

# MANUAL PART 1

## Social Work at All Levels (SWAN)

This manual describes a conversation tool in the form of a card set for social workers. The aim is to help you find interventions at multiple levels:

- Individual: resident, household, family
- Collective: group, neighbourhood or district
- Societal: organisation and policy

### Background information

Social Work at All Levels (SWAN) gives social workers a deeper and more complete picture of what affects their practice and where there are opportunities for interventions. Using the cards, the worker completes three rounds that lead to choices for interventions that may not have been obvious at first glance. Each round centres on a main question and an assignment to be answered and explored by the dialogue participants. Everyone involved can contribute their expertise.

We recommend inviting other internal or external experts in order to elicit the broadest possible range of actions. This can also include residents. SWAN is most applicable when discussing complex practical situations. The card set can be used during team discussions, peer review sessions and collegial consultation, but also at a chance meeting in the corridor or during a refreshment break.

### Preparation

For your discussion to run smoothly, it's important to prepare thoroughly:

- Well before the discussion: share a practical situation with the participants and invite experts if necessary.
- Just before the discussion: copy the worksheet and provide writing materials.
- When starting the discussion: assign the roles and prepare the cards on the table. Each round, place the main cards in the middle, Cards with the corresponding colour are placed around them.
- During the discussion: pay attention to the role of all participants. Remember: Everyone is a participant.

Each participant is there to ask questions, contribute expertise, and give suggestions.

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<sup>1</sup> The three rounds are based on the four conditions of social quality (Social-Quality-in-the-Social-Basis-.pdf (social-issues.nl)), the model of the decisive professional (Professional decision-making in social work | Movisie), and the three-dimensional model for (generalist) social work on three axes (Social work on the barricades - Social Demand- pieces).



# MANUAL PART 2

## Roles

All participants in the discussion are equal, however three have additional tasks.

- The **moderator** guides the introducer, the writer, and the other participants in their roles. The moderator ensures equal input, reading the main question for each round and summarising where necessary.
- The introducer describes the practical situation. After participants have discussed the main question for a round, the **introducer** then notes the answers to that question. Once the discussion is over, the introducer summarises the results using the worksheet. At the next meeting, there's a short evaluation where the introducer reflects on the discussion.
- The **writer** supports the introducer by taking notes on the worksheet. The writer also summarises where necessary.

## The discussion itself

The moderator opens and leads the discussion. After the introducer has described the practical situation and asked clarifying questions, **round 1 (green cards)** the central question is read. The other cards in the same colour support the discussion, with examples on the back of the card. After this exploration, the introducer formulates an answer. This answer is then noted by the writer on the worksheet. This is then followed by **round 2 (blue cards)** and **round 3 (yellow cards)**. In addition to the central question and example cards, round 2 provides support questions which help participants to recognise a moral dilemma, and round 3 adds signalling questions. Once round 3 has been completed, the introducer chooses one or more actions from the participants' suggestions. The writer then notes the relevant answers to the support questions and signals.

## Closing the discussion

The discussion concludes with a summary by the introducer, using the writer's worksheets for support.

## Using the tool online

If you use the tool for an online or digital discussion, then it's important that each participant has their own set of cards. The screen serves as a communication tool.

The cards can be placed on the table to support the discussion.



kennis en aanpak van  
sociale vraagstukken



synthese  
thuis in je wijk



# WORKSHEET PART 1

**DATE OF DISCUSSION:**

**PARTICIPANT:**

**DESCRIPTION PRACTICAL SITUATION:**

**ROUND 1:** What conditions of social quality are involved?  
List the most important conditions and briefly explain them.



Formulate what we would like to achieve from these conditions.

**ROUND 2:** What factors are important? Describe how they affect  
this specific practice situation.



## WORKSHEET PART 2

**ROUND 3:** What interventions are possible at each of the different levels? Identify which interventions fit best with what we want to achieve (stage 1) and with our considerations (stage 2).



