

2018-01319 **Östlund, Gunnel**

Information om sökande

Namn: Gunnel Östlund

Dr-examen: 2002-12-06

Födelsedatum: 19560731

Akademisk titel: Docent

Kön: Kvinna

Arbetsgivare: Mälardalens högskola

Medelsförvaltare: Mälardalens högskola

Hemvist: HVV - Hälsa och välfärd (HV)

Information om ansökan

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Bidragsform: Projekt

Sökt inriktning: Tillämpad välfärd

Ämnesområde utlysning: Forte

Projekttitel (svenska): Digitala verktyg för ökad delaktighet i barnutredningar (Dig-barn)

Projektstart: 2018-12-01

Projektsslut: 2021-11-30

Sökt beredningsgrupp: TillVäl18

Klassificeringskod: 50402. Socialt arbete

Sökta medel

År: 2018 2019 2020 2021

Belopp: 0 1 520 640 1 792 028 1 409 456

Medverkande

Namn: Baran Cürüklü

Dr-examen: 2005-03-17

Födelsedatum: 19690615

Akademisk titel: Doktor

Kön: Man

Arbetsgivare: Mälardalens högskola

Land: Sverige

Namn: Zlatana Knezevic

Dr-examen:

Födelsedatum: 19840316

Akademisk titel: Annan

Kön: Kvinna

Arbetsgivare: Mälardalens högskola

Land: Sverige

Projekttitel på svenska*

Digitala verktyg för ökad delaktighet i barnutredningar (Dig-barn)

Sammanfattning (svenska)*

Detta innovationsprojekt kommer att bidra med generella kunskaper om den digitala teknologins möjligheter för att öka barns delaktighet liksom kunskaper som berör den sociala barnavårdens barn och deras delaktighet i utredningsprocessen mer specifikt.

Syftet med detta projekt är att öka barns delaktighet i socialtjänstens barnutredningar genom att föra in ett digitalt verktyg som barn kan använda i utredningssamtalen. Att öka barns delaktighet i samtal och utredningar inom den kommunala socialtjänsten är nödvändigt för alla involverade parter, inte minst för de barn som är i fokus för arbetet. Förutom att barn kommer att bjudas in till att vara med i utvecklingen av verktyget kommer även det digitala verktyget i form av en 'digital utredningsplan' att ge brukare en känsla av kontroll och inflytande över deras liv som de vanligen fråntas i utsatta situationer och utredningsprocesser. Idén till innovationsprojektet är framtagen av barnutredare i kommunens socialtjänst. Barnutredarna vill tillsammans med forskarna utveckla en teknisk applikation som kan stärka barnens röst och medverka i barnavårdsutredningarna.

Detta tvärvetenskapliga projekt består av fyra forskare, två från socialt arbete respektive två från datavetenskap. Tre delstudier kommer att göras under projekttiden med avseende på barns delaktighet där etnografiska data används från workshops med skolbarn, med fosterhemsplacerade barn och genom dokumentanalys av barnutredningar. Under År 1 av projektet utvecklar forskare applikationen tillsammans med barn i skolan. Som ett nästa steg medverkar redan placerade barn för att prova applikationen samt att intervjuas om sina erfarenheter av socialtjänstens utredningar. Under år 2 analyseras den påbörjade användningen av applikationen i nystartade barnutredningar. År 3 används applikationen i kommunens barnutredningar och effekterna av det digitala verktyget avseende barns delaktighet blir möjliga att analysera i förhållande till tidigare utredningar.

Projekttitel på engelska*

Developing a digital tool for increased participation in child assessments (Dig-Child)

Sammanfattning (engelska)*

The purpose of this project is to increase children's participation in child welfare investigations by introducing a digital tool that children can use under the process of the investigation. Raising children's participation in conversations and investigations in the municipal social services is necessary for all involved parties, especially for the children who are the focus of the work. In many cases, it is difficult to create a good working environment for social services, but regardless of the matter, the best interests of children are that they can make their voices heard. This innovation project may increase the very sense of control and influence over their lives that children often are deprived of in child welfare settings, by inviting children to co-develop the 'digital 'assessment plan'. New knowledge will be generated also about professional meetings and children's participation in child welfare settings in which the proposed digital tool will be used.

This interdisciplinary project consists researchers from social work and computer science. Five phases of testing are planned, and three studies with separate data collections are included with school children, service users and documents. Year 1 the researchers will develop and test the application together with children in a school context. This will generate data about child-friendly assessment plans. In order to develop an application for the child welfare setting and integrate service users' perspectives in the applications as well as research, as a next phase, children placed in foster care will participate trying out the app and being interviewed by their earlier experiences of child welfare investigations. Year 2 the application will be used in a small sample of child welfare investigations. Year 3, the child welfare investigations in which the application is used will increase and an analysis of assessment with and without usage of the application will be undertaken.

Tidplan

Antal år för projektet*

3

Beräknad projekttid*

2018-12-01 - 2021-11-30

Ämnesklassificering

Fortes huvud- och delområden*

Omsorg och sociala relationer (OMS) > Socialtjänst och informell omsorg

Alternativt delområde

Välfärd (VÄL) > Uppväxt och livschanser

Samordningsområde*

Barn och ungdomar

SCB-koder*

50402. Socialt arbete

Bakgrund, syfte och frågeställning*

Today, we know that service users' participation is fundamental for aiding the provision of better and more responsive services (Bijleveld et al., 2015; Eriksson, 2009). Participation also has been linked to increased self-esteem and an increasing sense of control as well as having a therapeutic value for children when retelling difficult experiences in their lives (Eriksson, 2009; Cater, 2014). Service user participation is also crucial for the social work profession and the assessment process from the social workers' perspective since it has to include listening, answering and reflecting together (Serbati, 2017). Although there are advocacies as well as major efforts undertaken to strengthen children's participation (National Board of Health and Welfare, 2015) the results are limited. In Sweden children's voices are still not always influential in assessments, especially when it comes to vulnerable, younger and structurally disadvantaged children who face obstacles in being granted their rights to participation and influence in the process, or are differently assessed in problematic ways due to age, gender, ethnicity and class (Eriksson, 2009; Lucas, 2017; Knezevic, 2017). While there seems to be a general assumption and consensus regarding participation and its beneficiary aspects, less is known about what it actually stands for and how it is to be achieved.

