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# PRACTICE LINKS

**Practice Links** is a free publication of the School of Applied Social Studies (social work), UCC. *Practice Links* supports practitioners to keep up-to-date with new publications, online resources, conferences and continuing professional development opportunities.

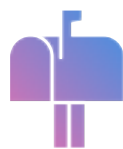


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**Editor: Dr Kenneth Burns, UCC**



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Register here to receive a free copy of *Practice Links* to your email account five times a year. You can also use this link to leave the PL list.



*Submissions*

Submissions for publication should be received two weeks prior to the next publication date. Please forward submissions by email to the editor.



## CONFERENCES AND CPD



### 10TH NATIONAL CHILD PROTECTION AND WELFARE SOCIAL WORK CONFERENCE

University College Cork, 23-24 October 2025.

The conference is open to all disciplines and services. Registration will open in June on [our website](#).

Follow us on our new BlueSky account: @swconfucc.bsky.social

Supported by: the Department of Children, Equality, Disability, Integration and Youth; Tusla; IASW, and UCC.

Organised by: @UCCsocialwork, Tusla, Child and Family Agency and the Irish Association of Social Workers.



### AGEING IN INTELLECTUAL DISABILITY TRAINING

Ageing with an Intellectual Disability is often a more difficult process than ageing in the general population due to premature ageing and secondary conditions. One of the greatest challenges is ensuring that adults ageing with an intellectual disability have equal access to health, social participation, inclusion, and all the factors which enhance the positive ageing experience.

I have 24 years' experience supporting adults with an Intellectual Disability both as social care worker and PIC. I have completed an MSc in Ageing, Health and wellbeing in Intellectual Disability and have a Certificate in Training and Development. I have also had a role with IDSTILDA as a Field Researcher for the latest Wave 5 Report published November 2023. If your organisation would like in person training for staff, please feel free to email me. These workshops will discuss what is Positive Ageing? the challenges that those we support encounter and indicators that should be present to allow for healthy happy years. Findings from the latest IDSTILDA report will also be reflected on.

If you feel supported individuals would benefit from two workshops in positive ageing, retirement and future care planning in day services please feel free to contact me also.

The first workshop will be on how we can live well as we get older, and discuss retirement and future plans. The second workshop will be a recap on how participants are progressing with their plans. (6 to 8 weeks Later) There is a risk that without planning, the everyday life of an older person with intellectual disability is diminished after retirement (Johansson 2017)

For further details of the content of these workshops, registration, fee etc. please contact Michelle Carter at [info@agewithid.ie](mailto:info@agewithid.ie)



## @UCCSOCIALWORK WEBINAR SERIES

**CLICK THE IMAGE TO REGISTER** 📌 **OR**

[HTTPS://WWW.UCC.IE/EN/APPSOC/COMMUNITY/UCCSOCIALWORKWEBINARS/](https://www.ucc.ie/en/appsoc/community/uccsocialworkwebinars/)



Image copyright: thebluediamondgallery (CC)

**Exploring the evidence base of social recovery and the possible implications for social work practice**

**Calvin Swords**  
University College Cork, Ireland

 **@UCCsocialwork**  
School of Applied Social Studies

**CLICK IMAGE TO WATCH THE WEBINAR VIDEO** 📌



Image copyright: pixabay (free use)

 **@UCCsocialwork**

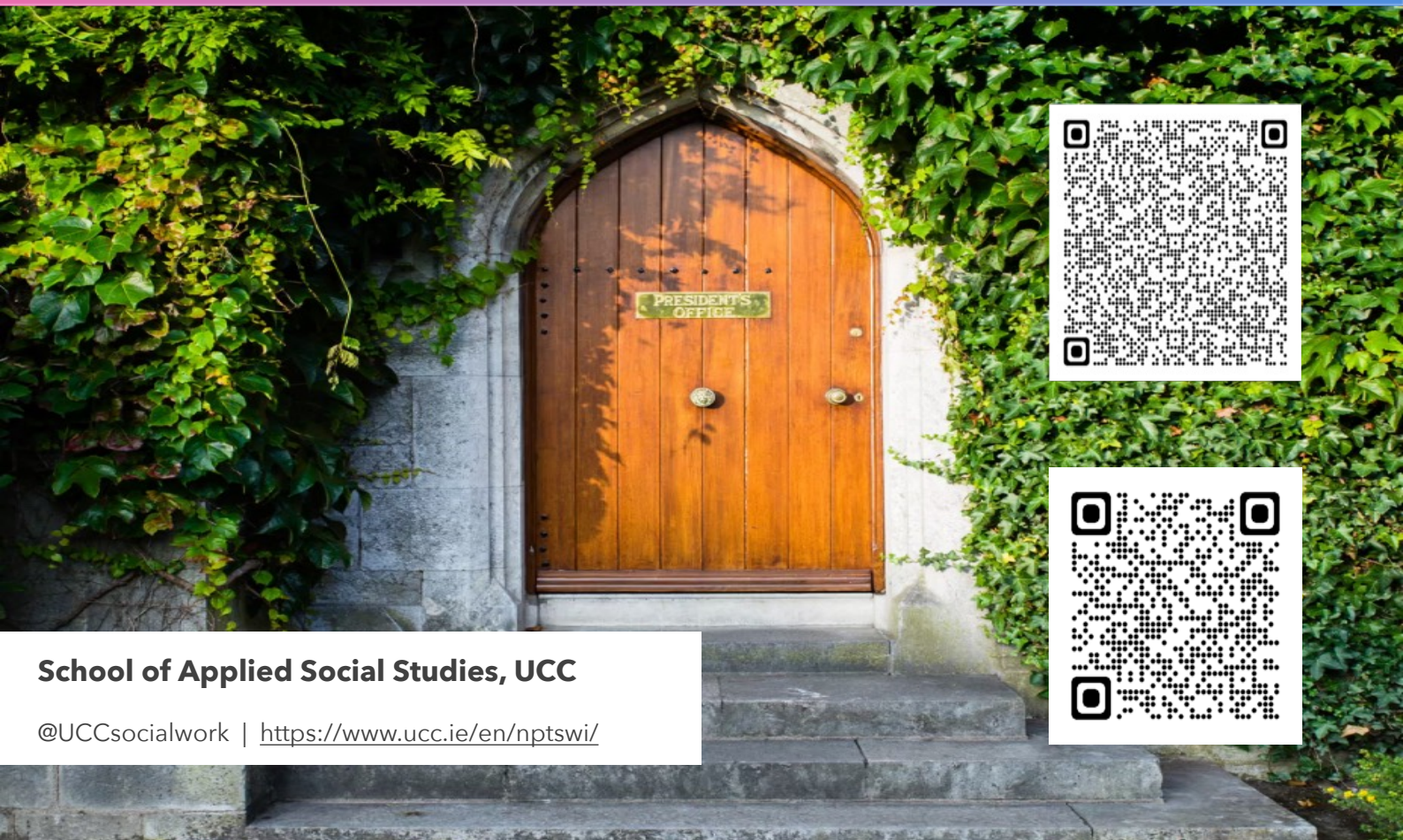
**Eco social work and the Sustainable Development Goals: Nothing to do with front-line practice, right?**

**Mary Hurley and Dr Fiachra Ó Súilleabháin**  
University College Cork, Ireland





# SOCIAL WORK PRACTICE TEACHING @UCC



**School of Applied Social Studies, UCC**

@UCCsocialwork | <https://www.ucc.ie/en/nptswi/>

## SOCIAL WORK PRACTICE TEACHING

Practice Teaching is a dynamic CPD learning experience hear what practice teachers have to say about their experiences supervising UCC social work students on placement...

