

Effective safeguarding practice and improvement in multi-agency working

An NSPCC Study

Capturing the learning to inform system improvement in Northern Ireland

Bridging the Gap: Research and Practice Conference – February 2016

Caroline Cunningham and Dr Aisling McElearney

Research aim

- To explore the ways in which LSCBs across England and Wales co-ordinate and ensure effective practice & improvement
- To capture learning for improving safeguarding outcomes for vulnerable children in Northern Ireland

Key literature & developments

Munro Review of Child Protection (2011)

LSCBs "...well placed to identify emerging problems through learning from practice & to oversee efforts to improve services in response"

Ofsted (2011)

Good Practice by LSCBs

Best practice LSCBs identify limited areas for improvement using "a combination of local knowledge, audit activity, national research & relevant data"

Working Together to Safeguard Children (2013) – each LSCB (England) to have a **Learning & Improvement Framework**

Should enable organisations to be clear about responsibilities, to learn from experience & improve services as a result

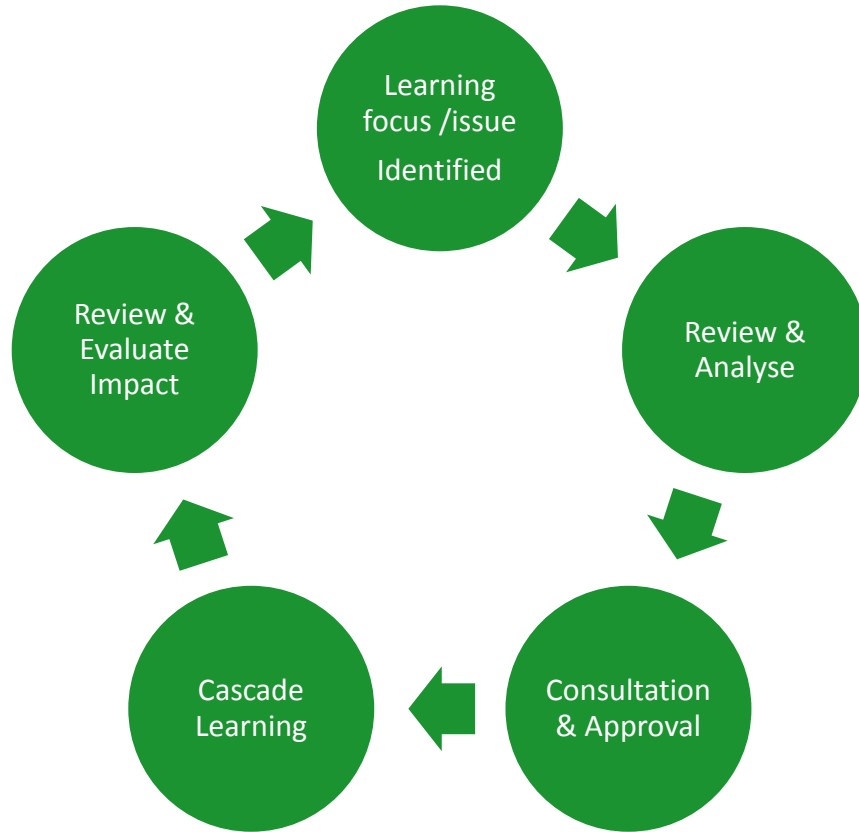
Dept for Education (Jan 2015)
Children's Safeguarding Performance Information Framework (England)

Local & national information to be used by LSCBs to understand the health of the child protection system

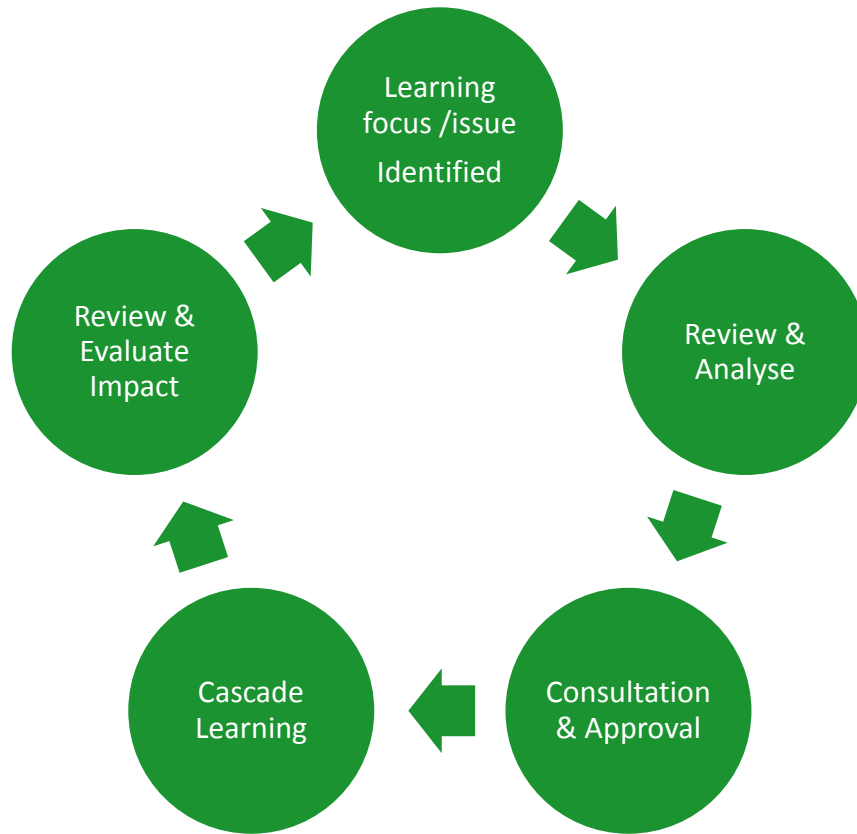
C4EO (2014) Desk Study Review of Effective LSCB Practice

Good and effective practice being used within high performing LSCBs

What facilitates multi-agency learning & improvement?



What facilitates multi-agency learning & improvement?



Objectives

1. How learning opportunities/ issues are identified?
2. How practice is reviewed and analysed?
3. What consultation & engagement takes place – tools & mechanisms used?
4. How is learning cascaded to drive improvement?
5. How is the impact on children & families ensured & evaluated?