**INDIVIDUAL: RESIDENT/HOUSEHOLD/FAMILY:**

**COLLECTIVE: GROUP/NEIGHBOURHOOD/COMMUNITY:**

**SOCIETAL: ORGANISATION/POLICY/SOCIETY:**

Make a choice. Note the intervention(s) chosen by the introducer:

Add relevant answers to the help questions:

Is there a signal here? If yes, note how can you take this signal further:

## Check

### 1. Preparing the discussion:

- Practical situation introduced?
- Possibly: Are (fellow) experts invited?
- Possibly: Are resident(s) invited?

### 2. Just before the start:

- Copy the worksheets
- Provide writing materials

## Check

### 3. At the start

- Distribute the role cards
- Place the main question at the centre of the table
- Place the remaining cards around it, sorted by colour

### 4. During the discussion:

- Everyone participates
- Ask questions
- Use your expertise
- Give suggestions

## Moderator

- Open and lead the discussion
- For each round, read out the main question
- Direct the introducer, writer and participants in their roles
- Ensure equal input from all participants
- Where necessary, ask through or summarise
- Round off the discussion

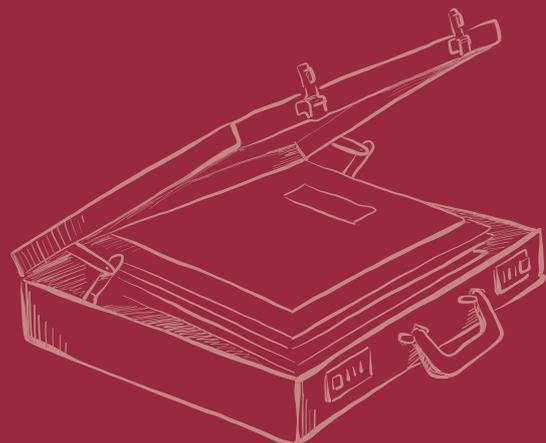
## Moderator



## Introducer

- Explain the practical situation
- In each round, agree on an answer to the main question
- Using the worksheet, summarise the discussion together
- At the next discussion, briefly recap on the process in practice

## Introducer



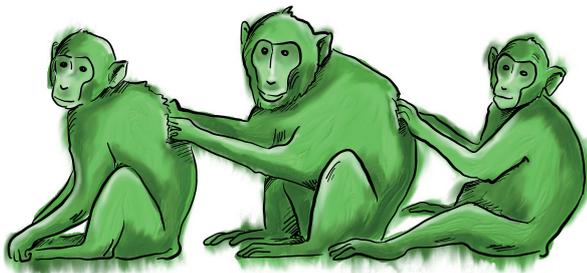
## Writer

- After phase 1 and 2, summarise the output
- Support the introducer
- For each phase, record the answer to the main question on the worksheet

## Writer



**Formulate which social quality conditions are relevant**  
put in order from most to least important

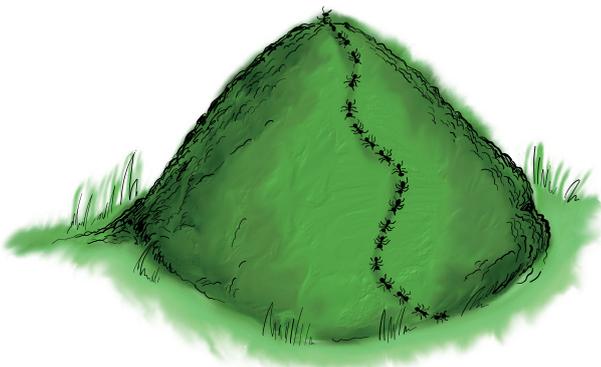


Formulate what we want to achieve from these conditions.

## social quality



## In what ways does...



Social cohesion play a role?

## Social cohesion

Consider:

- Feeling of belonging
- Shared norms and values
- Presence of meeting places
- Help and being helped
- Being conflict-free
- ...

**Based on solidarity**

In what ways does...

Socio-economic security



Socio-economic security play a role?

Consider:

- Income security
- Decent housing
- Safety in the neighbourhood
- Feeling healthy
- Being able to participate in education
- ....