*"Student was open and engaging, unafraid of the many challenges".*

*"Quickly became a valued and productive member of the MDT".*

Social workers who engage in practice teaching have continually informed us of the benefits in terms of their own continuing professional development and we have lots to offer [What is Practice Teaching?](#)

UCC would like to hear from CORU registered social workers who are interested in supervising a student on placement during 2025 - placement cycles are usually from January - April, Summer, and September - April.



**@UCCsocialwork**  
School of Applied Social Studies

UCC pays a placement fee, for further information please contact [swfieldwork@ucc.ie](mailto:swfieldwork@ucc.ie) or you can register your interest [Practice Teaching Expression of Interest](#)





# CONTINUING PROFESSIONAL DEVELOPMENT

## UCC ADULT AND CONTINUING EDUCATION PROGRAMME

### Online Certificate in Continuing Professional Development in Trauma-informed Care: Theory and Practice

(Level 9, Special Purpose Award, 10 credits)

#### What is the course about?

This Certificate in Continuing Development in Trauma-informed Care is designed to meet the educational and professional skills needs for front-line practitioners in the integration of trauma-informed practices into their role as a response to working with children, young people, adults and/or their families who have experienced trauma. The programme focuses on both developing practitioner's understanding of the lived and living experience of trauma and effectively intervening with those that have experienced trauma across the life span. The programme is practice orientated and focuses on integrating trauma-informed practices through a practice framework that was developed by Dr Maria Lotty, entitled TARA (Trauma, Attachment, Resilience into Action) (Lotty, M. (2021). Making Sense of the Practice of Trauma-informed Care: A Response to the need to implement Trauma-informed Care into front-line practice. The Irish Social Worker, Winter, 160-171). The programme examines the theoretical base of the practice of trauma-informed care in an accessible and applicable way with attention to the trauma, stress response system, polyvagal, attachment, mentalising and resiliency theories. The programme introduces students to the applications of the approach in their practice role providing an introduction to the practice of trauma-informed care methods of intervention. The programme also explores students' critical thinking on the current debates about the implementation of the practice of trauma-informed care and the impact of vicarious trauma.

#### How is it delivered and assessed?

The programme consists of 2 modules (8 sessions each), delivered in a blended format, part-time on-line. Each week practitioners engage with half an hour pre-session learning and a 2.5 hour live session over 16 weeks.

The programme is assessed through 2 X 3000-word assignments. These are set at the end of each module. a minimum of 80% attendance is required to fulfil the criteria.

#### Why choose this course?

This course is the only university based credit bearing CPD course in Ireland that offers practitioners the opportunity to enhance their understanding of the effects of trauma and introduce them to the application of the Trauma-informed Care approach into their practice. It introduces the theoretical framework that underpins the practice of Trauma-informed Care informed by Dr Maria Lotty's research and extensive professional experience. The course aims to support the practitioners' in developing an understanding of the theories and principles that underpin this approach and the methods of intervention. It supports practitioners to build a toolkit of resources to implement Trauma-informed Care in their specific role through extensive accompanying resource material. It also gives practitioners an opportunity to reflect on these concepts and how they impact on their professional and personal experience.

It is particularly relevant to those interested in and/or working with children, young people, adults and/or families in roles in health and social care such as social care leaders, childcare leaders, youth workers, social workers, community workers, family support workers, psychotherapists, residential care staff, and mental health professionals.

Interested parties with a qualification in teaching (Early Years, Primary and/or Secondary School) are advised to consider the [CPD Certificate in Trauma-informed Practice in Education](#)

#### Entry requirements

- A **level eight honours degree or equivalent qualification** within a relevant field such as social work, psychology, social care, youth and community work, family support, psychotherapy and health care.
- Applicants without an NFQ level 8 award are eligible to apply, subject to the approval of the programme Academic Director, if they can demonstrate at least three years' professional experience in a related field – examples include (but are not restricted to) family support, therapeutic practice and community engagement work.

#### Fees

€1000 euros / or €500 for module 1 exam only.

Apply now at: <https://www.ucc.ie/en/ace-ccpdtc/>



## CONTINUING PROFESSIONAL DEVELOPMENT

### ESWRA - SIG EVIDENCE INTO PRACTICE

European Social Work Research Association (ESWRA) we have established a Special Interest Group – Evidence into Practice. ESWRA. Third online seminar scheduled entitled the Differences between Real Evidenced-Based Practice and Selecting Empirically-Supported Treatments by Prof Bruce Thyer Florida State University. If interested in finding out more about outcomes or more about our special interest group please send an email to Anne McGlade at [eipsig@hscni.net](mailto:eipsig@hscni.net)

### KNOWLEDGE EXCHANGE AND EVIDENCE NEWSLETTER

[Click here](#) or the image below

#### On this page

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[Social Work and Social Care PhD Network update](#)

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[Social Work and Community Development Approaches Programme \(SWCDA\) May 2025](#)

[Evidence into Practice Special Interest Group \(EIPSIG\) at the European Social Work Research Association](#)

[Social Care Impact Awards](#)

[The Curiosity Partnership](#)

## Knowledge Exchange and Evidence Newsletter – Spring 2025

### Introduction



Welcome to our Spring 2025 edition of the Knowledge Exchange Newsletter. As usual it is a pleasure to bring you up to date with some recent developments and news in relation to Research and Evidence, both locally and further afield. Locally we were very pleased with the recent success and outcomes from our 12<sup>th</sup> Social Work and Social Care Research Conference hosted at Riddel Hall, Stranmillis, Belfast.

We hope that you find the range of information, news and updates on activity interesting and relevant to the wider research and evidence agenda.





## ADVENTURE THERAPY



**NEW WAVE**  
ADVENTURE THERAPY  
**WILD PROJECT**

Extend your professional practice into nature.  
Come and learn a range of innovative and  
experiential skills and tools through

