux, R. (2006). <a href="#">Health information systems—past, present, future.</a> <i>International journal of medical informatics</i> , 75(3), 268-281.  Cited 568 X	Global Health information system	The most important lines of development for the HIS are listed, including shifting from paper to computer-based data storage, shift from single institution to national, access by patients, use of data for care planning and research, using data for change management, and the steady increase of new technologies.
87.	AbouZahr, C., & Boerma, T. (2005). <a href="#">Health information systems: the foundations of public health.</a> <i>Bulletin of the World Health Organization</i> , 83(8), 578-583.  Cited 303X	Global Health information system  Sustained support	Public health decision-making is critically dependent on the timely availability of sound data. The result is painfully apparent in the inability of most countries to generate the data needed to monitor progress. Solutions to the problem must be comprehensive; accompanied by sustained support to country systems development coupled with greater donor accountability and allocation of responsibilities. The Health Metrics Network, a global collaboration in the making, is intended to help bring such solutions to the countries most in need.
88.	Martin, F. & Zulaika, G. (2016). Who cares for children? A descriptive study of care-related data available through global household surveys and how these could be better mined to inform policies and services to strengthen family care. <i>Global Social Welfare</i> 3, 51-74.	Family care DHS data MICS data Policy Programming	This paper argues that better use and mining of existing national household surveys, particularly the Demographic and Health Surveys (DHS) and Multiple Indicators Cluster Surveys (MICS), has great potential to inform child protection policy and programming. Important data that pertains to children's care and living arrangements are not extracted and presented in national reports, resulting in poor awareness of this information among child protection practitioners and policy makers. As a result, this potential is not currently being realized. To illustrate, they provide a descriptive analysis on orphanhood and living arrangements data based on available DHS and MICS surveys from 77 countries.
89.	Kvalsvig, J.D. & Taylor, M. (2015). Isibindi programme effects on service delivery and community capacity to care for orphans and vulnerable children in South Africa.	South Africa Isibindi model Formative evaluation	Formative evaluation of the Isibindi program, delivered by the NACCW by child and youth care workers. Qualitative data collected at 18 sites across all nine provinces with CYCWs, trainers, mentors, and DSD and NACCW managers. Also reviewed records regarding workforce, beneficiaries and service delivery.
90.	Visser, M., Zungu, N., & Ndala-Magoro, N. (2012). The impact of the Isibindi programme on vulnerable youth.	South Africa Isibindi evaluation	An evaluation based on data collected at 12 project sites in 4 provinces, compared 427 young people who had participated in the Isibindi program to 177 control group members who had not. The participants, now young adults, were receiving social grants at a higher rate and had slightly better rate of employment (7.5% compared to 3.4%). They also reported significantly more positive family relationships and community support, and less risky behavior—particularly having less multiple partners, alcohol use (for males) and unwanted pregnancies (females). They also scored higher in terms of self-esteem and problem solving. The participants did not show significantly difference in health or other aspects of psychological wellbeing.

91.	Nguyen, H. (2015). <a href="#">Linking social work with Buddhist temples: Developing a model of mental health service delivery and treatment in Vietnam</a> . <i>British Journal of Social Work</i> , 45(4), 1242-1258.	Vietnam Buddhist temples Mental health Social work	As a profession, social work only began developing in Vietnam in the last twenty years. In 2011, the Vietnamese government approved a national programme aiming at incorporating social work into formal health settings in Vietnam for the first time in the history of the country, including mental health care facilities. It is well known, however, that Vietnamese people stigmatize seeking services from formal mental health settings; yet, they frequently seek help from Buddhist temples and other informal systems. This article reviews the systems of mental health service delivery in Vietnam, including Western-style formal systems and Buddhist temples, and proposes an exploratory model of service delivery where the emerging social work profession will play the liaison role between formal and informal systems.
92.	Strug, D. (2013). <a href="#">Social work in Cuba</a> . <i>Social Work Encyclopedia</i> . NASW Press. Retrieved on June 15, 2016 from <a href="http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1036">http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1036</a>	Cuba Political social policies Development of social work Emergentes	This entry discusses the development of social work in Cuba since the revolution of 1959. It describes a community-oriented social work initiative created by the government in 2000 to identify vulnerable populations and to address their needs for support services. It also discusses a social work educational initiative begun at the University Havana in 1997. Together these two initiatives transformed social work in Cuba. This entry also notes that Cuba implemented major economic reforms in 2008 and it discusses the relationship of these reforms to the closure in 2011 of the two social work initiatives noted above.
93.	Pereyra, B. (2008). Social Work in Latin America : a historical view and the impact of Reconceptualization in how the intervention is seen today. (Working paper-serien; No. 2008:4). Lunds universitet, Socialhögskolan.		

## DEVELOPING the WORKFORCE

### Key Concepts:

1. **Aligning education and training with effective WF planning efforts**
2. **Ensuring curricula include a balance of local/indigenous knowledge and international best practices for improving the well-being of children and families**
3. **Pre-service education and in-service continuing training**
4. **Professionalization: Certifications and licensing requirements**
5. **Field education and exchanges for students and faculty**
6. **Informal/formal links**
7. **Task shifting & Upward training**

94.	WHO, GHWA , 2010 <a href="#">Global experience of comm health workers for delivery of health related MDGs: systematic review, country case studies, and recommendations of integrating into</a>	Global  Community Health Workers	The key findings of this study provide a clear direction for policy makers on the design and management of CHW programmes: 1) CHWs should be coherently inserted in the wider health system, and explicitly included within the HRH strategic planning at country and local
-----	--	--	--

	<p><a href="#">national health systems</a></p> <p><a href="http://www.who.int/workforcealliance/knowledge/publications/CHW_FullReport_2010.pdf">http://www.who.int/workforcealliance/knowledge/publications/CHW_FullReport_2010.pdf</a></p> <p>Cited 2X</p>	<p>Informal system participation in selection process</p> <p>HRH strategic planning</p>	<p>level;</p> <p>2) village health committees should contribute to selection processes of CHWs;</p> <p>3) the pre-service training curriculum should include scientific knowledge about preventive and basic curative care;</p> <p>4) CHWs should continually assess community health needs and demographics;</p> <p>5) CHWs should have established referral protocols with formal health services and social service agencies;</p> <p>6) CHWs should benefit from regular and continuous supportive supervision and monitoring. Priority areas for further research were also identified.</p>
95.	<p>Healy, K., &amp; Meagher, G. (2004). <a href="#">The reprofessionalization of social work: Collaborative approaches for achieving professional recognition</a>. <i>British Journal of Social Work</i>, 34(2), 243-260.</p> <p>Cited 138 X</p>	<p>UK</p> <p>Professionalization</p> <p>Professional associations</p> <p>Practice environment</p> <p>Professional recognition</p> <p>Political unionism</p>	<p>Emerging evidence from the front line of social services practice suggests that, despite public policy rhetoric emphasizing service quality, the practice environment is characterized by a lack of support for, if not outright hostility towards, professional social work. In this paper we will consider how the social work profession can collectively improve the recognition of their work as professional activity. We discuss the deprofessionalization of social services work and analyse collaborative strategies for achieving recognition, specifically the formation of professional associations and trade unions. We will focus our discussion on emerging convergences between new professionalism and the new political unionism. Finally, we consider how these new developments can enhance the industrial and cultural recognition of human services work.</p>
96.	<p>Board, S. W. R. (2010). <a href="#">Building a safe and confident future: One year on</a>. London: Department for Education.</p> <p><a href="http://www.hcpcheck.org/assets/documents/10003287Building-a-safe-and-confident-future-detailedproposals.pdf">http://www.hcpcheck.org/assets/documents/10003287Building-a-safe-and-confident-future-detailedproposals.pdf</a></p> <p>cited 93X</p>	<p>UK</p> <p>Professionalization requirements</p> <p>(see right)</p>	<p>Re professionalizing SW in the UK.</p> <p>To build 9 capabilities: See pp. 10-11. Competencies?</p> <p>Framework for building SW capacity along these lines (see p. 7):</p> <ul style="list-style-type: none"> <li>● Education and training</li> <li>● Continuing prof dev</li> <li>● Employment org and structures</li> <li>● Performance management and appraisal</li> <li>● Regulation and registration requirements</li> </ul> <p>See great diagram on p. 9</p>
97.	<p>Aarons, G. A., Hurlburt, M., &amp; Horwitz, S. M. (2011). <a href="#">Advancing a conceptual model of evidence-based practice implementation in public service sectors</a>. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 38(1), 4-23.</p> <p><a href="http://search.proquest.com/docview/846759980?accountid=4488">http://search.proquest.com/docview/846759980?accountid=4488</a></p>	<p>Implementation Science Research</p> <p>Four phase model of implementation process</p>	<p>This is an overall framework for discussing implementation of evidence based practice in non-business, non-medical settings. Implementation science is a quickly growing discipline. Lessons learned from business and medical settings are being applied but it is unclear how well they translate to settings with different historical origins and customs (e.g., public mental health, social service, alcohol/ drug sectors). The purpose of this paper is to propose a multi-level, four phase model of the implementation process (i.e., Exploration, Adoption/Preparation, Implementation, and Sustainment), derived from extant literature, and</p>



	Cited 446X		apply it to public sector services. Authors highlight features of the model likely to be particularly important in each phase, while considering the outer and inner contexts (i.e., levels) of public sector service systems.
98.	<p>Twikirize, J. M., Asingwire, N., Omona, J., Olubanga, R. &amp; Kafuko, A. (2013) <a href="#">The role of social work in poverty reduction and the realisation of Millennium Development Goals in Uganda</a>. Kampala, Uganda: Fountain Publishers</p> <p><a href="http://www.socialserviceworkforce.org/system/files/resource/files/The%20Role%20of%20Social%20Work%20in%20Poverty%20Reduction%20and%20the%20Realisation%20of%20the%20MDGs%20in%20Uganda.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/The%20Role%20of%20Social%20Work%20in%20Poverty%20Reduction%20and%20the%20Realisation%20of%20the%20MDGs%20in%20Uganda.pdf</a></p>	<p>Uganda</p> <p>MDGs</p> <p>Role of SW</p> <p>Instructor knowledge of MDG</p>	The specific objectives were to identify key programmes undertaken to reduce poverty so as to achieve social development, and assess the extent to which professional social workers are engaged in such programmes, their specific roles and responsibilities as well as the approaches and methods used. Further, the study aimed to assess the adequacy of the social work curriculum in preparing social workers to address issues of poverty and social development in the context of MDGs. For the purposes of the matrix, the key findings focus on social work education in Uganda. Majority of SWs (73%) had a general knowledge of the MDGs, 20 universities currently offering a Bachelor of Social Work program. (33% Master of Social Work, 17% Bachelor of Social Work, and 6% with PhD in Social Work). Majority of materials in curricula are produced outside of Africa.
99.	<p>Twikirize, Janestic M. 2014. <a href="#">Social work education and practice in Uganda: A historical perspective</a>. In <i>Professional social work in East Africa: Towards social development, poverty reduction and gender equality</i>. H. Spitzer, J. M. Twikirize, and G. G. Wairire, eds. Kampala, Uganda: Fountain Publishers</p>	<p>Uganda</p> <p>SW ed</p> <p>SW Practice</p> <p>Poverty</p>	Quite similar to the one above, but has a historical perspective.
100.	<p>Thurman, T.R., Kidman, R., Taylor, T. &amp; Chiroro, P. (2013). <a href="#">Isibindi: A longitudinal evaluation of selected sites in KwaZulu-Natal</a>.</p> <p><a href="http://hvc-tulane.org/home/hvctulan/public_html/wp-content/uploads/2014/05/NACCW-Isibindi-Longitudinal-Evaluation-in-KZN_2013_Final.pdf">http://hvc-tulane.org/home/hvctulan/public_html/wp-content/uploads/2014/05/NACCW-Isibindi-Longitudinal-Evaluation-in-KZN_2013_Final.pdf</a></p>	<p>EBP</p> <p>South Africa</p> <p>Program Impact</p>	Beneficiaries served by Isibindi program partners in KwaZulu-Natal were found to have greater access to grants, higher obtainment of material resources, and more positive support from adults in their home over time relative to a comparison group of families enrolled in a different program. All Isibindi sites were equally successful on each of these major outcomes. No program impact was found with respect to other outcomes reflecting physical and psychological health, food security, HIV knowledge and child protection; supplemental program efforts appear necessary to address these needs. Isibindi sites rated as high functioning by NACCW were found to provide higher quality services and better linkages to external resources than sites rated as lower functioning, suggesting that as sites gain programming experience and become better established, improvement on key outcomes is possible.
101.	<p>Thurman, T.R., Yu, S., &amp; Taylor, T.M. (2009). <a href="#">Care for Caregivers: A psychosocial support model for child and youth care workers serving orphans and vulnerable children in South Africa</a>.</p>	<p>Prevention of job stress</p> <p>Psychosocial support</p> <p>Psychologists</p>	Believing that offering enhanced psychosocial support to CYCWs would prove critical to the program's success, in 2007 NACCW facilitated the development of an innovative model called Care for Caregivers (C4C). The model brings clinical psychologists directly to CYCWs for a six month program of professional psychosocial support through individual and group counseling. As of June 2009, 318 CYCWs at 23 Isibindi sites

			had taken part in the C4C program. This case study offers a detailed examination of the C4C model. Identified strengths of the C4C program include implementation by clinically skilled persons external to the community, attention to reducing the stigma of mental health issues and HIV and AIDS, and a focus on improving team dynamics. Impact data are not yet available.
102.	<p>Coulsen, N. (2009). <a href="#">The Thogomelo Project Case study of good practice: The design of an accredited curriculum in psychosocial support for community caregivers.</a></p> <p><a href="http://www.socialserviceworkforce.org/system/files/resource/files/The_Thogomelo_Project_Case_study_of_good_practice_1.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/The_Thogomelo_Project_Case_study_of_good_practice_1.pdf</a>.</p>	<p>Psychosocial support for caregivers</p>	<p>Describes the Thogomelo Project in South Africa and the design process of a curriculum to prevent and reduce job stress for community care workers.</p>
103.	<p>Hochfeld, T., Selipsky, L., Mupedziswa, R., &amp; Chitereka, C. (2009). <a href="#">Developmental social work education in southern and east Africa.</a> Johannesburg, South Africa: Center of Social Development in Africa</p> <p><a href="http://www.socialserviceworkforce.org/system/files/resource/files/Developmental%20Social%20Work%20Education%20in%20Southern%20and%20East%20Africa%20Final%20Report.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/Developmental%20Social%20Work%20Education%20in%20Southern%20and%20East%20Africa%20Final%20Report.pdf</a></p>	<p>SD-SW education</p> <p>Southern and east Africa</p>	<p>A project to investigate and determine the nature of social work education (with a particular emphasis on developmental social work education) in Southern and East Africa and to generate tentative ideas for a regional indigenous social work education approach</p> <p>The findings are presented in three sections. The first discusses the different models of education that seem to be prevalent amongst the schools, the second discusses issues related to curriculum related activities, and the third discusses extra-curricula related activities. (see report)</p>
104.	<p>Kebede, W. (2014). <a href="#">Social work education in Ethiopia: Celebrating the rebirth of the profession.</a> In Professional social work in East Africa: Towards social development, poverty reduction and gender equality. H. Spitzer, J. M. Twikirize, and G. G. Wairire, eds. Kampala, Uganda: Fountain Publishers</p>	<p>Ethiopia</p> <p>SW-ed</p>	<p>Describes the inactive period of SW education in Ethiopia and its rebirth, current programs. Discusses indigenous knowledge and international standards in SW education.</p>
105.	<p>CPC Learning Network. (2014). <a href="#">Social service workforce training in the West and Central Africa region.</a> New York, NY: Canavera, M., Akesson, B., &amp; Landis, D.</p> <p><a href="http://www.socialserviceworkforce.org/system/files/resource/files/Social%20Service%20Workforce%20Training%20in%20the%20West%20and%20Centra%20Africa%20Region.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/Social%20Service%20Workforce%20Training%20in%20the%20West%20and%20Centra%20Africa%20Region.pdf</a></p>	<p>Focus on WCAR</p> <p>SW and related education for CP workers</p>	<p>A study to better understand how social workers and related professionals are trained and educated—both formally and informally—to engage in social work practice, especially as it is related to child protection, in the West and Central Africa region.</p> <p>There is tremendous variability in the formal SW training available country by country, ranging from relatively short diploma programs to PhDs. In general, French-speaking countries' formal training programs are housed in government-run training institutes English-speaking countries demonstrate a combination of both training institutes affiliated with ministries and university-based programs</p>
106.	<p><a href="#">Into the Workforce</a></p>	<p>UK</p>	<p>This report investigates whether the degree level qualifying programmes</p>

	<a href="http://www.kcl.ac.uk/sspp/policy-institute/scwru/dhinitiative/projects/sharpeetal2011itwfinalreport.pdf">http://www.kcl.ac.uk/sspp/policy-institute/scwru/dhinitiative/projects/sharpeetal2011itwfinalreport.pdf</a>	Investment in WF education  Job satisfaction Retention	in social work which have been running since 2003-2004 have equipped students with the skills and competencies required by employers and service users. The results suggest that the investment in social work qualifying education has achieved some successes in terms of producing graduates who are motivated and committed to social work. Consistent with the wider employment literature, they emphasize the importance of job satisfaction and the organisation of the workplace in terms of retention and how they can be adjusted to improve job satisfaction and performance.
107.	Busaspathumrong, P. (2006). <a href="#">The role of social workers and social service delivery during crisis intervention for tsunami survivors: A case study of Thailand.</a> Journal of Social Work and Disability Rehabilitation. 5(3-4) 127-137. Retrieved from <a href="http://www.ncbi.nlm.nih.gov/pubmed/17989015">http://www.ncbi.nlm.nih.gov/pubmed/17989015</a>  Cited 3x	Thailand  SW collaboration CPIE is an emerging sub-area  Developing this specialized cadre	This paper seeks to understand the economic, social and psychological impacts on survivors in Thailand of the Asian Tsunami on 26 December 2004. Social workers worked in a collaborative manner with various professions in delivering crisis intervention. In the case of the Tsunami disaster, there is an emergence of the development of the professional role of social workers and other social service workers to respond to the urgent needs of the family and children survivors.
108.	Bragin, M., Tosone, C., Ihrig, E., Mollere, V., Niazi, A., Mayel, E. (2014). <a href="#">Building culturally relevant social work for children in the midst of armed conflict: Applying the DACUM method in Afghanistan.</a> International Social Work, DOI: 10.1177/00208728141011770020872814 <a href="http://isw.sagepub.com/content/early/2014/04/16/0020872814527631">http://isw.sagepub.com/content/early/2014/04/16/0020872814527631</a>	Afghanistan  National strategy  DACUM model  Disaster SW Curriculum develop	Afghanistan's National Strategy for Children at Risk required the development of professional guidelines for social work practice with children in crisis. This article illustrates the collaboration of the Afghan government with two international schools of social work to initiate national social work standards and curricula by engaging local practitioners in defining their work and core competencies through the DACUM (Develop-A-Curriculum) method. Strengths and limitations of the method are explored, as are implications for social work development in Afghanistan and other conflict and disaster affected countries.
109.	Dominelli, L. (1996). <a href="#">Deprofessionalizing social work: Anti-oppressive practice, competencies, and postmodernism.</a> The British Journal of Social Work. 26(2) 153-175. Retrieved from <a href="http://bjsw.oxfordjournals.org/content/26/2/153.short">http://bjsw.oxfordjournals.org/content/26/2/153.short</a>	SW in state of flux  Market forces  Globalization  Deprofessionalization	Social Work is in a state of flux. One of the key factors impacting on the direction it is currently taking is market forces. This article argues that the globalization of the economy and the internationalization of the state are affecting social work education and practice in Britain through the competency-based approach being promoted by CCETSW and the government. This is leading to the demise of the autonomous, reflective practitioner, creating instead, a fragmented, deprofessionalized service that is poorly placed to meet the requirements of anti-oppressive practice
110.	Council on Social Work Education (2015). <a href="#">Educational policy and accreditation standards (EPAS) for baccalaureate and master's social work programs.</a> Washington D.C.: Council on Social Work Education.	Competencies  Outcome-based social work education	The EPAS contains accreditation and educational standards, including nine competencies which are the measurable outcomes to be demonstrated before a student is able to graduate from a social work program.