We know today that the framework for assessment BBIC (abbreviation for 'Children's Needs in Focus') that is used in almost all Swedish municipalities' social services when encountering children at risk does indicate a more child centric assessment procedure and assessments that are more about children than previously (Matcheck & Eklundh, 2015). At the same time, an increased focus on the child is no guarantee for whether a child's wish has been heard and respected. Child centrism may for instance also be evident when the child him or herself is seen as a problem or risk, hence not necessarily to his or her benefit from a perspective of participation (Knezevic, 2017). It has also been shown that there are certain 'assessment areas' in the BBIC triangle that children are more as well as less actively asked about (Hultman, 2013). In addition, due to established ideas about children's inability to think long-term, their presumed lack of awareness of consequences, children may have a say when it comes to their pasts and especially their present but less so when it comes to their futures (McLeod, 2006). Previous research has shown that children's participation rights may be particularly constrained when it comes to expressing their wishes for the future, and the social services not acting upon them (McLeod, 2006). This is striking given the great attention paid to future-oriented risks in child welfare (NBHW, 2015). Research has also shown that children's participation tends to decrease when children feel they will not be protected or do not know what kind of help they might expect. Without being able to express the future they envision or are fearful of, or not being involved in the concrete outcomes in terms of receiving information about the services and support at disposal in order to know what to ask for, the children may remain silent rather than express their wishes in cases where expressing their wishes may also impose a risk (Solberg, 2007).

By inviting children to co-develop a 'digital assessment plan' that child service users will be able to use in child welfare settings, this project aspires to provide possibilities for children's participation in relation to their future, that they often are denied of. This may increase the very sense of control and influence that children often are deprived of when finding themselves in vulnerable life circumstances as well as in child welfare settings as service users. By being more actively participating in such plans, children may avoid the anxiety and discomfort they usually feel as service users that are facing uncertain futures (cf. Pollki et al., 2012; Enell & Denvall, 2017).

When being involved and having influence on their assessment plan, the interactive tool should enable children to have more influence on a) the questions formulated that are guiding the assessment, b) identifying people that the child trusts and feels safe with and c) making it possible for the child to be informed by what kind of support they might ask for in order to feel well and safe. Today the child service user's perspective is often complemented with the perspective of parents, school teachers, school nurses, health professionals as well as siblings and other adults that are part of the child's life. At the same time, the problem the child is facing may be linked to the people who are interviewed by the social services (Sandahl Wolf, 2011). In order for the child to be heard, especially in situations like these where the child's interests and what is considered to be the best for him or her is channeled through other adults' perspectives, including professionals like teachers, the child should also be able to use the digital application to map out the people who evoke a sense of safety that the social services should consult, alternatively in other ways show who he or she trusts. In this way, the social services can more easily be guided through the assessment process and how to discern between the many, and often contradictory, perspectives they need to take into account to enhance the child's legal certainty and security.

It is yet to be seen how this level of participation, the different steps in making an assessment plan, as well as how it will be used, will affect the interactions in child welfare settings in terms of the relations between professionals and service users. In contemporary so-called 'family-oriented' Swedish child welfare system, trust is foremost discussed in relation to the family as a whole rather than the child because non-compulsory voluntary-based services are directed to the family and many times accepted or refused by the parents. For this reason, it is worth investigating how a digital assessment plan for children-only can create other interaction patterns and conditions for participation.

Besides being based theoretically on a view on children as social knowledgeable agents in their own lives, the project also explores children's digital literacy and makes attempts to engage in the virtual world many children already are familiar with (Meyer, 2007; Stååberg, 2017).

Why a digital tool?

The digital revolution has slowly started to influence social work practice both in relation to professionals and service users. Children's digital literacy and increased engagement with the virtual world has been taken into account in recent developments of digital devices. Technology may be used to help children in social care, for example, with children in foster care that can chat with family and social workers online, Fursline 2014; www.cypnow.co.uk. In Sweden, digital applications to support children and youngsters have been developed by Children's Rights in Society (BRIS; <https://akademssr.se/reportage/app-hjalper-barn-uttrycka-svara-kanslor>), a NGO helpline for children in need. In addition, Reality Check (Teskedsorden; <http://www.teskedsorden.se/realitycheck/>) has been developed to prevent racism.

From a wider perspective it is also evident that digital technologies are changing the way people work in industry, services, media, healthcare and public services (Bottino & Chiocciariello, 2015). These technologies target also children both in the context of learning (Neumann & Neumann, 2013) and playing (Wohlwend, 2015). The former is also part of a strategy by many governments as well as the European Commission (2013). The 21st century skills that are considered essential in our rapidly evolving employment landscape, such as creativity, entrepreneurship, critical thinking, collaboration skills, computational fluency, and so forth require high degree of digital literacy (Dede, 2010). The landscape in the latter case is a bit more scattered, however, interest from many different stakeholders, e.g. commercial actors, and the citizens, drive the development towards a societal change in which digital technologies become part of everyday lives of many (Bottino & Chiocciariello, 2015). Digital tools for play and entertainment have the potential of going beyond their prime purpose and contribute to children's digital literacy and in some cases also show how they can interact and create both alone and through collaboration (Wohlwend, 2015). As shown in this study children can create complex stories, with digital puppets, without training beforehand. Interaction with mouse and keyboard through clicking and tapping, as well as touchscreen through tapping, swiping, pinching, stretching, and dragging are skills these children master without any explicit training.

Previous research has found that children's participation can be improved through using digital tools in healthcare (Stååberg et al., 2017). By developing a digital tool, children can take part by using what they might already be familiar with and feel competent in using (Meyer, 2007). Children's digital literacy may enhance children's participation in what otherwise are asymmetrical relations between professionals-service users, adults-children. By using digital devices the social services make possible for the children to participate more on their own terms, and with their own language and ways of expression. From this, it needs to be further explored how the digital application can be used in order to take children's wishes as well as concerns more seriously. In order for this to happen, however, the tool needs to be adapted to the child's age as methods that children regard as too 'childish' may leave the children with the feeling that they are not taken seriously (Sandahl Wolf, 2011). This has been for instance discussed in relation to the current methods used, such as "Bear cards", cards that help children to express their emotions (Eriksson, 2009). In addition, unlike the current communication tools used in social services, such as cards mapping the child's network, a digital application enables complexities by combining already established methods but at the same time, doing this by departing from children's own contribution in developing (Stååberg, 2017) and testing the tool. A current ongoing research project that will be beneficial for the present project is the eCraft2Learn project (ICT-, Horizon 2020) where the purpose is to stimulate 11-15 year old children to develop their technical interests and motivation (eCraft2Learn project). In this EU project a similar set of software applications and a user interface are being developed and tested.

Empirical project's origin - the Innovation Guide

The idea of present project was initially developed by the child welfare investigation team through the Innovation Guide, an initiative of Swedish Association of Local Authorities and Regions (SALAR) where the team was selected after an application procedure. As part of the Innovation Guide, the team received the opportunity to reflect more of possibilities to extend children's participation in their work. The Innovation Guide was run during 2016 until summer 2017 and included six occasions where the team could develop their ideas of finding ways of engage children and families in the child welfare investigations, since they found that this was a recurrent problem faced in daily work at the social services. In order to develop children's participation in child welfare investigations, the team of child investigators started their exploration by talking to child service users about participation, and what that meant to them. The team also discussed their experiences from child welfare assessments and why the child welfare investigators found it difficult to include the child in the making of the investigation plan. After asking the children about participation meant to them, the team clustered the different answers from the children. It became apparent that according to the children, participation was described as being with or doing something together with others in a positive sense. As a next step they asked children in "our social work business" how involved they perceived they were, and what suggestions they had for a joint venture to increase participation. The child investigators learned that children wanted to know why they should meet the social services, not what the social services task is in general. The children ascribed a high value to accessibility to social services and transparency of the work which also is in line with the previous research outlined here.

