

ENGLISH SUMMARIES

JANUS

Journal of the Finnish Society for Social Policy
 Journal of the Finnish Association for Social Work Research
 Vol. 27, no 2, 2019
 ISSN 1235-7812

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JENNI-MARI RÄSÄNEN:

BALANCING BETWEEN THE USE OF USE ASSESSMENT METHODS OF FUNCTIONAL CAPACITY AND EVERYDAY WORK IN HOME-BASED SERVICES

This article is based on study that examines how workers balance between the use of assessment methods of functional capacity and their everyday work in home-based services. The data consists of nine interviews from workers. The analysis is based on ethnography. It focuses on the ways in which workers make sense of the use of these assessment methods and on how they justify and excuse their deviant use. The results illustrate how the individual situations and characteristics of clients, the usage and contents of methods and the rhythm of client work require balancing. The use of assessment methods especially in clients' home environments requires sensitivity from workers and ability from them to contextually judge when the use of

assessment methods is appropriate, and when there is a need to justify or explain their use in more detail.

PEKKA PENNANEN & JYRI LIUKKO:

ORGANIZING SOCIAL POLICY IN A CHANGING WELFARE STATE: EXAMINING SOCIAL IMPACT BONDS

In this article, we study Impact Investing and one of its application, Social Impact Bond, as a new type of social policy implementation mechanism. In Impact Investing, welfare is pursued through cooperation between public and private funding. We ask how the Impact Investing and Social Impact Bonds are justified and problematized in Finland. Our data consists of semi-structured interviews of 14 experts of Impact Investing. The international discussion draws on three narratives. The interviews partly reflect the same themes as the international discussion. In Finland, the model is justified especially by the weak economic situation. Other justifications include better

services provided by the model and co-operation between different sectors. Social Impact Bonds have also certain risks. Impact Investing as a process is a continuation of marketization and growth of private service production. We also propose a new translation for Social Impact Bond.

SANNA-RIITTA JUNNONEN & JUHA HÄMÄLÄINEN & PERTTI TÖTTÖ & RAJJA VÄISÄNEN & OTSO RANTONEN & PAULA SALO:

SOCIAL WORKERS' WORKLOAD AND ITS CHANGE BETWEEN 2000–2012

The article looks at the stress factors that occur in social work and the changes in those factors in Finland in the 2000s. The study focuses on social workers. In analysing the results, a control group consisting of special education teachers, psychologists and kindergarten teachers was used. The data were drawn from the Ten Town longitudinal study collected since 1997 by the Finnish Institute of Occupational Health. Linear regression methods were used to analyse cross-sectional data while a linear latent growth curve model was used to analyse repeated measures and mixed material data. The article focused on work management, work rewarding and work pressure. Differences between professional groups were observed: social workers experienced more job stress in their work than psychologists, special education teachers or kindergarten teachers. No changes were found in work-related

psychosocial factors for any of the professional groups in the years 2000–2012. It seems that the nature of the work in the groups studied has remained similar.

SISKO PIIPPO & LEO NYQVIST & MARI SUONIO:

A FRAME ANALYSIS OF SOCIAL WORK STUDENTS' LEARNING EXPERIENCES DURING THE INTERPERSONAL VIOLENCE COURSE

This article uses frame analysis to examine social work students' learning experiences concerning interpersonal violence. Even if interpersonal violence is both a global and sensitive phenomenon, it is not a visible content in social work curricula. The data was collected from the first Finnish nationwide web-based course. In the students' learning diary reflections (n=54), learning was identified through four different frames: professional capability, experiential reflection, violence-specific borders and attitudinal change. The high prevalence of violence experienced and witnessed by the students reveals the sensitivity of subject and poses challenges for e-learning environments. Online education enables students to develop their clinical skills, even if direct contact between the client and teacher is lacking. However, dealing with a sensitive subject in the e-learning environment requires teachers to more actively communicate with their students.