	<a href="http://www.cswe.org/File.aspx?id=81660">http://www.cswe.org/File.aspx?id=81660</a>		
111.	Wang, Y. & Chui, E. (2016). <a href="#">Development and Validation of the Perceived Social Work Competence Scale in China. Research on Social Work Practice.</a> 1049731516631119, first published on February 21, 2016 as doi:10.1177/1049731516631119.	China  Competency Scale in Social Work	This article reports a study that developed and validated the Perceived Social Work Competence Scale (PSWCS) for assessing social work students' competence in Mainland China. The indicators were generated by a broad empirical review of recent literature, confirmed by experts, and indigenized by means of two focus groups of students. Two separate studies were conducted, using samples of social work students. Exploratory factor analyses and reliability tests were conducted on a cross-validation sample ( $n_1 = 291$ ) of social work students. Confirmatory factor analyses and tests of predictive validity were conducted on the second sample ( $n_2 = 300$ ). <b>Results:</b> The 48-indicator PSWCS (including nine subscales) demonstrated excellent internal consistency, acceptable test-retest reliability, satisfactory factorial validity, and positive correlation with the students' grade point average and their satisfaction with their field experience.
112.	Hoge, M., McFaul, M., Ccauble, L.L., Crafat, K.L Manuel, P., Calcote, R.M.(2016). <a href="#">Building the skills of direct care workers: The Alaskan core competencies initiative.</a> Journal of Rural Mental Health, 40(1), 31-39.	Alaska—U.S. Competency-based	A large proportion of the health and social service workforce is comprised of direct care workers who have no formal preservice education and receive a limited amount of on-the-job training. These workers are essential in all geographic areas and are especially critical in rural and frontier regions where access to advanced health care professionals is limited. Driven by stakeholder demand, the State of Alaska launched the multiyear Alaskan Core Competencies initiative to strengthen the training of its direct care workforce. This article details the development of a set of cross-sector core competencies relevant to workers in the fields of mental health, addictions, developmental and physical disabilities, and the long-term care of older adults. Also described are the related assessment tools, curriculum, and train-the-trainer learning communities, which were developed to enable the dissemination of the competencies. The authors also discuss the challenges of adapting one set of competencies for varied jobs in diverse health and social service sectors, and the financial barriers to widespread adoption of competency-based worker training.
113.	Baldwin, M. (2012) ' <a href="#">Participatory Action Research</a> ', in M. Gray, J. Midgely and S. Webb (eds) The Sage Handbook of Social Work. London, UK: SAGE, pp. 467-481.  <a href="https://www.academia.edu/3991129/Participatory_Action_Research">https://www.academia.edu/3991129/Participatory_Action_Research</a>  Cited 6X	Empowerment research  Collaboration  Participatory research	Participatory action research is driven predominantly by a desire for positive social change. Growing out of social and educational research, it is one of the few research approaches embracing the principles of participation and critical reflection. It aims to empower and emancipate groups of people seeking to improve their situation and, to this end, involves collaboration between researchers and stake-holders and co-researchers. It closely parallels the purpose of social work.
114.	Griner, D., & Smith, T. B. (2006). <a href="#">Culturally</a>	Culturally adapted	A meta-analysis. Across 76 studies the resulting random effects

	<p><a href="#">adapted mental health intervention: A meta-analytic review</a>. <i>Psychotherapy: Theory, research, practice, training</i>, 43(4), 531.</p> <p><a href="http://web.b.ebscohost.com/ehost/detail/detail?sid=ef9b0b84-d72f-41d6-bcde-0b663c24bd2f%40sessionmgr102&amp;vid=0&amp;hid=101&amp;bdata=JnNpdGU9ZWZwhvc3QtbGI2ZSZzY29wZT1zaXRl&amp;preview=false#AN=2006-23019-014&amp;db=pdh">http://web.b.ebscohost.com/ehost/detail/detail?sid=ef9b0b84-d72f-41d6-bcde-0b663c24bd2f%40sessionmgr102&amp;vid=0&amp;hid=101&amp;bdata=JnNpdGU9ZWZwhvc3QtbGI2ZSZzY29wZT1zaXRl&amp;preview=false#AN=2006-23019-014&amp;db=pdh</a></p> <p>Cited 476 X</p>	<p>intervention</p> <p>Native language</p>	<p>weighted average effect size was <math>d = .45</math>, indicating a moderately strong benefit of culturally adapted interventions. Interventions targeted to a specific cultural group were four times more effective than interventions provided to groups consisting of clients from a variety of cultural backgrounds. Interventions conducted in clients' native language (if other than English) were twice as effective as interventions conducted in English. Recommendations are provided for improving the study of outcomes associated with mental health interventions adapted to the cultural context of the client.</p>
115.	<p>Bhui, K., Warfa, N., Edonya, P., McKenzie, K., &amp; Bhugra, D. (2007). <a href="#">Cultural competence in mental health care: a review of model evaluations</a>. <i>BMC health services research</i>, 7(1), 1.</p> <p><a href="http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-7-15">http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-7-15</a></p> <p>Cited 216X</p>		<p>Of 109 potential papers, only 9 included an evaluation of the model to improve the cultural competency practice and service delivery. All 9 studies were located in North America. Cultural competency included modification of clinical practice and organizational performance. Few studies published their teaching and learning methods. Only three studies used quantitative outcomes. One of these showed a change in attitudes and skills of staff following training. The cultural consultation model showed evidence of significant satisfaction by clinicians using the service. No studies investigated service user experiences and outcomes. There is limited evidence on the effectiveness of cultural competency training and service delivery. Further work is required to evaluate improvement in service users' experiences and outcomes.</p>
116.	<p>Center for International Social Work at Rutgers University. (2014). <a href="#">Case management toolkit: A user's guide for strengthening case management services in child welfare</a>. New Brunswick, NJ: Rutgers University School of Social Work. <a href="http://www.iss-usa.org/uploads/File/Case%20Management%20Toolkit.pdf">http://www.iss-usa.org/uploads/File/Case%20Management%20Toolkit.pdf</a></p>	<p>Former Soviet Bloc</p> <p>Case management assessment tool</p>	<p>This study focused more specifically on the current practice of case management in selected countries of the former Soviet Bloc, gaps, and an assessment tool to evaluate the current status of practice. Progress has been made in meeting practice standards in the Soviet Bloc, but there are still gaps in services with many children and families left behind. The toolkit can be used to advance the practice of case management in this geographical area.</p>
117.	<p>International Association of Schools of Social Work (IASSW, 2004). <a href="#">The global standards for the education and training of social work profession</a>.</p> <p><a href="http://cdn.ifsw.org/assets/ifsw_65044-3.pdf">http://cdn.ifsw.org/assets/ifsw_65044-3.pdf</a></p> <p>Cited 76X (actually this citation number is for an article describing the standards, by Sewpaul and Jones)</p>	<p>Global standards for social work education and training</p> <p>Human rights</p>	<p>Document adopted by the IASSW and IFSW in 2004 to guide social work training around the world.</p>

118.	Howard, M. O., McMillen, C. J., & Pollio, D. E. (2003). <a href="#">Teaching evidence-based practice: Toward a new paradigm for social work education.</a> <i>Research on Social Work Practice</i> , 13(2), 234-259.  Cited 283X (the classic article on EBP in SW)	EBP  Pedagogy  Scientific evidence  Evidence-based curriculum	Evidence-based practice is a new paradigm that promotes more effective social interventions by encouraging the conscientious, judicious, and explicit use of the best available scientific evidence in professional decision making. Pedagogically, evidence-based practice involves teaching students the values and skills they need to identify, critically appraise, and apply practice-relevant scientific evidence over the course of their professional careers. This article describes the potential benefits of evidence-based social work professional education and ongoing efforts of the George Warren Brown School of Social Work at Washington University to implement curriculum-wide changes supportive of evidence-based professional practice education.
119.	Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006). <a href="#">Integrating evidence-based practice and social work field education.</a> <i>Journal of Social Work Education</i> , 42(2), 377-396.  Cited 120X	EBP Field work	The social work academic community is currently considering and critiquing the idea of evidence-based practice (EBP). Given the vital part that practicum education plays in the social work profession, understanding the views of field instructors on this subject is essential. The George Warren Brown School of Social Work at Washington University surveyed 283 field instructors within 180 agencies and found that the majority (87%, N=235) viewed it as a useful practice idea. However, most of the indicators employed to assess use of scientific evidence in social work practice revealed that it occurs too infrequently. A lack of time was reported as the greatest obstacle.
120.	Aarons, G. A., Sommerfeld, D. H., Hecht, D. B., Silovsky, J. F., & Chaffin, M. J. (2009). <a href="#">The impact of evidence-based practice implementation and fidelity monitoring on staff turnover: evidence for a protective effect.</a> <i>Journal of consulting and clinical psychology</i> , 77(2), 270.  Cited 155X	EBP Home-based service Retention	The present study examined the effect of evidence-based practice implementation and ongoing fidelity monitoring on staff retention in a children's services system. The study took place in the context of a statewide, regionally randomized effectiveness trial of an evidence-based intervention designed to reduce child neglect. In the study 21 teams consisting of 153 home-based service providers were followed over a 29-month period. Survival analyses revealed greater staff retention in the condition where the evidence-based practice was implemented along with ongoing fidelity monitoring presented to staff as supportive consultation.
121.	Howard, M. O., Allen-Meares, P., & Ruffolo, M. C. (2007). <a href="#">Teaching evidence-based practice: Strategic and pedagogical recommendations for schools of social work.</a> <i>Research on Social Work Practice</i> .  Cited 57 X	Teaching EBP in social work  Evidence competency	Authors promote pedagogical principles in support of training students in evidence-based practice. Schools of social work should ensure that faculty are trained in the methods of EBP; establish a committee responsible for tracking and implementing demonstrably effective instructional innovations related to EBP; provide continuing education courses that promote scientifically supported practices and that include a course devoted specifically to teaching the methods of EBP per se; and other measures to ensure student-practitioner competency in EBP methods prior to graduation; emphasize specialty practice education to an unprecedented degree; and test for competence in specialty practice areas.
122.	Petersén, A. C., & Olsson, J. I. (2015). <a href="#">Calling evidence-based practice into</a>	Challenges EBP	Author calls into question evidence-based practice as a working strategy for relevant applied knowledge in social work. They argue that evidence-

	<a href="#">question: Acknowledging phronetic knowledge in social work</a> . <i>British Journal of Social Work</i> , 45(5), 1581-1597.	Praxis knowledge Relevance	based practice suffers from a dilemma whereby a narrow view of evidence is prioritised at the cost of relevance to social work. Instead, praxis-based knowledge informed by different forms of knowledge is presented as a better option with a greater potential to enhance the use of knowledge in social work practice. The praxis-based knowledge approach can offer a wiser solution to the evidence– relevance dilemma by using a broader knowledge view and thereby taking practical relevance more seriously.
123.	Webb, S. A. (2001). <a href="#">Some considerations on the validity of evidence-based practice in social work</a> . <i>British journal of social work</i> , 31(1), 57-79.  <a href="http://bjsw.oxfordjournals.org/content/31/1/57">http://bjsw.oxfordjournals.org/content/31/1/57</a>  Cited 606X  Highly respected article!	Challenges EBP	This paper critically examines various underlying presuppositions and assumptions entailed in evidence-based practice and draws out their implications for social work. It shows that evidence-based practice proposes a particular deterministic version of rationality which is unsatisfactory. Complex phenomena such as decision making are not rationally determined or subject to 'control'. The paper goes on to suggest that the tendency to separate processes into 'facts' and 'values' implicit in evidence-based procedures undermines professional judgement and discretion in social work. A number of critical indicators are given which should be addressed by the proponents of evidence-based practice. It is suggested that unless these are adequately dealt with, social work is not greatly advanced by adherence to an evidence-based approach.
124.	Gibbs, L., & Gambrill, E. (2002). <a href="#">Evidence-based practice: Counterarguments to objections</a> . <i>Research on Social Work Practice</i> , 12(3), 452-476. <a href="http://rsw.sagepub.com/content/12/3/452">http://rsw.sagepub.com/content/12/3/452</a>  Cited 361X		The authors offer counterarguments to objections to EBP. These objections could result in premature dismissal of this new form of practice and education that offers potential benefits to social work and its clients. Objections to EBP fall into six categories: (a) arguments from ignorance about the nature of EBP, (b) misinterpreted professional standards, (c) arguments appealing to tradition, (d) ad hominem arguments, (e) arguments on ethical grounds, and (f) philosophical arguments. Reviewing objections to EBP may help us to increase our understanding of barriers to use of practice-related research findings in the helping professions and honoring related requirements described in our code of ethics.
125.	Creative Associates International, Inc., and the Aguirre Division of JBS International, Inc. (2008). <a href="#">Social work education and the practice environment in Europe and Eurasia</a> . New Brunswick, NJ: Rutgers University Center for International Social Work. <a href="http://pdf.usaid.gov/pdf_docs/PNADN298.pdf">http://pdf.usaid.gov/pdf_docs/PNADN298.pdf</a>	Europe/Eurasia  Dev of SW ed  SW practice environment	The purpose of this study is to inform stakeholders about the current status of social work in the region, describe the practice environment, identify gaps between what is expected of social workers and the reality, provide examples of best practices, and make recommendations for furthering the development of social work in the region. The report provides a description of the development of social work as it evolved in each of the E&E countries selected for this study, in alphabetical order. This Executive Summary is a brief presentation of the development of social work education and critical issues in social work as it unfolded in the region, citing unique characteristics of the profession's development in individual countries.
126.	Hirachi, T. (2014). Review of social work practice: An emphasis on public social and	Cambodia	This review provides an overview of the current situation of social work practice in Cambodia. It examines the degree of professionalization and

	child welfare. Washington DC: GSSWA.	Partnership in SW ed	institutionalization of the social work profession and practice in government, assesses UNICEF-supported social work trainings, and recommends methods for strengthening the practice of social work in both the short- and long- term.
127.	Searle, R. H. & Patent, V. (2012). <a href="#">Recruitment, retention, and role slumping in child protection: The evaluation of in-service training initiatives.</a> <i>The Journal of British Social Work</i> . 43(6) 1111-1129. DOI: 10.1093/bjsw/bcs043 <a href="http://bjsw.oxfordjournals.org/content/43/6/1111.short">http://bjsw.oxfordjournals.org/content/43/6/1111.short</a>	UK In-service Job slumping Communication WF management	In response to endemic recruitment and retention problems within social work, the West London Social Work Alliance devised an ambitious initiative across eight local authorities creating a career programmes and reveal a tendency for 'role slumping', whereby task pathway for child and family social workers through to front line team manager level. Evidence showed these programmes increased the competence and confidence of delegates, confirmed by their line managers, but delegates also reported high job satisfaction, motivation and employer trust. The programme needed ongoing engagement and communication with managers and those new to the organisation concerning the programmes' content and there was no concurrent attention towards organisational push factors, which also contribute to staff turnover.
128.	Wilson, G. & Campbell, A. (2012). <a href="#">Developing social work education: Academic Perspectives.</a> <i>The British Journal of Social Work</i> . 45(4). DOI: 10.1093/bjsw/bcs038 <a href="http://bjsw.oxfordjournals.org/content/early/2012/04/05/bjsw.bcs038">http://bjsw.oxfordjournals.org/content/early/2012/04/05/bjsw.bcs038</a>	SW education Academics Practical learning Learning partnerships	Systematic investigation of the role of academics in social work education and their perceptions of what needs to be done to improve the quality of provision. Important lessons to develop social work education with 5 major themes: 1. Demographic characteristics of respondents, 2. academic roles, 3. perspectives on academic learning, 4. perspectives on practice learning and partnership, 5. Suggested improvements to degree program content and delivery.
129.	Social Care Institute for Excellence (2003). SCIE knowledge review 03: <a href="#">Types and quality of knowledge in social care.</a> London, UK: Pawson, R., Boaz, A., Grayson, L., Long, A., & Barnes, C. <a href="http://www.scie.org.uk/publications/knowledge-reviews/kr03.asp">http://www.scie.org.uk/publications/knowledge-reviews/kr03.asp</a>	UK Evidence base for social care  Framework for assessing evidence of social care	This review is the first stage of a project looking at the evidence-base for social care. The knowledge review identifies the main types of research, experience and wisdom that combine to form the social care knowledge base and proposes a framework for assessing the quality of knowledge of any type. Each kind of knowledge source can and should learn from standards used in the others and no standards framework replaces judgement about quality.
130.	Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006). <a href="#">Integrating evidence-based practice and social work field education.</a> <i>Journal of Social Work Education</i> , 42(2), 377-396.  <a href="http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=014eaca0-7d05-40e2-aa47-2b84cc2c6780%40sessionmgr4003&amp;vid=1&amp;hid=4112">http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=014eaca0-7d05-40e2-aa47-2b84cc2c6780%40sessionmgr4003&amp;vid=1&amp;hid=4112</a>  Cited 118 X	U.S.	The social work academic community is currently considering and critiquing the idea of evidence-based practice (EBP). Given the vital part that practicum education plays in the social work profession, understanding the views of field instructors on this subject is essential. The George Warren Brown School of Social Work at Washington University surveyed 283 field instructors within 180 agencies and found that the majority (87%, N=235) viewed it as a useful practice idea. However, most of the indicators employed to assess use of scientific evidence in social work practice revealed that it occurs too infrequently. A lack of time was reported as the greatest obstacle.
131.	Social Care Institute for Excellence (2004).	UK	This paper draws on the findings of a review of regulation of



	<p>SCIE Knowledge review 07: <a href="#">Improving the use of research in social care practice</a>. London, UK: Walter, I., Nutley, S., Percy-Smith, J., McNeish, D., Frost, S. <a href="http://www.scie.org.uk/publications/knowledgereviews/kr07.asp">http://www.scie.org.uk/publications/knowledgereviews/kr07.asp</a></p>	<p>Regulations of SW Integrated, cross-professional procedures</p>	<p>professionally qualified teachers, social workers and other staff in social care. It charts the process of developing and implementing both professional and wider workforce regulation in England, focusing on the implications for generic and integrated working and the development of cross-professional procedures for the protection of vulnerable adults and children from abuse. There are many uncertainties about how best to develop workforce regulation especially when integrated working is a policy goal. There is widespread belief that regulation is a "good thing" with little empirical evidence to substantiate or credit this. Current regulatory systems are fragmented and potentially overlapping. Finally, workforce regulation can't be developed in isolation from other workforce issues.</p>
132.	<p>Munro, E. &amp; Hubbard, A. (2011). <a href="#">A systems approach to evaluating organisational change in children's social care</a>. British Journal of Social Work. 41(4) 726-743. Retrieved from <a href="http://eprints.lse.ac.uk/37671/">http://eprints.lse.ac.uk/37671/</a></p>	<p>Organizational evaluation  Performance evaluation  Data collection tools  Effectiveness in Decision making Consistency of care  Prioritization  Management  Cultural factors</p>	<p>This paper describes an innovative systems methodology for evaluating child protection social work practice and improving organisational learning. It draws on learning in other high-risk areas where the importance of understanding performance in context has been recognised. Using a case study for illustration, the methodology is presented. This evaluative approach engages management, staff, service users and other stakeholders in assessing the factors that influence practice and outcomes. The data collection tools developed included surveys to reach staff, multi-agency professionals and service users, together with in-depth interviews to get a deep understanding of causal factors and their interactions. Data included organisational cultural factors that influence the effectiveness of decision making, improve patterns of interaction with families and other professionals, remove constraints on practice, help prioritisation and improve consistency of care. The paper discusses some of the practical implications of applying the instruments, such as avoiding bias and dealing with unresponsiveness. It also supports the gathering of feedback from vulnerable service users.</p>
133.	<p>LeCroy, C. W., &amp; Stinson, E. L. (2004). <a href="#">The public's perception of social work: Is it what we think it is?</a>. <i>Social Work</i>, 49(2), 164-174.</p>	<p>U.S. Public perception of social work</p>	<p>A study (n=386) to determine public's perception of the social work profession as examined in a nationally representative, random digit telephone survey. Results indicated that for the most part a majority of the public understands the social work profession and in many ways recognizes its value.</p>
134.	<p>Children's Defense Fund (2006). <a href="#">Components of an effective child welfare workforce to improve outcomes for children and families: What does the research tell us?</a> New York, NY: Munson, S. <a href="http://ncwwi.org/files/Workforce_Development_Process/components-of-an-effective-child-welfare-workforce.pdf">http://ncwwi.org/files/Workforce_Development_Process/components-of-an-effective-child-welfare-workforce.pdf</a></p>	<p>Effective child welfare workforce  Improving outcomes for children  Core components of effective CW WF</p>	<p>A research paper on what makes an effective child welfare workforce, why focusing on child welfare is critical to improving outcomes for children and families, and the role the federal government has in strengthening the child welfare workforce. There are 14 core components of an effective child welfare workforce. 1. Agencies must be led by strong professionals. 2. Organizations must provide a supportive environment for workers. 3. Caseloads must be manageable 4. Workers must have meaningful supervision. 5. Workers must have quality education. 6. Workers must have competency based training and continued professional development. 7. Timely data. 8.</p>