The aim of present project

The overall aim of the present project is to explore the potentials of technology for an increased participation of child service users and contributing to a more child-friendly child welfare policy, practice and research. By inviting children to co-create a digital version of a BBIC-inspired assessment plan, and by focusing specifically on 'digital assessment plans' that children form together with social workers, this project aims to develop a device that is responsive to child service users as social actors of their own futures with their own sense of risk and safety according to the diverse circumstances shaped by class, gender, ethnicity and age that they live in.

The research questions are as follows:

How can BBIC as a framework for assessment be adjusted to children's worlds and expressions when co-creating and co-using a digital assessment plan for children in investigation processes?

How can foster care children's experiences of previous assessments and safeguarding be integrated in a digital assessment plan? What are the potential gaps between the child service users' 'digital assessment plans' and BBIC as a guiding assessment framework for professionals?

In what ways, if any, does child service users' participation differ in the child welfare documentation when using a digital tool in the assessment comparing without?

Samhällsrelevans och relevans för socialtjänsten*

This project is finding ways to approach young members of society that are interactive with, rather than passivized or excluded by the society, and presuppose that children are agents in their own life. It seeks new techniques that contribute to developing children's agency, especially when it comes to children that are at risk of losing their rights. If not growing up under safe and secure conditions where the child's needs are met appropriately, the social services are obliged to respond so that children feel at home and find it interesting to take part in an interactive communication with professionals and parents on crucial matters in their lives.

On a long term, the research produced within the project may contribute to further development and revisions of BBIC and child welfare. BBIC, inaugurated in 2006, has so far been revised in 2013 and 2015 (NBHW, 2015). While there is research on children's view of assessment procedures (Lucas, 2017; Eriksson, 2009; Cleaver & Walker, 2004) there are a few efforts made to include the children in assessment of BBIC (Sandahl Wolf, 2011). Still relatively new and not implemented in all municipalities, the major external perspectives have been made from professionals, rather than the service users, in municipalities where a process for implementing BBIC has been started.

BBIC is 'translated' from the British context to Sweden but this adaptation to Sweden has been primarily made with legislation in mind (NBHW, 2015). It is also a system that generalizes children's needs in order to make the assessment easier and more systematized (NBHW, 2015). By making children more participating in the development of a new tool, children with diverse life conditions, life styles and backgrounds as well as differences when it comes to gender identity and expression, age, ethnicity, religion, sexuality and class can be more taken into account.

Learning will take place in the organization where the child welfare team belong that initiated this innovative idea, and within the research team that together with the social workers will form new interdisciplinary knowledge of how children's abilities in the digital world (Neumann & Neumann, 2013; Wohlwend, 2015) can be transferred to the problems they face in the social world. Through, the researchers and practitioners mutual efforts in developing and testing the proposed technical solution we hope to improve social work practice, not only in the short time, but in the long run.

The design of this project includes five validating phases from construction of the tool until the development is fully processed including the documentation of its possible usefulness. During these five validating phases the research team will collect data that will tell us more about how to speak to children in difficult situations, and what they need in order to be more engaged in the investigations, and if a digital app improves their participation.

The present project will no matter the usefulness of the technical device increase the knowledge of one of the most difficult task social workers face namely child welfare investigations (Serbati, 2017; Nethercott, 2017; Eriksson, 2009). Also, the educational social work programs lack enough knowledge, and contents in the curriculum of how to communicate with children in difficult situations (Lefevre, 2015).

Diarienummer för eventuellt tidigare Forte-projekt

Studiedesign och metod*

Present research project is a multidisciplinary effort where technology and perspectives from the social sciences will be used and create a project with interdisciplinary cooperation.

The project theoretical points of departure, draws on new sociology of childhood that approaches children as competent agents in their own lives (Qvortrup et al, 2011; James, 2011). Inspiration is also derived from feminist technoscience studies that explore the possibilities and limitations in technology use from a power perspective and how technology may be used to enhance equality with regards to age, gender, ethnicity, class and other relations of power (Åsberg & Lykke, 2010). A third perspective used throughout the project is Shier's (2001) 'ladder of participation' as a way participation is approached and "measured" when underlining more clearly in what respect children do or do not participate as they are entitled to. This symbolic ladder has its roots from democratic rights movement and research and is also used in current health and welfare research (Sverker, Thyberg, Valtersson, Björk & Östlund; forthcoming). These interpreted differences in participation levels can be used in research forming five levels of participation according to Shier (2001): 1. Children are listened to, 2. Children are supported in expressing their views, 3. Children's views are taken into account. 4. Children are involved in decision-making processes, 5. Children share power and responsibility in decision-making. The proposed development and usage of digital assessment plans is supposed to cover all five steps.

The project will develop and test an interactive technical solution that hopefully will be useable in child welfare investigations. This solution, or tool, will consist of a collection of software for imagination, planning, and creation of artefacts and computer programs, e.g. an animated film or a robot. A similar set of software applications and a user interface are being developed and tested in the eCraft2Learn project (ICT-, Horizon 2020) in which the purpose is to stimulate 11-15 years old children to develop their interests and motivation (eCraft2Learn project; https://cordis.europa.eu/project/rcn/206165_en.html). Note that this platform has been developed with the integrity and the safety of the potential users. It is assumed that, taking advantage of the outcome of the abovementioned project will reduce the risks associated with software development as well as shorten the development time plan. The requirement analysis and implementation will be synchronized with the studies 1-3 mentioned below. This also means that the software development will follow the incremental prototyping method, i.e. the solution will become increasingly more complex through adding and testing more components. In order to allow a more detailed analysis for the proposed solution, other relevant platforms and services will be reviewed.

Methodologically, the project is largely inspired by visual ethnography (Pink, 2007). This will be used when collecting and analyzing the data with children (drawings, photographs and other visuals). Other methods that will be used include conventional in-depth interviews and qualitative document analyses.

