

Från resultat till kunskap

- individbaserad systematisk uppföljning i socialtjänsten

6 mars 2025, FYS-konferens

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Forsknings-
projektet

Information →
Kunskap

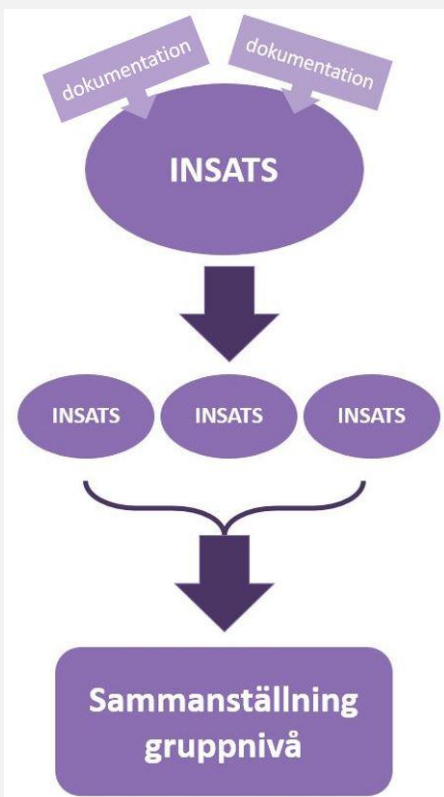
Kunskap
→
Användning



Bild: facebookavatar

Mitt forskningsprojekt

ISU



Fall Öppenvård BoF

LOKE i Violalund

- Egna variabler i "LOKE-struktur"
- Årlig sammanställning

FIT i Hasselberg

- ORS och SRS
- Egna variabler
- Löpande + årlig sammanställning

Metoder

21 Intervjuer

Familjebehandlare, enhets-, avdelnings-, förvaltningschefer, utvecklingsroller.

8 Observationer

Presentationer, analystillfällen, handledningar, arbetsmöten...

45 Dokument

Policy, rutiner, handböcker, underlag, presentationsmaterial, mötesanteckningar...

3 Dialogseminarier

Publicerat – för vidare läsning

Lnu Licentiate No. 49, 2025

Socialtjänsten som kunskapande praktik

Exemplet individbaserad systematisk uppföljning i öppenvården för barn och familj

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LINNAEUS UNIVERSITY PRESS

Petra Höglund, Torbjörn Forkby & Jesper Johansson

Den mätande socialtjänsten

– användning av individbaserad systematisk uppföljning av insatser

The measuring social service organization – the use of individual-based systematic follow-up
For the past two decades, national policy in Sweden should follow the principles of evidence-based practice informed by research. Conversely, there is a concern concerning a too narrow view of evidence and these differences, common perceptions advocating knowledge about the significance of intervention follow-ups (ISF) of interventions aggregated at a towards an increased knowledge base of social ser and how results come into use in social services vice units providing non-institutional treatment Swedish municipalities. Both have several years of 8 observations, 45 documents, and 21 inter departments, executive directors, and development other and where the use differs depending on the results are rarely used for development purpose and their results play important roles within the enhancing and conceptual perspective-giving, v

Keywords: systematic follow-up, social services

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NORDIC SOCIAL WORK RESEARCH
<https://doi.org/10.1080/2156857X.2024.2325979>

Producing knowledge through reflection - the case of individual-based systematic follow-up in social services

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ABSTRACT

Ways of producing local systematic knowledge in social services have gained attention. In Sweden, individual-based systematic follow-up (ISF) has emerged as a way to follow-up on interventions and produce local knowledge. Practitioners are responsible for collecting and compiling as well as interpreting and taking action based on ISF results. This article aims to understand how knowledge is produced within the ISF practice by looking at when and how practitioners reflect on ISF results. The research was conducted within social service units providing non-institutional interventions for children and families in two Swedish municipalities, with experience from working with the models LOKE (Local Evidence) and FIT (Feedback-Informed Treatment). The material consists of 8 observations, 45 documents, and 21 interviews with family therapists, heads of units and departments, executive directors, and development officers. The findings show how individual and collective reflections are central in producing knowledge from ISF results and why conditions for reflection need to be organizationally facilitated. It is oriented towards sense making within the context of practitioners' daily work in relation to their knowledge and experience. Collective reflection on ISF results undertaken with colleagues or service users, suggests a co-production of knowledge. However, depending on the ISF model, certain perspectives become more or less prominent, for example the degree of service user involvement. This is important to take into account when choosing an ISF model to implement in practice.