Based on social justice

In what ways does...

Social empowerment



Social empowerment play a role?

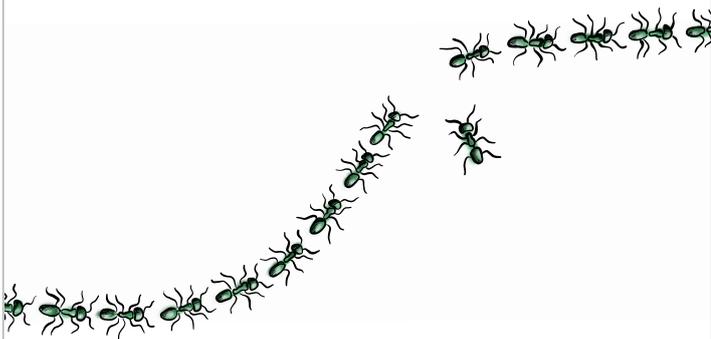
Consider:

- Space to make your own decisions
- Take control of your life
- Appreciate and be appreciated
- Empowering residents' talents and skills
- ...

Based on human dignity

In what ways does...

Social inclusion



Social inclusion play a role?

Consider:

- Being able to connect with groups
- No one is excluded
- Understanding and being understood
- Important info in multiple languages
- Access to help and services

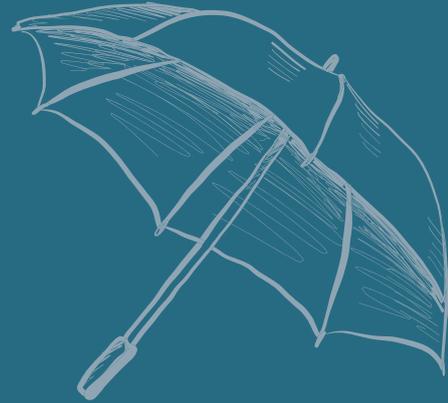
Based on equivalence

What factors play an important role?



Describe how they affect this specific situation.

factors



In what ways does the (group) of resident(s)...



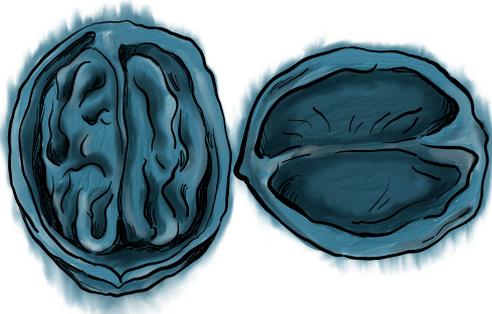
...play a role in our considerations?

The (group of) residents

Consider:

- Wishes & needs
- Possibilities
- ...

In what ways does...



...knowledge play a role?

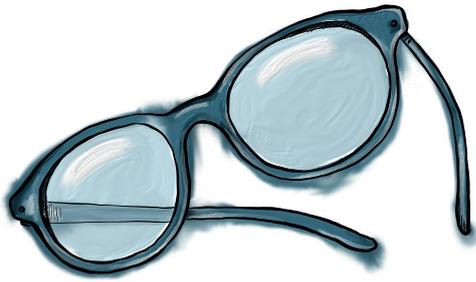
Knowledge

Consider:

- Methodologies, interventions, good practices
- Relevant research
- Knowledge of target group and issues
- Knowledge of forms of citizen participation
- Knowledge of administrative processes
- ...

In what ways does..

The professional(s)



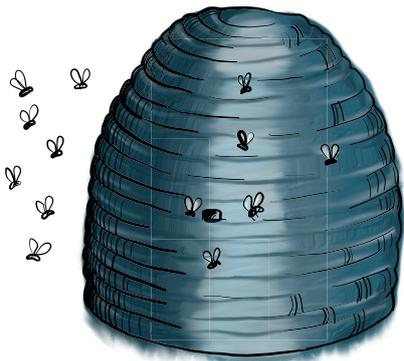
...the professional play a role?

Consider:

- Expertise
- Experience
- Norms and values
- Personal vision
- ...