Study 1

The project poses an overall research question that can be directed to all phases of the project and that links to the Swedish framework for assessment BBIC as policy and practice: "How can BBIC as a framework for assessment be adjusted to children's worlds and expressions when co-creating and co-using a digital assessment plan for children in investigation processes?". Study 1 will answer the question by specifically focusing on the 'co-creating' part of the process. This study will be conducted with children in a school situation first and the findings from this phase will be possible to use for development of the application as well as research about a children's versions of BBIC-inspired assessment plans. Here, 'children's versions' includes for instance children's expressions and vocabulary. While there are some previous efforts made by the team of child investigators in 'translating' the BBIC assessment triangle, a model used for depicting the areas that needs to be assessed to further develop the child welfare teams preliminary results from the Innovation Guide (SALAR) (NBHW, 2015), in this phase the researchers need to organize a workshop with children to find phrases and wordings that are comprehensible for children when it comes to the assessment plan specifically, and how to approach the three areas we would like to focus on: the research questions for assessment, safe persons identified, and expressions of children's safe futures and support of these futures. This workshop will lead to themes that children comprehend and the following three workshops, surrounding each theme, the children can make drawings on, take photos on or create other visual material if they prefer so. The workshops will also make it possible for the researchers to talk to children about their artworks, how they should or should not be interpreted (Pink, 2007). Visual anthropology is both a method for collecting and analyzing data. It is not restricted to only the visual or the tangible but includes cultural and social relations visually manifested. Hence, underlying or hidden rules and conditions also are encompassed by visual ethnographic projects (El Guindi, 2004; Pink, 2007). In order for the forthcoming assessment plan to feel more as the child's own, avatars that children can identify with could be chosen (Stålberg, 2017). Also this creation of avatars will take place in a workshop during this phase. In total, five workshops need to be arranged in order for the needed material to be collected.

Study 2

The next phase (study 2) the tool will be tested in retrospective child welfare investigations along with interviewing children in foster care. In this phase the project shifts from a more child-friendly assessment plan to one that is useful for the service users. A questions that are to be explored in this phase is as follows: 'How can foster care children's experiences of previous assessments and safeguarding be integrated in a digital assessment plan?'. Both phase 2 and 3 (see below) can together lead to findings where the researchers will be able to answer the questions such as the overall, 'How can BBIC as a framework for assessment be adjusted to children's worlds and expressions when co-creating and co-using a digital assessment plan for children in investigation processes?' as well as 'What are the potential gaps between the child service users' 'digital assessment plans' and BBIC as a guiding assessment framework for professionals?'. Here, interviews with service users, BBIC policy documents and visual ethnography (findings from phase 1) can be combined with methods derived from digital/virtual ethnography (Pink et al., 2016) as the testing will be undertaken on responses on a digitalization of children's visual expressions. The interviews with service users will be analysed thematically where successful safeguarding and less fortunate experiences from previous investigations will be in focus.

Study 3

The third phase (study 3) the tool will be used in easy cases for children with new investigation planning. In what ways, if any, does child service users' participation differ in the child welfare documentation when using a digital assessment plan comparing to without? In order to answer this question, the research group will compare assessments where the tool has been used and those where it has not been used by exploring differences especially with regards to the three areas that the digital assessment plan includes, namely: research questions assessed, safe persons identified, and expressions of children's safe futures and support of these futures. A qualitative study may show differences and similarities with regards to the different assessment areas, how participation has been documented, as well as outcomes of the assessment.

Arbetsplan*

Dig-Child - Work plan

The project plan over the three years starts with the design and implementation of the technical solution. During year 1, the solution will be developed and tested with the help of school children. The design process will start with the requirement analysis of the technical solution. During year 2 the technical solution will be tested with service users and new cases in social work, and further developed. The third year of the project the technical solution will be used in children's assessment and further compared with investigations in which no such tool is used. Note that after each phase of testing, the outcome will be evaluated and will be fed into the design and implementation process. Thus, it is in the first two years of the project the software development work will be most intense.

Year one

Developing the technical solution will be done by the Computer science researchers, but in close cooperation with social work researchers. The research team will hold workshops with the professionals to enable close understanding of how the application should be used. The workshop meetings with the research team and the professionals in social work will focus on serviceability of the technical solution.

The research team will also establish a work-relation with the teacher to facilitate the coming workshops with the school children and the data collection of study 1. The data collection that include school children will take approximately six months and include approximately five workshop meetings with the school children done by the researchers in social work and computer science together. During the first meeting, children will develop their own versions of BBIC assessment triangle and the vocabulary that is included in an assessment plan that relates to the three areas: research questions, safe person, support and safe futures. With this vocabulary, children will use various visual expressions (drawings, photography and the like that is commonly included in visual ethnography (Pink, 2007) of these themes that they will discuss with the researcher(s). This collected data in terms of visuals and transcripts and field notes will be used as a base for the digital tool and its content. The results from these workshops with children will also form study 1 that explores what a child-friendly BBIC would look like and in what ways it differs from the original version. Phase 1 testing a preliminary version of the technical solution will be done month 11 with the school children to check the possibility for them to handling such a device, which will be done within one of the workshops.

Year two

The phase 2 testing will be done with previously investigated children that are placed in foster care. These service users will test a version of the application, and discuss its usefulness in relation to their previous experiences of the welfare investigation.

In the phase 3 testing of the technical solution this will be done in new welfare investigations, and take place at month 21- 24. This user-study will be made with "more easy cases" if possible. This time, the computer scientists have further improved the technical solution so it's 80% ready. The first meeting where the assessment plan is developed in coproduction with the child is where the technical device will be used.

Year three

The testing in phase 4 will be done during month 24-30 where small improvements should be made to the technical device. There after the final testing phase 5 that will be set up approximately month 30-33 at the latest. The table below presents data collections, and activities in the work plan for the Dig-Child project.

Dig-Child Data Collections and Activities	Autumn 2018	Spring 2019	Autumn 2019	Spring 2020	Autumn 2020	Spring 2021	Autumn 2021
Ethical vetting	x						
School contacts and authorization							
Reference group created							
Workshops with Professionals	x	x	x	x	x	x	x
Contacts with school teachers and parents		x					
Study 1, Workshops with school children		x	x				
Phase 1- Testing							
Study 2, Interviews					x		
Phase 2- Testing with service users in foster care							
Phase 3 - Testing in welfare investigations 80% ready app						x	
Study 3, Documents							x
Phase 4 - using in welfare investigations							
Phase 5 - using in welfare investigations							x

The research team

The project includes four researchers from social work and from computer science, three of which have been responsible for this application.

Dr. Gunnel Östlund (female) is associate professor social work with a PhD in Public Health and the leader of this project. Her ongoing research 'Mental health in young women (PHUK)' is financed by Eskilstuna Social contract in cooperation with Mälardalen University. The research context of PHUK is elementary school (Östlund, Mattebo & Elfström, forthcoming). Another project she is involved in is 'Reablement intervention for older adults conducted by a multi professional home rehabilitation team – a randomized controlled trial (RCT) with qualitative follow-ups'. This research project is financed by Forte and Mälardalens Skill Center for Health and Welfare (MKHV), which is a joint venture by the Municipality of Eskilstuna, Västerås City, the County Council of Sörmland and the County Council of Västmanland, and Mälardalen University. Gunnel has during the last 10 years being part of the TIRA (Tidiga insatser vid Rheumatoid arthritis) a research group that cooperates with the County Council of Östergötland, and Linköping University focusing on participation, where the latest work has included to develop a 'participation ladder' based on patients' experiences (Sverker, Thyberg, Valtersson, Björk & Östlund). Furthermore, Gunnel has 20 years of work experiences from social work prior to her academic career.

