A Systematic Review and Empirical Study Exploring the Experiences of Staff Working in Services for Homeless People.

Thesis submitted in partial fulfilment of the requirement for the degree of:

Doctorate of Clinical Psychology (DClinPsy)

South Wales Doctoral Programme in Clinical Psychology

Cardiff University

Louise Peters

Supervised by: Dr Victoria Samuel and Dr Christopher Hobson

17th June 2019
# Contents

**Acknowledgements** ............................................................................................................. 7  
**Thesis Summary** ................................................................................................................... 8  
**Declaration** ............................................................................................................................. 10  

**Paper 1: Systematic Review and Meta-synthesis** ................................................................. 11  
  Abstract....................................................................................................................................... 12  
  Introduction................................................................................................................................. 13  
  Methodology............................................................................................................................... 15  
    Systematic Review ................................................................................................................ 15  
    Quality Appraisal ................................................................................................................ 17  
    Meta-synthesis....................................................................................................................... 18  
  Results........................................................................................................................................ 19  
    Systematic Review ................................................................................................................ 19  
    Description of Included Studies............................................................................................ 24  
    Meta-synthesis: Interpreted Theories..................................................................................... 25  
      Building quality relationships ......................................................................................... 26  
      Negotiating boundaries ..................................................................................................... 26  
      Carrying the emotional burden (self and others) ........................................................... 27  
      Accessing care and support (self-care and care from others) ........................................ 28  
      Individual advancement ..................................................................................................... 29  
      Advocating ........................................................................................................................... 29  
      Contextual helplessness ....................................................................................................... 30  
  Discussion.................................................................................................................................. 40  
    Strengths and Limitations of the meta-ethnography .......................................................... 41  
    Implications of the Meta-ethnography ................................................................................. 42  
  References................................................................................................................................. 44
Abstract.............................................................................................................50
Introduction........................................................................................................51
Methodology......................................................................................................54
  Design...........................................................................................................54
  Participants.....................................................................................................55
  Researcher’s position.......................................................................................56
  Procedure........................................................................................................56
    Recruitment and sampling............................................................................56
    Interviewing................................................................................................56
    Analysis.........................................................................................................57
    Coding...........................................................................................................57
    Memo-writing...............................................................................................57
    Theoretical Sampling....................................................................................58
    Reflexivity....................................................................................................58
Results................................................................................................................59
  The need to be “a certain kind of person”.......................................................59
  The rewards and challenges of the role..........................................................61
  The impact of the organisational context and culture........................................65
  Individual approaches to coping.....................................................................68
  Possible adverse impacts of the role.................................................................69
  Enjoyment of the role......................................................................................70
  Personal Growth...............................................................................................71
Discussion............................................................................................................74
  Organisational context and culture.................................................................75
  Individual approaches to coping.....................................................................76
  Implications for practice..................................................................................77
  Implications for future research......................................................................78

Louise Peters, Cardiff University, Doctoral Thesis: DClinPsy
South Wales Doctoral Programme in Clinical Psychology
Limitations........................................................................................................... 79
References........................................................................................................... 80

Paper 3: A Critical Reflection of the research process........................................... 84

Introduction........................................................................................................... 85

Inception of the research....................................................................................... 85

Knowledge of the field from personal experience................................................. 85

Engaging with Academia..................................................................................... 86

Engaging with a local service provider................................................................. 87

Systematic review and meta-synthesis................................................................. 88

The literature searches......................................................................................... 89

Critical appraisal of the identified studies............................................................ 90

The meta-synthesis............................................................................................... 91

Implications for the future................................................................................... 92

Empirical research paper..................................................................................... 93

The development of the research....................................................................... 93

Why Grounded Theory?...................................................................................... 94

Ethics..................................................................................................................... 94

Participant recruitment......................................................................................... 95

The interviews...................................................................................................... 96

Analysis................................................................................................................ 98

Implications.......................................................................................................... 99

References........................................................................................................... 101
Appendices

Appendix 1: Clinical Psychology Review author guidelines........................................105
Appendix 2: Children and Youth Services Review author guidelines..............................117
Appendix 3: CASP checklist for qualitative research – completed example.......................131
Appendix 4: University Ethical approval........................................................................136
Appendix 5: Research proposal......................................................................................137
Appendix 6: Letters to the participants.........................................................................142
Appendix 7: Participant information sheets....................................................................145
Appendix 8: Participant consent form...........................................................................148
Appendix 9: Participant debrief sheet............................................................................150
Appendix 10: Interview schedule..................................................................................152
Appendix 11: Interview schedule with amendments......................................................154
Appendix 12: Confidentiality agreement between researcher and transcriber...................158
Appendix 13: Transcript passage with second researcher codes......................................159
Appendix 14: Mind maps showing process of the development of the model.....................171
Appendix 15: First draft of the model.............................................................................173
Tables