Methodology





PHASE 1

- 12 LSCBs (England 11, Wales 1)
- Ofsted Inspection rated good identified by Association of Independent LSCB Chairs (7)
- 4 randomly selected
- Rural/urban, population size
- Semi-structured recorded telephone interviews
- NVivo analysis of transcribed data

PHASE 2

- Review of documentary evidence
- Assoc. Ind. LSCB Chairs Evidence micro-site

.....

Capturing the learning – Five key themes . . .



Key theme 1:

A partnership process



Key theme 1: a partnership process

Virtuous "*cycle of learning & improvement*" .. framework as a "*living document*"....

- **Sub-theme 1- Building blocks...**

"build on what people do anyway ...because often people's resistance is from thinking that it's going to be a huge amount of additional work & they feel overwhelmed by it"

Key theme 1: a partnership process

Virtuous "*cycle of learning & improvement*" .. framework as a "*living document*"....

- **Sub-theme 1- Building blocks...**

"build on what people do anyway ...because often people's resistance is from thinking that it's going to be a huge amount of additional work & they feel overwhelmed by it"

- **Sub-theme 2 –
Board staff relationships
with member agencies**

"but sitting down with someone and actually taking time to have a face to face conversation with key people particularly around their data & just saying what do you already collect, what do you already know and lets start there.."

Key theme 1: a partnership process

- **Sub-theme 3 – Strong leadership...**

"...getting people "fired up" with this idea of learning and improvement"

- **Sub-theme 4 - Board mechanisms**

Learning & improvement framework

Business plan

Annual report

Effective committees and groups
comprising the right people

"...sets the parameters around culture of continuous learning & improvement, children at the centre of the process, focus on transparency across the partnership, frontline professionals obviously being fully included in the process..."

Key theme 2:

Strategic knowledge
management



Key theme 2: Strategic knowledge management

Different types of evidence and information:

- Data
- Qualitative information
- Reviews
- Research reports

Knowledge library concept

"building blocks which inform all your learning and improvement... annual reports, agency reports, data sets... whenever you want to learn about a particular thing you pull down the key volumes to help you inform that..."

Key theme 2: Strategic knowledge management

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Sub-theme 1 – the challenge of data

Ownership – **"it remains their data but it becomes our analysis**

....massive battles around that 4 or 5 years ago.. robust challenges, fairly angry phone calls, found a way to live with that"

"Primarily from the Local Authority and if we are honest, that is a weakness of it, but it is very limited".

Key theme 2: Strategic knowledge management

“The things that have challenged us is that other areas don’t collect information in the way that we think we want it. ...Firstly **we don’t really know what we want is the truth to be told, we don’t really know what it is that we should be collecting**”

Need specialist resource ? ..data skills & capability

“**Getting it then into something meaningful** that can be presented to the Executive Board and the Operational Board that allows them to challenge practice”.

Key theme 2: Strategic knowledge management

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Need specialist resource ? ..data skills & capability

“**Getting it then into something meaningful** that can be presented to the Executive Board and the Operational Board that allows them to challenge practice”.

Year on year changes in summary data –
qualitative discussion to unpick and understand trends ...

Key theme 2: Strategic knowledge management

Sub-theme 2 -

“Deep dive”

Practice review & audit

Most valued; bi-directional knowledge exchange enables learning

Key theme 2: Strategic knowledge management

Sub-theme 2 –

“Deep dive”

Practice review & audit

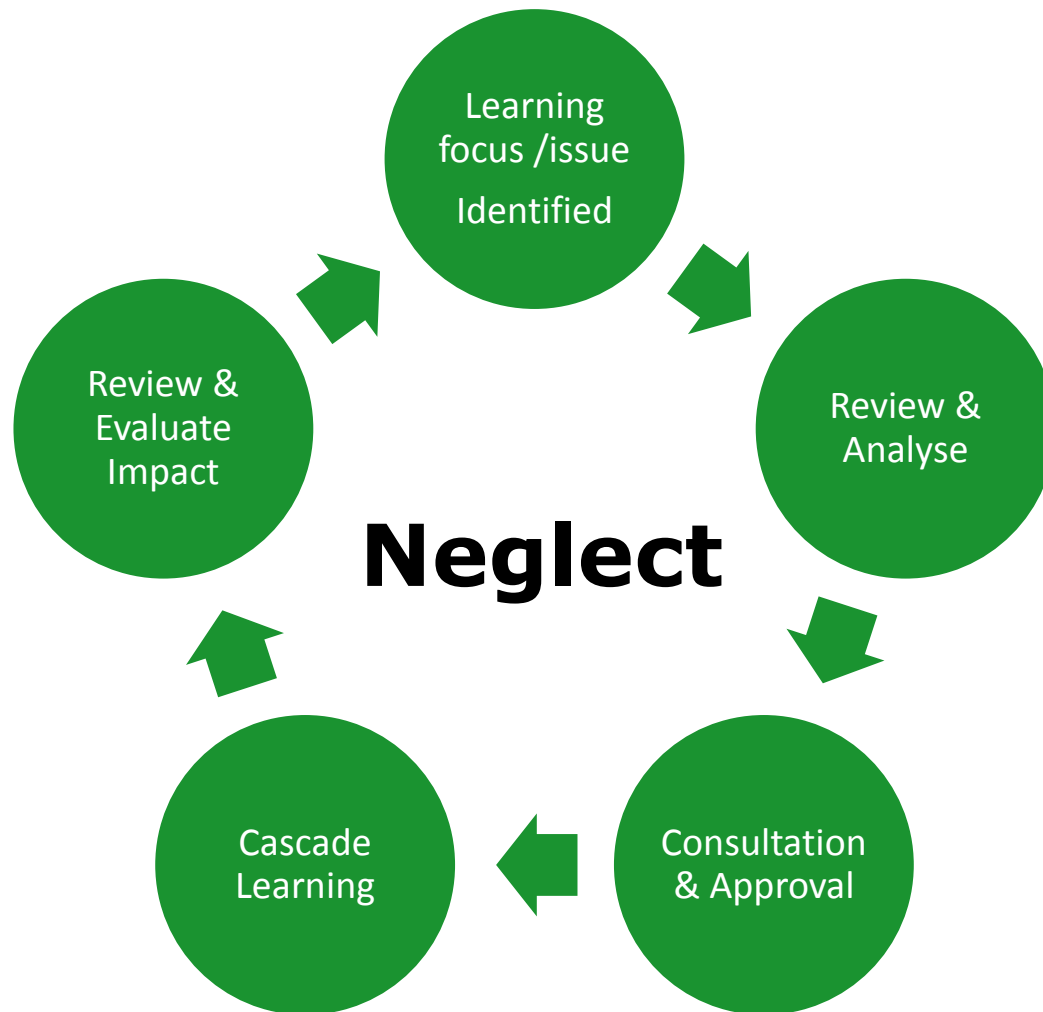
Most valued; bi-directional knowledge exchange enables learning