## INTENSIVE ADVENTURE THERAPY SKILLS TRAINING



**Limited spaces available for:**

9th - 13th June 2025

OR

29th Sept - 3rd Oct 2025

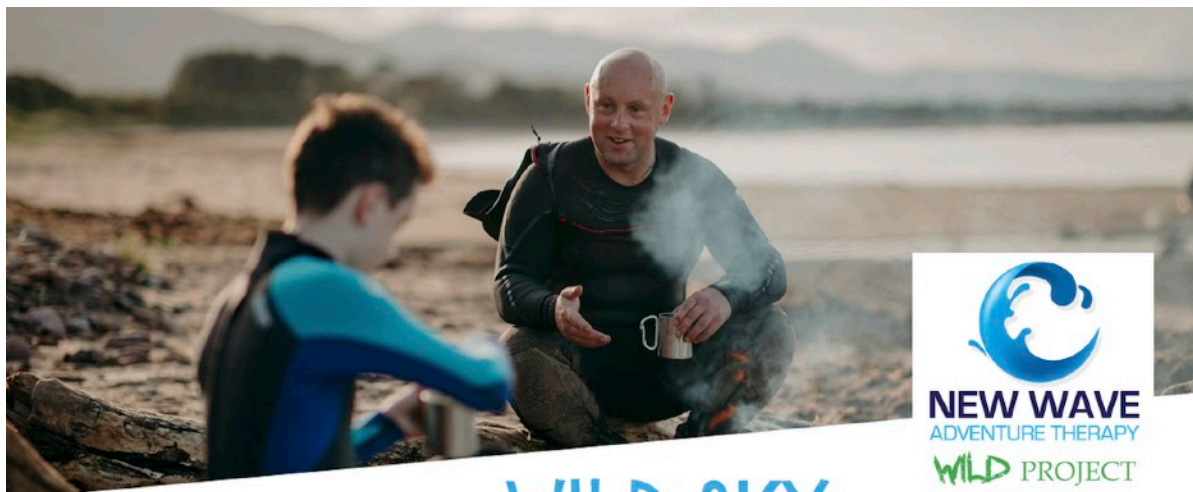
**The Wild Den, Kerry, Ireland**



info@newwavewildproject.ie  newwavewildproject.ie



# ADVENTURE THERAPY



## WILD SKY

ONE-TO-ONE CLINICAL ADVENTURE THERAPY PROGRAMME FOR YOUNG PEOPLE.

WILD SKY OFFERS AN EXPERIENTIAL APPROACH TO TRADITIONAL THERAPY.

Supports the young person with a toolkit of skills and strategies for self-care, resilience, and recovery based on CBT/ REBT and person centred, strengths-based therapy.

Intensive support for young people presenting with; anxiety, low mood, social/ school withdrawal, home/ school/ life transitions, managing emotions, risk-taking behaviours, experiences of trauma. Suitable for young people with complex presentations, including dual diagnosis, HSB concerns.

Neuroaffirming and inclusive practice through creative approaches.

|                    |             |
|--------------------|-------------|
| RATIO              | 1:1         |
| PROGRAMME DURATION | 12 SESSIONS |
| FREQUENCY          | WEEKLY      |
| SESSION DURATION   | <4 HOURS    |

- ✓ Available Mon - Sat, AM/ PM/ Evening
- ✓ Dedicated adventure therapist throughout
- ✓ Tusla & HSE approved vendor
- ✓ Certificate of completion for participant
- ✓ Regular reports & updates to referrer
- ✓ Attendance at MDT meetings, by request
- ✓ Further programme detail & proposal document available on request, contact us



CONTACT US FOR REFERRAL  
& FURTHER INFO

[www.newwavewildproject.ie](http://www.newwavewildproject.ie)

089 - 6008185

[info@newwavewildproject.ie](mailto:info@newwavewildproject.ie)



Registered  
[www.coru.ie](http://www.coru.ie)



Association of Professional Counsellors  
& Psychotherapists in Ireland



### PHILIP STALLARD

Clinical Director, Adventure Therapist  
BA, MBus, PGDip, MSW, PGCert CBT, MA  
CORU, APCP, CCAT



### JASMIN STALLARD

Director, Project Lead  
BA, PGCert CBT, PGDip, MEd, MSc, MA  
APCP, MPsSI, Teaching Council of Ireland







## CONTINUING PROFESSIONAL DEVELOPMENT

THE CONNOLLY COUNSELLING CENTRE

### NARCISSISTIC PERSONALITY DISORDER WEBINAR

John Lalor (IACP, PSI, BPS)

Certified Chartered Psychologist, Psychotherapist and Coach

We see an increasing trend online and in social media of accusations of "narcissism" in the workplace and in the home. But what does this label really mean? It's therefore important to understand what a narcissist really is, how they behave, and what narcissism is not. We will also explore passive-aggressive personality, which often coincides with narcissism.

#### THIS WEBINAR WILL EXPLORE:

- Narcissistic Personality Disorder, and Passive-Aggressive (a.k.a. negativistic) Personality Disorder.
- The grandiose and vulnerable forms of narcissism, and their overt and covert manifestations.
- Passive-aggressive personality, given its frequent comorbidity with vulnerable narcissism.
- Discussion of the standard DSM-5 model.

WHEN: Tuesday 3<sup>rd</sup> June, 19:00 – 20:30. WHERE: ONLINE VIA ZOOM. TICKETS: €49.00. CPD POINTS: 2

AUDIENCE: CLINICIANS AND THE GENERAL PUBLIC. TO RESERVE A PLACE CONTACT JOYCE ON: 01 - 2100 600 OR EMAIL [CONNOLLY@COUNSELLOR.IE](mailto:CONNOLLY@COUNSELLOR.IE)

### CRIMINAL JUSTICE CONFERENCE

The Association for Criminal Justice Research and Development (ACJRD) 28th Annual Conference, on the theme of Opportunities and Challenges of Technological Innovation in the Criminal Justice System will take place in Dublin on Thursday 12 June 2025. More information and registration on [this website](#).

The graphic features the ACJRD logo (a stylized 'a' with three colored triangles) on the left. To its right is a large blue circle containing the text '28th Annual Conference, 2025' and 'Opportunities and Challenges of Technological Innovation in the Criminal Justice System'. Further right is a green circle with 'Association for Criminal Justice Research & Development'. Below the blue circle is a green circle with 'Thursday 12<sup>th</sup> June 2025 9am-5pm' and 'Camden Court Hotel Dublin 2'. To the right of the green circle is an orange circle with 'REGISTER NOW', 'www.acjrd.ie/news', and 'email: enquiries@acjrd.ie'. The background has a pattern of small white dots on a dark blue field.

acjrd

Thursday  
12<sup>th</sup> June 2025  
9am-5pm  
Camden Court Hotel  
Dublin 2

28th Annual Conference, 2025  
*Opportunities and  
Challenges of  
Technological  
Innovation in the  
Criminal Justice  
System*

Association for Criminal  
Justice Research &  
Development

REGISTER NOW  
www.acjrd.ie/news  
email: enquiries@acjrd.ie



## CONTINUING PROFESSIONAL DEVELOPMENT

### 8TH EUROPEAN CHOICE THEORY/REALITY THERAPY CONFERENCE

The European Association of Reality Therapy brings together several European Member Organisations of [William Glasser International](#).

#### "CHOOSING TO GROW"

DATES: FRIDAY 20th JUNE TO SUNDAY 22nd JUNE 2025

VENUE: [The Royal Marine Hotel](#), Dun Laoghaire, Co Dublin, Ireland

This event is open to all and we especially welcome our Choice Theory colleagues from around the globe.

You can access the full Conference information on [our website](#) and register for the conference.

### CHILD TO PARENT VIOLENCE AND ABUSE AND THE NON-VIOLENT RESISTANCE MODEL

Rosemary Fox (Accredited NVR Ireland Trainer and Practitioner) is running a **Zoom training** for professionals on the topic of Child to Parent Violence and Abuse and the Non-Violent Resistance model as an intervention. This Zoom training will take place on 25th and 26th June 2025 from 9.30am to 16.00pm each day.

The two-day NVR Ireland accredited training includes:

The outline of research and theory about Child to Parent Violence and Abuse and its prevalence.

The outline of the NVR model as an intervention for Child to Parent Violence and other areas such as Conflicts in families, School avoidance etc.

Practice the skills re assessing and delivering the NVR model as an intervention.

To register for the training, please contact Rosemary by email at [wisefoxconsultancy@gmail.com](mailto:wisefoxconsultancy@gmail.com) to book a place.

Cost of the training is 170 euros per person. Maximum number at the training is twelve attendees.