Paper 1: Systematic Review and Meta-synthesis

Table 1: Inclusion and exclusion criteria for systematic review articles.................16
Table 2: Search terms used in the systematic review database searches..............17
Table 3: Noblit and Hare’s (1988) stages of meta-ethnography..........................18
Table 4: Studies included in meta-synthesis.........................................................22
Table 5: Synthesis of themes/concepts and quotes from papers.........................31
Table 6: Synthesis of results from systematic review articles............................39

Paper 2: Empirical Study

Table 1: Inclusion/exclusion criteria for participation in the research....................55

Figures

Paper 1: Systematic Review and Meta-synthesis

Figure 1: PRISMA flow diagram of the systematic search strategy....................20

Paper 2: Empirical Study

Figure 1: Diagrammatic representation of the complex balance for support workers in helping homeless young people.................................................................73
Acknowledgements

Firstly, I would like to thank the 11 support workers who enthusiastically agreed to be interviewed for the empirical research. Your time, insight and openness was much appreciated and has taught me so much about the incredibly valuable work that you do. I remain inspired and humbled by your dedication and commitment to supporting some of the most vulnerable young people in our society. Thank you for sharing your experiences with me.

I would also like to thank Dr Katherine Shelton, whose research and connections helped to guide the initial direction of the study. Further thanks go to my amazing supervisors, Dr Victoria Samuel and Dr Christopher Hobson. Your continued support, advice and encouragement motivated me to carry on and kept me focused when I felt regularly overwhelmed! Thank you for keeping me on track!

Thank you to my placement supervisor, Dr Rhian Murphy for being so patient and understanding about the difficulties involved in balancing this thesis with placement work. Also, thank you for reminding me to look after myself.

Thank you to my friends for bearing with me over the last nine months. Nic, Gwen, Lily and Gemma, your motivational chats and texts have meant the world! To my mum and Doug, thank you for your gentle encouragement to keep going, for looking after Rose (and Adam!) on occasion, and for all the cards and presents in the post, they have meant so much.

The biggest thank you of all goes to my husband, Adam and my daughter, Rose. Adam, your unwavering support, love, and belief in me is overwhelming. Your endless patience, encouragement, validation, and cups of tea are what has made this possible. Thank you for being Superdad to our beautiful daughter, you’ve done such an amazing job of juggling everything; we are so grateful. Thank you for everything you do for us, there’s no way I could’ve done this without you. Finally, to Rose, this is for you my darling. I’m sorry I’ve not been much fun recently but, in time, I hope you’ll be proud of your mummy.
Thesis Summary

A Systematic Review and Empirical Study Exploring the Experiences of Staff Working in Services for Homeless People.

Louise Peters
Doctorate of Clinical Psychology
Cardiff University; South Wales Doctoral Programme in Clinical Psychology
June 2019

This thesis has been written in the form of three separate yet connected papers. Paper 1 has been written for submission to Clinical Psychology Review (see Appendix 1 for author guidelines). Paper 2 has been written for submission to Children and Youth Services Review (see Appendix 2 for author guidelines).

Paper 1 presents a systematic review and appraisal of the qualitative literature regarding the experiences of staff working with homeless people. 10 studies met the inclusion criteria and were subjected to a meta-synthesis of the qualitative data, adopting a meta-ethnographic approach. Through the interpretation of the concepts within these 10 studies, an overarching theoretical construction of the internal experiences of support staff in juggling the demands of the role along with their own needs, was developed. Implications of this theory were discussed.

Paper 2 presents a qualitative exploration of the emotional impact of the support worker role in services for young homeless people. The aim of this study was to investigate how staff manage supporting young homeless people. Semi-structured interviews were conducted with eleven support workers, working with homeless youth, across two urban areas of Wales. The data from transcribed interviews was analysed using a constructivist Grounded
Theory methodology. A theory of balance was developed within which a pivotal process was the fluctuation between feeling supported by the organisation and coping well and feeling unsupported and struggling to cope. Implications of this theory, in relation to the potential to directly inform clinical practice regarding psychologically based interventions for staff in young homeless settings, were discussed.

Paper 3 gives a critical reflection on the research process and will not be submitted for publication. This paper presents the researcher’s reflections on the process of conducting the qualitative research, alongside further evaluation of the systematic review and empirical study. Implications of the research are further explored in relation to clinical practice and the wider organisational cultures within homeless settings.
STATEMENTS AND DECLARATIONS TO BE SIGNED BY THE CANDIDATE AND INCLUDED IN THE THESIS

STATEMENT 1
This thesis is being submitted in partial fulfilment of the requirements for the degree of DClinPsy

Signed _________________________

Date _________________________

STATEMENT 2
This work has not been submitted in substance for any other degree or award at this or any other university or place of learning, nor is it being submitted concurrently for any other degree or award (outside of any formal collaboration agreement between the University and a partner organisation)

Signed _________________________

Date _________________________

STATEMENT 3
I hereby give consent for my thesis, if accepted, to be available in the University’s Open Access repository (or, where approved, to be available in the University's library and for inter-library loan), and for the title and summary to be made available to outside organisations, subject to the expiry of a University-approved bar on access if applicable.