LSCB (04) example:

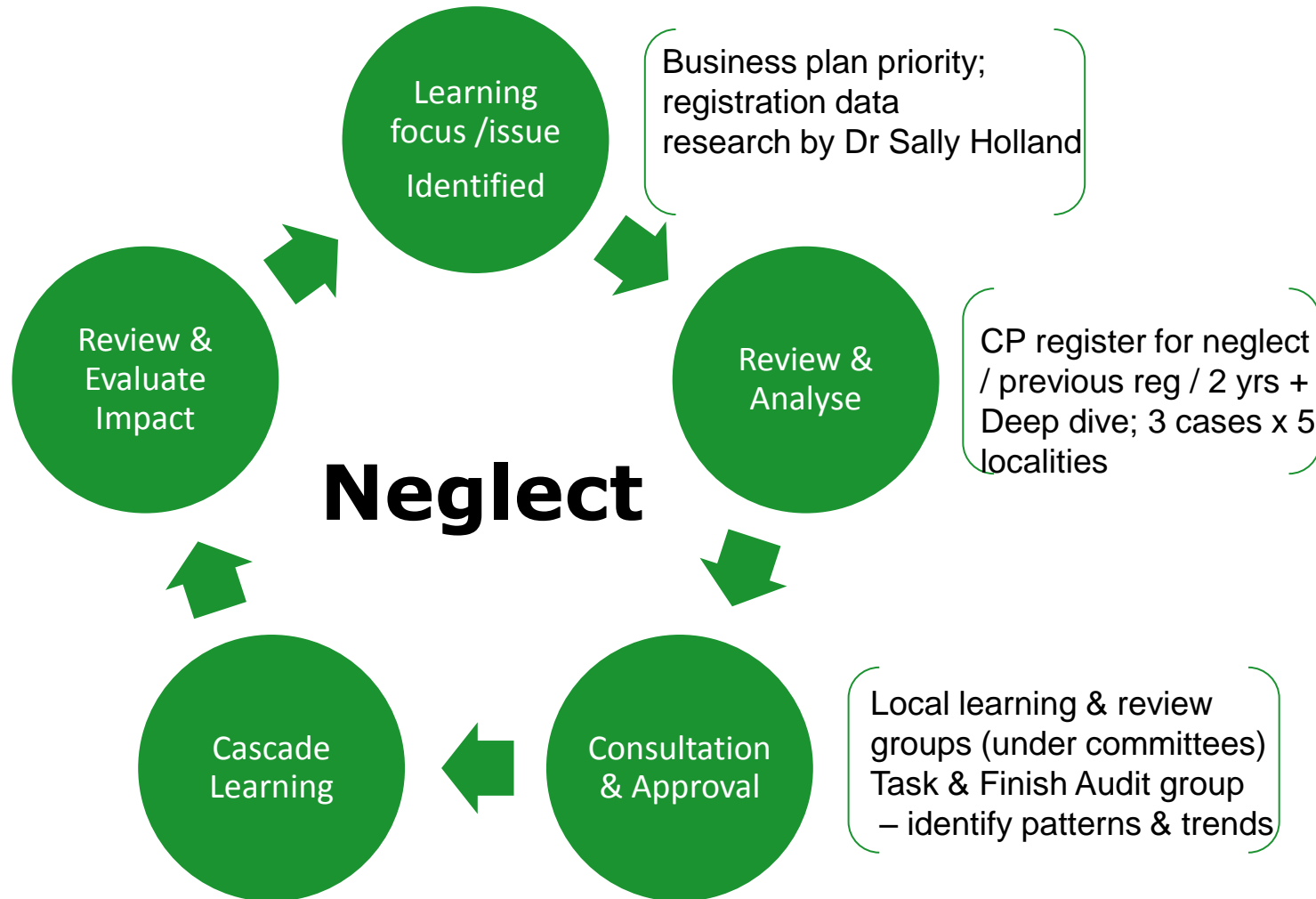
First completed one audit, then...

- Specific template developed
- Audit 5 children, 4 times per year
- Child’s journey through services
- 9 month period (x2 LAC reviews & x2 case conferences)
- 1 day timetabled / 1 hour per case
- Team members prepare case and chronology in advance
- Multiagency group sits together and looks at cases (template not prepared in advance)
- Started off as managers only but now invite practitioners
- Don’t engage children yet in process but hope to move to this