WISE FOX Consultancy





## **CONTINUING PROFESSIONAL DEVELOPMENT**

### **NATIONAL PROGRAMME FOR SCREENING AND BRIEF INTERVENTIONS (SBI) FOR PROBLEM ALCOHOL & DRUG USE ONE DAY COURSE**

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

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

- Apply the theory from the SAOR online module to their practice
- Identify opportunities to conduct a brief intervention
- Demonstrate appropriate brief intervention skills using the SAOR model
- Identify appropriate alcohol and other drugs care pathways

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

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

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

Contact Amy Roche for Training Dates in Cork and Kerry [\*\*Amy.Roche@hse.ie\*\*](mailto:Amy.Roche@hse.ie)

Contact Nicola Corrigan for other locations nationally [\*\*nicola.corrigan@hse.ie\*\*](mailto:nicola.corrigan@hse.ie)



## ALCOHOL ACTION IRELAND

### END THE SILENCE RESOURCES

End the Silence is Alcohol Action Ireland's annual week of activities to raise awareness of the issues around parental problem alcohol use. In 2024 End the Silence held a series of three events on November 5th, 6th and 8th. The events form part of Alcohol Action Ireland's initiative, Silent Voices, which seeks to raise awareness of the issues arising from growing up with alcohol harm in the home and put forward policy solutions to address these issues.

Webinar recording: A recording of the event is now available [here](#).

Podcast: Marion Rackard & Aisling Creegan - latest podcast on this issue, Silent Voices, is available **here**.

Richard Hogan Psychologist - Lived Experience - **[click here](#)**

Trauma's Ripples through Time - **[click here](#)**

Voices of Hope and Courage: Mansion House Event - **[click here](#)**

Breaking the Domino Effect - **[click here](#)**

#### Other resources

During the event there was mention of some other resources:

A short video on Adverse Childhood Experiences from Public Health Wales which is available [here](#).

Trauma informed education website which is available [here](#).

For other events and bookings please check out our [campaign page](#).

Alcohol Ireland podcasts: **[click here](#)**

# AlcoholAction

## Ireland

*Independent Advocate Reducing Alcohol Harm*







**Campbell  
Collaboration**

# *The Experiences of Adults Experiencing Homelessness When Accessing and Using Psychosocial Interventions: A Systematic Review and Qualitative Evidence Synthesis*

**CHRIS O'LEARY,  
ESTHER COREN,  
ANTON ROBERTS**

PRACTICE LINKS // JUNE 2025

## **1 Plain Language Summary**

Qualitative synthesis finds that psychological interventions for people experiencing homelessness may benefit from an individualised approach, focus on relationships and accessibility.

### **1.1 The Review in Brief**

Evidence from 7 studies with views and experiences of 84 adults experiencing homelessness suggest that individual goals and motivation, relationships with staff and peers, and the accessibility of services, are important factors.

### **1.2 What Is This Review About?**

Adults experiencing homelessness are more likely than the general population to experience mental ill-health and problematic substance use. They are also more likely to face challenges when accessing services to address these issues.

Psychosocial interventions focus on an individual's psychological development and their engagement with society and the community. They promote change in behaviour or thinking, and intend that these changes lead to reduced substance use, more stable housing, or improved mental health.

This review looked at the views and perceptions of adults experiencing homelessness when they used psychosocial interventions. The aim was to see what challenges they faced when accessing services, and what factors supported intervention success.

### **1.3 What Is the Aim of This Review?**

The aim of the review was to understand the experiences of adults experiencing homelessness when they access and use psychosocial interventions.

### **1.4 What Are the Main Findings of This Review?**

The review team identified and considered 96 studies that might be relevant, and finally included 7 studies in the analysis. The studies covered various different interventions. A total of 84 adults experiencing homelessness were included in the 7 included studies. There was an even mix of women and men. Three studies were conducted in Canada, three in the United States, and one in Scotland. All were published after 2009. The studies used a variety of data collection and analysis methods that capture the views and experiences of people using the interventions.

None of the included studies were assessed as high quality. The most significant area of concern across the included studies concerned relationships between researchers and research participants, where five included studies were assessed as low quality. Areas of higher quality were clarity of the research questions and methods.



**Campbell  
Collaboration**

*The  
Experiences of  
Adults  
Experiencing  
Homelessness  
When  
Accessing and  
Using  
Psychosocial  
Interventions:  
A Systematic  
Review and  
Qualitative  
Evidence  
Synthesis*

**CHRIS O'LEARY,  
ESTHER COREN,  
ANTON ROBERTS**

This review used 'thematic synthesis', finding themes across the studies to analyse and draw conclusions. This is a three-stage process of extracting, analysing, and summarising study findings. Each line (sentence) was given a descriptive code. There were 118 total codes, of which 55 were direct quotes from adults experiencing homelessness. These codes were then grouped into 14 'descriptive themes'.

The final analysis stage grouped the 14 descriptive themes into three overall (analytic) themes: (1) the individual plays a key role in their recovery and change journey; (2) accessibility is a key component of intervention success; (3) relationships are an important intervention ingredient.

### **1.5 What Do the Findings of This Review Mean?**

There are three implications identified in this review. First, the hope, motivation, and goals of individuals using these interventions could be an important ingredient, but most research does not consider this. More research is needed to understand whether these are important success factors. Second, drawing on this review and a companion review on the effectiveness of psychosocial interventions, there is no direct connection between the interventions covered by the two types of study. This lack of complementarity limits the explanatory potential across both types of study and their contribution to knowledge and policy. Finally, there is a limited geographic range

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of relevant studies. More research is needed outside North America.

### **1.6 How Up-to-Date Is This Review?**

The review search was conducted in September 2021. Subject to funding, the authors aim to update this review in the future.

Read the full review [\*\*here.\*\*](#)





# *Audit and feedback: effects on professional practice*

NOAH IVERS, SHARLINI YOGASINGAM, MEAGAN LACROIX, KEVIN A BROWN, JESMIN ANTONY, CHARLENE SOOBIAH, MICHELLE SIMEONI, THOMAS A WILLIS, JACOB CRAWSHAW, VIVI ANTONOPOULOU, CARLY MEYER, NATHAN M SOLBAK, BRENNAN J MURRAY, EMILY-ANN BUTLER, SIMONE LEPAGE, MARTINA GILTENANE, MARY D CARTER, GUILLAUME FONTAINE, MICHAEL SYKES, MICHAEL HALASY, ABDALLA BAZAZO, SAMANTHA SEATON, TONY CANAVAN, SARAH ALDERSON, CATHERINE REIS, STEFANIE LINKLATER, AISLINN LALOR, ASHLEY FLETCHER, EMMA GEARON, HAZEL JENKINS, JASON A WALLIS, LIESL GROBLER, LISA BECCARIA, SHEILA CYRIL, TOMAS ROZBROJ, JIA XI HAN, ALICE XT XU, KELLY WU, GENEVIÈVE ROULEAU, MARYAM SHAH, KRISTIN KONNYU, HEATHER COLQUHOUN, JUSTIN PRESSEAU, DENISE O'CONNOR, FABIANA LORENCATTO, JEREMY M GRIMSHAW

## **Key messages**

- Audit and feedback in healthcare is when a health professional's performance is evaluated and compared to professional standards (audit). Then the health professionals are given the results of the comparison (feedback), with the hope that it might help them improve their performance.