Signed _________________________

Date _________________________

DECLARATION
This thesis is the result of my own independent work, except where otherwise stated, and the views expressed are my own. Other sources are acknowledged by explicit references. The thesis has not been edited by a third party beyond what is permitted by Cardiff University's Use of Third Party Editors by Research Degree Students Procedure.

Signed _________________________

Date _________________________

WORD COUNT: 17,810 (Excluding summary, acknowledgements, declarations, contents pages, appendices, tables, diagrams and figures, references, bibliography, footnotes and endnotes)
Paper 1: Systematic Review and Meta-synthesis

A systematic review and meta-synthesis of qualitative studies that investigate the emotional experiences of staff working in homeless settings.

Louise Peters

Abstract word count: 174
Main paper word count: 5126
Total word count: 5300
(excluding tables, figures and references)
Abstract

Homelessness is still a pervasive issue in UK society, and government policy has highlighted the need to focus on the experience of front-line staff in homelessness settings. The aim of this review was to draw together the available research to further understanding of the experiences of staff working with homeless people. A systematic search was conducted across four electronic databases (ASSIA, PsycInfo, Sociological Abstracts, Web of Science) from the date of their inception until February 2019. Qualitative research exploring the emotional experiences of staff working in homeless settings was identified. Identified studies were subject to quality assessment, and the data was synthesised using meta-ethnography. 10 studies were included in the synthesis following screening of 228 titles, 92 abstracts, and 33 full texts. This review provided an overarching theoretical construction of the internal experiences of support staff in juggling the demands of the role along with their own needs. This theory may provide a basis for the development of support and training opportunities for staff working across homeless settings, helping to enhance self-efficacy.

**Keywords:** Homeless; Support-work, staff, Meta-synthesis; Systematic Review.
Introduction

Homelessness is still a pervasive issue in UK society, and government policy has highlighted the need to focus on the experience of front-line staff in homelessness settings (Department of Communities and Local Government, CLG, 2008). Evidence of the extent and range of psychological and mental health problems amongst homeless people is constantly growing. For example, up to 60% of adults living in hostels in England will have a diagnosable personality disorder compared with about 10% in the general population, and all other mental health disorders are significantly over-represented (Cockersell, 2011; Rees, 2009). Histories of neglect, abuse and traumatic life events dating back to childhood and continuing through adult life, are also over-represented (Keats, Maguire, Johnson & Cockersell, 2012).

Staff work with homeless people across varying settings, including hostels, supported accommodation and outreach. In the UK, these roles typically do not require any professional qualifications and staff may receive little training for their work (McGrath & Pistrang, 2007). Chronically homeless people may have histories of complex trauma, and therefore may behave in ways reflective of underlying difficulties with trusting relationships, and with managing their own emotions (Keats et al., 2012). As a result, staff working with homeless people may be constantly exposed to individuals who are traumatised, as well as being exposed to traumatic situations, which Baird and Kracen (as cited in Schiff & Lane, 2019, p. 454) described as being ‘very hard on the human psyche’ and suggested that it may lead to vicarious traumatisation or secondary traumatic stress. Schiff and Lane (2019) conducted a quantitative study, in Canada, into the characteristics of frontline workers in homeless services and found high rates of PTSD symptoms, at 33% of the total population sampled. Maguire, Grellier, and Clayton (2017) highlighted a lack of research assessing the degree of burnout within front-line homeless staff, and suggested that this may be due to a lack of psychological understanding of their experiences (Maguire, Keats & Sambrook, 2006), and perhaps a lack of appreciation of the impact of the complexity of the roles.
The implementation of psychologically informed environments (PIEs) in the U.K. (Johnson & Haigh, 2010), and Trauma Informed Care in the U.S.A. (Hopper, Bassuk & Olivet, 2010) has led to reported improvements in staff experiences, support and training (Benson & Brennan, 2018; Phipps, Seager, Murphy & Barker, 2017). PIEs have been defined as “specifically informed environments where staff are trained to develop an increased psychological understanding of the work that they do” (Benson & Brennan, 2018, p. 52) and are considered to be very relevant to homeless settings given the associated trauma that often comes with homelessness.