Key theme 2: Good practice example

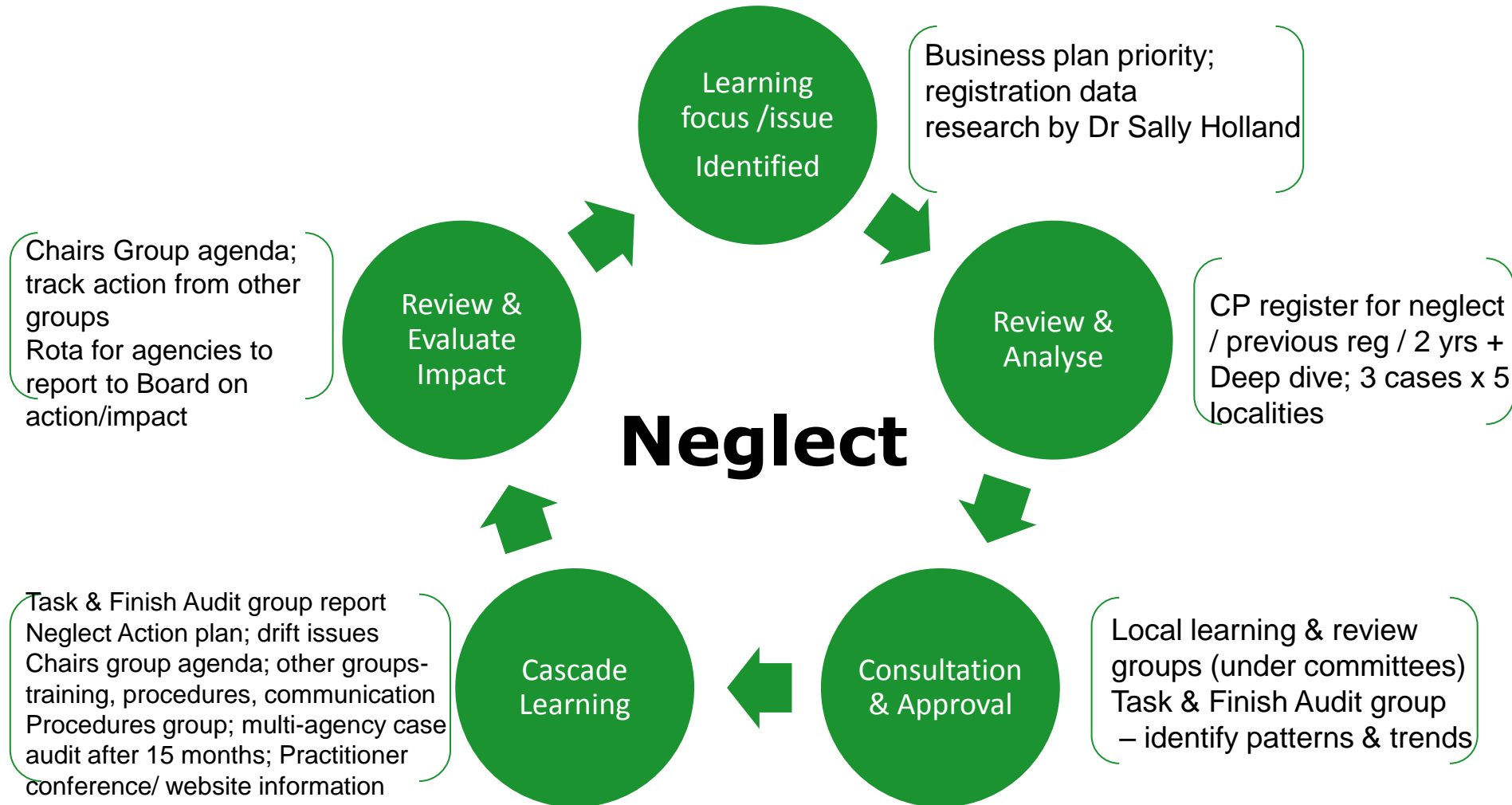


Key theme 2: Good practice example



Key theme 2: Good practice example

“the first priority and it took longer than a year and we didn’t have a cut off point, we wanted it done properly”



Key theme 3:

Engage and involve



Key theme 3: Engage and involve

Sub-theme 1- Practitioners

Statutory self audit
Processes

"...decided to send out a staff survey alongside it ...produces some healthy interesting results about where agencies may have felt more assured about things but actually the frontline staff are saying well actually we're not quite clear..."

Surveys

- When did you last have training?
- What difference did this make to your practice?
- Do you know where to find information on safeguarding interagency procedures?

Deep dives / practice
reviews & audits

"We're also getting very positive feedback from the multiagency audit team who are saying they're actually learning things that they're taking back into their own agencies"

Key theme 3: Engage and involve

Sub-theme 2 – Children and families

Chair meets children directly

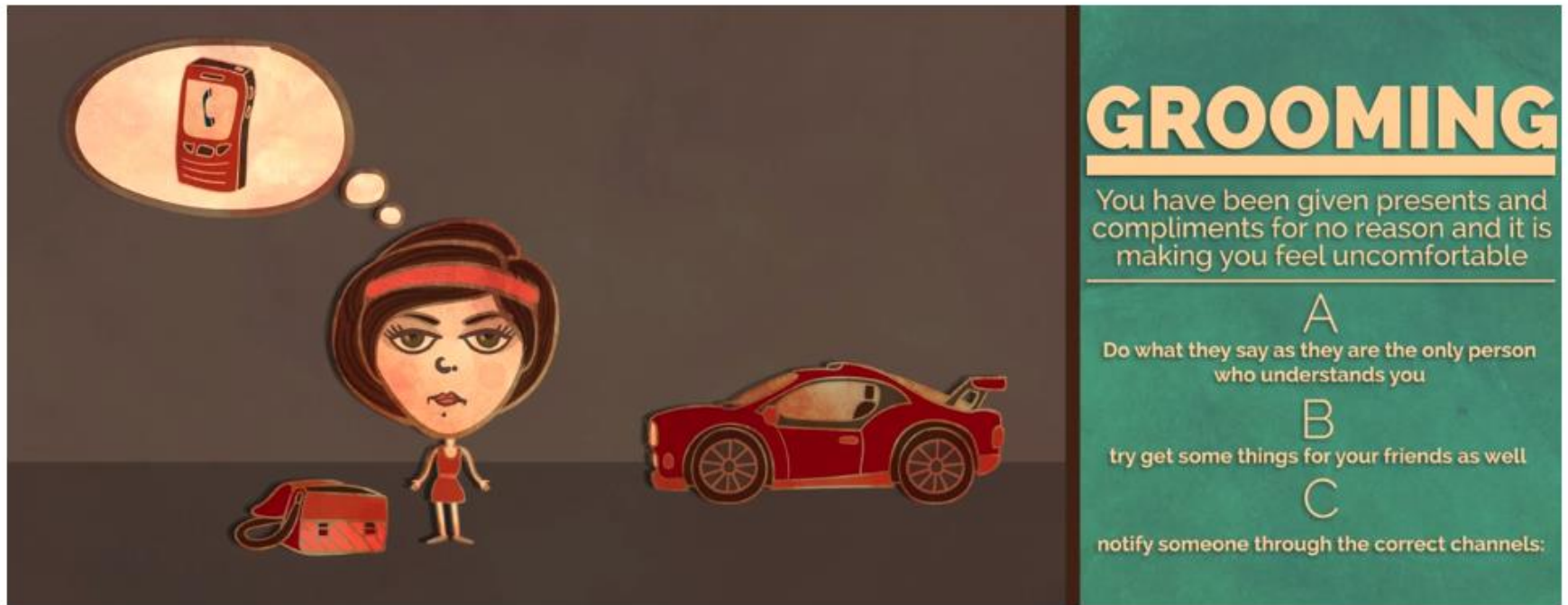
Establishment of “Young People’s Board”

Development of relationships with existing groups

Development of resources

“...does some direct engagement himself in his independent role... hearing what the most vulnerable families are feeling because... if you’re not careful it can be with the same kids who attend the same groups”