			Relevant research. 9. Effective accountability mechanisms must be in place. 10. Must have up to date tech. resources. 11. Must have safe workplaces. 12. Must have employment incentives for workers. 13. Agencies must be culturally competent. 14. Agencies must connect with other community agencies.
135.	Behan, D., Findley, K., Germak, A. J., & Huang, C. (2014). Building China's social service capacity: <a href="#">Lessons learned from professional training program collaborations</a> . Human Service Organizations: Management, Leadership & Governance. 38(4) 348-359. DOI: 1 <a href="http://www.tandfonline.com/doi/abs/10.1080/023303131.2014.896299?tab=permissions#VcT4myDD_cs">http://www.tandfonline.com/doi/abs/10.1080/023303131.2014.896299?tab=permissions#VcT4myDD_cs</a>	China  International collaborations  Building SSWF capacity  Training Skills Certification Program  NGO-Leadership Development Program	Both the general economy and the provision of social services have grown in recent years in China. An opportunity has evolved for U.S.-based schools of social work to collaborate with counterparts in China to provide social service training and professional development programs. This article describes the lessons learned from two such programs that were developed, implemented, and evaluated by a continuing education division of a U.S. school of social work in conjunction with a Chinese university. Evaluation data are presented from the Training Skills Certificate Program (TSCP) and the Non-governmental Organization Leadership Development Program (NGO-LDP). The development and delivery processes of both of these programs are also explained. Implications for similar cross-cultural training programs are discussed. This article aims to provide a basic roadmap for U.S.-based social work institutions seeking to help China develop its capacity in social service delivery by way of training and professional development of the social service workforce.
136.	Better Care Network (2014). <a href="#">Better Volunteering, Better Care. Executive Summary</a> .  <a href="http://www.bettercarenetwork.org/sites/default/files/Better%20Volunteering%20Better%20Care%20Executive%20Summary.pdf">http://www.bettercarenetwork.org/sites/default/files/Better%20Volunteering%20Better%20Care%20Executive%20Summary.pdf</a>	Volunteering International field work	Interagency report to review and share existing knowledge on international volunteerism as related to the alternative care of children in developing countries.
137.	Haskell, J. E. & Cyr, L. F. (2011). <a href="#">Community facilitator education: How training can lead to positive impacts at the community level</a> . <i>Group Facilitation: A Research &amp; Applications Journal</i> . 11, 5-14. <a href="http://web.b.ebscohost.com/abstract?direct=true&amp;profile=ehost&amp;scope=site&amp;authtype=crawler&amp;jrnl=15345653&amp;AN=76435642&amp;h=NgwwFEwkcVBWFnYX41KiQEx7yMfF0oWv0Gsg9ykqvBWA2ZxB6H7xJl8v4gSixsTSnvYd3Fkce6Rcmal3dtQJhw%3d%3d&amp;rl=c">http://web.b.ebscohost.com/abstract?direct=true&amp;profile=ehost&amp;scope=site&amp;authtype=crawler&amp;jrnl=15345653&amp;AN=76435642&amp;h=NgwwFEwkcVBWFnYX41KiQEx7yMfF0oWv0Gsg9ykqvBWA2ZxB6H7xJl8v4gSixsTSnvYd3Fkce6Rcmal3dtQJhw%3d%3d&amp;rl=c</a>	U.S. --Maine -community facilitators  Cited 3X	This study describes the positive impact of training citizens as skilled community facilitators. When citizens are thrust into facilitation roles, they know they need more practice and skill development. Post-training quantitative data from 41 training participants combined with qualitative data collected from 17 research subjects demonstrated that all participants strengthened group facilitation skills and behaviors needed to make meetings more effective and efficient. Strengthened skills led to positive impacts at the personal, group and community level.
138.	Linsk, N, Mabeyo, Z., Omari, L., Petras, D., Lubin, B., Abate, A. A., Steinitz, L.,	Tanzania	This article describes training and utilization of para-social workers to the social service needs of children and families. Presents the

	Kaijage, T., & Mason, S. (2010). <a href="#">Para-social work to address most vulnerable children in sub-Saharan Africa: A Case example in Tanzania</a> . <i>Children and Youth Services Review</i> . 32(7), 990-997. <a href="http://www.sciencedirect.com/science/article/pii/S0190740910000903">http://www.sciencedirect.com/science/article/pii/S0190740910000903</a>	Para professional community based  Cited 9X	development of one such program as a case study, the Social Work Partnership for Orphans and Vulnerable Children in Tanzania. A competency-based training model includes an introductory workshop, a six month-long supervised field component and subsequent training and technical assistance. Over 500 participants have begun the para-social work program in districts throughout the country.
139.	Nikku, B. R. & Pulla, V. (2014). <a href="#">Global agenda for social work and social development. Voices of the social work educators from Asia</a> . <i>International Social Work</i> . 57(4) 373-385. DOI: 10.1177/0020872814527633 <a href="http://isw.sagepub.com/content/57/4/373.full">http://isw.sagepub.com/content/57/4/373.full</a>	Asia  Global agenda  International SW orgs	Social work is contextual yet increasingly internationalized. The development of Global Agenda in 2012 by the IASSW, ICSW and IFSW gave educators and practitioners an opportunity to reflect on challenges of social work education and the profession in their respective countries. The current article discusses the key factors that confront and influence social work education and practice in the Asian region. The article brings out deep-rooted perceptions amongst educators in the region. The authors endeavour to present select views of social work educators from South Asian countries and suggest possible steps to realize the four goals of Global Agenda in the context of those countries.
140.	Gao, J. G. & Yan, M. C. (2014). <a href="#">Social work in the making: The state and social work development in China</a> . <i>International Journal of Social Welfare</i> . 24(1) 93-101. DOI: 10.1111/ijsw.12089 <a href="http://onlinelibrary.wiley.com/doi/10.1111/ijsw.12089/abstract">http://onlinelibrary.wiley.com/doi/10.1111/ijsw.12089/abstract</a>  Cited 4X	China Policy Governance	Review of major policies and activities of the Chinese government in its making of social work in China. The state's intervention has indeed been massive and crucial although, politically, it may limit the mandate of social work in China. Yet, the development of the social work profession in China is generating institutional space for the emerging civil society to take a more active role in welfare service delivery. Situated and mediating between the state and the emerging civil society, the social work profession in China will need to constantly negotiate its mandate to meet the needs of both sides.
141.	Healy, L. M. & Wairire, G. G. (2014). <a href="#">Educating for the global agenda: Internationally relevant conceptual frameworks and knowledge for social work education</a> . <i>International Social Work</i> . 57(3) 235-247. DOI: 10.1177/0020872813519463 <a href="http://isw.sagepub.com/content/57/3/235.abstract">http://isw.sagepub.com/content/57/3/235.abstract</a>	-Global social work -Curriculum -Human rights -Economic development -Global relevance -Social integration	Discussed capacity of social work educational programs to prepare graduates to contribute to the human, social and environmental challenges outlined in the Global Agenda for Social Work and Social Development. The educational sector must play a lead role through training and research. Using examples from Kenya and the U.S. argues for more curriculum emphasis on such areas as social and economic development, human rights, and social integration. The article concludes with recommendations for strengthening curriculum and dialogue on the globally relevant concepts identified in the Global Agenda.
142.	Daresh, J. C. (1990). <a href="#">Learning by doing: Research on the educational administration practicum</a> . <i>Journal of Educational Administration</i> , 28(2).  Cited 47 X	Field education	The status of the practicum (learning by doing) in educational administration preparation programmes is discussed. The literature base for discussion of the issues involved is inadequate; research has been limited both in the ways the topic has been studied and what has been found. Possible new directions which research might profitably take are presented.
143.	Wayne, J., Bogo, M., & Raskin, M. (2010). <a href="#">Field education as the signature pedagogy</a>	Field education as 'signature pedagogy' in	In its EPAS, CSWE (2008) identifies field education as the signature pedagogy (Shulman, 2005b) of social work education. This article

	of social work education. <i>Journal of Social Work Education</i> , 46(3), 327-339.	social work	analyzes the field education-signature pedagogy fit. It finds congruence in selected organizational arrangements that are pervasive and routine, and disparities with respect to expectations about public student performance, peer accountability, the view of adaptive anxiety, and accountable talk. This article asserts that practicum effectiveness could be enhanced by a broader application of Shulman's criteria through a greater emphasis on group structures for learning/teaching in the field.
144.	Wayne, J., Bogo, M., & Raskin, M. (2010). <i>Field education as the signature pedagogy of social work education. Journal of Social Work Education</i> , 46(3), 327-339.		This article analyzes the field education-signature pedagogy fit. It finds congruence in selected organizational arrangements that are pervasive and routine, and disparities with respect to expectations about public student performance, peer accountability, the view of adaptive anxiety, and accountable talk. This article asserts that practicum effectiveness could be enhanced by a broader application of Shulman's criteria through a greater emphasis on group structures for learning/teaching in the field.
145.	Ryan, G., Toohey, S., & Hughes, C. (1996). <i>The purpose, value and structure of the practicum in higher education: A literature review. Higher Education</i> , 31(3), 355-377.		This paper provides an overview of different ways in which the practicum has been conceptualised, implemented and evaluated in higher education. It focuses attention on the purpose and value of the practicum; the relationship between the practicum and the learning outcomes of a course as a whole; and the structure and placement of the practicum within a course. Findings indicate that whilst the practicum is widely accepted as a valuable and successful component of professional education, it has a number of shortcomings; and the lack of good quality research into the practicum makes it difficult to draw unequivocal conclusions.
146.	Simons, L., Fehr, L., Blank, N., Connell, H., Georganas, D., Fernandez, D., & Peterson, V. (2012). Lessons Learned from Experiential Learning: What Do Students Learn from a Practicum/Internship? <i>International Journal of Teaching and Learning in Higher Education</i> , 24(3), 325-334.  <a href="http://files.eric.ed.gov/fulltext/EJ1000685.pdf">http://files.eric.ed.gov/fulltext/EJ1000685.pdf</a> Cited 18X		A multi-method approach was used in a pilot assessment of student learning outcomes for 38 students enrolled in an undergraduate psychology practicum/internship program. The results from a pretest-posttest survey revealed that students improved their multicultural skills from the beginning to the end of the program. The results also indicate that experiential learning enhances student personal, civic, and professional development. The consistency of responses from students, field supervisors, and faculty suggest that the practicum/internship program is beneficial for all involved and serves as a method for strengthening university-community partnerships.
147.	Muriuki, A.M., Andoh, S.Y., Newth, H., Blackett-Dibinga, K., Biti, D. (n.d.). <i>The impact of community caregivers in Cote d'Ivoire</i> . USAID/Save the Children.		The study found that Community Caregivers have had a significant impact on OVC's lives, improving social and clinical outcomes. The results consistently showed that CC supported OVC got higher access to care and at a higher rate than those not being supported by a CC. The study recommends the CC intervention model be formalized and embedded into the government welfare and health system in Côte d'Ivoire.
148.	Lynch, B., & Cornwall, D. (1992). <i>Re-</i>	Internship	Offers a set of typologies of field experiences: the apprenticeship

	<a href="#">conceptualising the Practicum: Meeting the Industrial and Intellectual Challenges for Higher Education in the 90's</a> . In A. Yarrow (Ed.), <i>Teaching Role of Supervision in the Practicum: cross-faculty perspectives</i> Brisbane: Queensland University of Technology	Supervision	(mastery of relevant skills with supervisor as role model and guide), the academic practicum (linking theory and practice), and the growth practicum (personal growth of the student/trainee). Here again, competency-based learning agreements play a central role in guiding the internship experience.
149.	Raniga, T. & Zelnick, J. (2014). <a href="#">Social policy education for change: South African student perspectives on the Global Agenda for Social Work and Social Development</a> . <i>International Social Work</i> . 57(4). 386-397. DOI: 10.1177/0020872814527634 <a href="http://isw.sagepub.com/content/57/4/386.full">http://isw.sagepub.com/content/57/4/386.full</a>	South Africa, U.S.  Global agenda  Four pillars for SW education	Social work students deal with complex social problems such as poverty, unemployment and the devastating effects of HIV/AIDS in their practice, education and training and it is important to acknowledge that these developmental challenges have global dimensions. The four foundational pillars in the Global Agenda on Social Work and Social Development provide a framework for social work policy education. A project using this framework was implemented in South Africa and the United States. This article discusses the findings of an exploratory qualitative research project based on 58 student final papers from South Africa.
150.	Hochfield, T. (2010). <a href="#">Social development and minimum standards in social work education in South Africa</a> . <i>The International Journal of Social Work Education</i> . 29(4). 356-371. DOI: 10.1080/02615470903055463 <a href="http://www.academia.edu/5011183/Social_Development_and_Minimum_Standards_in_Social_Work_Education_in_South_Africa">http://www.academia.edu/5011183/Social_Development_and_Minimum_Standards_in_Social_Work_Education_in_South_Africa</a>	South Africa  Minimum standards for SW ed  Social development approach	Explores the influence of social development on social work education in South Africa by evaluating the alignment of South African minimum standards for social work education to a social development paradigm. South African social work educators must expand their efforts to ensure a social development approach, and to include a focus on the most disadvantaged, promote democracy and civil participation, and provide training on general service delivery.
151.	Cheney, K. E., & Rotabi, K. S. (2014). <a href="#">Addicted to Orphans: How the Global Orphan Industrial Complex Jeopardizes Local Child Protection Systems</a> . <i>Young</i> , 11, 1.		Warns against the discourse of 'orphan rescue' and 'orphan tourism'.
152.	Stocks, J. T., & Freddolino, P. P. (1999). <a href="#">Evaluation of a world wide web-based graduate social work research methods course</a> . <i>Computers in Human Services</i> , 15(2-3), 51-69.  <a href="http://www.tandfonline.com/doi/abs/10.1300/J407v15n02_05">http://www.tandfonline.com/doi/abs/10.1300/J407v15n02_05</a>	Online SW course evaluation	This paper reports on the evaluation of a world-wide-web-based social work research methods course in experimental design. The course was taught entirely on the Internet, with no meetings on campus. The same instructor taught another section of the same course during the same semester on campus. Descriptive process data and comparative student outcome data (grades and satisfaction) are presented. Recommendations are made for others considering such courses.
153.	Hatta, Z. A., Ali, I., Subramaniam, J., & Rauff, S. A. (2014). <a href="#">Professional and functional alternative social workers: A case study of Malaysia</a> . <i>Asian Social Work and Policy Review</i> . 8(2). 138-155. DOI:	Malaysia  Social work cadres  Client opinion and	The objective of this study was to compare "professional" (PW) and "functional alternative" (FA) social workers. The findings suggested that there were no significant differences between PWs and FAs in intervention, evaluation methods, work ethics, and values. The PWs, in clients' eyes, were better at delivering services, while FAs' services were

	10.1111/aswp.12031 <a href="http://onlinelibrary.wiley.com/doi/10.1111/aswp.12031/abstract">http://onlinelibrary.wiley.com/doi/10.1111/aswp.12031/abstract</a>	feedback	more satisfactory to the clients. While PWs were supposed to be “professional,” FAs were more “professional” than PWs in their performance despite their lack of recognition as “professional social workers”. These critical findings should encourage academics and practitioners for further discussion on conceptual implications of both practices and expand future research.
154.	Collins, K. J. (2015). <a href="#">Outcomes-based education and deep learning in first year social work in South Africa: Two case examples</a> . <i>International Social Work</i> . 58(4) 495-507. DOI: 10.1177/0020872813503856 <a href="http://isw.sagepub.com/content/58/4/495?e toc">http://isw.sagepub.com/content/58/4/495?e toc</a>	South African  Outcomes-based Social work education	South African social work education changed from norm-based to outcomes-based education soon after the first democratic government came into power in 1994 and a new Bachelor of Social Work has been in existence since 2007. The article argues in support of deep learning principles and presents narrative constructions from two differently advantaged departments of social work, illustrating how lecturers and students there have adapted to outcomes-based education. Conclusions indicate that statutory requirements and institutional pressures militate against the development of deep learning. The urgency to incorporate transformative learning in meeting professional standards is placed in the international context.
155.	Stoltzfus, K. M. (2015). <a href="#">The motivation of Russian Federation social work students for pursuing a social work degree</a> . <i>International Social Work</i> . DOI: 10.1177/0020872815580043 <a href="http://isw.sagepub.com/content/early/2015/06/24/0020872815580043?papetoc">http://isw.sagepub.com/content/early/2015/06/24/0020872815580043?papetoc</a>	Russia  Student motivation  Altruism Careerist motivation	This study examined Russian Federation social work students’ motivation for pursuing a degree in social work. The study’s sample included 176 students from two universities in the Russian Federation. The study found that motivation for studying social work was complex, with altruism (54.9%) and a desire to help others was the most common response to an open-ended item that asked students to explain their reasons for deciding to study social work. However, 80.8 percent of the sample indicated that a careerist motivation was their first choice reason for pursuing social work education. The implications of this study for the continued development of the social work profession in the Russian Federation are discussed,
156.	Higham, P., Sharp, M., & Booth, C. (2001). <a href="#">Changes in the quality and regulation of social work education: Confronting the dilemmas of workforce planning and competing qualifications frameworks</a> : <i>Social Work Education</i> . 20(2) 165-198. Retrieved from <a href="http://cat.inist.fr/?aModele=afficheN&amp;cpsidt=1157662">http://cat.inist.fr/?aModele=afficheN&amp;cpsidt=1157662</a>	Workforce planning  Qualifications  Partnerships	Because attaining quality outcomes for service users is related to better training of providers, a parallel modernising agenda seeks to raise the quality of education and training through regulation. With the demise of the CCETSW, responsibility for regulating social work education is under debate. Workforce planning is a critical issue, as are trends towards separate qualifications, genericism, and specialism. Social work education’s partnerships between universities and employers provide lessons for bridging the divide between work-based and educational awards. Women, part-time workers, ethnic minorities, and people with a disability will benefit from accessible transparent frameworks.
157.	Leigh, J. T. (2013). <a href="#">The process of professionalisation: Exploring the identities of child protection social workers</a> . <i>Journal of Social Work</i> . 14(6) 625-644. DOI: 10.1177/1468017313504380 <a href="http://jsw.sagepub.com/content/14/6/625.abstract">http://jsw.sagepub.com/content/14/6/625.a bstract</a>	Professional identity  Theory of professionalization	This article discusses the findings from a qualitative study, which explored how a group of social workers might construct their professional identity. By drawing from Freidson’s theoretical perspective of professionalisation and applying it to the field of child protection a different meaning of ‘profession’ has emerged.