Wirth, Mette, Prill, Harth, and Nienhaus (2019) conducted a review of predominantly quantitative literature on the working conditions, mental health and coping of staff working with refugees and homeless people. They highlighted that the prevalence of mental health problems among staff was high but difficult to compare due to the use of various assessments across studies. Stressful elements of the job included clients’ suffering, high caseloads and little experience of success (Wirth et al., 2019). In a questionnaire-based study, Baker, O’Brien and Salahuddin (2007) reported significant time pressures and low levels of self-efficacy for being productive at work were predictors of emotional exhaustion, among 123 female shelter workers in the USA. In a study analysing written documents related to a specific project evaluation, Olivet, McGraw, Grandin and Bassuk (2010) identified challenges of low pay, high rates of burnout and turnover, and limited time for supervision and training, across eleven sites in the USA. Divergence in the literature was also evident in that staff were reported to have good levels of job and compassion satisfaction regardless of whether they had mental health problems (Wirth et al., 2019). Baker et al. (2007) also identified that female shelter workers in the USA did not meet the criteria for burnout as defined by Maslach and Jackson (1986).
As a result of this divergence in the literature in relation to staff experiences of burnout and job satisfaction, further exploration into this area is required (Wirth et al., 2019). Therefore, the question that this review seeks to answer is: How can a systematic review and meta-synthesis of qualitative studies, examining the experiences of support staff in homeless settings, inform staff and organisational understanding of and approach to the role?

In drawing together the available qualitative research regarding staff experiences of working with homeless people, the aims of this review are as follows:

- To further existing understanding of the personal experiences and approaches of staff working with homeless people, in an effort to better inform staff support and provide organisational insight into how services might be developed, and interventions implemented.
- To further the existing research into staff experiences of burnout and job satisfaction in homeless settings (as suggested by Wirth et al., 2019).
- To take a qualitative methodological focus, allowing conclusions to be drawn across comparable studies, and enhancing staff and organisational understanding of the role, and approaches required, in supporting homeless people.
- To solely focus on staff working with homeless people, as opposed to those working with refugees and asylum seekers (see below explanation for this).
- To provide an overarching theoretical construction that could inform, and improve, further approaches and actions by organisations and staff who support homeless people.

No qualitative systematic review of the literature in this area has previously been completed, and it is hoped that the findings will influence the development of PIEs within homeless settings, assisting the development of support and training for staff. This systematic review will focus on qualitative literature only in order to understand the personal perspectives of
staff working in homeless settings and to assist in the development of theories that might explain the complex and interlinked factors which may reduce burnout and improve staff retention and satisfaction.

It was considered whether it would be appropriate to include the experiences of staff working with refugees and asylum seekers but due to the unique experiences associated with displacement and cultural separation these were excluded from the searches. Thought was given to how these unique experiences might cloud the analysis, with the many possible additional factors associated with this group such as, dealing with government systems, feeling mistrustful of authority, and associated legal issues. It was concluded that the type of experience that those working with homeless refugees and asylum seekers might have, could be different on the basis of the different levels of trauma experienced by the refugees and asylum seekers themselves.

**Methodology**

*Systematic Review*

A database search was conducted to identify qualitative literature relating to the emotional impacts and experience of support workers working within homeless settings (with children, young people and adults). The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidance (Liberati *et al.*, 2009) was used to guide the process of identification, selection and critical appraisal of research for analysis and synthesis (see Figure 1. for PRISMA statement). The inclusion/exclusion criteria utilised are outlined in Table 1.
<table>
<thead>
<tr>
<th>Study Parameters</th>
<th>Inclusion Criteria</th>
<th>Exclusion Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language study type</td>
<td>English language</td>
<td>Non-English language</td>
</tr>
<tr>
<td>Study type</td>
<td>Primary research, peer reviewed article</td>
<td>Non-peer reviewed article</td>
</tr>
<tr>
<td>Sample population</td>
<td>Support staff working in homeless settings, agencies and services (whom had regular, direct contact with homeless service users)</td>
<td>Studies that only capture the experiences of homeless people; studies that focus on staff without regular, direct contact with homeless service users</td>
</tr>
<tr>
<td>Study focus</td>
<td>The experiences of support staff working with homeless adults, youth or children (male or female).</td>
<td>Studies without a focus on the experiences of support staff working with homeless people; studies that are solely focused on medical or health staff, in medical or health settings (e.g. studies with a focus on substance misuse services, mental health services, sexual health services).</td>
</tr>
<tr>
<td>Methodology</td>
<td>Studies that use qualitative methods for data capture and analysis including: interviews, focus groups, phenomenology, grounded theory, content analysis, thematic analysis.</td>
<td>Studies that (only) capture quantitative data and use quantitative methodology (including mixed methods). Quantitative studies that use only case studies.</td>
</tr>
</tbody>
</table>

Table 1. Inclusion and exclusion criteria for systematic review articles

The search was conducted across four electronic databases, (Applied Social Sciences Index and Abstracts (ASSIA), PsycInfo, Sociological Abstracts, Web of Science) from the date of their inception until February 2019. The searches were limited to papers within peer reviewed journals, written in the English language. The full search terminology used can be seen in Table 2. All of the results were reviewed. Papers were excluded if they did not meet the inclusion criteria. Titles, abstracts or full texts were reviewed by the author. The reference lists of the selected papers were also reviewed to search for any further relevant research.
Keyword terms in relation to homelessness