“...tonight they’re going to be putting questions to the key leaders from the police, council and health about how we are tackling [this issue] in the city”



GROOMING

You have been given presents and compliments for no reason and it is making you feel uncomfortable

A

Do what they say as they are the only person who understands you

B

try get some things for your friends as well

C

notify someone through the correct channels:



Chance It

from **Bearded Fellows** 5 months ago ALL AUDIENCES

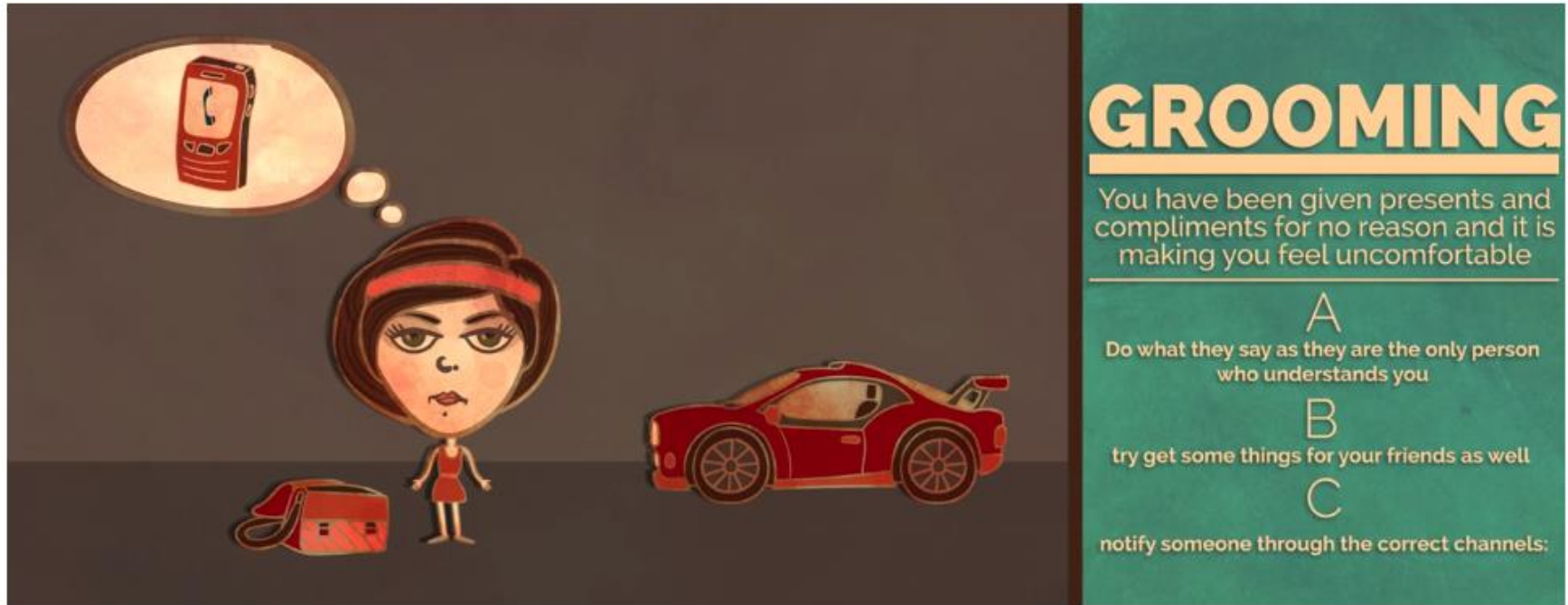
An animation created & designed by the young people at [redacted] aware of issues surrounding young people in today's world.

They created the story, the colour scheme, the illustration.

This is the first time any of them have ever attempted anything like this.

We as Bearded Fellows were simply facilitators and we have to say we are extremely PROUD!

This is an animation directed at making certain safeguarding issues aware to others and having useful links and contacts should anyone be suspicious.



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They wanted to make people

Key theme 4:

Driving improvement



Key theme 4: Driving improvement

Sub-theme 1; the right people round the table

Senior operational managers, safeguarding nurse...

“People there that understand the data”

Sub-theme 2; effective committees and groups

Local learning & review groups across localities look at local cases

Business Committee of frontline senior operational managers and the Chairs

Key theme 4: Driving improvement

Sub-theme 1; the right people round the table

Senior operational managers, safeguarding nurse...

"People there that understand the data"

Sub-theme 2; effective committees and groups

Local learning & review groups across localities look at local cases

Business Committee of frontline senior operational managers and the Chairs

Sub-theme 3; tools

Data dash board

Challenge impact log

Section 11 responses, SCR action plans, business plan update

"first thing we put under the Inspectors nose"

Sub-theme 4; driven by business planning & priority setting

"They bring their datasets [to the Effectiveness Group]...we can't look at everything...we have key priorities in our business plan...those will be the ones that we focus on"

Key theme 5:

Ensure and co-ordinate



Key theme 5: Ensure and co-ordinate

"We pretty much out the requirement on partners to come to the table and explain what they were doing in terms of their single agency activity"

Sub-theme 1; leadership

"We've got a really good Chair, very committed, here for 5 years and when she says everyone jumps so it's very, very effective indeed and puts in the significant challenges"..

Key theme 5: Ensure and co-ordinate

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Sub-theme 1; leadership

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Sub-theme 2; mechanisms

In addition to s. 11 reporting: "we used a slot on the Board agenda to just have agencies come and prepare reports and present to the rest of the group exactly what it was they were doing"

Key theme 5: Ensure and co-ordinate

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"We've got a really good Chair, very committed, here for 5 years and when she says everyone jumps so it's very, very effective indeed and puts in the significant challenges"..