158.	Costello, S. & Tang, U. T. (2015). <a href="#">Developing social work education in Myanmar</a> . <i>International Social Work</i> . 58(4) 582-594. DOI: 10.1177/0020872814564707 <a href="http://isw.sagepub.com.proxy.lib.umich.edu/content/58/4/582.full">http://isw.sagepub.com.proxy.lib.umich.edu/content/58/4/582.full</a>	Myanmar SW education Models of practice	An article exploring emerging democratic reform in Myanmar and what the reforms might mean for the provision of welfare and social welfare in Myanmar, in addition to providing background and critique of the development of social welfare and social work in Myanmar in the Asian-Pacific Context. Social welfare workers in Myanmar have few models of practice to learn from directly, but they develop their own ways of enacting social work principles. Western social work ideas are welcome in Myanmar as long as educators are open to exchange and critique of ideas and a utilization of a global perspective. Myanmar social workers are well equipped to contribute to the nation's response to the country's social problems.
159.	Punternvold Bø, B. (2015) <a href="#">Social work in a multicultural society: New challenges and needs for competence</a> . <i>International Social Work</i> . 58(4) 562-574. DOI: 10.1177/0020872814550114 <a href="http://isw.sagepub.com/content/early/2014/12/08/0020872814550114.abstract">http://isw.sagepub.com/content/early/2014/12/08/0020872814550114.abstract</a>	Multicultural social work Cultural competence	Social work in a multicultural society represents new and different challenges for practitioners. We have turned to social workers in the field to find out how they experience working with clients from diverse backgrounds, cultures and nationalities and how they respond to the challenges they are faced with. In the first part of the article, the answers given by the social workers will be presented; in the second part of the article we will focus upon the schools of social work and discuss how these institutions may prepare the students for their professional roles in a multicultural society.
160.	Smith, D., Cleak, H. & Vreugdenhil, A. (2014). <a href="#">"What are they really doing?" An exploration of student learning activities in field placement</a> . <i>Australian Social Work</i> DOI:10.1080/0312407X.2014.960433 <a href="http://www.tandfonline.com/doi/abs/10.1080/0312407X.2014.960433?journalCode=rasw20#.VbZ4fSDD_cs">http://www.tandfonline.com/doi/abs/10.1080/0312407X.2014.960433?journalCode=rasw20#.VbZ4fSDD_cs</a>	Australia Field placement Internship Field Supervision	This is the second paper from a research study exploring student experiences of learning on placement. Data were gathered from 263 social work students about 14 key learning activities they experienced during placement. The more regularly students engaged in learning activities with their social work supervisor, the more likely they were to report a sense of social work identity and feelings of practice competence. However, the regular use of learning activities varied widely between placements. Surprisingly, approximately half the students did not regularly have the opportunity to observe social work practice, have their practice observed, or to link social work theory and the <i>Code of Ethics</i> to their practice with their social work supervisor.
161.	McLaughlin, H., Scholar, H., McCaughan, S., & Coleman, A. (2015). <a href="#">Are non-traditional social work placements second-best learning opportunities for social work qualifying students?</a> <i>The British Journal of Social Work</i> . 45(5) 1469-1488. DOI: 10.1093/bjsw/bcu <a href="http://bjsw.oxfordjournals.org/content/early/2014/04/11/bjsw.bcu021.abstract">http://bjsw.oxfordjournals.org/content/early/2014/04/11/bjsw.bcu021.abstract</a>	England, Scotland and Wales Practica Non-traditional field placements Diversity in field placement	This article reports on the evaluation of practice learning opportunities for student social workers within 'non-traditional' placements provided by a major children's charity in England, Scotland and Wales between 2010 and 2012. In particular, the research highlights the experiences and perspectives of student social workers, project leaders and Higher Education Institutions (HEIs) to meet the six key roles, and demonstrate working with the legal framework, risk awareness, and management and assessment skills. Suggests that these placements are not second best, but different and raises the more fundamental question as to whether it is becoming easier to practise social work in placements such as these as opposed to those in statutory social service placements.
162.	Barteit, S., Hoepffner, P., Huwendiek, S., Karamagi, A., Munthali, C., Theurer, A., & Neuhann, F. (2015). <a href="#">Self-directed e-</a>	Malawi E-learning	A qualitative evaluation to assess relevance and appropriateness of an e-learning platform introduced in the medical department of the Kamuzu Central Hospital in Malawi.

	<p><a href="#">learning at a tertiary hospital in Malawi: A qualitative evaluation and lessons learnt.</a> Gesellschaft für Medizinische Ausbildung. 32(1) DOI: 10.3205/zma000949 <a href="http://www.egms.de/static/en/journals/zma/2015-32/zma000949.shtml">http://www.egms.de/static/en/journals/zma/2015-32/zma000949.shtml</a></p>	<p>Distance education Technology</p>	<p>E-Learning proved to be technically feasible in this setting. Users considered the platform to be relevant and appropriate, but concerns were raised about sustainability, accessibility, and technical infrastructure. Interest in e-learning was high, but knowledge of the platform was low. Further adaptations to local needs were necessary.</p>
163.	<p>Frehywot, S., Vovides, Y., Talib, Z., Mikhail, N., Ross, H., Wohltjen, H., Bedada, S., Korhumel, K., Koumare, A. K., &amp; Scott, J. (2013). <a href="#">E-learning in medical education in resource constrained low- and middle- income countries.</a> Human Resources for Health. <a href="http://www.human-resources-health.com/content/pdf/1478-4491-11-4.pdf">http://www.human-resources-health.com/content/pdf/1478-4491-11-4.pdf</a></p>	<p>LMIC focus Review of e-learning programs Blended learning approaches Benefits and risks</p>	<p>In the face of severe faculty shortages in resource-constrained countries, medical schools look to e-learning for improved access to medical education. This paper summarizes the literature on e-learning in (LMIC), and presents the spectrum of tools and strategies used. Blended learning approaches were the most common methodology presented (49 articles) of which computer-assisted learning (CAL) comprised the majority (45 articles). Utilizing e-learning can result in greater educational opportunities for students while simultaneously enhancing faculty effectiveness and efficiency. However, this potential of e-learning assumes a certain level of institutional readiness in human and infrastructural resources that is not always present in LMICs.</p>
164.	<p>Nartker, A. J., Stevens, L., Shumays, A., Kalowela, M., Kisimbo, D., Potter, K. (2010). <a href="#">Increasing health worker capacity through distance learning: A comprehensive review of programmes in Tanzania.</a> Human Resources for Health. Retrieved from <a href="http://www.human-resources-health.com/content/pdf/1478-4491-8-30.pdf">http://www.human-resources-health.com/content/pdf/1478-4491-8-30.pdf</a> Cited 18x</p>	<p>Tanzania Develop WF Distance learning</p>	<p>Authors reviewed and assessed the country's current distance learning programmes for health care workers, as well as those in countries with similar human resource challenges, to determine the feasibility of distance learning to meet the need of an increased and more skilled health workforce. Data were collected from 25 distance learning programmes Challenges &amp; benefits summarized. A blended print-based distance learning model is most feasible at the national level due to current resource and infrastructure constraints.</p>
165.	<p>Aarons, G. A., &amp; Palinkas, L. A. (2007). <a href="#">Implementation of evidence-based practice in child welfare: Service provider perspectives.</a> Administration and Policy in Mental Health and Mental Health Services Research, 34(4), 411-419.  Cited 251x</p>	<p>EBP EBP implementation Primary factors as critical determinants Developing</p>	<p>In order to better understand the EBP implementation process in the child-welfare system, authors interviewed comprehensive home-based services (CHBS) case managers actively engaged in implementing an EBP to reduce child neglect in a state youth services system. Six primary factors were identified as critical determinants of EBP implementation: (1) Acceptability of the EBP to the caseworker and to the family, (2) Suitability of the EBP to the needs of the family, (3) Caseworker motivations for using the EBP, (4) Experiences with being trained in the EBP, (5) Extent of organizational support for EBP implementation, and (6) Impact of EBP on process and outcome of services. These factors reflect two broader themes of attitudes toward or assessments of the EBP itself and experiences with learning and delivering the EBP.</p>
166.	<p>Bellefeuille, G., Martin, R. R., &amp; Buck, M. P. (2005, October). <a href="#">From pedagogy to technagogy in social work education: A constructivist approach to instructional design in an online, competency-based child welfare practice course.</a> In Child and</p>	<p>Canada Formative evaluation Online instruction Teaching pedagogy</p>	<p>This article documents the design and pilot delivery of a computer-mediated, competency-based child welfare practice course founded on constructivist instructional principles. The article examines emerging teaching and learning options across four components of online course development and delivery. Constructivist instructional design theory is summarized, followed by a brief report on the findings of the formative</p>



	Youth Care Forum (Vol. 34, No. 5, pp. 371-389). Kluwer Academic Publishers-Human Sciences Press.  Cited 32x		evaluation of the pilot delivery. Finally, the evolving underpinnings of online instruction are considered, including shifts in the roles of learners and instructors and the role of pedagogy in an evolving educational paradigm.
167.	Sowers-Hoag, K., & Thyer, B. A. (1985). <a href="#">Teaching social work practice: A review and analysis of empirical research</a> . Journal of Social Work Education, 21(3), 5-15.  Cited 31x	U.S. Review of research on efficacy of social work education -Old but useful	This paper reviews, summarizes, and analyzes recent empirical research on social work practice education. It describes general directions of social work practice education and discusses implications of research findings. Findings attest to the profession's commitment to developing social work practice methods based upon testable theories, knowledge, and skills. Important questions remain, however, about the effectiveness of various teaching programs, methods, and procedures.
168.	Lemieux, C. M., & Allen, P. D. (2007). <a href="#">Service learning in social work education: The state of knowledge, pedagogical practicalities, and practice conundrums</a> . Journal of Social Work Education, 43(2), 309-326.  Cited 86x	U.S. Review of research Service learning in social work ed.	This article reviews research-based knowledge about service learning in social work education. Student learning outcomes common to both service learning and social work education are examined, and the research-based literature on service learning in social work is analyzed. Recommendations for planning, implementing, and evaluating service-learning projects in social work education are provided to strengthen scholarship in this area.
169.	USAID (2013). <a href="#">Child and Youth Care Workers in South Africa. Technical Brief</a> .  <a href="http://www.msh.org/sites/msh.org/files/as2_techbrief5_final.pdf">http://www.msh.org/sites/msh.org/files/as2_techbrief5_final.pdf</a>	Planning WF Developing WF Supporting WF Life space work Targeting Quality assurance	Describes the planning, training, supporting and monitoring the CYCWs in SA. Describes the career ladder and retention factors. This model serves as the model for many surrounding countries for the development of community-based volunteer or paraprofessional workforce development so it is very influential.

## SUPPORTING the WORKFORCE

### Key Concepts:

1. **Developing /strengthening systems and methods to improve the workforce through supervision, and addressing burnout, secondary trauma, and family/work balance**
2. **Providing and maintaining motivation through reasonable salary/wages, upward mobility and social recognition**
3. **Developing tools, resources, and initiatives to improve job satisfaction and retention**
4. **Supporting professional associations in their efforts to enhance the professional growth and development of the SSWF**
5. **Promoting Evidence-based Practice (EBP)**

170.	Bloomquist, K.R., Wood, L., Friedmeyer-Trainor, K., & Kim, H.W. (2015). <a href="#">Self-care and Professional Quality of Life: Predictive Factors Among MSW Practitioners</a> . Advances in Social Work 16(2), 292-311.	Self-care Domains of self-care  Indicators of quality  Prof quality of life	This study explored the effects of self-care practices and perceptions on positive and negative indicators of professional quality of life, including burnout, secondary traumatic stress, and compassion satisfaction among MSW practitioners. Results reveal that while social workers value and believe self-care is effective in alleviating job-related stress, they engage in self-care on a limited basis. Findings indicate that MSW programs and employers do not teach social workers how to effectively
------	--	--	--

	<a href="http://www.socialserviceworkforce.org/system/files/resource/files/Self-care%20and%20Professional%20Quality%20of%20Life.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/Self-care%20and%20Professional%20Quality%20of%20Life.pdf</a>	Job stress	engage in self-care practice. Various domains of self-care practice contribute differently to indicators of professional quality of life  Note: good definition of self-care, quality of professional life, compassion fatigue, compassion satisfaction, much of it from Stamm, 2010
171.	Ray, S. L., Wong, C., White, D., & Heaslip, K. (2013). <a href="#">Compassion satisfaction, compassion fatigue, work life conditions, and burnout among frontline mental health care professionals</a> . <i>Traumatology</i> , 19(4), 255.  Cited 31X	U.S. Compassion satisfaction  Compassion fatigue  ProQOL	The aim of this nonexperimental, cross sectional study was to determine the relationships among compassion satisfaction (CS), compassion fatigue (CF), work life conditions and burnout among Frontline Mental health professionals (FMHPs). The Professional Quality of Life Revision IV (ProQOL), the Areas of Work Life Survey, Maslach Burnout Inventory-General Survey and a Demographic Data sheet were completed by 169 FMHPs. Consistent with our hypothesis, higher levels of compassion satisfaction, lower levels of compassion fatigue, and higher overall degree of fit in the six areas of work life were predictive of lower burnout.
172.	Book  Stamm, B. H. (2010). <a href="#">The concise ProQOL manual</a> . Pocatello, ID: ProQOL. org.	ProQOL manual	Professional quality of life (cited above) This seems to be THE leading work on conceptualizing and measuring professional quality of life, which includes concepts of compassion satisfaction and compassion fatigue (which includes secondary traumatic stress and burnout). Definitions, administration of the ProQOL-5 (most recent version, Stamm, 2015), scoring, and interpretation. Provides studies. See great diagram on p. 8. Not sure about validation process...but has been used in various health/social service settings with limited evidence. Not to be confused with the ProQOL-HIV which measures quality of life among people with HIV/AIDS, validated in 5 LMICs.
173.	Osanjo, G. O., Oyugi, J. O., Kibwage, I. O., Mwanda, W. O., Ngugi, E. N., Otieno, F. C., ... & Talib, Z. (2016). <a href="#">Building capacity in implementation science research training at the University of Nairobi</a> . <i>Implementation Science</i> , 11(1), 1.  <a href="http://implementationscience.biomedcentral.com/articles/10.1186/s13012-016-0395-5">http://implementationscience.biomedcentral.com/articles/10.1186/s13012-016-0395-5</a>	Partnered research Mentored research  Identifying research priorities	This paper describes how the University of Nairobi leveraged resources from the Medical Education Partnership to develop an institutional program that provides training and mentoring in implementation science, builds relationships between researchers and implementers, and identifies local research priorities for implementation science. The program adopts a team mentoring and supervision approach, in which fellows are matched with mentors at the University of Nairobi and partnering institutions: University of Washington, Seattle, and University of Maryland. Has a great diagram of scientific studies!
174.	<a href="#">USAID from the evidence summit 2012 on community and formal health system support for enhanced CHW performance (Health)</a>  <a href="https://www.usaid.gov/sites/default/files/documents/1864/CHW-Evidence-Summit-Final-Report.pdf">https://www.usaid.gov/sites/default/files/documents/1864/CHW-Evidence-Summit-Final-Report.pdf</a>	Scale up CHWs  Support for CHWs  CHW performance  Support-performance effect	<i>Findings.</i> Despite many years of empirical inquiry on CHWs, the Summit found that the relationship between support—from both community and formal health systems—and CHW performance is still not well understood. Experts participating in the Summit identified different kinds of technical and social support as well as different forms of recognition that moderate to strong opinion suggests are likely to improve CHW performance at scale in a sustainable manner. The research evidence in support of this expert opinion, however, is weak. This is not because

		Research	rigorous studies of the support-performance relationship have demonstrated a lack of effect; rather, questions about which interventions from which systems (independently and combined) are most likely to improve CHW performance are not commonly raised or adequately investigated. Experts agreed that the existing empirical database provides insufficient evidence to satisfactorily address either the central Summit question of the independent and combined effect of community and formal health system interventions on enhancing CHW performance, or the complementary question of the most feasible, affordable, and contextually acceptable ways of providing such support. <i>Has implications for our evidence review.</i>
175.	Evans, S., Huxley, P., Gately, C., Webber, M., Mears, A., Pajak, S., ... & Katona, C. (2006). <a href="#">Mental health, burnout and job satisfaction among mental health social workers in England and Wales</a> . <i>The British Journal of Psychiatry</i> , 188(1), 75-80.  Cited 171 X	England & Wales  Stress/burnout  Emotional exhaustion	Study to examine the prevalence of stress and burnout, and job satisfaction among mental health social workers. A postal survey incorporating the General Health Questionnaire, Maslach Burnout Inventory, Karasek Job Content Questionnaire and a job satisfaction measure were sent to 610 MHSWs. Eligible respondents ( $n=237$ ) reported high levels of stress and emotional exhaustion and low levels of job satisfaction; 111 (47%), significant symptomatology and distress, twice the level reported by psychiatrists. Feeling undervalued at work, excessive job demands, limited latitude in decision-making, and unhappiness about the place of MHSWs in modern services contributed.
176.	Baines, D. (2004). <a href="#">Caring for nothing work organization and unwaged labour in social services</a> . <i>Work, Employment &amp; Society</i> , 18(2), 267-295.  Cited 173 X	Unwaged social service WF  Compulsion vs. Coercion  Professional identity	The article suggests that the unwaged social services workforce operates along a continuum with 'compulsion' at one end and 'coercion' on the other. As workers' identities and knowledge base are tied to notions of altruism and caring, and there are often implicit threats to their continued employment, most workers are not refusing unwaged work. Rather they see this and other forms of unpaid work as resistance against an increasingly alienating society, as well as a way to meet the needs of clients, relatives and friends.
177.	Zambia-led Prevention Initiative (2013). <a href="#">Motivations for entering volunteer service and factors affecting productivity: A mixed method survey of steps-OVC volunteer HIV caregivers in Zambia</a> . Lusaka, Zambia: Price, J., Moyo, T., Topp, S., Mulenga, D., Denni <a href="http://www.socialserviceworkforce.org/system/files/resource/files/Motivations%20for%20entering%20volunteer%20service%20and%20factors%20affecting%20productivity.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/Motivations%20for%20entering%20volunteer%20service%20and%20factors%20affecting%20productivity.pdf</a>	Zambia  OVC volunteers  Factors associated with volunteering  Communitarian values	This study was designed to examine the motivations of individuals volunteering as STEPS-OVC caregivers; to explore their experiences in service, including perceived barriers to carrying out their volunteer work and if, and how, their expectations for volunteering had been met or not; to assess individuals' intent to continue caregiving; and to ascertain factors associated with volunteer productivity. Communitarian and religious helping values were virtually universal in the study population —is not unexpected. Reflecting as much about social norms and expectations as about the individual volunteers under study; A majority of the volunteers indicated economic and material interests and needs
178.	Lopes, C. B., Gotway, C. C., Eriksson, C., Zhu, J., Sabin, M., et al. (2012). <a href="#">Psychological distress, depression,</a>	Global  Emergency	A longitudinal study to examine anxiety, depression, burnout, and life and job satisfaction among international humanitarian aid workers providing care in emergencies. Study participants from 19 NGOs were

	<p><a href="#">anxiety, and burnout among international humanitarian aid workers: A longitudinal study</a>. PLoS One. 7(9). DOI: 10.1371/journal.pone.0044948</p> <p><a href="http://www.socialserviceworkforce.org/system/files/resource/files/Psychological%20Distress%2C%20Depression%2C%20Anxiety%2C%20and%20Burnout%20among%20International%20Humanitarian%20Aid%20Workers.pdf">http://www.socialserviceworkforce.org/system/files/resource/files/Psychological%20Distress%2C%20Depression%2C%20Anxiety%2C%20and%20Burnout%20among%20International%20Humanitarian%20Aid%20Workers.pdf</a> Cited 27X</p>	<p>Humanitarian Chronic stressors</p> <p>Burnout</p> <p>Depression</p> <p>Job satisfaction</p> <p>Life satisfaction</p>	<p>assessed at three time points: 212 participated at pre-deployment; 169 (80%) post-deployment; and 154 (73%) within 3–6 months after deployment. When recruiting and preparing aid workers for deployment, organizations should consider history of mental illness and take steps to decrease chronic stressors, and strengthen social support networks.</p>
179.	<p>Hombrados-Mendieta, I. &amp; Cosano-Rivas, F. (2011). <a href="#">Burnout, workplace support, job satisfaction and life satisfaction among social workers in Spain: A structural equation model</a>. International Social Work. 56(2) 228-246. DOI:10.1177/0020872811421620</p> <p><a href="http://isw.sagepub.com/content/56/2/228.full.pdf+html">http://isw.sagepub.com/content/56/2/228.full.pdf+html</a></p>	<p>Spain</p> <p>Burnout Workplace support Job satisfaction</p>	<p>This article analyses the effects of burnout in a sample of social workers from Malaga, Spain. The results obtained with the structural equations model confirm that burnout has a negative influence on workplace support, job satisfaction and life satisfaction and that workplace support has a positive influence on job satisfaction. Workplace support acts as mediator variable between burnout and job satisfaction and buffers the negative effects of burnout on job satisfaction and life satisfaction among social workers.</p>
180.	<p>Hair, H. J. (2012). <a href="#">The purpose and duration of supervision, and the training and discipline of supervisors: What social workers say they need to provide effective services</a>. The British Journal of Social Work. DOI: 10.1093/bjsw/bcs071</p> <p><a href="http://bjsw.oxfordjournals.org/content/early/2012/05/29/bjsw.bcs071">http://bjsw.oxfordjournals.org/content/early/2012/05/29/bjsw.bcs071</a></p>	<p>Canada</p> <p>Mixed model nested design n=636</p> <p>Supervision</p> <p>Configuration of supports needed</p>	<p>The intent of this paper is to contribute to an emerging configuration of supervision that has the support of contemporary social workers. A concurrent mixed-model-nested research design was used to discover the post-degree supervision needs of social workers concerning the purpose and duration of supervision, and the training and discipline of supervisors. These four areas of supervision have been investigated and written about repeatedly without resolution. A mixed-methods web survey on supervision was completed by 636 social workers from a broad spectrum of social work practice settings and geographical locations in Ontario, Canada. Quantitative data and written responses from the three open-ended questions are presented as an integrated narrative. The results provide evidence of what social workers say they need as well as their suggestions that could bring ongoing debates closer to resolution. Future research is needed to continue shaping preferred configurations of supervision for effective social work practice.</p>
181.	<p>Scholarship, Research, and Creative Work at Bryn Mawr College. (2013). <a href="#">In response to need: An analysis of social work roles over time</a>. Bryn Mawr, PA: Kerson, T. S. &amp; McCoyd, J. <a href="http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1030&amp;context=gsswr_pubs">http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1030&amp;context=gsswr_pubs</a></p>	<p>Health social work</p> <p>Co-option</p>	<p>Qualitative study using interviews with 22 health sector social workers concerning their roles over time. Themes included needs created by wars, new and underserved populations, public health crises, technological advances, needs experienced by organizations, and needs resulting from economic and policy issues, as well as needs of clients. Caution is required in order to avoid being co-opted by organizations and others in power.</p>