Dr. Baran Cürüklü (male), Sr. lecturer in artificial intelligence. He has a PhD in computational neuroscience. During his first post doc, at the Sabanci Univ., he has work driver fatigue, during his second post doc, at Karolinska Institute, with methodologies for PET camera experiments. He is currently involved in two European (SWARMS, eCraft2Learn), and one national (DPAC) project. His current research interests are human-system interaction, and intuitive user interfaces. In addition, adaptive autonomy agent architectures and robot-robot collaboration.

Zlatana Knezevic (female), is in her last year as a PhD Candidate in social work. The preliminary title of her dissertation is 'Towards a more Just Child Welfare? Explorations of Children's Agency in Child Welfare Policy and Practice'. The dissertation is based on BBIC policy documents as well as BBIC-guided child welfare assessments. She holds a master and bachelor degree in Gender Studies from Lund University and has an interdisciplinary educational background that, besides gender studies, also has influences from political science (1 year of studies) and the Humanities (6 months, Utrecht University, the Netherlands). Her current research is in the intersection of critical childhood studies, feminist theory and postcolonial perspectives. She is interested in creative and critical methodologies and works with anthropological methods as well as discourse analysis. Main research interests link to knowledge production, power and social justice issues, and vulnerable children's status in child welfare. Currently, she works on the manuscript: 'Speaking Bodies – Silenced Voices. Child Bodily Vulnerability and the Moral Economies of Child Welfare'.

The project members' time will be divided as follows:

Research team	Year one	Year two	Year three	Total time
Senior researcher Social Work	15%	15%	25%	18%
Senior researcher Computer Science	10%	10%	5%	8%
Computer Science Research Fellow	50%	75%	25%	50%
Social Work Research Fellow	75%	75%	75%	75%

The family care manager will be attending the reference group including taking part in the workshops with the child welfare team.

The child welfare investigation team and a reference group

Throughout the project period, the team of child investigators will take active part in the project in securing the technical solution's usefulness in their work. The welfare team's engagement in present project is included in their ordinary work time. We will also set up a reference group which include representatives from Research and development at the county level, representatives from school, and representatives from parents and users organizations.

Genus och mångfald i forskningens innehåll*

An awareness about gender and diversity will be considered throughout the process. The present project has the intention to include children, parents and professionals with different ethnic backgrounds as well as to strive for a gender-mix both in the sample and in the research team. When creating avatars for children and their family, avatars that are fairly 'representative' without being stereotypical of children with different ethnicities, genders, and life circumstances will be taken into account (cf. Ståhlberg, 2017).

An interpreter will be used to inform parents if they do not speak Swedish. Unfortunately, a digitalized world might also create a digital divide between those who have access to technology and knowledge how to use it, and those who do not. This has shown to be difficult when it comes to digitalized information and contacts with the social services. In order to prevent such inequalities, the tool will be accessible to all child service users who has contact with the social services, and if necessary smartphone can be lend out.

There are today many cultural assumptions that make it difficult for children to participate while at the same time reproducing gendered, ageist and racialized stereotypes. The idea that children are loyal to parents may, for instance, lead to situations where they are not asked about their opinions (Knezevic, 2017). Other assumptions are that girls are more sensitive to family climate, meaning that they have more difficult to let go of their social responsibilities, such as caring for younger siblings (Östlund, Mattebo, Elfström, forthcoming), which might hinder girls to focus on themselves only. Research has also shown that some children, girls and younger children, are more easily assessed as in need of protection than boys who may be in a similar situation (Eriksson, 2009) and that children, depending on their ethnicity, are differently assessed when it comes to their vulnerability for exposure to violence at home versus at school (Knezevic, forthcoming). The technical tool developed in the present project needs to be sensitive to stereotypes and pre-assumptions that make children's stories unheard. Since young people find that adults often presuppose, and misunderstand what happens among them, and what are of importance for them (Östlund, Mattebo & Elfström, forthcoming).

Kommentera projektets etiska överväganden*

A strict view on ethics is needed in research specially when involving children with assessment needs. Every child has the right to say yes or no to participate as their parents have to stop them from participate. Children will also be told that they can change their mind when they want, even if their parents have agreed on them taking part. In relation to the school children the parents will be invited to take part as will the pedagogues if they chose to. In relation to children in foster care their legal guardians receive the right to say yes or no to their participation. In the real welfare investigation cases a parent is most often present. Before deciding children and 'parents' will be properly informed about the study and they will be informed of that taken part in research is always voluntary and that they can withdraw whenever they want before publication of the results. Service users will also be reassured that saying no won't affect their cases in relation to their social services. Written consent will be obtained from every parent/guardian and they will also receive written information of the project and if needed in their mother tongue. The letter informs about volunteer participation in research and the right to discontinue participation at any time and that the participating child including the data collected will be handled with care in accordance with the General Protection Data regulation (GDPR, in effect from May 25th 2018), and the Archive Act (1990: 782) that will not discard the individual person's identity. Information will also be given on their rights to see the research data that are kept once a year without costs. In our project some of the data are kept by the social service according to their higher degree of secrecy and ethics within social work assessments. Ethical approval will also be asked for by the regional ethics committee.

Referenslista för projektbeskrivning*

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Samverkan med användare av forskningen i forskningsprocessen*

This project has been developed through the Innovation Guide an initiative of SALAR (Swedish Association of Local Authorities and Regions) that the child investigators had the possibility to attend to after applying. The child investigation team has already investigated time and effort in their innovative idea, and they will continue to take part in the development so that the technical solution will meet up to their expectations. For instance it might be possible for the child to create their own avatar and along with this, create the surroundings that please them e.g., by inserting parents, next of keens, and friends. The application will be developed in a school environment with children that do not need a particular care. However when the technical solutions is more developed it will be test in real child welfare investigations.

The research team will work closely together with the Child investigation team at Kungsörs municipality (see attached document for the approval of our research cooperation. The team in question has asked us as researchers for help to developed there innovative idea, and together we hope to present this possible research project at SALAR who facilitated the idé to improve practice to grow. The digital solution, hopefully useful in child investigations will be made public by presenting it to professionals in social work practice. Moreover, the research results will be presented at national and international conferences, and articles will be written and hopefully published in international scientific journals.

The research results and its procedures to improve children's participation in welfare investigations will be brought into the educational social work program, since the social work researchers are involved in this education. Especially, the knowledge of how to talk with children in difficult situations is of major concern for social work students (Lefevre, 2015).