Sub-theme 2; mechanisms

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Sub-theme 3; wider contextual factors

Squeezed budgets

"It's interesting because I think there are certain players who probably query the purpose of safeguarding boards full stop"

Key learning

LSCB challenges = SBNI's challenges

Building relationships

Get started to set baseline with what people already do, with year-on-year development

Strong Board leadership, agency buy-in and resource

Agree learning and improvement framework

Involve the right people

Borrow effective tools and mechanisms



Next steps

- **Met with SBNI Review Team to brief on the research findings – November 2015**
- **Publish reports on the study findings – early 2016**
- **Engage with SBNI and the Association of Independent LSCB Chairs in Great Britain on the report findings**

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NSPCC Northern Ireland



TAKE 5 in the west; bridging strategy into neighbourhood activity

Dermot Glackin

Fáilte

Welcome

Focus

- TAKE 5 in the west
- What happened
- What we learned
- What's next
- Why west Belfast



Health

Indicator	Year	Latest Year	Previous Year	Change
Life expectancy of males (years)	2009-2011	72.9	72.5	0.4
Life expectancy of females (years)	2009-2011	78.6	78.4	0.2
Age standardised death due to cancer per 100,000 persons	2007-2011	188	194	-6
Age standardised death due to respiratory disease per 100,000 persons	2007-2011	49	47	2
Age standardised death due to circulatory disease per 100,000 persons	2007-2011	126	129	-3
New incidences of cancer excluding non-melanoma skin cancer per 100,000 persons	2011	495	470	25
Proportion of population in receipt of at least one disability-related benefit (%)	At Feb 2013	23.7	23.5	0.2

Take5

for your emotional wellbeing



**Making life better,
together**
Belfast Strategic Partnership

GIVE



BE ACTIVE



CONNECT



KEEP LEARNING



TAKE NOTICE



Take 5 **W** in the WEST

for your emotional wellbeing

Take Notice



Be Active



Connect



Keep Learning



Give



Amazing events happening
in Your Community.



WEST BELFAST PARTNERSHIP
PAIRTÍOCHT FEIRSTE TH...

Ionad na bhFál
Falls V... Centre

Conway
EDUCATION CENTRE

Take5 in the WEST
for your emotional wellbeing

Take5 in the WEST
for your emotional wellbeing

Take5 in the WEST
for your emotional wellbeing

Take Notice

Be Active

Connect

Keep Learning

Live

Amazing events happening in Your Community

Take5 in the WEST
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for your emotional wellbeing

Lifelong Learning Take5

steps to wellbeing

in the WEST



Amazing events happening
in Your Community.

Lifelong Learning

Take5
steps to wellbeing

A collaboration of community and statutory groups championing LifeLong Learning in west Belfast.

in the NEST

Take5

- Connect
- Be Active
- Take Notice
- Keep Learning
- Give

Amazing events happening in Your Community.

Lifelong Learning 14th-Sep - 18th Sep

Monday 14th September	Tuesday 15th September	Wednesday 16th September	Thursday 17th September	Friday 18th September
<p>Art and Wood Work Sessions Tree of Life Men's Shed Conway Mill 9am-3pm Tel: 07596301381</p> <p>Mindfulness Dance Workshops (FREE) Hosted by CAUSE 10.00am-3.30pm Culturann Studio Tel: 07711590095 (Morning & afternoon sessions available) Booking essential</p> <p>Adults Irish Language Courses Ionad Uibh Eachach 9.30-11.20am & 7.00-9.00pm Tel: 90329180</p> <p>Basic ICT (FREE) Tullymore Community Centre 10.00-12.00 Tel: 90622201</p> <p>Confidence Building Workshop (FREE) Falls Women's Centre 10.00am - 1.00pm Tel: 90327672</p> <p>Job Assist- Setting Goals Session (FREE) Falls Library 10.00am-4.00pm Tel: 90509212</p> <p>Art Taster Workshop (Acrylics) for 65+ (FREE) Tullymore Community Centre 11.00am-1.00pm Tel: Rose 90622201</p> <p>Getting Practice Into Research (FREE) Hosted by Centre of Excellence for Public Health West Belfast Partnership Offices 218 Falls Road 1.00pm-2.00pm Tel: Dermot 90809202</p> <p>Astronomy: Living with the Stars (FREE) Hosted by The Open University Falls Road Library 2.00pm Tel: 90509212</p> <p>Hungry for Change: The Effect of the Great Famine on Irish Migration (FREE) Linenhall Library Tel: 90321707</p> <p>Louise Hay - Heal Your Life Conway Education Centre 6.00pm-8.30pm Tel: 90248543</p> <p>Introduction to Web Design Conway Education Centre 6pm-8pm (10 week course) Tel: 90248543</p>	<p>Blanket Weaving Working (FREE) Ladybirds Club Newhall Community Centre 10.00am-12.00pm Tel: 07446145653</p> <p>Dr Janice Holmes: Exploring Family and Community History (FREE) Hosted by The Open University Venue Falls Library 10.30am-12.30am Tel: 90509212</p> <p>Dementia Friendly Tour of Stormont (FREE) Hosted by Sinn Féin & Black Taxi Association 11.00am-1.00pm Tel: 07912054940 (Booking essential)</p> <p>Art Workshop Glass Painting (FREE) Glen Community Centre Lenadoon 11.00am-12.00pm Tel: 07446145653</p> <p>Volunteering in the Community (FREE) Conway Education Centre 11.00am-12.00pm Tel: 90248543</p> <p>Lunch & Literature (FREE) St Marys UCB Students Union 12.30pm-1.30pm Tel: 90235790</p> <p>Chair-based Pilates for 65+ (FREE) Tullymore Community Centre 1.30pm-2.30pm Rose: 90622201</p> <p>Mindfulness Classes Maureen Sheehan Centre 5.30pm-6.30pm Tel: 90310346</p> <p>An Evening Celebrating West Belfast's Contribution to International Community Development (FREE) West Belfast Partnership Board 5.30pm-9.00pm Tel: 07912054940</p> <p>Introduction to Script-writing Conway Education Centre 6.00pm-8.00pm Tel: 90248543</p> <p>Pilates (FREE) Blackie Community Centre 7.00pm- 8.00pm Tel: 90319624</p> <p>Bach Flower Remedies Conway Education Centre 7.00pm-9.00pm Tel: 90248543</p>	<p>Yoga Session (FREE) Falls Women's Centre 9.30am-10.30am Tel: 90327672</p> <p>Health Checks including Blood Pressure, Cholesterol & BMI (FREE) Blackie Community Centre 10.00am-12.00pm Tel: 90319624</p> <p>Exploration of The Bog Meadows Guided Walking Tour Hosted by Open University (FREE) 10.30am Assemble at Bog Meadows Car Park Tel: 90809202</p> <p>'Mood Matters' Interactive Session Hosted by Aware NI Montague Centre, Broadway 11am Tel: 07446145653</p> <p>Learn How to Access 1,000 of eBook's and Magazines (FREE) Suffolk Library 11.00am Tel: 90509235</p> <p>Tai Chi Classes Divis Community Centre 11.15am Tel: 90242551</p> <p>Increase your Skills & Employability Belfast City Council Open Session West Belfast Partnership Board Office 12pm Tel: 90809202</p> <p>Old Belfast Captured on Camera (FREE) Hosted by Black Mountain Men's Group 1.00pm-2.00pm Glen Community Centre Lenadoon Tel: 07446145653</p> <p>Belfast Hills Heritage Talk (FREE) New Walks in the hills and guided walking tour Falls Library 1.00pm-3.00pm Tel: 90509212</p> <p>Circuit Training Blackie Community Centre 7.00pm-8.00pm Tel: 90319624</p>	<p>Ancestry.com Workshop (FREE) Suffolk Library 10.00am Tel: 90509235 (Booking Required)</p> <p>Cookery on a Budget Conway Education Centre 10.00am-12.00pm Tel: 90248543</p> <p>Henry Bell's History of Belfast Conway Education Centre 10.00am-12.00pm Tel: 90248543</p> <p>ECDL Extra Tullymore Community Centre 10.00am-12.00pm Tel: 90622201</p> <p>All Things Green - A Community Fair (FREE) Meet local allotment keepers & 'Grow your Own' experts Find out how to become a city bee keeper Conway Mill Courtyard 10.00am-2.00pm</p> <p>OCR Text Processing Level 2 Tullymore Community Centre 12.30pm-2.30pm Tel: 90622201</p> <p>How to Achieve a Healthy Diet & Improve Emotional Wellbeing (FREE) Centre for Public Health Royal Victoria Hospital 1.00pm-2.00pm Tea/Coffee and sandwiches provided Tel: Dermot 90809202 (Booking Essential)</p> <p>Grow Your Own Gardening & Horticultural Tips Conway Education Centre 1.00pm-2.00pm Tel: 90248543</p> <p>Tai Chi for Health (Over 65's) (FREE) Tullymore Community Centre 1.30pm-2.30pm Tel: Rose 90622201</p> <p>Stress Management & Cognitive Therapy Falls Road Library 6.30pm Tel: 90509212</p>	<p>Images of the West Explore West Belfast with a well-known local photographer (FREE) Hosted by CAUSE Tel: 07711590095 (Booking Essential)</p> <p>Information Event (FREE) What assistance and free learning resources are available for prospective university students Conway Education Centre, Conway Mill 10.30am Tel: 90248543</p> <p>Fundraising Coffee Morning Make a World of Difference Over a Cup of Coffee (In support of the current refugee crisis) West Belfast Partnership Board Offices 218 Falls Road 11.00am-1pm Tel: 90809202</p> <p>Art Workshop-Acrylics on Canvas (FREE) Montague Centre, Broadway 11am-12pm Tel: 07446145653</p> <p>ECDL Extra Level 3, Word Advance Level 3 Tullymore Community Centre 12.30pm -2.30pm Tel: 90622201</p> <p>Taster Games Sessions for Over 65's (FREE) Boccia, New Age Curling, Table Tennis, Snooker Tullymore Community Centre 12.30pm-2.30pm Tel: Rose 02890622201</p> <p>Irish Language Crash Course (FREE) St Mary's UCB Students Union 1pm-2.30pm Tel: 90235790</p> <p>Connaught Rangers Lecture (FREE) Falls Road Library 1.00pm-2.00pm Tel: 90509212</p>