- Audit and feedback helps to improve health professional performance a little to a moderate amount. It works best when it shows health professionals how they compare to top performers, focuses on important areas for improvement, and includes tips for making changes. Audit and feedback can be even more helpful when combined with other supports like reminders or extra training.

- Future research should focus on finding the best ways to improve audit and feedback interventions.

## **What is meant by audit and feedback in healthcare?**

Audit and feedback is often used in healthcare organisations to improve healthcare professionals' performance. In an audit and feedback process, an individual's professional practice or performance is measured and then compared to professional standards or targets. In other words, their professional performance is "audited". During the "feedback", the results of this comparison are then provided to health professionals. The aim of this process is to encourage healthcare professionals to take

action or make changes to follow standards.

## **What did we do?**

We searched for all the studies in which healthcare professionals were randomised to receive audit and feedback and in which the results on professional practice were measured.

## **What did we find?**

We found 292 studies that met the requirements. We found that audit and feedback is often used together with other strategies to improve quality of care, such as educational meetings or reminders. Most studies measured the effect of audit and feedback on doctors, although some studies measured the effect on nurses or pharmacists. Audit and feedback was used to influence their performance in different areas, including the proper use of prescription treatments or test-ordering.



## *Audit and feedback: effects on professional practice*

NOAH IVERS, SHARLINI YOGASINGAM, MEAGAN LACROIX, KEVIN A BROWN, JESMIN ANTONY, CHARLENE SOOBIAH, MICHELLE SIMEONI, THOMAS A WILLIS, JACOB CRAWSHAW, VIVI ANTONOPOULOU, CARLY MEYER, NATHAN M SOLBAK, BRENNAN J MURRAY, EMILY-ANN BUTLER, SIMONE LEPAGE, MARTINA GILTENANE, MARY D CARTER, GUILLAUME FONTAINE, MICHAEL SYKES, MICHAEL HALASY, ABDALLA BAZAZO, SAMANTHA SEATON, TONY CANAVAN, SARAH ALDERSON, CATHERINE REIS, STEFANIE LINKLATER, AISLINN LALOR, ASHLEY FLETCHER, EMMA GEARON, HAZEL JENKINS, JASON A WALLIS, LIESL GROBLER, LISA BECCARIA, SHEILA CYRIL, TOMAS ROZBROJ, JIA XI HAN, ALICE XT XU, KELLY WU, GENEVIÈVE ROULEAU, MARYAM SHAH, KRISTIN KONNYU, HEATHER COLQUHOUN, JUSTIN PRESSEAU, DENISE O'CONNOR, FABIANA LORENCATTO, JEREMY M GRIMSHAW

The exact way that audit and feedback was delivered varied widely across the studies. Sometimes health professionals were given feedback verbally, other times in writing, on an electronic dashboard or through multiple modes. In some studies, this feedback was given to them by the researchers responsible for the study, while in other studies, feedback was given by supervisors or colleagues. In some studies, health professionals were given feedback only once, while others were given feedback monthly.

Sometimes, they were also given or supported to create an action plan with suggestions or advice about how to improve their performance.

### **Main results: What happens when health professionals are audited and provided with feedback?**

The effect of using audit and feedback varied widely across the included studies, but most often it achieves small-to-moderate improvements in quality of care.

Audit and feedback may be most effective when recipients can see how their own performance compares to their high-performing peers, when it helps the health professional to identify and take action on high-priority clinical issues, and when it focuses on areas where health professionals have substantial room for improvement. Other features of audit and feedback that are associated with greater effects are when it involves measurement of the individual recipient's practice

(rather than their team or organisation); comes from a respected peer with an existing relationship to the recipient; includes multiple modalities (e.g., verbal and written); and features an action plan with advice for improvement.

In addition, the effect of audit and feedback may change when combined with other strategies that support improved quality of care, such as education or reminders.

### **What are the limitations of the evidence?**

The quality of the evidence is moderate and further research is needed to confirm the features of audit and feedback that are most likely to achieve the greatest effects in different situations.

### **How up to date is this evidence?**

This review updates our previous review. The evidence analysed is up-to-date to June 2020.

Read the full review [\*\*here\*\*](#).

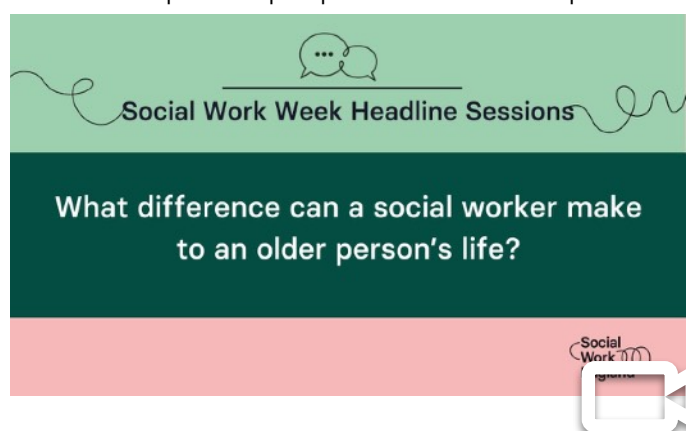


## VIDEOS / PODCASTS

### What difference can a social worker make to an older person's life | Social Work Week 2023

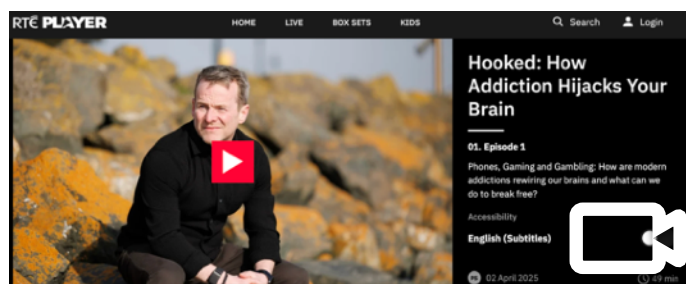
[Social Work England](#)

This session shares the experiences of experts by experience, researchers and social workers who are researching what social workers do in practice to support older people. It explores the value of social work practice to older people and carers, the barriers and enablers, and the potential and actual impact social workers have on the lives of elderly people, highlighting the importance of how social workers keep older people central to their practice.



### Hooked: How Addiction Hijacks Your Brain

This gripping three-part documentary dives deep into the science of addiction and recovery - whether it's phones, alcohol, gambling or drugs.



[Hooked on RTE Player](#)

## VIDEOS / PODCASTS

### Supporting Your Teen with Anxiety

The **HSE Talking Health and Wellbeing** Podcast's 100th episode is focused on Supporting Your Teen with Anxiety, as host Fergal Fox welcomes experts Rosemary Kavanagh, Speech and Language Therapist, Niamh Garavin, Occupational Therapist, and Muireann Treacy, Clinical Psychologist, to discuss adolescent development, with a particular focus on anxiety. They address the swift changes teenagers experience, the effects of anxiety, and the crucial role of clear communication to support young people.

[Supporting Your Teen with Anxiety Podcast](#)

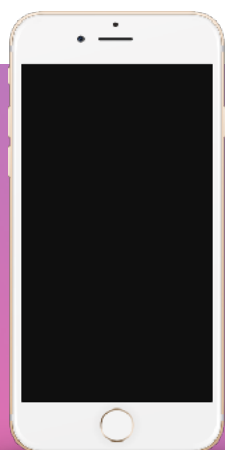
### Let's Talk Social Work Podcast

The podcast from the **British Association of Social Workers**.