Nyttiggörande*

Children's agency is not fully recognized within the welfare society, this is particular true when it comes to custody investigations in Sweden (Eriksson, 2009). Therefore, both children's possibilities to express themselves, and be listened to likewise as social workers knowledge needs to be more verbally expressed and recognized in the process of safeguarding children. Today, other professionals' voices and documents seem to gain more weight, even if social workers do most parts of the welfare investigation their voices don't receive full attention (Enell & Denvall, 2015). Amongst these other professionals the social workers may many times be the only ones that have knowledge about societal issues, i.e. power relations Parents also seem to have their rights prioritized rather than prioritizing children's needs and safety even if both the child and social services have objected to share custody the court might not give any of them fully attention. That way this project needs to be done and the possible results published and discussed further among social work and other welfare agencies.

The results will also be debated and discussed within social work education, since several of the researchers in this planned project have their major time within educational social work program. The practice field will recognize this work, since it initiative came from social workers that had identify a problem within child investigations, hoping for facilitating participation on the children's behalf.

If the digital tool tailored for child investigations will be successful then we will spread it further for other municipalities to use through SALAR the Swedish Association of Local Authorities and Regions. The team of child investigators already have close connections with them, after having taking part in the project called the Innovations Guide. The reseach project and its results on childrens participation in child welfare investigations will be presented to social workers in the Wästmanlands and Södermanlands regions and students at Mälardalen University at least as well as the research community through publications and conferences.

Driftskostnader och löner inklusive sociala avgifter och totalt sökt belopp

Driftskostnader och löner inklusive sociala avgifter*

Driftskostnader	Beskrivning	2018	2019	2020	2021	Totalt
1 2 614072			1 013 760	1 194 685	939 637	3 148 082
Totalt		0	1 013 760	1 194 685	939 637	3 148 082

Totalt sökt belopp

Specificerade kostnader	2018	2019	2020	2021	Totalt, sökt
1 Driftskostnader	0	1 013 760	1 194 685	939 637	3 148 082
2 Delsumma	0	1 013 760	1 194 685	939 637	3 148 082
3 Indirekta kostnader		506 880	597 343	469 819	1 574 042
4 Total projektkostnad	0	1 520 640	1 792 028	1 409 456	4 722 124
		Annan kostnad			Total kostnad
1		185 000			3 333 082
2		185 000			3 333 082
3					1 574 042
4		185 000			4 907 124

Månadslöner exkl sociala avgifter och annan finansiering

Månadslöner omräknade till heltid exklusive sociala avgifter*

Medverkande i projektet, projektledare och övriga

Förnamn Gunnel	Födelseår 1956
Efternamn Östlund	År för disputation 2002
Tjänstebenenämning Docent	Kön Kvinna
1 Institution (arbetsadress) Mälardalens högskola - HVV - Hälsa och välfärd (HV)	Disputationsämne 30302. Folkhälsovetenskap, global hälsa, socialmedicin och epidemiologi

Förnamn Baran	Födelseår 1969
Efternamn Cürüklü	År för disputation 2005
2 Tjänstebenenämning Doktor	Kön Man
Institution (arbetsadress) Mälardalens högskola -	Disputationsämne 10201. Datavetenskap (datalogi)

Förnamn Zlatana	Födelseår 1984
Efternamn Knezevic	År för disputation
Tjänstebenenämning Doktorand	Kön Kvinna
3 Institution (arbetsadress) Mälardalens högskola - HVV - Hälsa och välfärd (HV)	Disputationsämne

Medverkande i projektet	Projektlön (1)	Månadslön (2)	2018 (3)	2019 (3)	2020 (3)	2021 (3)
1 Gunnel Östlund	Ja	50 800		7 620	7 620	12 700
2 Baran Cürüklü	Ja	49 500		4 950	4 950	2 475
3 Zlatana Knezevic	Ja	35 000		26 250	26 250	26 250

- 1 - Lön från projektet (kryssa i)
 2 - Lön omräknad till månadslön för heltid exkl sociala avgifter
 3 - Under respektive årtal ange den ungefärliga arbetsinsatsen i projektet i procent heltid. Arbetsinsatsen ska anges även för personer som inte ska avlönas från projektet.

Månadslöner omräknade till heltid exklusive sociala avgifter för övrig personal

Roll i projektet	Namn, funktion	Lön i projektet (1)	Lön omräknad till månadslön (2)			
			2018 (3)	2019 (3)	2020 (3)	2021 (3)
1 forskare	?	Ja				35 000
1				50%	75%	25%

- 1 - Kryssa för i rutan om personen ska avlönas från projektet.
 2 - Ange lön / uppskattad lön omräknad till månadslön för heltid exklusive sociala avgifter för personer som ska avlönas från projektet.
 3 - Ange den ungefärliga arbetsinsatsen i projektet i procent heltid per år. Arbetsinsatsen ska anges även för personer som inte ska avlönas från projektet.

Könsfördelning i projektgruppen*

So far we are two women and one man, but one more research fellow will be included. Although, right now I am uncertain who this person will be, since there are several to choose from.

Annan finansiering för detta projekt

Finansiär	Sökande/projektledare	Typ av bidrag		Status	Dnr eller motsv.
		2018	2019	2020	2021
Ingen information ifylld					

Bifogade bilder och stödbrev

Bilduppladdare

Stödbrev från samarbetsorganisationer

Se nästa sida för bilaga.



Akademien för hälsa, vård och välfärd

Mälardalens högskola

Box 325

63105 Eskilstuna

Godkännande intyg för projektets genomförande

Härmed ges vårt godkännande att projektet: ” *Digitala verktyg för ökad delaktighet i barnutredningar*”(Dig-barn) Mälardalens högskola ges möjlighet att utföra forskning i samarbete med Individ och familjeomsorgen, Socialförvaltningen, Kungsörs kommun när det gäller barns delaktighet i socialtjänstens utredningar där docent Gunnel Östlund, Mälardalens högskola är ansvarig forskare, tel:153604.

Eskilstuna 2018-04-10

Åse Björkman

Avd.chef IFO

Tel. 0227 600157

Åse Björkman, chef för Individ och familjeomsorgen

PDF- uppladdare

Ingen bilaga har angetts.