Lifelong Learning...
Get involved & find out what you're capable of!





MAKE-UP STUDIO
PROFESSIONAL MAKE-UP

Community Forum
People's Services

Services

Services

Services

Services

Services

Services

Services

Services

Services

Services

Services

Services

Services

Andersonstown
Traditional & Contemporary
Music School

Making Music
Accessible

Féilteocht lae le h-Éireann
Partnership

Conway
EDUCATION CENTRE

Education
School

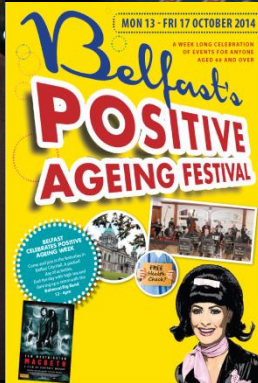
Take 5 in the WEST
for your neighbourhood wellbeing

Take Notice
Be Active
Connect
Keep Learning
Drive

Amazing events happening
in Your Community

What we learned

- E-mail is not enough
- Prevention should be fun
- Agencies must see benefits
- How do you measure near misses?
- Being skint can be an advantage
- The big message “one door”



Next steps

10am 23rd February Funding and ideas
workshop TAKE 5 Be Active in the west

Thank you

Go raibh maith agat

Dual Diagnosis and 'Therapeutic Commitment'

Messages from an Evaluation of a Basic Awareness Training Programme

MARTIN CANAVAN & PAUL WEBB

**HSCB and HSC R&D Division Social Work Research Conference
Bridging the Gap – Research and Practice
18 February 2016**



STUDY RATIONALE

Dual Diagnosis Definition
& Prevalence Rates.

Capability gap among
non-specialists.

Challenge to develop
cost-efficient,
empirically-grounded
workforce L&D
strategies.