182.	Aarons, G. A., Fettes, D. L., Flores, L. E. Jr., & Sommerfeld, D. H. (2009). <a href="#">Evidence-based practice implementation and staff emotional exhaustion in children's services</a> . <i>Behavior Research and Therapy</i> , 47(11), 954-60. DOI: 10.1016/j.brat.2009.07.006. <a href="http://www.ncbi.nlm.nih.gov/pubmed/19660738">http://www.ncbi.nlm.nih.gov/pubmed/19660738</a>	EBP implementation  Fidelity	Investigates the association of EBP implementation and fidelity monitoring with staff emotional exhaustion in a statewide EBP implementation study. The 21 case-management teams in this study were randomized in a 2 (EBP vs. services as usual [SAU]) by 2 (monitoring vs. no monitoring) design. The EBP in this study was SafeCare, a home-based intervention that aims to reduce child neglect in at-risk families. Results supported hypotheses in of lower emotional exhaustion for staff implementing the EBP but higher emotional exhaustion for staff receiving only fidelity monitoring and providing SAU. Together, these results suggest a potential staff and organizational benefit to EBP implementation and we discuss implications of the findings relative to EBPs and to fidelity monitoring.
183.	Gray, M., Joy, E., Plath, D., & Webb, S. A. (2012). <a href="#">Implementing evidence-based practice: A review of the empirical research literature</a> . <i>Research on Social Work Practice</i> , 1049731512467072. <a href="http://rsw.sagepub.com/content/23/2/157">http://rsw.sagepub.com/content/23/2/157</a>  cited 47X	Review of empirical studies of EBP  EBP implementation  Implementation barriers  Organizational capacity	The article reports on the findings of a review of empirical studies examining the implementation of evidence-based practice (EBP) in the human services. A thematic analysis of the findings of the 11 studies produced a list of barriers to EBP implementation grouped in terms of inadequate agency resources dedicated to EBP; skills and knowledge of practitioners; organizational culture; the research environment; practitioner attitudes; and inadequate supervision. Given the limited and exploratory nature of available research on EBP implementation, tentative findings suggest that to facilitate the uptake of EBP in social work and human services practice, strategically driven, adequately resourced, multifaceted approaches to EBP capacity building in organizations are needed.
184.	Dieleman, M., Cuong, P. V., Anh, L. V., & Martineau, T. (2003). <a href="#">Identifying factors for job motivation of rural health workers in North Viet Nam</a> . <i>Human resources for health</i> , 1(1), 10.  Cited 294X	Viet Nam  Staff performance  Motivation  Financial incentives  Non-financial incentives	An exploratory qualitative research was carried out among health workers in two provinces in North Viet Nam so as to identify entry points for developing strategies that improve staff performance in rural areas. The study aimed to determine the major motivating factors and it is the first in Viet Nam that looks at health workers' job perception and motivation. Apart from health workers, managers at national and at provincial level were interviewed as well as some community representatives. The study showed that motivation is influenced by both financial and non-financial incentives. The main motivating factors for health workers were appreciation by managers, colleagues and the community, a stable job and income and training. The main discouraging factors were related to low salaries and difficult working conditions.
185.	Ellett, A. J., Ellis, J. I., & Westbrook, T. M. (2007). <a href="#">A qualitative study of 369 child welfare professionals' perspectives about factors contributing to employee retention and turnover</a> . <i>Children and Youth Services Review</i> , 29(2), 264-281.	US Qualitative study Job satisfaction  Personal qualities  Retention	A statewide qualitative study of personal and organizational factors contributing to employees' decisions to either remain or leave employment in child welfare is described. Of particular interest was identifying factors related to <i>employee retention</i> . Professional staff ( <i>n</i> = 369) in a state public child welfare agency, representing all levels of the agency and regions of the state, participated in 58 focus group interviews comprising some 1200 person hours of data collection. The primary focus of this study was to explore personal and organizational

		Turnover	factors linked to child welfare employees' attractions to a public child welfare agency (Georgia Division of Family and Children Services [DFCS]) and the decisions of these employees to remain employed in child welfare. Understanding characteristics of those who leave employment in child welfare was also included in the study. Good qualitative study
186.	Kuvaas, B. (2006). <a href="#">Performance appraisal satisfaction and employee outcomes: mediating and moderating roles of work motivation</a> . <i>The International Journal of Human Resource Management</i> , 17(3), 504-522.  Cited 218X	Performance appraisal satisfaction  Work performance  Intrinsic motivation	The purpose of this study was to explore alternative relationships between performance appraisal satisfaction and employee outcomes in the form of self-reported work performance, affective organizational commitment and turnover intention. A cross-sectional survey of 593 employees from 64 Norwegian savings banks showed that performance appraisal satisfaction was directly related to affective commitment and turnover intention. The relationship between performance appraisal satisfaction and work performance, however, was both mediated and moderated by employees' intrinsic work motivation. The form of the moderation revealed a negative relationship for employees with low intrinsic motivation and a positive relationship for those with high intrinsic motivation. Implications for practice and directions for future research are discussed.
187.	BAARD, P. P., DECI, E. L., & RYAN, R. M. (2004). <a href="#">Intrinsic Need Satisfaction: A Motivational Basis of Performance and Well-Being in Two Work Settings</a> <sup>1</sup> . <i>Journal of Applied Social Psychology</i> , 34(10), 2045-2068.  Cited 1042X	Self-determination  Job autonomy  competence	Studies in 2 work organizations tested a self-determination theory based model in which employees' autonomous causality orientation and their perceptions of their managers' autonomy support independently predicted satisfaction of the employees' intrinsic needs for competence, autonomy, and relatedness, which in turn predicted their performance evaluations and psychological adjustment. Path analysis indicated that the self-determination theory model fit the data very well and that alternative models did not provide any advantage.
188.	Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). <a href="#">The job satisfaction–job performance relationship: A qualitative and quantitative review</a> . <i>Psychological bulletin</i> , 127(3), 376.  Cited 2,829X	U.S.  Job satisfaction  Job performance	A qualitative and quantitative review of the relationship between job satisfaction and job performance is provided. The qualitative review is organized around 7 models that characterize past research on the relationship between job satisfaction and job performance. Although some models have received more support than have others, research has not provided conclusive confirmation or disconfirmation of any model, partly because of a lack of assimilation and integration in the literature. Research devoted to testing these models waned following 2 meta-analyses of the job satisfaction-job performance relationship. Because of limitations in these prior analyses and the misinterpretation of their findings, a new meta-analysis was conducted on 312 samples with a combined N of 54,417. The mean true correlation between overall job satisfaction and job performance was estimated to be .30. In light of these results and the qualitative review, an agenda for future research

			on the satisfaction-performance relationship is provided.
189.	Collins, S. (2008). <a href="#">Statutory social workers: Stress, job satisfaction, coping, social support, and individual differences</a> . <i>The British Journal of Social Work</i> . 38(6) 1173-1193. DOI: 10.1093/bjsw/bcm047 <a href="http://bjsw.oxfordjournals.org/content/38/6/1173.short">http://bjsw.oxfordjournals.org/content/38/6/1173.short</a>	Coping strategies Resilience Mutual group support	This article highlights the satisfaction social workers feel about their work, considers healthy and unhealthy coping strategies that are, and might be, used, gender differences and the importance of various forms of support from within the work setting, especially mutual group support, accompanied by individual differences linked to good self-esteem, personal hardiness and resilience.
190.	ACS-NYU Children's Trauma Institute. (2012). <a href="#">Addressing secondary traumatic stress among child welfare staff: A practice brief</a> . New York, NY: NYU Langone Medical Center <a href="http://www.nyc.gov/html/acs/downloads/providers_newsletter/aug08/addressing%20STS%20among%20child%20welfare%20staff%20practice%20brief.pdf">http://www.nyc.gov/html/acs/downloads/providers_newsletter/aug08/addressing%20STS%20among%20child%20welfare%20staff%20practice%20brief.pdf</a>	Occupational stress Secondary trauma Interventions	Addresses occupational stress experienced by staff responsible for investigating allegations of child abuse and neglect and making decisions regarding child removal. There is not only one way to address secondary trauma experienced by child welfare staff; interventions have to be adapted to meet the needs and fit the culture of individual agencies.
191.	Tosone, C., Bauwens, J., & Glassman, M. (2016). <a href="#">The shared traumatic and professional posttraumatic growth inventory</a> . <i>Research on Social Work Practice</i> , 25 (3), 286-294.	Shared trauma Shared Trauma and Posttraumatic Growth Inventory	While there are established instruments offering psychometrically sound measurement of primary or secondary trauma, none capture the essence of dual exposure for mental health professionals living and working in traumatological environments. This study examined the experience of 244 mental health workers who lived and worked in New Orleans during Hurricane Katrina. An instrument, the Shared Trauma and Professional Posttraumatic Growth Inventory (STPPG), a 14-item, Likert-type scale composed of three subscales (Technique-Specific Shared Trauma, Personal Trauma, and Professional Posttraumatic Growth), was developed to understand the nature of dual trauma exposure. Results: The STPPG supports the reciprocal nature of shared trauma and correlates well to existing measures for posttraumatic stress, secondary trauma, shared trauma, and posttraumatic growth.
192.	School of Social Work, University of Minnesota. (2012). <a href="#">Secondary trauma and the child welfare workforce</a> . St. Paul, MN: Center for Advanced Studies in Child Welfare. <a href="http://ncwwi.org/files/Incentives__Work_Conditions/Secondary_Trauma__the_CW_Workforce_CW360.pdf">http://ncwwi.org/files/Incentives__Work_Conditions/Secondary_Trauma__the_CW_Workforce_CW360.pdf</a>	Secondary trauma Protecting colleagues Protecting organization	Discusses several issues related to secondary trauma and worker performance, provides information on best practices to address this issue, and offers perspectives and collaborations including references and resources. Ultimately, it is up to each caregiver to take proper measures to protect themselves and their colleagues, but organizations have a responsibility to inform their staff of the impact of secondary trauma and strategies must be implemented at all levels of an agency to help mitigate secondary trauma for workers. Organizations must invest time and resources to protect their employees.
193.	ACTION for Child Protection, Inc. (2005). <a href="#">Being prepared for ongoing CPS safety management</a> . Charlotte, NC <a href="http://action4cp.org/documents/2005/pdf/JuneBeingPreparedforOngoingCPSSafetyM">http://action4cp.org/documents/2005/pdf/JuneBeingPreparedforOngoingCPSSafetyM</a>	Assessing child protection cases Safety management	Discusses the essential understanding an ongoing child protective services (CPS) worker must possess when assigned a case involving safety issues. It provides a summary of safety intervention tasks within the CPS process and a list of social worker safety intervention responsibilities.

	anagement.pdf		Importance of all aspects of safety assessment, safety planning, and safety management.
194.	<a href="#">Child Abuse &amp; Neglect User Manual Series: Supervising Child Protective Services Caseworkers</a>	WF readiness  Hiring the 'right person' for the job  WF retention strategies	Summarizes numerous studies and literature from across the nation on the various factors that impact the readiness and retention levels of new child welfare social workers. Strategies for selective screening and hiring of the most qualified child welfare workers are outlined in the report. The importance of hiring the "right person," by giving a realistic portrayal of the job during initial interviews so that candidates can self-select out of hiring process has been shown to notably improve job retention and job satisfaction in occupations like Child Welfare Services.
195.	U.S. Department of Health and Human Services. (2004) <a href="#">Supervising child protective services caseworkers</a> . Washington, DC: Salus, M. K. <a href="https://www.childwelfare.gov/pubPDFs/supercps.pdf">https://www.childwelfare.gov/pubPDFs/supercps.pdf</a>	Supervision  Development activities	A foundation for effective supervisory practice in Child Protective Services and for understanding child maltreatment and the roles and responsibilities of various practitioners in its prevention, identification, investigation, and treatment. Provides a starting point and a solid foundation for supervising CPS caseworkers. It should be augmented through training, other professional development activities, and experience.
196.	National Resource Center for Family-Centered Practice and Permanency Planning. (2009). <a href="#">Building a model and framework for child welfare supervision</a> . Washington, DC: Hess, P., Kanak, S., & Atkins, J. <a href="http://ncwwi.org/files/Supervision__Perf_Management/BuildingAModelandFrameworkforCWSupervision.pdf">http://ncwwi.org/files/Supervision__Perf_Management/BuildingAModelandFrameworkforCWSupervision.pdf</a>	Supervision  Support for supervisors  Supervision tools	This report, Building a Model and Framework for Child Welfare Supervision, presents the findings from an extensive review of the most recent literature combined with interviews of experts in the field of child welfare, currently practicing child welfare administrators, supervisors, frontline practitioners, and trainers. To provide child welfare leadership with proven strategies and tools that support supervisors as they carry out their diverse activities. We intend that agency leadership will use this information to design an integrated organizational response to the diverse needs of their agencies' supervisors.
197.	Ng, T. W., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). <a href="#">Predictors of objective and subjective career success: A meta-analysis</a> . <i>Personnel psychology</i> , 58(2), 367-408.  <a href="https://www.researchgate.net/profile/Lillian_Eby/publication/227614669_Predictors_of_objective_and_subjective_career_success_A_meta-analysis/links/0912f508aa32181077000000.pdf">https://www.researchgate.net/profile/Lillian_Eby/publication/227614669_Predictors_of_objective_and_subjective_career_success_A_meta-analysis/links/0912f508aa32181077000000.pdf</a>  Cited 1,174X	Upward career mobility  Job success  Salary  Job satisfaction	Using the contest- and sponsored-mobility perspectives as theoretical guides, this meta-analysis reviewed 4 categories of predictors of objective and subjective career success: human capital, organizational sponsorship, sociodemographic status, and stable individual differences. Salary level and promotion served as dependent measures of objective career success, and subjective career success was represented by career satisfaction. Results demonstrated that both objective and subjective career success were related to a wide range of predictors. As a group, human capital and sociodemographic predictors generally displayed stronger relationships with objective career success, and organizational sponsorship and stable individual differences were generally more strongly related to subjective career success. Gender and time (date of the study) moderated several of the relationships examined.
198.	UNAIDS (2007). <i>Preventing burnout: Inter-Mission Care and Rehabilitation Society (IMCARES)</i> . Geneva: UNAIDS Best Practice Collection.	Preventing burnout Faith-based org	The Inter-Mission Care and Rehabilitation Society (IMCARES), a faith-based NGO headquartered in Mumbai, India, with 40+ staff members. IMCARES spends a lot of time and energy into investing in its staff as their greatest strength and uses the 'Whole Person Care for persons providing Whole Person Care'" model (p. 9). This was a descriptive



	<a href="http://www.unaids.org/sites/default/files/media_asset/jc1538_imcares_full_en_0.pdf">http://www.unaids.org/sites/default/files/media_asset/jc1538_imcares_full_en_0.pdf</a>		example of best practice, not really a reliable study.
199.	Harris, J. I., Winskowski, A. M., & Engdahl, B. E. (2007). <a href="#">Types of workplace social support in the prediction of job satisfaction</a> . <i>The Career Development Quarterly</i> , 56(2), 150-156.  Cited 93X	Mentoring Job tenure Collegial support Job satisfaction Coaching Task support	Research on social support and job satisfaction has yielded mixed results, partly because studies have rarely examined different types of workplace social support, such as collegial support, task support, coaching, and career mentoring. This study identified the relative contributions of different types of social support to job satisfaction and explored the relationship between social support and job tenure. Overall, social support accounted for approximately 17% of the variance in job satisfaction and 9% of the variance in job tenure. Career mentoring and task support were the types of social support most predictive of job satisfaction. Coaching and task support were the types of social support most predictive of job tenure.
200.	Kim, H. & Kao, D. (2014). <a href="#">A meta-analysis of turnover intention predictors among U.S. child welfare workers</a> . <i>Children and Youth Services Review</i> . 47(3) 214-223. DOI: 10.1016/j.childyouth.2014.09.015  <a href="http://www.sciencedirect.com/science/article/pii/S0190740914003399">http://www.sciencedirect.com/science/article/pii/S0190740914003399</a> Cited 4X	U.S. Meta-analysis Turnover Work environment Attitude Stress Burnout	Meta-analysis of existing literature on the turnover intentions of public child welfare workers in the United States. 22 studies were included in the final analyses involving the assessment of the effect sizes for thirty-six predictors, broadly classified into demographic, work-related, work environment, and attitudes/perceptions categories. Findings showed that the attitudes and perceptions of child welfare workers (e.g., organizational commitment and job satisfaction) had the highest influence on their turnover intention. Stress and burnout had medium to high influence on turnover intention while worker inclusion and autonomy showed medium effect sizes. Work environment indicators, such as different types of support (e.g., organizational, supervisor, co-worker, and spousal), had varying influence on turnover intention while a worker's perceptions of fairness and policy had relatively high effect sizes.
201.	Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). <a href="#">Burnout and work engagement: The JD–R approach</a> . <i>Annual Review of Organizational Psychology and Organizational Behavior</i> , 1(1), 389-411.  Cited 100X	-Antecedents of burnout -Job engagement -Job demands-resource theory	Article reviews the most important antecedents of burnout and work engagement by examining situational and individual predictors, as well as possible consequences of burnout and engagement and integrate the research findings using job demands–resources theory. Although both burnout and work engagement are related to important job-related outcomes, burnout seems to be more strongly related to health outcomes, whereas work engagement is more strongly related to motivational outcomes.
202.	Bradley, G., Engelbrecht, L., & Höjer, S. (2010). <a href="#">Supervision: A force for change? Three stories told</a> . <i>International Social Work</i> . 53(6) 773-790. DOI: 10.1177/0020872809358401 <a href="http://isw.sagepub.com/content/53/6/773.abstract">http://isw.sagepub.com/content/53/6/773.abstract</a>	South Africa England Sweden Supervision models Management	Draws on research on the role of supervisors in child welfare settings in South Africa, England and Sweden. Exploratory frameworks and models of supervision illustrate how it has been influenced by principles of New Public Management and the concluding discussion proposes an agenda for change.
203.	Fouché, C. & Lunt, N. (2010). <a href="#">Nested mentoring relationships: Reflections on a</a>	New Zealand Nested Mentoring	This article provides a new perspective on mentoring relationships by reflecting on a practice project that involved what authors identify as