CV

CV - Gunnel Östlund

Namn: Gunnel Östlund	Dr-examen: 2002-12-06
Födelsedatum: 19560731	Akademisk titel: Docent
Kön: Kvinna	Arbetsgivare: Mälardalens högskola
Land: Sverige	

Doktorexamen

Examen	Organisation	Avhandlingens titel (originalspråk)	Handledare
30302. Folkhälsovetenskap, global hälsa, socialmedicin och epidemiologi, 2002-12- 06	Linköpings universitet, Institutionen för medicin och hälsa (IMH)		Gunnel Hensing

Utbildning

Forskarutbildning

Examen	Organisation
Doktorexamen, 30302. Folkhälsovetenskap, global hälsa, socialmedicin och epidemiologi, 2002-12-06	Linköpings universitet, Institutionen för medicin och hälsa (IMH)

Utbildning på grund- och avancerad nivå

År	Examen
1997	50101. Psykologi (exklusive tillämpad psykologi), Magisterexamen, Linköpings universitet
1995	50102. Tillämpad psykologi, Steg I utbildning psykoterapi, Linköpings universitet
1977	50304. Pedagogiskt arbete, fritidsledareutbildning, Almåsskolan Borås

Meriter och utmärkelser

Bidrag erhållna i konkurrens

Period	Finansiär	Projektledare	Din roll	Delbelopp (kr)	Totalt belopp (kr)
2018 - 2020	Forte	Lena-Karin Gustavsson	Medverkande	0	0

CV - Baran Cürüklü

Namn: Baran Cürüklü	Dr-examen: 2005-03-17
Födelsedatum: 19690615	Akademisk titel: Doktor
Kön: Man	Arbetsgivare: Mälardalens högskola
Land: Sverige	

Utbildning

Forskarutbildning		
Examen	Organisation	Avhandlingens titel (originalspråk)
Doktorsexamen, 10201. Datavetenskap (datalogi), 2005-03-17	Mälardalens högskola	A Canonical Models of the Primary Visual Cortex
Licentiatexamen, 10201. Datavetenskap (datalogi), 2003-12-15	Mälardalens högskola	Layout and Function of the Intracortical Connections within the Primary Visual Cortex

Arbetsliv

Anställningar			
Period	Anställning	Del av forskning i anställningen (%)	Arbetsgivare
augusti 2007 - Nuvarande	Lektor	0	Mälardalens högskola
maj 2005 - september 2005	Forskare	100	Mälardalens högskola

Postdoktorvistelser		
Period	Organisation	Ämne
april 2007 - juli 2007	Karolinska Institutet	10203. Bioinformatik (beräkningsbiologi) (tillämpningar under 10610, 1)
december 2005 - april 2007	Sabanci University	10201. Datavetenskap (datalogi)

Meriter och utmärkelser

Handledda personer		
År	Handledd person	Roll
2015	Doktorand, Batu Akan	Bihandledare

Bidrag erhållna i konkurrens					
Period	Finansiär	Projektledare	Din roll	Delbelopp (kr)	Totalt belopp (kr)
2015 - 2018	Europeiska Unionen (EU)	José-Fernán Martínez-Ortega	Medverkande	6800000	161000000
2006 - 2009	Robotdalen	Lars Asplund	Medverkande	3500000	3500000

CV - Zlatana Knezevic

Namn: Zlatana Knezevic	Dr-examen:
Födelsedatum: 19840316	Akademisk titel: Annan
Kön: Kvinna	Arbetsgivare: Mälardalens högskola
Land: Sverige	

Utbildning

Utbildning på grund- och avancerad nivå

År	Examen
2012	50901. Tvärvetenskapliga studier inom samhällsvetenskap, Samhällsvetenskaplig masterexamen med genusvetarinriktning, Lunds universitet
2008	50902. Genusstudier, Kandidatexamen, Lunds universitet

Arbetsliv

Anställningar				
Period	Anställning	Del av forskning i anställningen (%)	Arbetsgivare	Övrig information
augusti 2014 - Nuvarande	Doktorand, Tillsvidareanställning	95	Mälardalens högskola, HVV - Hälsa och välfärd (HV)	Ä.tillhörighet: Socialt arbete. Prel. titel: "Towards a more Just Child Welfare? Explorations of Children's Agency in Child Welfare Policy and Practice". Empiri: BBIC policy/utredningar. Kritisk teori och antropologiska metodologier, diskursanalys
januari 2009 - mars 2019	Projektassistent, Projektanställning	0	Lunds universitet, Service management och tjänstvetenskap 253211	Valideringsunderlag (behovsanalys/kartläggning) inför inrättandet av kandidatprogrammet Equality & Diversity Management (LU). Intervjuer/Dokumentstudier/Omvärldsanalys
augusti 2010 - augusti 2014	Forskningsassistent, Tillsvidareanställning	0	Lunds universitet, Genusvetenskapliga institutionen 253195	Transkriberare/Översättare i 6 olika forskningsprojekt, därav i ett som berör feministiska teknikvetenskaper med Kerstin Sanell samt ett om barn i regnbågsfamiljer: http://portal.research.lu.se/ws/files/5997597/2372320.pdf

Forskarutbyten

Period	Typ	Organisation	Ämne
augusti 2018 - oktober 2018	Gästforskare	Lapin yliopisto	50901. Tvärvetenskapliga studier inom samhällsvetenskap
augusti 2017 - augusti 2018	Gästdoktorand	Malmö universitet, Socialt arbete	50999. Övrig annan samhällsvetenskap

Meriter och utmärkelser

Övriga meriter

Period	Typ av merit	Beskrivning
2014 - 2018	Forskarnätverk	FORSKARNÄTVERK. CHIP: Barns skydd, omsorg, utveckling och delaktighet, (Mälardalens högskola, 2015-2016). Critical theory & methodology, (medinitiativtagare/-koordinator, Mälardalens högskola, 2017-). Swedish Network for Family and Kinship Studies (medlem, tidigare styrgruppsmedlem, 2014-2017). Kritiska perspektiv i våldsprevention, (Mälardalens högskola, 2016). Nordic research network on children exposed to violence (2016-). Barn & Familj, Malmö universitet (2017-).
2015 - 2018	Akademiska förtroendeuppdrag	AKADEMISKA FÖRTROENDEUPPDRAG. REKO, Rådgivande etisk kommitté, doktorandrepresentant (Mälardalens högskola, 2017-). MDH HVV Doktorandnätverk, medinitiativtagare (Mälardalens högskola, 2015-2017). Doktorandrådet, ledamot (Mälardalens högskola, 2016-2017). Kommittén för Hållbar Arbetsmiljö, doktorandrepresentant (Mälardalens högskola, 2016-2017). Utskottet för forskning, doktorandrepresentant (Mälardalens högskola, 2016-2017). HVV:s Forskningsråd, doktorandrepresentant (Mälardalens högskola, 2016-2017)
2005 - 2010	Volontära uppdrag	VOLONTÄRA UPPDRAG. Volontära verksamheter med utsatta barn och vuxna i utsatthet. 2005: Röda korset i Malmö (samtalsverksamhet för nyanlända asylsökande vuxna och barn på transitboende). 2005-2007: Kvinnojour, Landskrona. 2006-2008: Röda korset, Malmö (tonårstjejer i skyddat boende som riskerat att utsättas för s.k. hedersrelaterat våld). 2007-2008: Röda korset, Nätverket Diser, Malmö - frivillighandleddare/startat upp verksamhet för kvinnor på Kriscentra i Malmö.