### Find your spark through safeness and connection

**Dr Stan Steindl** talks to London-based psychotherapist **Graham Music** who works in private practice and with the NHS, and worked at the Tavistock and Portman Clinics for over 15 years. He teaches and lectures on various courses in the UK and abroad, lectures internationally, and has published widely, in academic journals, and edited and sole-authored books.



# APPS & SOCIAL MEDIA





## APP

### PESI

#### [PESI Mobile App](#)

The PESI app is a mobile application developed by PESI (Psychotherapy Education, Systems & Innovations). It allows users to access and engage with PESI's on-demand and live educational content, including webcasts, webinars, and digital seminars, directly from their mobile devices. Users can also access handouts, participate in evaluations, and obtain certificates of completion all within the app.

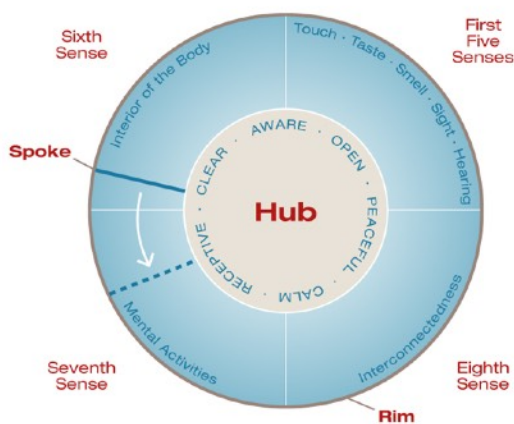


## MINDFULNESS RESOURCE

### Wheel of Awareness and the Plane of Possibility | Dr. Daniel Siegel

Learn the basics of Dan's groundbreaking mindfulness practice, the Wheel of Awareness, that has been used with thousands of people around the world.

#### [Dan Siegel's Wheel-of-Awareness](#)



## Bluesky

An open social network that gives creators independence from platforms, developers the freedom to build, and users a choice in their experience.

### Scottish Association of Social Work

#### [@scotssocialwork.bsky.social](#)

The Professional Association for Social Work and social workers, part of BASW UK.



### Palestine Solidarity Campaign

#### [@pscupdates.bsky.social](#)



Official account of Palestine Solidarity Campaign, campaigning for peace & justice for Palestinians in support of international law & human rights & against all racism.

### NIHR School for Social Care Research

#### [@nihrsscr.bsky.social](#)

We are working in partnership with practice and the public to build research systems and enhance the evidence base to improve adult social care.



### Dementia Researcher

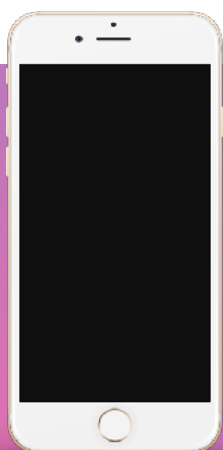
#### [@dementiaresearcher.bsky.social](#)



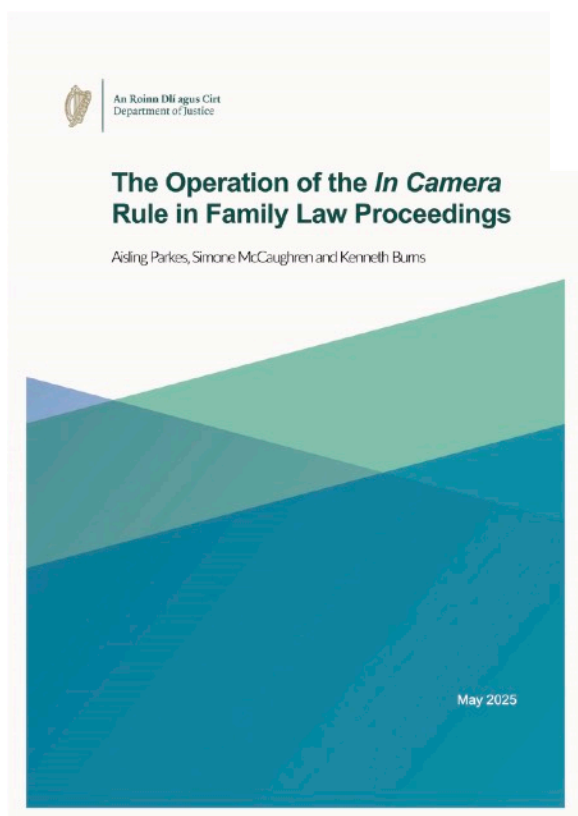
A support service for Early Career Dementia Researchers Worldwide. Delivered by UCL funded by Alzheimer's Association, Alzheimer's Research UK, Alzheimer's Society, Race Against Dementia & the NIHR

### Ann-Marie Towers [@a-mtowers.bsky.social](#)

Professor of Social Care Research. Deputy Director of the Health and Social Care Workforce Research Unit, King's College London.



# APPS & SOCIAL MEDIA



A new research report reviewing the operation of the *In Camera* rule in family law proceedings has been published by the **Department of Justice**. The review, a key action in the Family Justice Strategy, was conducted by a team from University College Cork and Trinity College Dublin, Dr Aisling Parkes, Dr Simone McCaughren & Dr Kenneth Burns.

- 300 survey participants (parents, grandparents and foster parents)
- 13 interviews with judges
- 18 focus groups with 84 people
- 21 recommendations

**[Click here](#)** to read the full report.

### Summary of key findings:

The study found that the in camera rule's scope and application are often unclear, leading to confusion among legal professionals and litigants.

The report recommends retaining the in-camera rule while introducing comprehensive reforms and clarification through primary legislation.

Only 36% of surveyed individuals felt the rule effectively protected their privacy, and a similar percentage understood its implications.

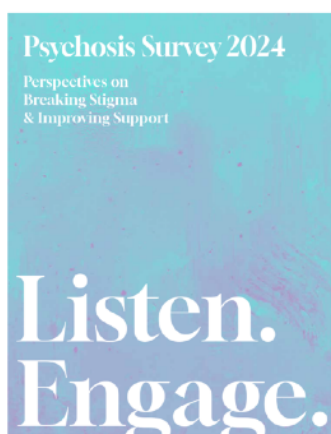
A significant portion of participants (79%) expressed that the in camera rule should be reformed, with over half advocating for its complete abolition.

The research proposes clearer definitions and applications of the in camera rule to eliminate ambiguities.

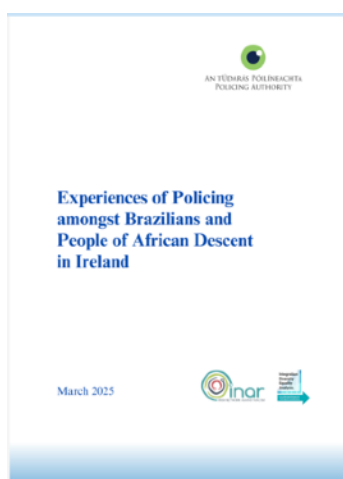
It suggests allowing survivors of domestic abuse the option to waive their anonymity to name their abusers, aligning family law practices with those in criminal proceedings.

The report recommends renaming the rule to the 'privacy and transparency' rule.