OPEN ACCESS

Routledge
Taylor & Francis Group

Check for updates

ARTICLE HISTORY

Received 24 February 2023
Accepted 27 February 2024

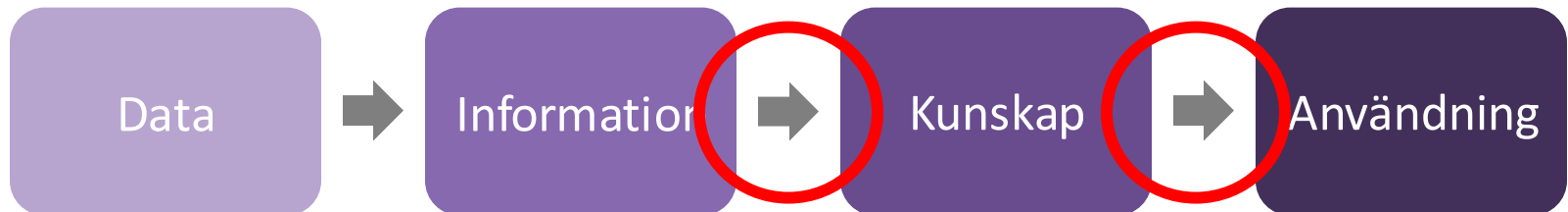
KEYWORDS

Systematic follow-up;
knowledge production;
reflection; social services

Introduction

Knowledge production in social work is a debated topic. It encourages researchers as well as practitioners and policymakers of different perspectives to make claims about what knowledge is, how it should be produced, and how it should influence practice. An example is found in arguments for including service user perspectives in developing the knowledge base (Beresford 2000; Trevithick 2008). Another example is the importance of research-based knowledge, which is central to the concept of evidence-based practice (EBP) (Fraser and Davies 2019). Despite extensive efforts, EBP has proven difficult to implement. There are several possible explanations. EBP builds on the idea of rational decision-making, which does not match the actual circumstances in practice (Björk 2016). One challenge arises from the discrepancy in expertise between researchers who establish the evidence base and practitioners who deliver services (Ghate and Hood 2019). Instead of focusing solely on research-based knowledge, a situated understanding

Centralt: Förstå ISU som en process



Information

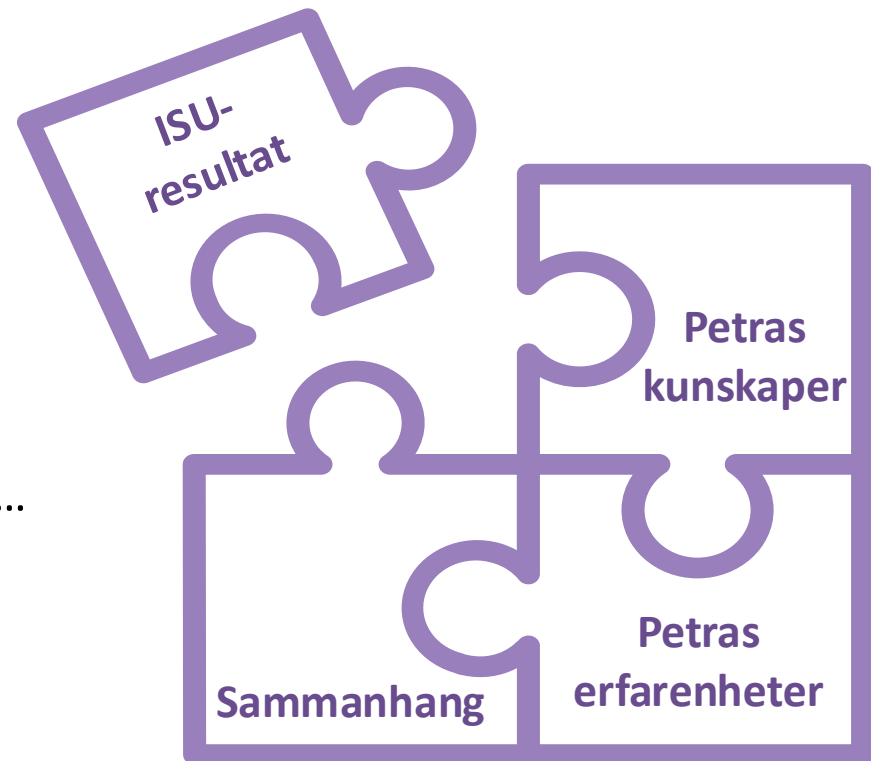


Kunskap

Betydelsen av reflektion

- ISU-resultat är inte "färdig" kunskap – behöver **bearbetas**.
- Bearbetningen sker genom **reflektion**
→ tolkas och omvandlas till *meningsfull* kunskap.

Integrerande, distanserande,
kontextualiserande, validerande...



Organisera för reflektion!



Individuell



Kollektiv

Kunskap



Användning

Överlappande användningstyper

- Flera typer av användning
(information, legitimerande, strategisk, konceptuell, instrumentell)
- Ofta **överlappande** – påverkan sker **stegvis** över tid.

Svårt att nå fram till verksamhetsutveckling...



**Men vi vill ju få till
verksamhetsutveckling!**

Kunskap för förståelse eller för handling?

Kunskap för **förståelse**

Exempel:

Resultaten visar på skillnader i insatsernas omfattning.

Varför är det så?

Ja, men det beror nog på klienternas olika problematik.

Kunskap för **handling**

Exempel:

Skillnaderna beror nog på olika problematik, men grupp X sticker ändå ut sett till hur länge insatserna pågår.

Behöver vi göra något åt det?

Ja, vi behöver utbilda oss i metod Z för att bättre möta grupp X:s behov.

Behöver aktivt ta ställning till kunskapen!

Ta hjälp av andra kunskapskällor,
t.ex. forskningsresultat.

Tack!

**Frågor eller
funderingar?**

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