Homeless*; street dwell; shelter dwell*; street youth*; street children; street people; houseless*; unhoused; roofless*; destitute*; street person*; sleep* rough; rough sleep*; hostel*; shelter*; homeless housing; supported housing; youth shelter*; runaway shelter*

Subject headings in relation to homelessness

Homeless; homeless boys; homeless men; homeless people; homeless young people; homeless adolescent girls; homelessness; homeless elderly people; homeless young men; homeless mothers; homeless families; homeless women; homeless young women; homeless pregnant women; homeless children; homeless older people

Keyword terms in relation to support staff

Key work*; keywork*; support work*; case work*; support assistant*; support staff; case manager*

Subject headings in relation to support staff

Personnel

Keyword terms in relation to qualitative methodology

Interpretative phenomenological analysis; grounded theory; thematic analysis; content analysis; phenomenological approach; constructivist epistemological framework; semi-structured; semistructured; unstructured; informal; in-depth; indepth; face-to-face; structured; guide*; interview*; discussion*; questionnaire*; focus group; qualitative; ethnograph*; field work; fieldwork; key informant

Subject headings in relation to qualitative methodology

Qualitative data; qualitative methods; qualitative analysis; qualitative research

Table 2. Search terms used in the systematic review database searches

Quality Appraisal

The Critical Appraisal Skills Programme (CASP) qualitative checklist (2018) was utilised to critically appraise the quality of the selected studies. The appraisal was carried out by the author, and four of the ten selected papers, were also inter-rated by a qualified clinical psychologist, who was not affiliated with the research, for reliability. The author and the independent-rater separately scored the articles and then discussed any discrepancies. Following discussion, an agreement was made on each of the four paper’s ratings. The remaining six papers were rated by the author alone. As suggested by Noblit and Hare (1988), attention was also paid to the clarity of concepts described within the identified papers.
Meta-ethnography

Boland, Cherry and Dickson (2014) described the meta-ethnographical approach to meta-synthesis as a means of drawing together studies with the goal of producing new theoretical understandings. The methodology follows an epistemological approach of ‘objective idealism’ (Britten et al., 2002). This method was chosen as it allows for articles utilising differing qualitative methodological approaches to be synthesised (Noblit and Hare, 1988; Britten et al., 2002). The method of synthesis suggested by Noblit and Hare (1988) involves induction and interpretation, and it seeks to produce a translation of the studies into one another (Britten et al., 2002). The overall aim is to suggest a higher order theory, which offers new understanding.

<table>
<thead>
<tr>
<th>7 steps of Noblit and Hare’s (1988) meta ethnography, (cited by Britten et al., 2002 pp. 210)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting started</td>
</tr>
<tr>
<td>2. Deciding what is relevant to the initial interest</td>
</tr>
<tr>
<td>3. Reading the studies</td>
</tr>
<tr>
<td>4. Determining how the studies are related</td>
</tr>
<tr>
<td>5. Translating the studies into one another</td>
</tr>
<tr>
<td>6. Synthesising translations</td>
</tr>
<tr>
<td>7. Expressing the synthesis</td>
</tr>
</tbody>
</table>

Table 3. Noblit and Hare’s (1988) stages of meta-ethnography (as cited in Britten et al., 2002, pp.210)

Noblit and Hare (1988) suggested a seven-stage approach to meta-ethnography (see Table 3.) After completion of the process of selecting relevant articles, the papers were scrutinised and the key ideas from each were noted. These concepts were then compared with those across the other studies to determine how they were related to each other. Stages 5-7 were met through the processes of comparison and collation of concepts; extracted concepts and themes were merged with similar concepts and themes to create overarching themes. This process was aided through the use of a series of reflective notes, discussion in supervision, and the use of a table. As described by Britten et al., (2002), a table was developed to assist
with the process of comparison across the studies (see Table 5.). Key concepts and theories from across the studies were collated in the table, and this assisted with the development of overarching concepts, which included all the key concepts from every article (Britten et al., 2002). As suggested by Britten et al., 2002), to ensure that each concept’s meaning was maintained, the language used within each article was adhered to. Some of the titles of concepts within the original articles were used as the labels for the developed concepts, but for some, new labels were created. Every concept, word and phrase were carefully considered in order to develop the overarching concepts.

The use of the table allowed for the identification of the initial concepts within each paper (stage 4 in Table 3.), and then the second-order interpretations by the authors of each study. Third-order interpretations were then proposed following the translation of the papers into one another (stage 5 in Table 3.). Relationships between the concepts were considered and synthesised (stage 6 in Table 3.), giving rise to novel theoretical interpretations. The final stage of the synthesis was comprised of the development of a wider line of argument highlighting the current author’s interpretation of the key relationships between concepts, and between the identified theoretical understandings (stage 7 in Table 3.) (Britten et al., 2002). See Table 5. individual sub-headings for links between the stages in Table 3. and the translation and synthesis evidenced in Table 5.