Publikationer

Publikationer - Gunnel Östlund

Namn: Gunnel Östlund	Dr-examen: 2002-12-06
Födelsedatum: 19560731	Akademisk titel: Docent
Kön: Kvinna	Arbetsgivare: Mälardalens högskola
Land: Sverige	

Vetenskaplig publikation - fackgranskade

Originalartikel i vetenskaplig tidskrift

Titel: Emotions related to participation restrictions as experienced by patients with early rheumatoid arthritis: A qualitative interview study (The Swedish TIRA project)

Författare: Gunnel Östlund, Mathilda Björk, Eva Valtersson, Mikael Thyberg, Ingrid Thyberg, Annette Sverker

Publiceringsdatum: 2014-07-31 **Volym:** 33 (10) **Utfärdandenummer:**

Namn på tidskrift: Clinical Rheumatology

Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: The use of avoidance, adjustment, interaction and acceptance strategies to handle participation restrictions among Swedish men with early rheumatoid arthritis

Författare: Gunnel Östlund, Ingrid Thyberg, Eva Valtersson, Mathilda Björk, Annette Sverker

Publiceringsdatum: **Volym:** 14 (4) **Utfärdandenummer:**

Namn på tidskrift: Musculoskeletal Care

Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: Barriers to successful treatment of alcohol addiction perceived by healthcare professionals in Thailand- a Delphi study about obstacles and improvement suggestions.

Författare: Kulnaree Hanpatchaiyakul, Henrik Eriksson, Jureerat Kijsonporn, Gunnel Östlund

Publiceringsdatum: **Volym:** 9 **Utfärdandenummer:**

Namn på tidskrift: Global Health Action

Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: Remaining in workforce - employment barriers for people with disabilities in a Swedish context.

Författare: Gunnel Östlund, Gun Johansson

Publiceringsdatum: **Volym:** 1 **Utfärdandenummer:**

Namn på tidskrift: Scandinavian Journal of Disability Research

Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: Lived experiences of Thai women with alcohol addiction.

Författare: Kulnaree Hanpatchaiyakul, Henrik Eriksson, Jurerat Kijsonporn, Gunnel Östlund

Publiceringsdatum: **Volym:** 11 **Utfärdandenummer:**

Namn på tidskrift: Asian Nursing Research

Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: Women's situation-specific strategies in managing participation restrictions due to early rheumatoid arthritis - a gender comparison

Författare: Gunnel Östlund, Mathilda Björk, Ingrid Thyberg, Eva Valtersson, Annette Sverker

Publiceringsdatum: **Volym:** **Utfärdandenummer:**

Namn på tidskrift: Musculoskeletal Care

Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: The importance of social work in health care for individuals with rheumatoid arthritis

Författare: Annette Sverker, Gunnel Östlund, Martin Börjesson, Margareta Hägerström, Chatarina Gåfväls

Publiceringsdatum: **Volym:** 25(3) **Utfärdandenummer:**

Namn på tidskrift: Quality In Primary Care

Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: Young adults' experiences with near-injury situations: a critical incident study in Sweden

Författare: Richard Allan Dale, Annette Sverker, Marie Hasselberg, Gunnel Östlund, Gunnel Hensing

Publiceringsdatum: **Volym:** **Utfärdandenummer:**

Namn på tidskrift: International Journal of Child, Youth and Family Studies

Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Annan publikation inklusive populärvetenskaplig

Titel: SOU 2010: 47. Alkoholkonsumtion, alkoholproblem och sjukfrånvaro – vilka är sambanden? En systematisk litteraturöversikt. En rapport från sociala rådet.

Författare: Gunnel Hensing, Eva-Lisa Petersson, Fredrik Spak, Gunnel Östlund

Publiceringsdatum: **Volym:** **Utfärdandenummer:**

Namn på tidskrift:

Vetenskaplig publikation - fackgranskade: Annan publikation inklusive populärvetenskaplig

Vetenskaplig publikation - inte fackgranskade

Samlingsverk (redaktörskap)

Titel: Samproduktionens retorik och praktik - inom området hälsa-välfärd.

Författare:

Publiceringsdatum: **Volym:** **Utfärdandenummer:**

Namn på tidskrift:

Vetenskaplig publikation - inte fackgranskade: Samlingsverk (redaktörskap)

Publikationer - Baran Cürüklü

Namn: Baran Cürüklü

Födelsedatum: 19690615

Kön: Man

Land: Sverige

Dr-examen: 2005-03-17

Akademisk titel: Doktor

Arbetsgivare: Mälardalens högskola

Vetenskaplig publikation - fackgranskade

Originalartikel i vetenskaplig tidskrift

Titel: Robots: ethical by design
Författare: Gordana Dodig Crnkovic, Baran Curuklu
Publiceringsdatum: 2012 **Volym:** 14 **Utfärdandenummer:** 1
Namn på tidskrift: ETHICS AND INFORMATION TECHNOLOGY
Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: Intuitive Industrial Robot Programming Through Incremental Multimodal Language and Augmented Reality
Författare: Batu Akan, Afshin Ameri E., Baran Çürüklü, Lars Asplund
Publiceringsdatum: 2011 **Volym:** **Utfärdandenummer:**
Namn på tidskrift: 2011 IEEE International Conference on Robotics and Automation (ICRA 2011)
Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Titel: A General Framework for Incremental Processing of Multimodal Inputs
Författare: Afshin Ameri Ekhtiarabadi, Batu Akan, Baran Çürüklü, Lars Asplund
Publiceringsdatum: 2011 **Volym:** **Utfärdandenummer:**
Namn på tidskrift: Proceedings of the 13th international conference on multimodal interfaces
Vetenskaplig publikation - fackgranskade: Originalartikel i vetenskaplig tidskrift

Publikationer - Zlatana Knezevic

Namn: Zlatana Knezevic	Dr-examen:
Födelsedatum: 19840316	Akademisk titel: Annan
Kön: Kvinna	Arbetsgivare: Mälardalens högskola
Land: Sverige	

Knezevic, Zlatana har inte lagt till några publikationer till ansökan.

Registrera

Villkor

Registrera ansökan: Ansökan ska förutom av den sökande även signeras av behörig företrädare för medelsförvaltaren. Företrädaren är vanligtvis prefekten vid den institution där forskningen ska bedrivas, men ska i vissa fall utgöras av exempelvis rektor. Detta framgår i sådana fall av den aktuella utlysningstexten för bidraget.

Signeringen av *den sökande* innebär en bekräftelse av att:

- uppgifterna i ansökan är korrekt och följer Forskningsrådet för hälsa, arbetsliv och välfärds instruktioner
- bisysslor och kommersiella bindningar har redovisats för medelsförvaltaren och att det där inte framkommit något som strider mot god forskningssed
- nödvändiga tillstånd och godkännanden finns vid projektstart, exempelvis avseende etikprövning.

Signeringen av *medelsförvaltaren* innebär en bekräftelse av att:

- den beskrivna forskningen, anställningen och utrustningen kan beredas plats inom institutionen under den tid och i den omfattning som anges i ansökan
- institutionen godkänner kostnadsberäkningen i ansökan
- projektet bedrivs i enlighet med svensk lagstiftning.

Ovanstående punkter ska ha diskuterats mellan parterna innan företrädaren för medelsförvaltaren godkänner och signerar ansökan.