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**MARITTA ITÄPUISTO &
 JOHANNA KIILI & KAISA MALINEN &
 JOHANNA MOILANEN & MARI PUNNA:**

PROFESSIONAL EXPERTISE OF FAMILY AND CHILD SERVICES WORKERS IN THE CONTEXT OF EXPERTISE-BY-EXPERIENCE

In the research, the expertise of professionals in family and child services was studied in relation to expertise by experience through group interview material. Three different forms of professional expertise were found.

The first form of professional expertise was named co-operational expertise, which refers to mutual knowledge formation and activities with clientele. The second form, traditional expertise, adheres to strict expert roles, leaving only limited space for expertise by experience. The third form of professional expertise was named ethical guardianship; a term that emphasizes practical and concrete supervision of ethicalness. Several ways to perform

ethical guardianship become visible in the work tasks, guidelines, rules and risks by professionals in relation to experts by experience.

The results indicate that professionals in family and child services produce a new role in addition to, or instead of, old ones through the supervision of ethical questions. This may be seen as a reaction to the pressure caused by expertise by experience.

TUULI KALARI & SUVI RAITAKARI:

EXPLORING DISRUPTIONS IN CHILD SOCIAL WORKER INTERVIEW- ENCOUNTERS

This article considers child social worker interview-encounters from the viewpoint of disruptions during the interactions. This work is done in the context of Finnish social work for families with children. The goal of the study is to dissect these encounters as a concrete part of the interview localized in a professional

setting. The theoretical base of the study is Goffman's concept of interaction order. The material consists of four videotaped interviews of children during social work. The analysis is based on microanalytical interaction study with focus on the adjacency pair of questions and answers. The key observation is that these interview-encounters often break the expected interaction order. In the results section there are outlined three central ways that the encounters are disrupted: the child answers the question but in an unexpected order, the child alters the format of the interview-encounter, and the child suppresses the interview-encounter. Finally there is speculation of the expected interaction order.

KATARINA GROOP:

FOSTER CARE AS A PART OF ONE'S LIFE NARRATIVE: AN ANALYSIS OF TURNING POINTS IN THE LIVES OF ADULTS WHO GREW UP IN FOSTER CARE

This article examines significant turning points in the lives of adults, who have lived through foster care. The framework used for the analysis is based on a theoretical review of turning points, and explored from a life course perspective. The data consists of focus-group workshops (n=20), theme-based interviews (n=3), and written stories (n=3). The turning points, as perceived and reported by adults with foster care experience, related to relationships, work and education, as well as changes in the social environment. The results suggest that the major turning points were those of placement in

foster care, time spent in foster care, gaining of independence, reaching adulthood, and becoming a parent. Child protection services imposed institutional structures and age-dependent practices upon these turning points. The turning points were considered to have both positive and negative dimensions.

ANNA-LEENA RIITAOJA & MAIJA JÄRPINEN & HANNA KARA & CAMILLA NORDBERG:

MIGRATION AND DIVERSITY IN OFFICIAL CURRICULAR DESCRIPTIONS OF UNIVERSITY SOCIAL WORK AND UAS SOCIAL SERVICES EDUCATION IN FINLAND

Here we reveal patterns and themes about migrancy and migration-related diversity derived from official curricular descriptions of social work and social services education in Finland. How is migrancy understood in relation to cultural homogeneity, the welfare state and equality narratives? Our material consists of catalogue material, including syllabi and program descriptions from six universities (in Finnish and Swedish) and five Universities of Applied Sciences (in Finnish, Swedish and English). The analysis consists of identification, and abductive elaboration, of overt and covert themes in the material. The conclusion is that migration is not presented in light of human and societal diversity but as a special question pertaining to "others." Moreover, courses on migration are usually optional. This delimits recognition of structural inequalities in social service systems.