STUDY AIMS

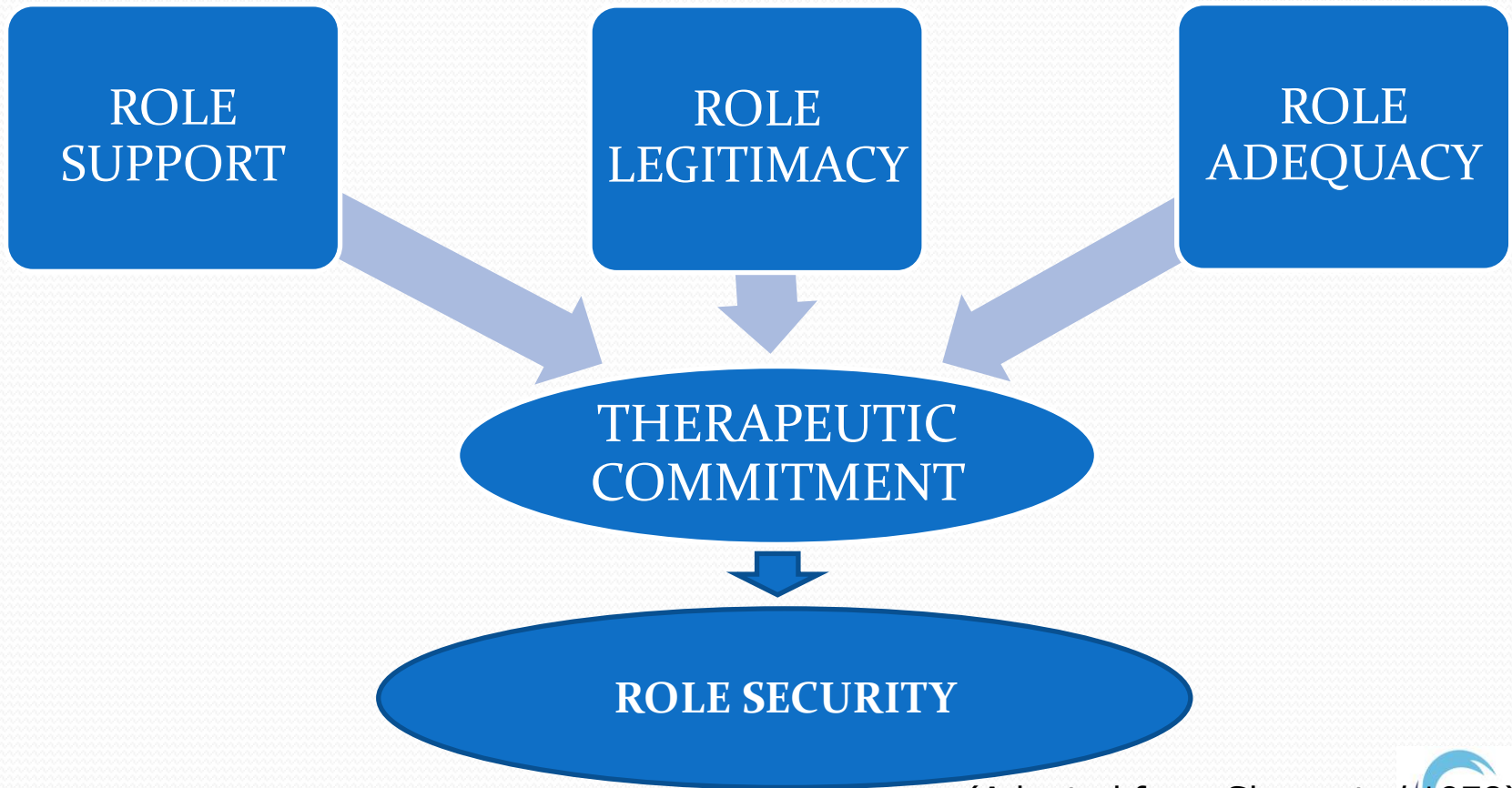
- To measure programme effectiveness in enhancing participants' 'therapeutic commitment' and related practice readiness.
- To explore the efficacy of operationalising 'therapeutic commitment' as a core conceptual design and evaluation instrument in Dual Diagnosis L&D outputs.

'THERAPEUTIC COMMITMENT'

An authentic, respectful ethical stance built upon a robust knowledge and skills base, and a self-belief and confidence in one's capability to make a positive difference in the lives of service users.



CONCEPTUAL FRAMEWORK



(Adapted from Shaw *et al* (1978))

STUDY METHODOLOGY

- **Data Collection Method:** ‘Dual Diagnosis Problem Perception Questionnaire’ (DDPPQ) (adapted from Watson *et al* 2003), with sub-scales premised upon 3 domains of ‘therapeutic commitment’.
- **Null hypothesis:** the training programme (‘independent variable’) will have ‘no effect’ on participants’ ‘therapeutic commitment’ (‘dependent variable’).
- **Sample:** ‘n’ = 49
- **Design:** pre-training (Time 1) / post-training (Time 2) completion of DDPPQ, plus consideration of ‘threats to validity’ (Cook and Campbell, 1979, p. 99, pp 51 - 56).
- **Analysis:** Time 1 & Time 2 data entered into PSPP data matrix and ‘Paired t-tests’ (Field *et al*, 2012 pp 387 – 394) and ‘Effect Sizes’ (Cohen 1988, Ellis 2010) calculated.

KEY FINDINGS: TESTS & EFFECTS

	Mean		Standard Deviation		t(48)	Cohen's D
	TIME 1	TIME 2	TIME 1	TIME 2		
Role Legitimacy	17.47	23.02	4.14	3.08	8.98, p < 0.0005	The increase was statistically significant and Cohen's D (1.28) shows a large effect.
Role Adequacy	25.76	39.80	7.38	4.81	13.37, p < 0.0005	The increase <i>was</i> statistically significant and Cohen's D (1.91) shows a large effect.
Role Support	26.00	29.98	6.43	4.53	4.64, p < 0.0005	The increase <i>was</i> statistically significant and Cohen's D (0.66) shows a medium effect.

KEY FINDINGS

- The primary objective of enhancing participants' 'therapeutic commitment' and related practice readiness was concretely achieved.
- To bolster practitioners' 'role support', L&D outputs must be combined with policies and procedures to strategically embed collaborative best practice across professional disciplines and agencies.

SOME STUDY LIMITATIONS

- The use of a 'control group' would have enhanced the study's ability to isolate and more effectively measure the impact of the *independent variable* (i.e. the effect of the training).
- From the perspective of the Kirkpatrick-Barr's outcomes model (SIESWE 2005), the study does not attend to the application of learning to practice (re: behavioural change and practice impact).

KEY MESSAGES

- The efficacy of 'therapeutic commitment' as a core conceptual design and evaluation instrument was established, therein providing an empirical underpinning to future L&D Practice.
- Utilising this conceptual framework in the future will ensure multifaceted and comprehensive content and evaluation design in Dual Diagnosis workforce development strategies.
- Training alone not a panacea – rather a cohesive synergy based on (A) empirically-tested mix L&D outputs & (B) robust policy and procedural guidance to strategically and operationally embed Dual Diagnosis best practice is required.
- Further research is required to 'test' these assumptions.

SELECT BIBLIOGRAPHY

- Cohen, J. (1988) Statistical power analysis for the behavioural sciences. Hillsdale. NJ: Erlbaum.
- Cook, T.D, Campbell, D.T. (1979) Quasi-experimentation: design and analysis issues for field settings. Boston: Houghton-Mifflin.
- Ellis, P. (2010) The essential guide to effect sizes. statistical power, meta-analysis and the interpretation of research results. Cambridge: Cambridge University Press.
- Field, A., Miles, J., Field, Z. (2013) Discovering statistics using R. London: Sage.

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