	<p><a href="#">practice project for mentoring research capacity amongst social work practitioners.</a> Journal of Social Work. DOI: 10.1177/1468017310378780 com/content/early/2010/07/29/1468017310378780.abstract</p>		<p>'nested mentoring'. This time-limited collaborative project involved bringing together 43 practitioners from eight social service agencies, a practitioner advisor, four academics from two universities, all logistically managed by a programme manager The support included two strategies – workshops and mentoring; the latter being the focus of this article. Mentoring was provided by members of the academic and support team at the practitioners' place of work at regular intervals during the life of the project. Differential results reported and discussed.</p>
204.	<p>Beddoe, L., FoucC., Bartley, A., Harington, P. (2012). <a href="#">Migrant social workers' experience in New Zealand: Education and supervision issues.</a> The International Journal of Social Work Education. 31(8) 1012-1031 DOI: 10.1080/02615479.2011.633600</p> <p>Cited 11 X</p>	<p>New Zealand</p> <p>WF mobility</p> <p>Politics of SW</p> <p>Local data</p> <p>Supervision</p>	<p>Social work has recently featured a mobile workforce, joining other professions in having members navigate the opportunities and challenges posed by working and living in countries other than their country of birth and the country where they obtained their professional qualifications. Local data on professionals employed in the social services workforce in New Zealand were needed to inform educational and institutional responses to this complex phenomenon. Study findings highlighted a range of themes with significant implications for research, practice and education. This paper reports on a section of a larger project, namely the views and reported experiences of overseas-qualified social workers in New Zealand with respect to education, professional development and supervision. Core themes emerged related to the experience of the 'politics' of social work in New Zealand and conflicts over cultural and practice issues. The implications are discussed with reference to education and supervision.</p>
205.	<p>Beddoe, L., Karvinen-Niinikoski, S., Ruch, G., &amp; Tsui, M. S. (2015). <a href="#">Towards an International Consensus on a Research Agenda for Social Work Supervision: Report on the First Survey of a Delphi Study.</a> <i>British Journal of Social Work</i>, bcv110.</p>	<p>Delphi study on international research agenda for supervision</p>	<p>Given the breadth in understanding and implementation of social work across the globe and its distinctive shape in specific national settings, supervision is likely to be very different across these diverse contexts but few comparative data are available. A modified Delphi study was devised to address the question: Is there an international consensus on the agenda for research and development of supervision in social work? This article will outline the processes of study design and recruitment and will report on findings from the first phase of the project.</p>
206.	<p>Salloum, A., Kondrat, D. C., Johnco, C., &amp; Olson, K. R. (2015). <a href="#">The role of self-care on compassion satisfaction, burnout, and secondary trauma among child welfare workers.</a> Children and Youth Services Review. 49. 54-61. DOI: 10.1016/j.childyouth.2014.12.0 http://www.sciencedirect.com/science/article/pii/S0190740914004356</p>	<p>Trauma Informed Self Care (TISC)</p> <p>Burnout</p> <p>Secondary trauma</p>	<p>This study examined the role of Trauma Informed Self Care on compassion satisfaction, burnout and secondary trauma which was assessed by administering surveys to a sample of 104 child welfare case managers and supervisors. Almost one third of the sample reported high levels of burnout (29.8%) and secondary trauma (28.8%), and low levels of compassion satisfaction (31.7%). Results suggested that workers who engaged in higher levels of TISC experienced higher levels of compassion satisfaction and lower levels of burnout, although there was no relationship with secondary trauma. Findings provide preliminary evidence that TISC may be a beneficial practice to reduce risk of burnout and preserve workers' positive experience of their job, however workers experiencing secondary trauma are likely to need additional specialized intervention to assist them with their recovery.</p>

207.	Edmund S. Muskie School of Public Service. (2008). <a href="#">Screening and selection of child welfare staff</a> . Portland, ME: Bernotavicz, F. D.  <a href="http://ncwwi.org/files/Recruitment_Screening_Selection/Screening_and_selection_of_CW_Staff.pdf">http://ncwwi.org/files/Recruitment_Screening_Selection/Screening_and_selection_of_CW_Staff.pdf</a>	U.S. Recruitment Retention  Training model Rigorous training	To increase the recruitment and retention of competent child welfare staff through the development and implementation of a comprehensive, research-based and practical training model. A well-designed, job-related and rigorous process can have a number of benefits to both the applicant and the organization. The extent to which organizations leave applicants with favorable impressions is likely to have a number of important outcomes that may not be immediately apparent, such as a positive reputation, more future applicants and reduced likelihood of lawsuits.
208.	Sandu, A. & Unguru, E. (2013). <a href="#">Supervision of social work practice in North-Eastern Romanian rural areas</a> . Social and Behavioral Sciences. 82(3) 386-391. DOI: 10.1016/j.sbspro.2013.06.280 <a href="http://www.sciencedirect.com/science/article/pii/S1877042813013475">http://www.sciencedirect.com/science/article/pii/S1877042813013475</a>	Romania  Supervision  Rural  Grounded Theory	The paper is based on an implicit assumption that supervision is carried out in rural areas without taking into consideration the best practices available in scientific literature. Given this situation, we intend to keep an implicit epistemic distance to that assumption. Research was conducted through a constructive Grounded Theory methodology using structured and directive interviews as the main technique. Responses are generally in agreement with the theory, showing a good knowledge of the functions of supervision. We believe that low professional prestige of social workers in rural community adversely interfere with the quality of their work.
209.	Cohen, K. & Collens, P. (2013). <a href="#">The impact of trauma work: A meta-synthesis on vicarious trauma and vicarious trauma growth</a> . Psychological Trauma: Theory, Research, Practice, and Policy. 5(6) 570-580. Retrieved from <a href="http://research.gold.ac.uk/6610/">http://research.gold.ac.uk/6610/</a> <a href="http://research.gold.ac.uk/6610/2/revision_manuscript_VPTG.pdf">http://research.gold.ac.uk/6610/2/revision_manuscript_VPTG.pdf</a>	Meta-synthesis  Trauma work  Vicarious trauma  Vicarious post-traumatic growth	Examines the impact on trauma workers of working with people who have been traumatized within the framework of both vicarious trauma (VT) and various posttraumatic growth (VPTG) by using a meta-synthesis of findings from 20 published qualitative papers. The synthesis found that the impact of trauma work can potentially increase short and long term levels of distress and that such psychological impact can be managed through personal and organisational coping strategies. It was also found that trauma work leads to changes in schemas and day-to-day routines and that these changes can be both negative and positive. Such changes correspond to both VT and VPTG, but for VPTG to occur, trauma workers will need to be exposed to the client's own growth.
210.	Lizano, E. L. (2015). <a href="#">Examining the impact of job burnout on the health and well-being of human service workers: A systematic review and synthesis</a> . Human Service Organizations: Management, Leadership, & Governance. 39(3) 167-181 DOI: 10.1080/23303131.2015.1014122?journalCode=wasw21#.Vaa86CDD_cs <a href="http://www.tandfonline.com/doi/abs/10.1080/23303131.2015.1014122?journalCode=wasw21#.Vaa86CDD_cs">http://www.tandfonline.com/doi/abs/10.1080/23303131.2015.1014122?journalCode=wasw21#.Vaa86CDD_cs</a>	Systematic review  Burnout  Maslach Burnout Inventory	This systematic review synthesizes findings from 19 empirical studies published between 1970 and 2014 that examine the relationship between job burnout and affective, psychological, physiological, and behavioral well-being among human service workers. Study findings point to the detrimental impact of job burnout on the well-being of workers. Studies in this area of research continue to use the Maslach Burnout Inventory as the primary measure of burnout, are largely cross-sectional in design, and focus mostly on affective well-being as an outcome. A discussion on the impact of study findings for human service workforce management and future research is presented.
211.	Gil, S. & Weinberg, M. (2015). <a href="#">Secondary trauma among social workers treating trauma clients: The role of coping strategies and internal resources</a> . International Social Work. DOI:	Secondary trauma  Coping strategies  Internal resources	This study explores the association between coping strategies (problem-focused, emotion-focused, and avoidance), internal resources (dispositional optimism and mastery), demographic and work characteristics, and secondary trauma symptoms among 160 social workers in public agencies treating clients who were victims of trauma. A

	10.1177/0020872814564705 <a href="http://isw.sagepub.com/content/early/2015/04/07/0020872814564705.abstract">http://isw.sagepub.com/content/early/2015/04/07/0020872814564705.abstract</a>		hierarchical regression analysis revealed that emotion-focused and avoidance coping strategies, previous history of exposure to a traumatic event, and high exposure to traumatic material through clients were associated with increased levels of secondary trauma, while dispositional optimism, mastery, and steady supervision on a weekly basis were associated with a reduction of those symptoms. Theoretical and clinical implications of the findings are discussed.
212.	McGowan, B. G., Auebach, C., & Strolin-Goltzman, J. S. (2009). <a href="#">Turnover in child welfare workforce: A different perspective</a> . <i>Social Service Research</i> , 35(3) 228-235 DOI: 10.1080/01488370902900782 <a href="http://www.tandfonline.com/doi/abs/10.1080/01488370902900782?src=recsys#.Vaa-HyDD_cs">http://www.tandfonline.com/doi/abs/10.1080/01488370902900782?src=recsys#.Vaa-HyDD_cs</a>	U.S.  Child Welfare  Turnover rates  Paperwork  Career satisfaction	Child welfare agencies across the country are experiencing a workforce crisis involving high staff turnover rates. The purpose of this study was to determine which of the organizational, personal, and supervisory variables identified in prior research on this topic are most associated with intent to leave among employees in urban and rural child welfare settings. 447 employees in 13 child welfare agencies participated in a survey addressing organizational, personal, and supervisory factors related to turnover. ANOVA, logistical regression, and structural equation modeling were used in the data analysis. The organizational and supervisory variables identified as significant in the logistic regression, as in earlier research, were not significant when the data were subjected to structural equation modeling. Instead, findings suggest that career satisfaction and satisfaction with paperwork are the key determinants of workers' intention to stay.
213.	<a href="#">Merit System Services, CPS Human Resource Services (2006)</a> . The county welfare directors association of California. Sacramento, CA: Godsave, W. <a href="http://www.cpshr.us/documents/resources/cwda_report_v10.pdf">http://www.cpshr.us/documents/resources/cwda_report_v10.pdf</a>	Risk of turnover	CPS HR Consulting (through its Merit System Services contract) conducted a survey of all Social Service/Human Service departments in California to assess turnover. The purpose was to identify classifications in Social Services/Human Services that are most at risk of turnover and to identify the main reasons for turnover in each classification.
214.	Willis-Shattuck, M., Bidwell, P., Thomas, S., Wyness, L., Blaauw, D., & Ditlopo, P. (2008). <a href="#">Motivation and retention of health workers in developing countries: a systematic review</a> . <i>BMC health services research</i> , 8(1), 247.  <a href="http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-8-247">http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-8-247</a>  Cited 342X		A systematic review of health worker motivations. Twenty articles consisted of a mixture of qualitative and quantitative studies. Seven major motivational themes were identified: financial rewards, career development, continuing education, hospital infrastructure, resource availability, hospital management and recognition/appreciation. There was some evidence to suggest that the use of initiatives to improve motivation had been effective in helping retention. There is less clear evidence on the differential response of different cadres. Nevertheless, financial incentives alone are not enough to motivate health workers. It is clear that recognition is highly influential in health worker motivation and that adequate resources and appropriate infrastructure can improve morale significantly.
215.	Borzaga, C., & Tortia, E. (2006). <a href="#">Worker motivations, job satisfaction, and loyalty in public and nonprofit social services</a> . <i>Nonprofit and voluntary sector quarterly</i> , 35(2), 225-248.	Italian study of job incentives  Job satisfaction	Exploiting a unique data set created in 1999 on a sample of 228 public, nonprofit, and for-profit organizations operating in the social service sector, and on 2,066 workers, the article tests whether workers' satisfaction and loyalty to the organization is influenced by workers' motivations and by the incentive mixes offered by different

	<p><a href="http://nvs.sagepub.com/content/35/2/225">http://nvs.sagepub.com/content/35/2/225</a></p> <p>Cited 356 X</p>	<p>Extrinsic</p> <p>Intrinsic</p> <p>Public</p> <p>Private</p> <p>Non profit</p>	<p>organizational forms. As for satisfaction, intrinsic and relational attitudes toward work exert the greatest influence, whereas workers motivated by economic interests are less satisfied. As for loyalty to the organization, satisfaction with economic and process-related aspects of the job appear to have the greatest impact. The behavior of nonprofit organizations, which form the largest part of the sample, is consistent with these results. The specific strength of their incentive mix is represented by worker involvement and other process-related aspects of the job. By contrast, workers in public bodies are the least satisfied, higher monetary incentives notwithstanding.</p>
216.	<p><a href="http://ncwwi.org/files/Retention/Ideas_to_Prevent_Pathways_to_Burnout_in_Child_Welfare_Services.pdf">Outcome Innovations. (2005). Ideas to prevent pathways to burnout in child welfare services.</a> Martin, K. <a href="http://ncwwi.org/files/Retention/Ideas_to_Prevent_Pathways_to_Burnout_in_Child_Welfare_Services.pdf">http://ncwwi.org/files/Retention/Ideas_to_Prevent_Pathways_to_Burnout_in_Child_Welfare_Services.pdf</a></p>	<p>Preventing burnout</p>	<p>The main reasons that were given for caseworkers voluntarily leaving their jobs included: Taking another job/position, Retirement, Promotion, Moving out of the area. Burnout can impact the way a social worker engages a family, investigates a child abuse referral, sets up a case plan, or decides where to place a child. It takes a collective team rally around the worker to prevent burnout.</p>
217.	<p>Forsetlund, L., Bjorndal, A., Rashidian, A., Jamtvedt, G., O'Brien, M. A., Wolf, F., ... &amp; Oxman, A. D. (2009). <a href="http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD003030.pub2/pdf/">Continuing education meetings and workshops: effects on professional practice and health care outcomes.</a> <i>Cochrane Database Syst Rev</i>, 2(2).  <a href="http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD003030.pub2/pdf/">http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD003030.pub2/pdf/</a></p> <p>Cited 1,277 X</p>	<p>In-service training</p> <p>Continuing education</p>	<p>Eighty-one trials that evaluated the effects of educational meetings were included in this review. Based on these studies, authors concluded that educational meetings alone or combined with other interventions can improve professional practice and the achievement of treatment goals by patients. The effect on professional practice tended to be small but varied between studies, and the effect on patient outcomes was generally less. It is not possible to explain the observed differences in effect with confidence but it appeared that higher attendance at the meetings was associated with greater effects, that mixed interactive and didactic education was more effective than either alone, and that the effects were less for more complex behaviours and less serious outcomes.</p>
218.	<p>Clarke, N. (2001). <a href="http://bjsw.oxfordjournals.org/content/31/5/757">The impact of in-service training within social services.</a> <i>British Journal of Social Work</i>, 31(5), 757-774.  <a href="http://bjsw.oxfordjournals.org/content/31/5/757">http://bjsw.oxfordjournals.org/content/31/5/757</a></p> <p>Cited 53X</p>		<p>How much do we know about the actual impact of in-service training within social service organizations in terms of it achieving the aims set by policy makers? This article attempts to answer this question in order to assist in the development of a far more empirically based framework for understanding training processes within social service agencies. A review of the literature for studies published between 1974 and 1997 detailing an evaluation of in-service training programmes within social service agencies identified only 20 such studies. Review found that although training may have an impact on trainees in terms of satisfaction or knowledge gain, results regarding impact on behaviour are far more inconclusive.</p>
219.	<p>Cimino, A. N., Rorke, J. &amp; Adams, H. L. (2013). <a href="http://www.jswv.org/">Supervisors behaving badly: Witnessing ethical dilemmas and what to do about it.</a> <i>Journal of Social Work Values and Ethics</i>. (10)2 47-57.</p>	<p>Supervisor misconduct</p>	<p>The NASW Code of Ethics (1996) guides social workers' professional conduct, but provides little instruction when one's own supervisor behaves unethically. Using student-collected interviews, we found six typologies of supervisors behaving badly, and used descriptive qualitative analysis to outline steps taken to navigate the situation.</p>

	<p><a href="http://www.researchgate.net/publication/272181642_Supervisors_Behaving">http://www.researchgate.net/publication/272181642_Supervisors_Behaving</a>  <a href="http://www.researchgate.net/publication/272181642_Supervisors_Behaving_Badly_Witnessing_Ethical_Dilemmas_and_What_To_Do_About_It">http://www.researchgate.net/publication/272181642_Supervisors_Behaving_Badly_Witnessing_Ethical_Dilemmas_and_What_To_Do_About_It</a></p>		Results hold pedagogical relevance to social work practice.
220.	<p>School of Social Welfare, University at Albany. (2005). <a href="#">Retention planning to reduce workforce turnover in New York State's public child welfare systems: Developing knowledge, lessons learned, and emergent priorities</a>. Albany, NY: Lawson, H. A. &amp; Claiborne  <a href="http://ncwwi.org/files/Retention/Retention_Planning_to_Reduce_Workforce_Turnover_in_NYS.pdf">http://ncwwi.org/files/Retention/Retention_Planning_to_Reduce_Workforce_Turnover_in_NYS.pdf</a></p>	<p>Preventing turnover  Retention plan</p>	<p>A report answering the following questions: What can local district commissioners, and directors and other public child welfare leaders do to prevent undesirable turnover? What are the key components in a comprehensive, coherent, and effective retention plan? While some of these components are referenced directly in this report in relation to retention planning, others such as recruitment, selection, and deployment get short shrift or are omitted altogether. Future reports and development activities (e.g., new training modules) will address these other needs.</p>
221.	<p>American Public Human Services Association. (2012). <a href="#">Building workforce capacity through a child welfare practice model: Lessons from the field</a>. Washington, DC: Rubin, J.  <a href="http://ncwwi.org/files/Workforce_Development_Process/Build-Workforce-Capacity-ChildWelfare-Practice-Model-Lessons.pdf">http://ncwwi.org/files/Workforce_Development_Process/Build-Workforce-Capacity-ChildWelfare-Practice-Model-Lessons.pdf</a></p>	Building WF capacity	<p>Highlighting agencies that have been able to align and connect their child welfare practice model to building the workforce capacity to achieve the desired outcomes of the model, using it as a guide and foundation of practice in the critical areas across their organization. Building the capacity of the child welfare workforce is a crucial task for achieving desired outcomes. This task becomes much clearer in purpose and scope when connected to achieving the vision of a child welfare practice model.</p>
222.	<p>McPherson, L., Frederico, M., &amp; McNamara, P. (2015). <a href="#">Safety as a fifth dimension in supervision: Stories from the frontline</a>. Australian Social Work. DOI:10.1080/0312407X.2015.1024265  <a href="http://www.tandfonline.com/doi/full/10.1080/0312407X.2015.1024265?af=R#preview">http://www.tandfonline.com/doi/full/10.1080/0312407X.2015.1024265?af=R#preview</a></p>	<p>Australia  Supervision  Leadership  Safety</p>	<p>Child and family practice is recognised as a field of social work that has become increasingly complex. While evidence is growing in relation to effective supervision, there has been little research about the attributes of an effective supervisor, or the components of effective supervision. This paper reports on research undertaken in Victoria, Australia, which explored practitioners' and supervisors' experiences of effective supervision in this field. Data collection involved in-depth interviews with experienced supervisors and supervisees in order to explore the concept of effective supervision from participants' perspectives. The data were systematically interrogated using a thematic inductive process, designed to enhance the voice of participants in the research. The study findings confirmed the complexity and centrality of the supervisory relationship, with the experience of a safe supervisory relationship proving essential. The importance of contemporary knowledge, leadership skills, and an enabling organisational and community context were also highlighted.</p>
223.	<p>McFadden, P., Campbell, A., &amp; Taylor, B. (2015). <a href="#">Resilience and burnout in child protection work: Individual and organisational themes from a systematic literature review</a>. The British Journal of</p>	<p>Comprehensive lit review on resilience or burnout  Resilience</p>	<p>A literature review of 65 articles focusing on evaluating the research findings, which considered individual and organisational factors associated with resilience or burnout in child protection social work staff. There are a range of individual and organisational themes for staff in child protection social work. Nine themes were identified in total. These</p>