All enquiries to Dr Aisling Parkes, [a.parkes@ucc.ie](mailto:a.parkes@ucc.ie)



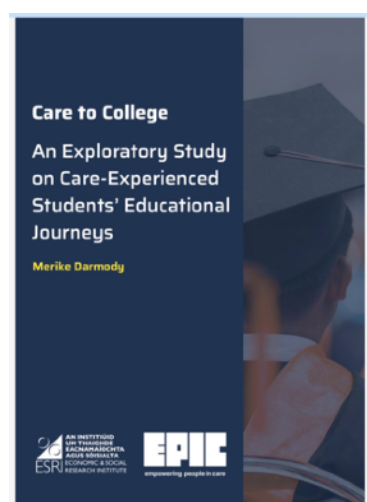
Read the full report [here](#).



March 2025



Read the full report [here](#)



Care to College

An Exploratory Study on Care-Experienced Students' Educational Journeys

Merike Darmody

AN INSTITUTION FOR RESEARCH AND INNOVATION IN ECONOMIC & SOCIAL RESEARCH INSTITUTE

EPIC

empowering people in care



Read the full report [here](#)



Irish Attitudes to Tackling Child Sexual Abuse. A Whole of Society Approach

Dr. Karen Hand, May 2025

ONE IN FOUR

ONE IN FOUR

ONE IN FOUR

ONE IN FOUR

ONE IN FOUR

ONE IN FOUR

ONE IN FOUR



Fostering Ethnic Diversity and Inclusion in the Workplace

Bank of Ireland

Bank of Ireland

Bank of Ireland

Bank of Ireland



Health-promoting interventions in prisons  
An evidence review

29 April 2025

Martin Kavanagh  
Lisa McHugh  
Lucia Kavanagh  
Tanya McHugh  
Niamh Long

Research. Evidence. Action.

Research. Evidence. Action.

Research. Evidence. Action.

Research. Evidence. Action.

Research. Evidence. Action.





This article adopts a psycho-social framework to explore the complexities of cross-race doctoral supervision through the reflective accounts of a Black female academic and a White female academic. It scrutinises the tensions, defences and incongruities that surface in cross-race encounters, highlighting often-overlooked anxieties rooted in colonial legacies. The article is co-authored by Dr Amina Adan (University of East London) and Dr Nicola O'Sullivan (Independent Practitioner). [\*\*Click here\*\*](#) to read.

### **PROBATION SERVICE RESTORATIVE JUSTICE ACTION PLAN**

The Irish Probation Service recently launched their Restorative Justice Action Plan, which is focused on further developing and enhancing the delivery of restorative justice services within the Probation Service. [\*\*Click here\*\*](#) to access.

Two new Academic Insights reports, on: Hope and Probation and Progressive Desistance Practice in Youth Justice published. These latest Academic Insights, on using the lens of hope to reimagine probation practice and on applying lessons from desistance research and practice to work with young people in the criminal justice system, have been published by HM Inspectorate of Probation and are [\*\*available here\*\*](#).

### **REPORT ON ETHNIC MONITORING IN THE CRIMINAL JUSTICE SYSTEM**

The Department of Justice has published a commissioned report entitled Evidence Review on Ethnic Monitoring in the Criminal justice system. The review, by Dr. Avril Brandon and Ashleigh Pillay of Maynooth University and Prof. Denis Bracken of the University of Manitoba, examines the history, challenges and experiences of collecting and monitoring ethnicity data in the criminal justice systems of four jurisdictions: Australia, New Zealand, Canada and England and Wales. The report is [\*\*available here\*\*](#).

### **SCOTTISH REPORT ON STUDENT PLACEMENTS IN THIRD SECTOR ORGANISATIONS**

The Edinburgh-based Institute for Research and Innovation in Social Services (Iriss), has published a report, by Louise Bowen and Hannah Martin, which explores the third sector experience of social work student placements, to make third sector social work placements impactful and work for everyone involved. The report is [\*\*available here\*\*](#).

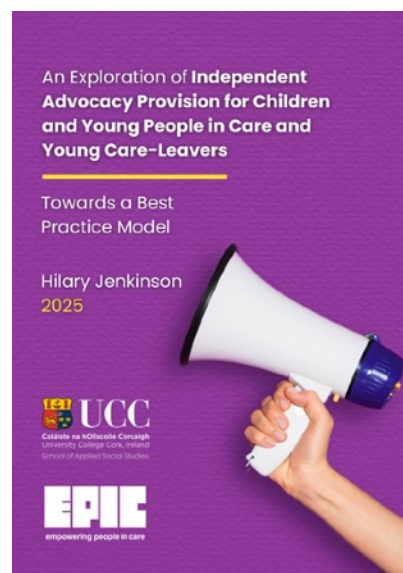
### **REPORT ON EFFECTIVENESS IN REDUCING REOFFENDING**

The British Ministry of Justice has published a report entitled Reducing Reoffending: A Synthesis of Evidence on Effectiveness of Interventions. The report, by Rachel Cordle and Eleanor Gale, is [\*\*available here\*\*](#).



This report, authored by Hilary Jenkinson of UCC, offers a detailed look at the principles and practice of independent advocacy for children and young people with care experience. It aims to identify what best practice looks like in this field and presents a proposed model of advocacy that reflects the key themes emerging from the research.

Developed in partnership with EPIC, the research provides an analysis of EPIC's Advocacy Service and draws on insights from both lived experience and professional practice. It also considers wider evidence from national and international research on independent advocacy. At its core, the report recommends a relationship-based model of independent advocacy, firmly rooted in children's rights and designed to promote voice, participation and empowerment. In addition to supporting individual young people, the report also recognises the vital role independent advocacy plays in challenging systemic issues and driving change at policy and service levels. [Click here to read](#)



The Meaning of the child interview is used extensively in assessment and intervention planning for children and families involved in the care system both in Ireland, the UK and Internationally. This unique event and book launch will give attendees the opportunity to engage in a lively information session and panel discussion on its utilisation in an Irish context.

## The Meaning of the Child

Book Launch & Panel Discussion



"The Meaning of the Child Interview is the most important development in the field of attachment and caregiving since the Adult Attachment Interview."

Proceeds of this event will be donated to the [The Brita Waters Legacy Fund](#). Administered by EPIC, Brita's Fund provides education and emergency grants to children and young people in care or with care experience.

Tuesday 24 Jun 2025

14:00 - 17:00

TU Dublin, East Quad Lecture Theatre 002, Grangegorman Lower, D07 H6K8 Dublin 7



## TARA PROJECT PHASE 1 REPORT

The TARA (Trauma, Attachment, Resilience into Action) Project is a collaborative initiative between the Dublin South Central Integrated Service Area (DSC) of TUSLA and University College Cork (UCC). The project aims to integrate trauma-informed practices within DSC to better address the complex needs of children and families. In Phase 1, the project evaluated the effects of Trauma-informed care professional education on practitioner outcomes in the DSC Area (2022-2023). [Linked here is the full report for Phase 1](#) with a summary of key findings below:

Key Findings from Phase 1 Report:

- **Program Success:** The UCC graduate-level program effectively supports child welfare professionals in adopting trauma-informed practices.
- **Impact Areas:**
  - **Program Acceptability:** Positive feedback on design, content, and experience.
  - **Dynamic Learning Acquisition:** Enhanced trauma-informed knowledge, self-reflection, practice confidence, and integration of new and existing knowledge.
  - **Practice Changes:** Improvements in child and family practices, practitioner resilience, and collaborative practices.
  - **Sustainability:** Emphasis on a shared agency approach and ongoing support to maintain progress and address inconsistencies.