In what ways does...

The organization



...the organization play a role?

Consider:

- Responsibility
- Division of tasks
- Budget
- Organizational culture
- Collaboration with partners
- ...

In what ways does...

The social mission



...the social mission play a role?

- Our professional code
- The municipality's social mission
- ...

## Help Questions

- What expertise do we have/not have?
- Within what frameworks do we/do we not move?
- What can we influence/not influence?

## Moral dilemma

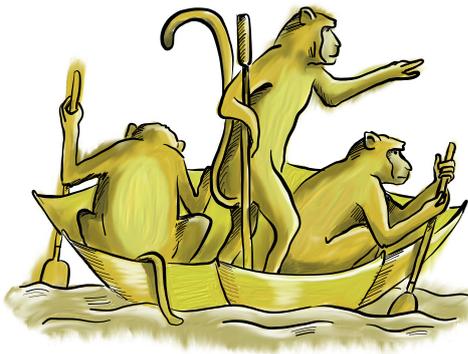
- Did we encounter a moral dilemma?
- What norms, values, rights clash?
- If necessary, take a moral viewpoint.

## Help Questions



## Moral dilemma

## What interventions are possible at the different levels?

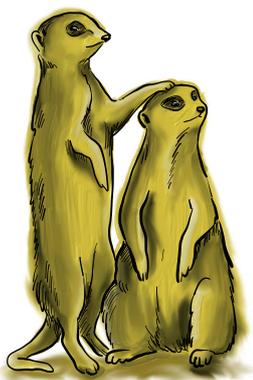


Which interventions match both what we set out to achieve and our considerations.  
Make a choice.

## interventions



## What interventions are possible...



At the individual resident, household or family level?

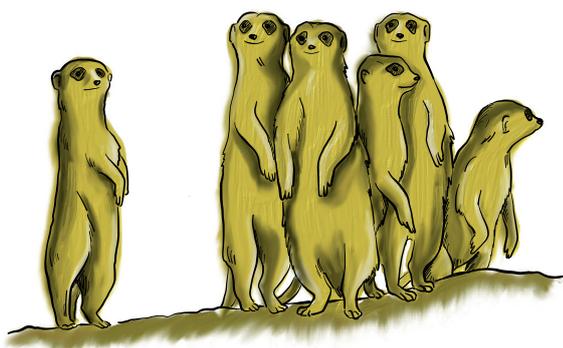
## At the individual resident, household or family level

### Consider:

- Helping to apply for benefits
- Psychosocial assistance
- Referral to neighbourhood facilities
- Help build social network
- ...

## What interventions are possible...

## At the group, neighbourhood, district and/or community level



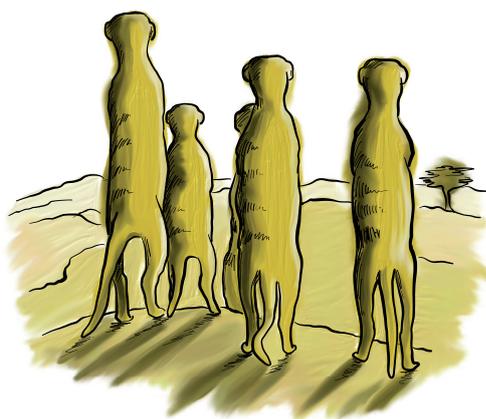
At the group, neighbourhood, district and/or community level?

### Consider:

- Creating a skate park together with young people
- Organizing an information evening with local residents on psychosocial issues
- Providing meeting opportunities
- Supporting the neighbourhood platform
- ...

## What interventions are possible...

## At the organization, policy and/or society level



At the organization, policy and/or society level?

### Consider:

- Starting a conversation with a social service official
- Working with residents to invite a councillor to a community activity
- Providing input for developing a vision
- ...

## Help Questions

- What do I need?
- Who do I need?
- What do I start with?
- Are the intervention(s) helping us achieve what was desired in Phase 1?

## Signals

- Have colleagues identified similar cases?
- How can we move these signals forward?

## Help Questions



## Signals