Results

Systematic Review

In total 228 papers were returned through the database searches. Every title was screened for relevance along with 2 further articles that were identified through references and other searches. Ninety-four duplicate records were excluded at this stage, leaving 136 articles. The titles of all of these articles were screened again for relevance, and 44 papers were
excluded. Ninety-two abstracts were screened, and a further 2 duplicates were removed at this stage. Fifty-seven records were excluded at this stage due to not meeting the inclusion criteria for the study (i.e. the subjects and/or sampled participants were irrelevant to the aims of this paper, being written in a non-English language, not being published within a peer-reviewed journal, and due to the use of a mixed or quantitative methodology).
Thirty-three full text articles were screened for eligibility, and a further 23 articles were excluded at this stage. The reasons for exclusion included irrelevant settings or professions, the use of unclear or mixed-methodologies that were previously unnoticed, the use of individual case studies, a focus on service evaluation rather than staff experience, a lack of focus on homelessness, and a focus on service-user experience rather than that of staff.
A total of 10 papers were quality appraised by the author using the CASP Qualitative Checklist (2018) (see Table 4 for CASP scores). Four papers were inter-rated, for reliability, by an independent clinical psychologist, with no involvement in the research. It was decided that all studies would be included, despite one paper being of poorer quality, scoring 4/10 due to lack of clarity of research design, methodology and analysis (Hennessy and Grant, 2006). This paper was still felt sufficient to include as there was a clear statement of aims, qualitative techniques had been employed, and there was a clear statement of findings. The authors of the paper were contacted for clarification of the methodology, but no reply was received. Seven of the remaining studies were of an extremely high quality, scoring 9/10. Five of these nine studies did not adequately consider the relationship between the researcher and the participants, and the remaining two of the nine did not consider ethical issues (McGrath and Pistrang, 2007; Bademci, 2012). Tiderington, Stanhope and Henwood (2013) received a rating of 8/10 due to a lack of clarity around the recruitment strategy utilised, and a lack of consideration of the relationship between the researcher and participants. Kidd, Miner, Walker and Davidson (2007) received a score of 7/10, for the same reasons plus a lack of consideration of ethical issues.
<table>
<thead>
<tr>
<th>Study</th>
<th>Authors</th>
<th>Title</th>
<th>Sample</th>
<th>Data Collection</th>
<th>Setting/Country</th>
<th>Method</th>
<th>Analysis</th>
<th>CASP Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tiderington et al. (2013)</td>
<td>A qualitative analysis of case Managers’ use of harm reduction in practice</td>
<td>10 residents, and 14 case managers</td>
<td>Participant observation, field notes, and face-to-face, semi-structured interviews</td>
<td>A Housing First programme in a mid-size city on the East Coast, USA.</td>
<td>Grounded theory</td>
<td>Grounded Theory (Strauss and Corbin, 1990), and Axial coding</td>
<td>8/10</td>
</tr>
<tr>
<td>2</td>
<td>Lakeman (2011)</td>
<td>How homeless sector workers deal with the death of service users: a grounded theory study</td>
<td>16, homeless sector workers (most without a professional affiliation)</td>
<td>Semi-structured interviews</td>
<td>Recruited via advertisements in a sector-wide newsletter, and via information sheets left in various agencies, Dublin, Ireland</td>
<td>Grounded Theory</td>
<td>Grounded theory (Glaser, 1978), and theoretical sampling (Glaser, 1998).</td>
<td>9/10</td>
</tr>
<tr>
<td>3</td>
<td>Webb (2015)</td>
<td>When dying at home is not an option: exploration of hostel staff views on palliative care for homeless people</td>
<td>7, homeless hostel staff</td>
<td>Semi-structured, face-to-face interviews</td>
<td>Multi-site study, recruiting staff from 4 homeless hostels, across the three counties in Central England, UK</td>
<td>Descriptive phenomenological approach</td>
<td>Giorgi’s (2009), four stage phenomenological method of data analysis</td>
<td>9/10</td>
</tr>
<tr>
<td>4</td>
<td>Hennessy and Grant (2006)</td>
<td>Developing a model of housing support: the evidence from Merseyside</td>
<td>25 service users of support services, and 16 with support workers of these services</td>
<td>Semi-structured interviews</td>
<td>Housing support offered by projects funded by Supporting People. Focus on the Merseyside area. One large city, and three major towns, as well as the suburbs of all of these areas. Liverpool, England, UK</td>
<td>No method specified stated</td>
<td>Interviews recorded and transcribed</td>
<td>4/10</td>
</tr>
<tr>
<td>5</td>
<td>Arslan (2013)</td>
<td>The experiences of professionals working with homeless people in a clinical setting: a qualitative study</td>
<td>A purposive sample of 10 participants: 2 GPs, a mental health nurse, 2 practice nurses, a lawyer, a</td>
<td>Five researchers conducted 2 semi-structured interviews</td>
<td>Staff from Great Chapel Street Medical Centre, Turning Point (drug and alcohol service), and St Mungo’s Hostel, London, England, UK</td>
<td>Interpretative Phenomenological Analysis (IPA)</td>
<td>Smith and Osborn (2007), IPA framework, group transcripts, analysed via an idiographic approach</td>
<td>9/10</td>
</tr>
<tr>
<td></td>
<td>Studies Included in Meta-synthesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Phipps et al. (2017)</td>
<td>Psychologically informed environments for homeless people: resident and staff experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hostel residents, 10 staff and 5 psychotherapists.</td>
<td>Two supported housing projects (Psychologically Informed Environments, PIEs), run by voluntary sector organisations in London, England, UK.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phenomenological epistemological approach</td>
<td>Thematic analysis (Braun and Clarke, 2006), testimonial validity checks offered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>McGrath and Pistrang (2007)</td>
<td>Policeman or friend? Dilemmas in working with homeless young people in the UK.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 homeless young people, resident in hostels, and 10 hostel staff</td>
<td>Recruited from 2 charity run hostels for homeless young people in London, UK.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IPA</td>
<td>Smith and Osborn (2003), constant comparative analysis utilised.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Benson and Brennan (2018)</td>
<td>Keyworkers’ experiences and perceptions of using psychological approaches with people experiencing homelessness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 keyworkers, from homeless supportive housing and emergency hostel accommodation.</td>
<td>Four different supported housing projects (3 PIE pilot sites, one non-PIE site) run by a charitable homelessness organisation in Dublin, Ireland.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualitative descriptive approach</td>
<td>Newell and Burnard’s (2011) thematic framework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Kidd et al. (2007)</td>
<td>Stories of working with homeless youth: On being “mind-boggling”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 youth workers (including outreach workers, general counsellors, a vocational counsellor, and two service directors).</td>
<td>Two agencies in Toronto, Canada, both providing a spectrum of services, one focusing in particular on sex trade-involved youth, and a drop-in agency in New York, USA.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purposive sample of 37 social service staff, consisting of: psychologists, social workers, sociologists, administrative staff and support staff.</td>
<td>Carried out across 9, state agency, ŞİFÈK units (responsible for street children and their protection), Istanbul, Turkey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grounded theory</td>
<td>Grounded Theory, as described by Payne (2007).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Studies included in meta-synthesis
Description of studies included