	Social Work 45(5) 1546-1563. DOI: 10.1093/bjsw/bct210 <a href="http://bjsw.oxfordjournals.org/content/45/5/1546.short">http://bjsw.oxfordjournals.org/content/45/5/1546.short</a>	Individual themes Organizational themes	are categorised under 'Individual' and 'Organisational' themes. Themes categorised as individual included personal history of maltreatment, training and preparation for child welfare, coping, secondary traumatic stress, compassion fatigue and compassion satisfaction. Those classified as organisational included workload, social support and supervision, organisational culture and climate, organisational and professional commitment, and job satisfaction or dissatisfaction. The range of factors is discussed with recommendations and areas for future research are highlighted.
224.	Kassahun, M. (2015). <a href="#">Social support and stress of kin caregivers of orphaned children in Addis Ababa, Ethiopia: Implications for practice and policy.</a> International Journal of Social Welfare. DOI: 10.1111/ijsw.12145 <a href="http://onlinelibrary.wiley.com/doi/10.1111/ijsw.12145/abstract?systemMessage=Wiley+Online+Library+will+have+intermittent+access+on+8th+August+2015+from+10%3A00-16%3A00+BST+%2F+05%3A00-11%3A00+EDT+%2F+17%3A00-23%3A00+SGT+for+essential+maintenance.+Apologi">http://onlinelibrary.wiley.com/doi/10.1111/ijsw.12145/abstract?systemMessage=Wiley+Online+Library+will+have+intermittent+access+on+8th+August+2015+from+10%3A00-16%3A00+BST+%2F+05%3A00-11%3A00+EDT+%2F+17%3A00-23%3A00+SGT+for+essential+maintenance.+Apologi</a>	Ethiopia  Kinship care  Social support  Stress	Using a mixed methods research design, this study analysed available social supports and stressors among 127 kin caregivers who were caring for HIV- and AIDS-affected orphans and vulnerable children in Addis Ababa, Ethiopia. Kin caregivers' scores indicate a low level of social support and a high level of stress. The amount of support caregivers received from formal sources is considered inadequate, irregular and inconsistent. Kin caregivers' stress is situational and largely related to poverty, especially food insecurity. numbers of orphans and vulnerable children in Ethiopia through explicitly acknowledging the significant role of kinship care.
225.	Ananias, J. & Lightfoot, E. (2012). <a href="#">Promoting social development: Building a professional social work association in Namibia.</a> Journal of Community Practice. 20(1) 196-210. DOI: 10.1080/10705422.2012.644227 <a href="http://www.tandfonline.com/doi/abs/10.1080/10705422.2012.644227?journalCode=wcom20#.VcT7MCDD_cs">http://www.tandfonline.com/doi/abs/10.1080/10705422.2012.644227?journalCode=wcom20#.VcT7MCDD_cs</a>	Namibia  social development  professional cohesion  professional association	Although Namibia's government has established a social welfare system with a social development emphasis, social workers have not yet fully embraced this approach and have had few opportunities for professional cohesion. The purpose of this study is to examine the role of the National Association of Social Workers in promoting social development and cohesion among social workers in Namibia. Based on a 32-item survey, Namibian social workers believe that national organizations can help contribute to a nation's social development and promote social cohesion by offering networking opportunities. These findings indicate that professional associations can play an important role not only in marketing social work and offering continuous professional development education, but also can help in promoting social development in Africa.
226.	Borah, V. E. & Aguiniga, D. M. (2013) <a href="#">Research note - Online dissemination of research: Are professional associations making the grade?</a> Journal of Social Work Education. 49, 506-514. DOI: 10.1080/10437797.2013.796854  <a href="http://eric.ed.gov/?id=EJ1012017">http://eric.ed.gov/?id=EJ1012017</a>	Disseminating research information  Role of professional associations in disseminating evidence to practitioners	Efficient and practical means of disseminating research to social workers are needed. The authors examined how 10 social work and 10 other helping profession association websites used their sites to disseminate research to their members. A rubric was used to rate the websites in 4 domains: (1) promotion, (2) accessibility, (3) dissemination, and (4) linkages to credible research information. Findings reveal that online dissemination of research by these professional associations is lacking. Recommendations include use of a prominent research tab on the homepage, inclusion of research syntheses, and links to additional research resources. Professional

			associations must improve their websites to become the foremost portals by which social workers stay informed of the most current research in their respective practice areas.
227.	Jaskiewicz, W., & Tulenko, K. (2012). <a href="#">Increasing community health worker productivity and effectiveness: a review of the influence of the work environment</a> . <i>Hum Resour Health</i> , 10(1), 38.  Cited 61X	Productivity  Work environment  Workload  Geographic Distance	A desk review shows that CHW productivity is determined in large part by the conditions under which they work. Attention to the provision of an enabling work environment for CHWs is essential for achieving high levels of productivity. We present a model in which the work environment encompasses four essential elements—workload, supportive supervision, supplies and equipment, and respect from the community and the health system—that affect the productivity of CHWs. We propose that when CHWs have a manageable workload in terms of a realistic number of tasks and clients, an organized manner of carrying out these tasks, a reasonable geographic distance to cover, the needed supplies and equipment, a supportive supervisor, and respect and acceptance from the community and the health system, they can function more productively and contribute to an effective community-based strategy.
228.	Hauff, S., Richter, N. F., & Tressin, T. (2015). <a href="#">Situational job characteristics and job satisfaction: The moderating role of national culture</a> . <i>International Business Review</i> , 24(4), 710-723.  <a href="http://www.sciencedirect.com/science/article/pii/S0190740914004356">http://www.sciencedirect.com/science/article/pii/S0190740914004356</a>	Job satisfaction  Culture  Values	Empirical analyses are based on a sample from 24 nations. Findings indicate that some job characteristics' impacts vary significantly between countries, while others prove to be independent of national context. These differences are indeed partially, significantly moderated by individual dimensions of culture.
229.	Salloum, A., Kondrat, D., Johnco, C., & Olson, K. (2015). <a href="#">The role of self-care on compassion satisfaction, burnout and secondary trauma among child welfare workers</a> . <i>Children and Youth Services Review</i> , 49, 54-61.  <a href="http://www.sciencedirect.com/science/article/pii/S0190740914004356">http://www.sciencedirect.com/science/article/pii/S0190740914004356</a>	Self-care  Secondary trauma  Supportive supervision	Compared with generic personal care activities, TISC is likely to be especially relevant for child welfare workers. Trauma-informed self-care (TISC) includes being aware of one's own emotional experience in response to exposure to traumatized clients and planning/engaging in positive coping strategies, such as seeking supervision, attending trainings on secondary trauma, working within a team, balancing caseloads, and work-life balance. This study examined the role of TISC on compassion satisfaction, burnout and secondary trauma which was assessed by administering surveys to a sample of 104 child welfare case managers and supervisors.
230.	Warr, P. (2007). <a href="#">Work, happiness, and unhappiness</a> . Psychology Press, 2011.  Cited 566 X	Job satisfaction  Culture  Values	Cultural differences in values attached to job characteristics, social and judgmental influences on job happiness.
231.	Stacy, M. L. (2015). <a href="#">Factors Influencing</a>	U.S.	Guided by the social exchange theory as the theoretical framework,



	<p><a href="#">Job Satisfaction Among Child Welfare Staff.</a></p> <p><a href="https://scholar.google.com/scholar?hl=en&amp;q=Stacy%2C+M.+L.+%282015%29.+Factors+Influencing+Job+Satisfaction+Among+Child+Welfare+Staff.&amp;btnG=&amp;as_sdt=1%2C45&amp;as_sdtp=">https://scholar.google.com/scholar?hl=en&amp;q=Stacy%2C+M.+L.+%282015%29.+Factors+Influencing+Job+Satisfaction+Among+Child+Welfare+Staff.&amp;btnG=&amp;as_sdt=1%2C45&amp;as_sdtp=</a></p>	<p>Job satisfaction impact</p> <p>Differential impact of types of work</p>	<p>which is based on intra-organizational relationships and workplace behavior, this quantitative study determined which indices of job satisfaction influenced retention among workers in Palm Beach County, Florida. It also examined how job satisfaction impacted different worker groups. Using Spector's Job Satisfaction Survey and additional demographical questions, data were analyzed to measure job satisfaction among the different worker groups (n = 18). A 2-tailed t test, analysis of variance, and multivariate analysis of variance indicated that adoption workers were more satisfied than were dependency workers in each of the 9 indices measured and that having a degree in social work did not influence job satisfaction among the different worker types.</p>
232.	<p>Lizano, E. L., &amp; Mor Barak, M. M. (2015). <a href="#">Job burnout and affective wellbeing: A longitudinal study of burnout and job satisfaction among public child welfare workers.</a> <i>Children and Youth Services Review</i>, 55, 18-28.</p> <p>Cited 1 X</p>	<p>Job resources</p> <p>Emotional exhaustion</p> <p>Human resource management of WF</p>	<p>Findings from the multi-group path models suggest that the type and level of job resource moderate the relationship between job demands, burnout and job satisfaction. Job demands had diverging effects on several relationships in the model with the exception of two relationships. The relationships between emotional exhaustion and depersonalization and emotional exhaustion and job satisfaction were consistent across all groups and models. This finding suggests that regardless of social support and specialized training, emotional exhaustion is positively related to depersonalization and negatively related to job satisfaction. Implications for future research and workforce management practices in child welfare organizations.</p>
233.	<p>Mor Barak, M. E. M., Nissly, J. A., &amp; Levin, A. (2001). <a href="#">Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we learn from past research? A review and meta-analysis.</a> <i>Social Service Review</i>, 75(4), 625-661.</p> <p><a href="http://www.jstor.org/stable/10.1086/323166">http://www.jstor.org/stable/10.1086/323166</a></p> <p>Cited 637 X</p>	<p>Meta-analysis</p> <p>Retention</p>	<p>This study involves a meta-analysis of 25 articles concerning the relationship between demographic variables, personal perceptions, and organizational conditions and either turnover or intention to leave. It finds that burnout, job dissatisfaction, availability of employment alternatives, low organizational and professional commitment, stress, and lack of social support are the strongest predictors of turnover or intention to leave. Since the major predictors of leaving are not personal or related to the balance between work and family but are organizational or job-based, there might be a great deal that both managers and policy makers can do to prevent turnover.</p>
234.	<p>Mor Barak, M. E. M., Travis, D. J., Pyun, H., &amp; Xie, B. (2009). The impact of supervision on worker outcomes: a meta-analysis. <i>Social Service Review</i>, 83(1), 3-32.</p> <p><a href="http://www.jstor.org/stable/pdf/10.1086/599028.pdf?_url=1460833738973">http://www.jstor.org/stable/pdf/10.1086/599028.pdf?_url=1460833738973</a></p> <p>cited 107X</p>	<p>Meta-analysis</p>	<p>This article provides a meta-analysis of 27 qualified research articles published between 1990 and 2007, with a combined sample of 10,867 workers in child welfare, social work, and mental health settings. The results indicate that supervisory dimensions of task assistance, social and emotional support, and supervisory interpersonal interaction are positively and statistically significantly related to beneficial outcomes for workers. The dimensions of social and emotional supervisory support and supervisory interpersonal interaction are found to be negatively and statistically significantly related to detrimental outcomes for workers. These findings indicate that social service agencies should devote resources to training supervisors across all supervisory dimensions.</p>

235.	<p>Kilminster, S. M., &amp; Jolly, B. C. (2000). <a href="#">Effective supervision in clinical practice settings: a literature review</a>. Medical education, 34(10), 827-840.</p> <p>Cited 477 X</p>	<p>Supervision relationship</p> <p>Structure and method for supervision</p> <p>Supervision models</p> <p>Supervision research</p>	<p>Review. The supervision relationship is probably the single most important factor for the effectiveness of supervision, more important than the supervisory methods used. Feedback is essential and must be clear. It is important that the trainee has some control over and input into the supervisory process. Finding sufficient time for supervision can be a problem. Trainee behaviours and attitudes towards supervision require more investigation; some behaviours are detrimental both to patient care and learning. Current supervisory practice in medicine has very little empirical or theoretical basis. This review demonstrates the need for more structured and methodologically sound programmes of research into supervision in practice settings so that detailed models of effective supervision can be developed and thereby inform practice.</p>
236.	<p>Ray, D., &amp; Altekruise, M. (2000). <a href="#">Effectiveness of group supervision versus combined group and individual supervision</a>. Counselor Education and Supervision, 40(1), 19.</p> <p>Cited 73 X</p>	<p>Group supervision vs.</p> <p>Individual supervision</p>	<p>This study investigated the effectiveness of large group supervision, small group supervision, and combined group and individual supervision with counseling students. Sixty-four participants in a master's-level practicum were divided into 3 treatment groups that received supervision over 10 weeks. Using a pretest/posttest method, counselors were rated on growth in effectiveness and development according to self-report, supervisor, client, and objective rater responses. Analyses of covariance revealed that all supervision formats resulted in similar progress in counselor effectiveness and counselor development. Large group supervision produced a significant result on the factor Autonomy/Dependency. However, participants showed a marked preference for individual feedback and supervision.</p>
237.	<p>Lassiter, P. S., Napolitano, L., Culbreth, J. R., &amp; Ng, K. (2008). <a href="#">Developing multicultural competence using the structured peer group supervision model</a>. COUNSELLOR EDUCATION AND SUPERVISION, 47(3), 164.</p> <p>Cited 31 X</p>	<p>Multicultural counseling competency</p> <p>Group supervision</p>	<p>Interest in the role of supervision in counselor training has increased concurrent with the Interest in effective strategies for developing multicultural counseling competency. L. D. Borders (1991) proposed a model of group supervision appropriate for use with supervisees of differing skill levels; however, the model does not overtly provide for supervisees' development of multicultural awareness and skills. This article presents a format of peer group multicultural supervision in which supervisees work to increase their multicultural competencies while engaging in helper roles for working with culturally diverse clients.</p>
238.	<p>Van Yperen, N. W., &amp; Hagedoorn, M. (2003). <a href="#">Do high job demands increase intrinsic motivation or fatigue or both? The role of job control and job social support</a>. Academy of Management Journal, 46(3), 339-348.</p> <p>Cited 342 X</p>	<p>Demand-control-support model</p> <p>Intrinsic motivation</p> <p>Job control</p>	<p>Karasek's demand-control-support model is used to determine whether either job control or job social support or both can reduce signs of fatigue and simultaneously enhance intrinsic motivation among employees facing high job demands. Survey data on 555 nurses suggest that job control in particular reduces fatigue in highly demanding jobs, whereas high levels of instrumental support produce elevated levels of intrinsic motivation, regardless of the level of job control and job demands.</p>
239.	<p>Singh, D., Cumming, R., Mohajer, N., &amp; Negin, J. (2016). <a href="#">Motivation of Community</a></p>	<p>Motivation</p> <p>Non-financial</p>	<p>The objective of this study was to understand whether full-time professional CHWs can potentially work with community health volunteers (CHVs) in the community to widen their reach and scope and</p>

	<p><a href="#">Health Volunteers in rural Uganda: the interconnectedness of knowledge, relationship and action.</a> <i>Public Health.</i></p> <p><a href="http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=0bda9857-c6a9-4ce4-a697-b84d48593ec3%40sessionmgr110&amp;vid=1&amp;hid=125">http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=0bda9857-c6a9-4ce4-a697-b84d48593ec3%40sessionmgr110&amp;vid=1&amp;hid=125</a></p>	<p>incentives</p> <p>Community health workers</p>	<p>if so what motivators might be of key importance to the CHVs remaining active in the field. CHVs (n=81) were selected and trained in eight villages in East Uganda as part of a mixed-method trial conducted between March 2014 and February 2015. There was a 95% retention rate amongst CHVs. Acquisition and sharing of knowledge, relationship building and seeing health-related knowledge put into action were more important motivators than the transport allowances or the hope of gaining employment. Additionally, CHVs put what they learnt into practice. <i>NOTE: but in the long term these may not be enough.</i></p>
240.	<p>Greenwood, R., Suddaby, R., &amp; Hinings, C. R. (2002). <a href="#">Theorizing change: The role of professional associations in the transformation of institutionalized fields.</a> <i>Academy of management journal</i>, 45(1), 58-80.</p> <p><a href="http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=cdf17f06-6041-45be-b7ac-8192434c8e70%40sessionmgr4003&amp;vid=1&amp;hid=4104">http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=cdf17f06-6041-45be-b7ac-8192434c8e70%40sessionmgr4003&amp;vid=1&amp;hid=4104</a></p> <p>Cited 2,026X</p>	<p>Professional associations</p> <p>Legitimizing change</p> <p>Transformation</p>	<p>This neo-classic study examines the role of professional associations in a changing, highly institutionalized organizational field and suggests that they play a significant role in legitimating change. A model of institutional change is outlined, of which a key stage is 'theorization,' the process whereby organizational failings are conceptualized and linked to potential solutions. Regulatory agencies, such as professional associations, play an important role in theorizing change, endorsing local innovations and shaping their diffusion.</p>
241.		<p>Professional associations</p> <p>Code of ethics</p>	<p>A tension between the profession's pursuit of autonomy and the public's demand for accountability has led to the development of codes of ethics as both a foundation and guide for professional conduct. The profession as an institution serves as a normative reference group for individual practitioners and through a code of ethics clarifies the norms that ought to govern professional behavior.</p>
242.	<p>Rome, S.H. (2013). <a href="#">Social Work and Law: Judicial policy and forensic practice.</a> New Jersey: Pearson Education, Inc.,</p>	<p>U.S. Social work law</p> <p>Regulations</p>	<p>Book on social work related laws</p>
<h2>IMPACT / EFFECTIVENESS</h2>			
<p><b>Key concepts:</b></p> <ol style="list-style-type: none"> <li>1. <b>Impact or effectiveness of social service interventions</b></li> <li>2. <b>Research on effectiveness of social service workforce</b></li> </ol>			
243.	<p><a href="#">How effective are community health workers?</a></p> <p>Perry &amp; Zullinger, 2012 (report)</p>	<p>CHWs</p> <p>MDGs</p>	<p>Overview of the evidence on effectiveness of CHWs in light of the health-related MDGs and recommendations for strengthening them. Could also fit under 'support' and possibly planning—developing.</p>

	<a href="http://www.coregroup.org/storage/Program_Learning/Community_Health_Workers/review%20of%20chw%20effectiveness%20of%20mdgs-sept2012.pdf">http://www.coregroup.org/storage/Program_Learning/Community_Health_Workers/review%20of%20chw%20effectiveness%20of%20mdgs-sept2012.pdf</a>	Planning Developing Supporting	
244.	Kendrick, D., Elkan, R., Hewitt, M., Dewey, M., Blair, M., Robinson, J., & Brummell, K. (2000). <a href="#">Does home visiting improve parenting and the quality of the home environment? A systematic review and meta-analysis.</a> <i>Archives of disease in childhood</i> , 82(6), 443-451.  Cited 221X on google	Meta-analysis of home visiting  HOME scale	Seventeen studies reported Home Observation for Measurement of the Environment (HOME) scores, 27 reported other measures of parenting, and 10 reported both types of outcome. Twelve studies were entered into the meta-analysis. This showed a significant effect of home visiting on HOME score. Similar results were found after restricting the analyses to randomised controlled trials and to higher quality studies. Twenty one of the 27 studies reporting other measures of parenting found significant treatment effects favouring the home visited group on a range of measures.
245.	Sweet, M. A., & Appelbaum, M. I. (2004). <a href="#">Is home visiting an effective strategy? A meta-analytic review of home visiting programs for families with young children.</a> <i>Child development</i> , 75(5), 1435-1456.  <a href="http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=7901369c-2161-4674-8a47-0f64edaee638%40sessionmgr111&amp;vid=2&amp;hid=106">http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=7901369c-2161-4674-8a47-0f64edaee638%40sessionmgr111&amp;vid=2&amp;hid=106</a>  Cited 527X	Meta-analysis of Home visits	Study claims to be the first comprehensive meta-analytic effort to quantify the usefulness of home visits as a strategy for helping families across a range of outcomes. Sixty home visiting programs contributed data to analysis within 5 child and 5 parent outcome groups. Standardized effect sizes were computed for each end-of-treatment outcome measure, for each treatment versus control contrast. Weighted mean standardized effect sizes ranged from-.043 to .318; 6 of the 10 significantly differed from 0. No one program characteristic consistently affected effect sizes across outcome groups. The extent to which these findings have practical use for the field is discussed. Conclusion: home visiting programs generally tend to help families with young children, but the differences dependent on the various dimensions (design, target group, delivery method, etc) are not known.
246.	Roberts, I., Kramer, M. S., & Suissa, S. (1996). <a href="#">Does home visiting prevent childhood injury? A systematic review of randomised controlled trials.</a> <i>British Medical Journal (Bmj)</i> ,312(7022), 29-33.  <a href="http://www.jstor.org/stable/pdf/29730221.pdf?acceptTC=true">http://www.jstor.org/stable/pdf/29730221.pdf?acceptTC=true</a>  Cited 222X	Systematic review of RCTs (but old)	Conclusion: Home visiting programmes have the potential to reduce significantly the rates of childhood injury. The problem of differential surveillance for child abuse between intervention and control groups precludes the use of reported abuse as a valid outcome measure in controlled trials of home visiting.
247.	Avellar, S.A. & Suypplée, L.H. (2013). <a href="#">Effectiveness of home visiting in improving child health and reducing child maltreatment.</a> <i>Pediatrics</i> Nov;132 Suppl 2:S90-9. doi: 10.1542/peds.2013-1021G. <a href="http://www.ncbi.nlm.nih.gov/pubmed/2418">http://www.ncbi.nlm.nih.gov/pubmed/2418</a>	Systematic analysis of home visiting programs	32 models of home visiting programs were reviewed. Most were shown to have favorable effects on child development. Other common favorable effects included health care usage and reductions in child maltreatment. Existing rigorous research indicates that home visiting has the potential for positive results among high-risk families, particularly on health care usage and child development.