Phase 2 of the TARA Project has now commenced. Participants (TUSLA professionals, n=31) selected a cluster group of preference across four domains identified within Phase 1 of the project, and are centred around the following: practitioner resilience, collaborative practice, child's journey across teams and working with children and families. The TUSLA professionals started work on the projects in January 2025 and will work towards presenting at an event in October where they will bring forward ideas for practice and implementation informed by the TARA Project that will be tested using acceptability measures.

### The TARA Project

Trauma - Attachment- Resilience into Action

### PHASE 1

Examining the effects of Graduate Trauma-informed Practice Education on Child Welfare Professionals.

For

Dublin South Central Integrated Service Area,  
TUSLA, Child and Family Agency.

Dr Maria Lotty, Dr Noreen Kearns, Tadhg O'Shea, and Prof. Margarita Frederico

18<sup>th</sup> December 2023



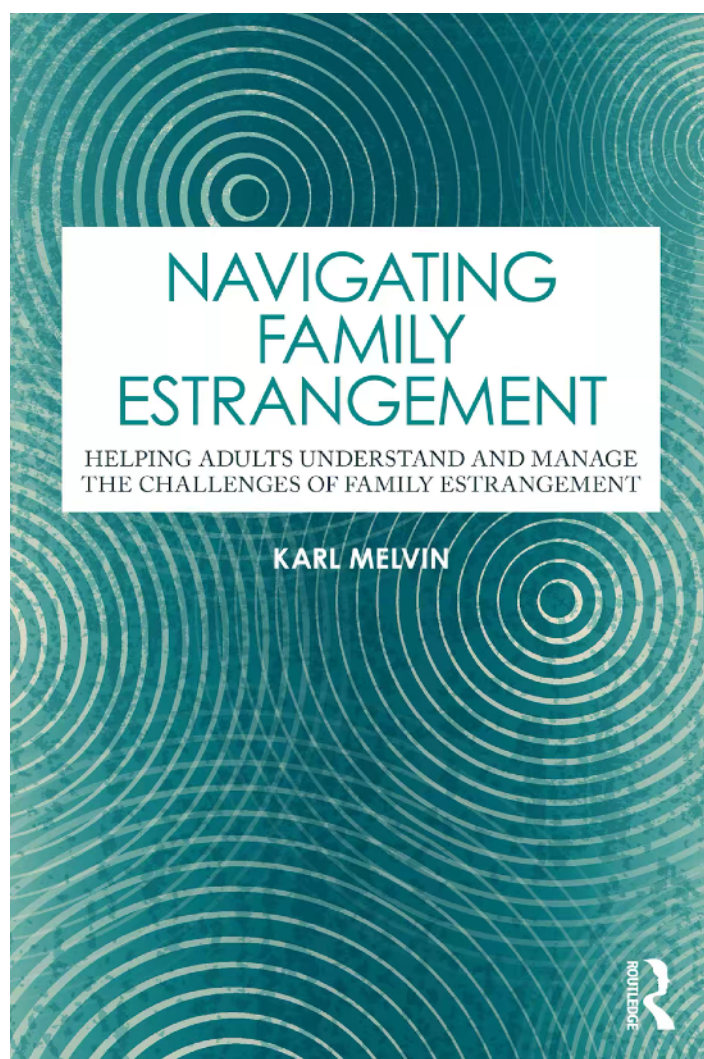




"Family estrangement and the stigma attached to it are complex phenomena affecting a great number of people in various ways. In response, *Navigating Family Estrangement* offers a deep dive into the reality of being estranged in contemporary society. This practical guide looks at how to effectively help estranged adults achieve better outcomes from a variety of perspectives. The author explores the difficulties of working with estrangement, including professional roadblocks such as the six biases that prevent connecting with a client's experience. Combining research from a range of different fields with the author's decade of clinical experience, the book is supplemented with five comprehensive case studies to demonstrate the practical strategies that address estrangement challenges."

Karl Melvin, MA, MIACP, Family Estrangement Therapist/Author/Educator. [Click here](#) for more about the book.

[Website](#) | [Instagram](#) | [LinkedIn](#) | [Research](#) | Order "Navigating Family Estrangement": [\(Ire/UK\)](#) - [\(US\)](#) - [\(AUS\)](#) - [\(ES\)](#) - [\(DE\)](#)





*Practice signposts provide links to high-quality, research-informed databases and publications. Some of the databases at a quick glance may seem too medical/health orientated, but contain great resources to support social work and allied professionals' practice.*

## OPEN ACCESS RESEARCH DATABASES:

RIAN - Irish Open Access Research Archive - [click here](#)

Trinity Access Research Archive (TARA) - [click here](#)

Cork Open Research Archive (CORA) - [click here](#)

Galway Open Access Research Archive (ARAN) - [click here](#)

TU open access (Arrow) - [click here](#).

## RESEARCH DATA ARCHIVES:

Irish Qualitative Data Archive - [click here](#)

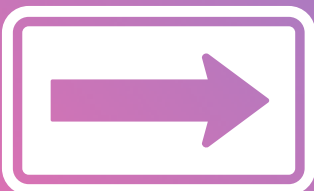
Irish Social Science Data Archive (ISSDA) - [click here](#)

Irish Social Sciences Platform - [click here](#)

## OPEN ACCESS (FREE) JOURNALS

Journal of Early and Intensive Behaviour Intervention; International Journal of Child and Adolescent Resilience (IJCAR; Journal of Global Social Work Practice; International Journal of High Risk Behaviours and Addictions; Journal of Indigenous Social Development; Critical Social Work; International Journal of Child, Youth & Family Studies; The Irish Journal of Applied Social Studies; Comparative Migration Studies; Irish Social Worker.

## SYSTEMATIC REVIEW



***Practice signposts: data sources to support your practice***

## PRACTICE GUIDANCE, DATABASES & PUBLICATIONS:

Addiction Technology Transfer Centre Network (USA) - [click here](#)

CES - Centre for Effective Services - [click here](#)

Child and Family Agency Publications and Reports - [click here](#)

Drug and Alcohol Information and Support (drugs.ie) - [click here](#)

Growing Up in Ireland - national longitudinal study of children. [Click here](#)

HSE Health Promotion Publications - [click here](#)

HSE Publications and Reports - [click here](#)

HRB National Drugs Library - [click here](#)

HUB na nÓg Young: Voices in Decision-Making - [click here](#)

NICE - National Institute for Health and Clinical Excellence (UK) - [click here](#)

Mindfulness Based Relapse Prevention Resources (free audio tracks) - [click here](#)

North South Child Protection Hub - [click here](#)

Probation Service Publications - [click here](#)

Social Care Institute for Excellence (SCIE) - [click here](#)



# PRACTICE LINKS



## Team

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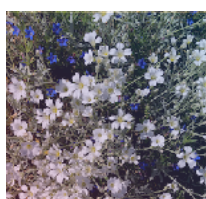
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## About us

*Practice Links* is a free publication from @UCCsocialwork, University College Cork for practitioners working in Irish social services, voluntary, community and non-governmental sectors. *Practice Links* supports practitioners to keep up-to-date with new publications, conferences, and continuing professional development opportunities. *Practice Links* is published every other month. Distribution is by email, social media and the [Practice Links](#) website.

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