The experiences of 146 staff working with homeless people were investigated within the included articles. The professional descriptions of the roles of these staff varied widely but included: support staff (also termed: case manager, homeless sector workers, hostel staff, keyworkers, and youth workers), psychotherapists, psychologists, social workers, sociologists, administrators, counsellors, service directors, G.P.s, nurses, and a lawyer. Papers were included from several countries: UK (n=5); USA (n=2); Canada (included within a paper also based in the USA; n=1); Ireland (n=2); and Turkey (n=1). All 10 studies used interviews for collecting data. Nine studies specified the use of semi-structured processes, three of which were described as face-to-face (Benson & Brennan, 2018; Webb, 2015; Tiderington et al., 2013). Kidd et al. (2007) conducted both group and individual interviews. Bademci (2012) specified the use of narrative interviews. Tiderington et al. (2013), utilised face-to-face semi-structured interviews, in analysing the data a Grounded Theory approach was adopted with the use of axial codes, Lakeman (2011) used a Grounded Theory approach and theoretical sampling, Webb (2015) took a descriptive phenomenological approach, Hennessey and Grant (2006) did not state the method of analysis, Arslan (2013) used Interpretative Phenomenological Analysis (IPA), Phipps et al. (2017) used Thematic Analysis with a phenomenological epistemological approach, McGrath and Pistrang (2007) used IPA, Benson and Brennan (2018) used a qualitative descriptive approach using a thematic framework, Kidd et al. (2007) used Thematic Analysis with Grounded Theory methods, and Bademci (2012) used Grounded Theory. The details of each study and their CASP rating can be seen in Table 4.

Four studies focused on staff experiences of working within specific models or approaches to support for homeless people. Two of these (Phipps et al., 2017; Benson & Brennan, 2018) focused on the experiences of working within PIEs, one explored experiences of using a
harm reduction approach (Tiderington et al., 2013), and one sought to develop a model of housing support (Hennessey & Grant, 2006). Three studies focused on the experiences of staff working with homeless youth/children specifically (Bademci, 2012; McGrath & Pistrang, 2007; and Kidd et al., 2007). Two studies explored how staff experienced the death of homeless people, including providing palliative care (Lakeman, 2011; Webb, 2015), and one study focused on the experiences of staff working with homeless people within clinical settings (including hostels and medical centres; Arslan, 2013). Although not explored within this review, four of the studies also investigated the experiences of homeless service users (McGrath & Pistrang, 2007; Phipps et al., 2017; Hennessey & Grant, 2006; Tiderington et al., 2013).