	7128		
248.	<p>Dretzke, J., Davenport, C., Frew, E., Barlow, J., Stewart-Brown, S., Bayliss, S., ... &amp; Hyde, C. (2009). <a href="#">The clinical effectiveness of different parenting programmes for children with conduct problems: a systematic review of randomised controlled trials</a>. <i>Child and adolescent psychiatry and mental health</i>, 3(1), 1-10.</p> <p>Cited 156X</p>	Systematic review of parenting programs.	<p>57 RCTs were included. Studies were small with an average group size of 21. Meta-analyses using both parent (SMD -0.67; 95% CI: -0.91, -0.42) and independent (SMD -0.44; 95% CI: -0.66, -0.23) reports of outcome showed significant differences favouring the intervention group. There was insufficient evidence to determine the relative effectiveness of different approaches to delivering parenting programmes. Parenting programmes are an effective treatment for children with conduct problems. The relative effectiveness of different parenting programmes requires further research.</p>
249.	<p>Kaminski, J. W., Valle, L. A., Filene, J. H., &amp; Boyle, C. L. (2008). <a href="#">A meta-analytic review of components associated with parent training program effectiveness</a>. <i>Journal of abnormal child psychology</i>, 36(4), 567-589.</p> <p>Cited 709X</p>	Meta analysis of parenting programs	<p>This component analysis used meta-analytic techniques to synthesize the results of 77 published evaluations of parent training programs for parents of children aged 0–7. Characteristics of program content and delivery method were used to predict effect sizes on measures of parenting behaviors and children’s externalizing behavior. After controlling for differences attributable to research design, program components consistently associated with larger effects included increasing positive parent–child interactions and emotional communication skills, teaching parents to use time out and the importance of parenting consistency, and requiring parents to practice new skills with their children during parent training sessions. Program components consistently associated with smaller effects included teaching parents problem solving; teaching parents to promote children’s cognitive, academic, or social skills; and providing other, additional services. The results have implications for selection and strengthening of existing parent training programs.</p>
250.	<p>Mejia, A., Calam, R., &amp; Sanders, M. R. (2012). <a href="#">A review of parenting programs in developing countries: opportunities and challenges for preventing emotional and behavioral difficulties in children</a>. <i>Clinical child and family psychology review</i>, 15(2), 163-175.</p> <p><a href="http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=e6fe20b9-c4b8-4d17-bd8d-fbf15d6bd756%40sessionmgr198&amp;vid=1&amp;hid=106">http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=e6fe20b9-c4b8-4d17-bd8d-fbf15d6bd756%40sessionmgr198&amp;vid=1&amp;hid=106</a></p> <p>Cited 51X</p>	<p>Global, LMIC focus</p> <p>Review of parenting programs</p>	<p>Paper reviewed the literature on parenting programs in developing countries in order to identify challenges, opportunities and directions for further research. First, reports of international organizations were reviewed in order to gain a preliminary overview of the field. In a second stage, a nonsystematic review was carried out. Databases were searched in order to identify empirical evaluations of parenting programs in low-income countries. Finally, a systematic review was carried out to specifically identify evaluations of programs targeting emotional or behavioral outcomes. Only one study had a strong methodology among those designed to prevent emotional and behavioral outcomes. Opportunities for further program development and research are identified.</p>

251.	<p>Knerr, W., Gardner, F., &amp; Cluver, L. (2013). <a href="#">Improving positive parenting skills and reducing harsh and abusive parenting in low-and middle-income countries: a systematic review</a>. <i>Prevention Science</i>, 14(4), 352-363.</p> <p><a href="http://link.springer.com/article/10.1007/s1121-012-0314-1#page-1">http://link.springer.com/article/10.1007/s1121-012-0314-1#page-1</a></p> <p>Cited 63X</p>	<p>LMICs focus</p> <p>Parenting programs in LMICs</p> <p>Effectiveness of parenting programs</p>	<p>This systematic review, conducted in line with Cochrane Handbook guidelines, investigated the effectiveness of parenting interventions for reducing harsh/abusive parenting, increasing positive parenting practices, and improving parent–child relationships in LMICs. Attitudes and knowledge were examined as secondary outcomes. A range of databases were systematically searched, and randomized trials included. High heterogeneity precluded meta-analysis, but characteristics of included studies were described according to type of delivery mode and outcome. Twelve studies with 1580 parents in nine countries reported results favoring intervention on a range of parenting measures. The validity of results for most studies is unclear due to substantial or unclear risks of bias. However, findings from the two largest, highest-quality trials suggest parenting interventions may be feasible and effective in improving parent–child interaction and parental knowledge in relation to child development in LMICs</p>
252.	<p>Mejia, A., Calam, R., &amp; Sanders, M. R. (2015). <a href="#">Examining delivery preferences and cultural relevance of an evidence-based parenting program in a low-resource setting of Central America: Approaching parents as consumers</a>. <i>Journal of Child and Family Studies</i>, 24(4), 1004-1015.</p> <p><a href="http://link.springer.com/article/10.1007/s10826-014-9911-x">http://link.springer.com/article/10.1007/s10826-014-9911-x</a></p> <p>Cited 13X</p>	<p>Panama</p> <p>-Cultural relevance of Triple P</p> <p>-Peer reviewed</p>	<p>A cultural relevance study was conducted in Panama, Central America. Parents (N = 120) from low-resource communities were surveyed to explore cultural relevance of material from the Triple P-Positive Parenting Program. Parents found program materials highly relevant and reported that they would be willing to participate in a program if one was offered. A large proportion of the sample expressed a preference for self-directed formats such as books, articles and brochures (77.6 %). Regression analyses suggested that most parents considered material as relevant, interesting and useful, regardless of other factors such as socio-economic status, gender, the level of child behavioral difficulties, parental stress, parental confidence and expectations of future behavioral problems.</p>
253.	<p>Mejia, A., Calam, R., &amp; Sanders, M. R. (2015). <a href="#">A pilot randomized controlled trial of a brief parenting intervention in low-resource settings in Panama</a>. <i>Prevention Science</i>, 16(5), 707-717.</p> <p><a href="http://link.springer.com/article/10.1007/s1121-015-0551-1">http://link.springer.com/article/10.1007/s1121-015-0551-1</a></p>	<p>Panama</p> <p>Pilot RCT of Triple P</p>	<p>The aim of this study was to determine whether an intervention from the Triple P Positive Parenting Program system was effective in reducing parental reports of child behavioral difficulties in urban low-income settings in Panama City. A pilot parallel-group randomized controlled trial was carried out. A total of 108 parents of children 3 to 12 years old with some level of parent-rated behavioral difficulties were randomly assigned to a discussion group on “dealing with disobedience” or to a no intervention control. Blinded assessments were carried out prior to the intervention, 2 weeks, 3 months, and 6 months later. Results indicated that parental reports of child behavioral difficulties changed over time and decreased more steeply in the intervention than in the control group.</p>
254.	<p>Regalado, M., &amp; Halfon, N. (2001). <a href="#">Primary care services promoting optimal child development from birth to age 3 years: review of the literature</a>. <i>Archives of pediatrics &amp; adolescent medicine</i>, 155(12), 1311-1322.</p>	<p>Psychosocial risk factors</p> <p>Parental concerns</p>	<p>Assessments of parental concerns and psychosocial risk factors using validated approaches seem to be more accurate in identifying developmental problems than clinicians' appraisals. In general, study results support the efficacy of (1) primary care educational efforts toward promoting optimal parent-child interaction, parents' understanding of child temperament, book-sharing activities, and approaches to healthy sleep habits and (2) office interventions such as counseling for the</p>

	Cited 177X		management of excessive infant crying and sleep problems. Has implications for parenting skills courses, psychosocial support
255.	Children's Defense Fund (2006). <a href="#">Components of an effective child welfare workforce to improve outcomes for children and families: What does the research tell us?</a> New York, NY: Munson, S.	14 Components of effective child welfare WF	This paper discusses what makes an effective child welfare workforce, why focusing on child welfare is critical to improving outcomes for children and families, and the role the federal government has in strengthening the child welfare workforce. There are 14 core components of an effective child welfare workforce. 1. Agencies must be led by strong professionals. 2. Organizations must provide a supportive environment for workers. 3. Caseloads must be manageable 4. Workers must have meaningful supervision. 5. Workers must have quality education. 6. Workers must have competency based training and continued professional development. 7. Timely data. 8. Relevant research. 9. Effective accountability mechanisms must be in place. 10. Must have up to date tech. resources. 11. Must have safe workplaces. 12. Must have employment incentives for workers. 13. Agencies must be culturally competent. 14. Agencies must connect with other community agencies.
256.	Wessells, M. (2009). <a href="#">What are we learning about protecting children in the community?</a>  <a href="http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=50D447A3B761BC773A07B8D2486389CE?doi=10.1.1.524.8929&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=50D447A3B761BC773A07B8D2486389CE?doi=10.1.1.524.8929&amp;rep=rep1&amp;type=pdf</a>	Global  Community child protection mechanisms Community volunteers  Evidence need	An evaluation synthesis which systematically reviews existing documentation on community-based child protection groups. Provides a broad mapping of the scale and coverage of community-based child protection groups, describes common models and approaches used by these mechanisms, lays out roles and responsibilities and key activities of groups, synthesizes available global evidence and informs further research.
257.	DePanfilis, D., & Zuravin, S. J. (2002). <a href="#">The effect of services on the recurrence of child maltreatment.</a> <i>Child abuse &amp; neglect</i> , 26(2), 187-205.  <a href="https://scholar.google.com/scholar?oi=bibs&amp;hl=en&amp;cluster=6609423638492248488">https://scholar.google.com/scholar?oi=bibs&amp;hl=en&amp;cluster=6609423638492248488</a>  Cited 131X	U.S.  Effectiveness of CPS services  secondary prevention	This study examined the relationship of services on the hazard of child maltreatment recurrence during CPS intervention for families. The study selected 434 subject families who met study eligibility requirements from 1181 families randomly selected from the 2902 families who had experienced a substantiated report of child abuse or neglect during the sampling year. Data were collected for 5 years following the index report. After examining the potential effect of nine service-related variables only attendance at services predicted recurrence while controlling for other variables in the model. Families who were noted to attend the services identified in their service plans were 33% less likely to experience a recurrence of child maltreatment while their case was active with CPS. Conclusions: Implications of this and other research suggests that actively engaging families in a helping alliance and helping them accept and receive services may reduce the likelihood of future maltreatment.
258.	Mullen, E. J., & Shuluk, J. (2011). <a href="#">Outcomes of social work intervention in the</a>	Effectiveness of SW	There is now a large body of evidence supporting the effectiveness of a wide range of social work interventions with a wide range of social

	<p><a href="#">context of evidence-based practice</a>. <i>Journal of social work</i>, 11(1), 49-63.</p> <p>Cited 14X</p>	<p>interventions</p> <p>Positive outcomes of social intervention</p>	<p>problems and populations. It is reasonable to conclude that approximately 2/3 of clients served by social workers benefit in measurable ways. These positive outcomes remain, even after controlling for publication and investigator bias. The reviews examined in this article also suggest that theoretical orientation does not account for differential outcomes, however, differential intervention outcomes have been found when contrasting alternate interventions and specifying target problem or condition.</p>
259.	<p>Cree, Jain and Hillen (2016). The challenge of measuring effectiveness in social work: A case study of an evaluation of a drug and alcohol referral service in Scotland. <i>British Journal of Social Work</i> 46, 277-293.</p> <p><a href="http://bjsw.oxfordjournals.org/content/46/1/277.full.pdf+html">http://bjsw.oxfordjournals.org/content/46/1/277.full.pdf+html</a></p>		<p>This article explores the challenge of measuring effectiveness in social work, building from an evaluation of a service for those with drug- and alcohol-related problems in Scotland conducted in 2012. Demonstrating social work effectiveness is always difficult, but the complex and interconnected nature of drug and alcohol problems makes it even more difficult to isolate the effectiveness of one intervention from another and from the context in which it is located. This suggests that, as we move forward, we need an approach to evaluation that acknowledges the systems within which individuals and services are operating (see Forrester et al., 2013), as well as the inevitably political nature of all evaluation (Gray et al., 2009). Takeaway: It is difficult to isolate the tx effects amongst all ecological influences.</p>
260.	<p>Sowa, J. E., Selden, S. C., &amp; Sandfort, J. R. (2004). <a href="#">No longer unmeasurable? A multidimensional integrated model of nonprofit organizational effectiveness</a>. <i>Nonprofit and voluntary sector quarterly</i>, 33(4), 711-728.</p> <p><a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.505.2178&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.505.2178&amp;rep=rep1&amp;type=pdf</a></p> <p>Cited 259X</p>	<p>Measuring effectiveness of non profit organization</p> <p>Management Effectiveness</p> <p>Program effectiveness</p>	<p>Few topics in nonprofit research and practice have received greater attention in recent years than organizational effectiveness. In spite of this intellectual interest, little consensus has emerged, either theoretically or empirically, as to what constitutes organizational effectiveness and how best to measure it. In this article, authors introduce a multidimensional and integrated model of nonprofit organizational effectiveness (MIMNOE). The model captures two prominent dimensions of organizational effectiveness, management effectiveness and program effectiveness. In addition, to illustrate how this framework can be used empirically, the article proposes a method of analysis that exploits the interrelationships between the multiple dimensions in the model. MIMNOE is useful for both scholars and practitioners because it requires attention not only to program outcomes, but also equally to the factors that influence those outcomes.</p>
261.	<p>Hamilton, S, &amp; Braithwaite, V (2016). <a href="#">Stigma by Association and Its Impact on Community Organisations in Australian Child Protection Systems</a> RegNet Research Paper No. 2016/100</p> <p>Available at</p>	<p>Stigma</p> <p>Stigma by association</p> <p>Community workers</p>	<p>Community workers play an important role in providing support services to parents and families whose children may be placed in out-of-home care by child protection authorities. This paper shows how the stigma attached to parents spreads to discredit community workers who are assisting them and results in stigma by association. Stigma by association was inferred from interviews with 19 community workers from nine different organizations. These workers reported being</p>



	<p>SSRN: <a href="http://ssrn.com/abstract=2730925">http://ssrn.com/abstract=2730925</a> or <a href="http://dx.doi.org/10.2139/ssrn.2730925">http://dx.doi.org/10.2139/ssrn.2730925</a></p> <p>No citation yet</p>		<p>stereotyped as rejecting the principle of acting in the best interests of the child, treated in a discriminatory and hostile manner, robbed of status recognition, and undermined in their capacity to do their jobs. Most showed a degree of resistance and managed to maintain their commitment to parents and families. Institutional failure to take advantage of the knowledge and experience of community workers, however, undermined the capacity of the child protection authority to map out new pathways for family unification and safety for children.</p>
262.	<p>Ager, A., Stark, L., Akesson, B., &amp; Boothby, N. (2010). <a href="#">Defining Best Practice in Care and Protection of Children in Crisis-Affected Settings: A Delphi Study</a>. <i>Child Development</i>, 81(4), 1271-1286.</p> <p><a href="http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=0bda9857-c6a9-4ce4-a697-b84d48593ec3%40sessionmgr110&amp;vid=1&amp;hid=125">http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=0bda9857-c6a9-4ce4-a697-b84d48593ec3%40sessionmgr110&amp;vid=1&amp;hid=125</a></p> <p>Cited 34X</p>	<p>Delphi study</p> <ul style="list-style-type: none"> <li>-Existing resources</li> <li>-Resilience theory</li> <li>-Participation</li> <li>-Inclusivity</li> <li>-Social ecology</li> <li>-Cultural sensitivity</li> </ul>	<p>Thirty specialists in humanitarian work supporting the care and protection of children in crisis settings completed a 3-phase Delphi consultation. Proposals of best practice were elicited, reviewed, and rated by participants. A high level of consensus support was reached for 55 statements. These statements emphasized utilization of existing resources, participation, and inclusivity. The influences of resilience theory, social ecology, and cultural sensitivity were clearly evident. The utilization of developmental theory could be strengthened in relation to more differentiated understanding of the operation of protective influences and conceptualization of such influences in terms of “adaptive systems.” Wider research engagement by development scientists in diverse cultural settings and clear formulation of findings for practitioners and policy makers would further support evidence-based humanitarian practice. Included here as demonstration of Delphi study process.</p>
263.	<p>Anand, S. &amp; Barnighausen, T. <a href="#">Human resources and health outcomes: cross-country econometric study</a>. <i>The Lancet</i>, 364 (9445), 1603-1609.</p> <p><a href="http://www.sciencedirect.com/science/article/pii/S0140673604173133">http://www.sciencedirect.com/science/article/pii/S0140673604173133</a></p>		<p>Density of human resources for health is significant in accounting for maternal mortality rate, infant mortality rate, and under-five mortality rate. In addition to other determinants, the density of human resources for health is important in accounting for the variation in rates of maternal mortality, infant mortality, and under-five mortality across countries. Investment in human resources for health must be considered as part of a strategy to achieve the Millennium Development Goals of improving maternal health and reducing child mortality.</p>
264.	<p>Kane, S. S., Gerretsen, B., Scherpbier, R., Dal Poz, M., &amp; Dieleman, M. (2010). <a href="#">A realist synthesis of randomised control trials involving use of community health workers for delivering child health interventions in low and middle income countries</a>. <i>BMC health services research</i>, 10(1), 1.</p> <p><a href="http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-10-286">http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-10-286</a></p> <p>Cited 53X</p>	<p>Realist synthesis</p> <p>Realist review</p> <p>Context-specific effectiveness research</p>	<p>Since randomised control trials (RCTs) have high internal validity, authors review RCTs of interventions involving CHWs for improving child health in LMIC from a realist perspective with the aim to see if the RCTs can yield insight into the working of the CHWs. RCTs involving CHW interventions, when examined from a realist perspective, can yield generic hypotheses about what works, for whom, and in which circumstances. These hypotheses can then be refined through further literature reviews and can be tested empirically. This may be the first study to articulate hypotheses about CHW performance using a realist approach. A realist perspective can help gain insight into the context within which complex interventions achieved results elsewhere and can give an understanding of the mechanisms that led to it [14]. Using the realist perspective for examining and reviewing existing evidence is a</p>

			relatively new method in public health. I believe we can learn much from this article, on how to research the contextual factors that enhance the effectiveness of community-based child protection workers.
265.	<p>Wong, G., Greenhalgh, T., Westhorp, G., Buckingham, J., &amp; Pawson, R. (2013). <a href="#">RAMESES publication standards: realist syntheses</a>. <i>BMC medicine</i>, 11(1), 1.</p> <p><a href="http://bmcmmedicine.biomedcentral.com/articles/10.1186/1741-7015-11-21">http://bmcmmedicine.biomedcentral.com/articles/10.1186/1741-7015-11-21</a></p> <p>Cited 206X</p>	<p>Realist synthesis</p> <p>RAMESES publication standards</p>	<p>Discusses the development of the RAMESES research method (which I think we could utilize). There is growing interest in <b>realist synthesis</b> as an alternative systematic review method. The realist research question is often summarized as "What works for whom under what circumstances, how and why?" This approach offers the potential to expand the knowledge base in policy-relevant areas -for example, by explaining the success, failure or mixed fortunes of complex interventions. Explains RAMESES (Realist And MEta-narrative Evidence Syntheses: Evolving Standards) project. The project's aim is to produce preliminary publication standards for realist systematic reviews. Using the Delphi method, 37 experts created the RAMESES publication standards for realist syntheses. Very helpful publication guideline and flow charts.</p>
266.	<p>Boothby, et al. (2012).</p> <p>What are the most effective early response strategies and interventions to assess and address the immediate needs of children outside of family care?</p> <p><a href="http://www.sciencedirect.com/science/article/pii/S0145213412001858">http://www.sciencedirect.com/science/article/pii/S0145213412001858</a></p>	<p>Effective interventions</p> <p>Children outside of family care</p> <p>Psychosocial support</p> <p>Child friendly spaces</p>	<p>Overall there is a weak evidence base regarding assessment and early response interventions for children living outside of family care. Few studies included careful outcome measures or comparison groups. Although few proven interventions emerged, the review identified several promising early interventions and approaches. In emergency settings, family tracing and reunification is a highly effective response in regard to separated children, whereas placing children in institutional care is problematic, with the possible exception of time-limited placements of formerly recruited children in interim care centers. Livelihood supports are promising in regard to preventing and responding to children living outside family care. Other promising interventions include psychosocial support, including the use of traditional cleansing rituals as appropriate, educational supports such as Child Friendly Spaces, the maintenance of family connectedness for children of or on the streets, the use of community-based approaches that aid social integration, and approaches that enable meaningful child participation. A recurrent theme was that to be effective, all assessments and interventions must fit the context.</p>