**Meta-synthesis: Interpreted Theories**

Based on Noblit and Hare’s (1988) 7 stages of meta-ethnography (see Table 3.) the following interpretive theories were derived. Seven overarching concepts were identified from the translation of the studies into one another and the synthesis of these translations (stages 5 and 6 of Noblit and Hare’s (1988) stages of meta-ethnography): building quality relationships; negotiating boundaries; carrying the emotional burden (self and others); accessing care and support (self-care and care from others); individual advancement; advocating; and contextual helplessness. Table 5 describes the process of the synthesis (with reference to Noblit and Hare’s (1988) stages of meta-ethnography), with details on the included studies, initial themes, the concepts reported in the original authors’ own words, and quotes from the participants. All of these feed into the seven overarching concepts.

The key concept drawn from commonalities across the studies expressed in the synthesis (stage 7 of Noblit and Hare’s (1988) stages of meta-ethnography) was the challenge support staff encountered in endeavouring to juggle the complex support needs of the homeless.
people they worked with, alongside attending to their own individual needs. Ideas of staff needing to flexible and adaptable in their approach to this key concept were prevalent across the studies. The individual overarching concepts are discussed below.

1) **Building quality relationships**

Nine of the papers included discussed relationships between staff and homeless people in some regard; six of the papers specifically identified the complexity of building quality relationships as a central component. Kidd *et al.* (2007) highlighted three separate points within this concept: ‘Being with people where they are at’, ‘Speaking to them in a respectful manner’, ‘It is one of the few things they can count on’, and ‘Mind-boggling’. At the core of effective interventions was a development of the working relationship, over time, through ‘connecting’ with the young homeless people on an individual level (Kidd *et al*., 2007). The paper asserted the need for the worker to be flexible and versatile in their approach to meeting the diversity of needs. Findings from McGrath and Pistrang (2007) echoed this with staff emphasising the importance of a flexible and adaptable approach to the individual needs of residents. The need for flexibility from staff was also highlighted by Hennessy and Grant (2006); alongside this a requirement to show empathy was reported to be necessary to understand the in-depth needs of the clients. Tiderington *et al.* (2013) reported ‘the relationship as the catalyst’ to effective interventions in harm reduction. Flexibility and creativity were again outlined as key to this process, as was open communication. Openness was also identified as key to building trusting relationships, although there was reference made to how difficult this could be given residents’ histories (Phipps *et al*., 2017). Bademci (2012) identified a key concept of the ‘Quality of interaction with service users’, which highlighted issues around a lack of time for staff to spend with residents. However, within this concept, issues around relationship boundaries were predominantly addressed.

2) **Negotiating boundaries**
Nine out of the ten papers mentioned the need for relationships to be boundaried. Six of these specifically listed issues relating to boundaries as key concepts. A common theme within this was the difficulties for staff in negotiating these boundaries whilst maintaining the quality of the relationships with service users. Bademci (2012) asserted that a lack of clearly defined boundaries within the professional relationship may lead to ethical dilemmas and violations (Bademci, 2012). Consideration of the use of language and the requirement for staff training were identified as important within this study. The requirement for balance within staff’s approach was highlighted, with extremes of detachment purported to affect the quality and sincerity of the relationships with the children (Bademci, 2012). McGrath and Pistrang (2007) identified a key concept of ‘Enforcement Versus Support’, describing a ‘central tension’ in staff’s roles between the need to enforce rules and at the same time provide emotional support to the young people in their care (McGrath & Pistrang, 2007).

Kidd et al. (2007) spoke about power-related issues within boundaries, within a concept of ‘You get to make those judgement calls’. The difficulties in setting boundary limits and providing structure were discussed in relation to the specifics of the individual organisations’ flexibility to rules. The frustrations for staff in enforcing boundaries were reported across studies. Tiderington et al. (2013) identified ‘Reaching a threshold’ as a theme within the study, with reference to knowing when to apply safeguarding procedures around substance misuse. A requirement for sensitivity was reported in order to guard against negative impacts on the relationships. Two papers (Lakeman, 2011; Webb, 2015), with particular focus on the death of service users and palliative care, also raised the importance of boundaries for staff. Lakeman (2011) discussed making a ‘boundary demarcation’ as an important feature of self-care for staff following the death of a service user, helping them to frame the relationship. Webb (2015) reported a key concept of ‘Professional boundaries: a threat to holism and a hindrance to dignity’, in which they discussed the complexity in services taking responsibility for and maintaining the dignity of palliative service users. Staff highlighted the limitations of their roles as support staff as opposed to personal care workers.
Carrying the emotional burden (self and others)

Throughout eight of the studies there was mention of the difficulties that staff faced in listening to and witnessing the distress of service users. The impacts on staff from experiencing challenging behaviour, tolerating risk and the exhausting nature of the work were noted. Six papers specifically made reference to these issues as, or within, key concepts. Kidd et al. (2007) identified a theme of ‘Burnout vs. passion’. Burnout was described as becoming unhappy and cynical, which may in turn lead to staff leaving the job or becoming numb to the emotional experiences. Reference was also made to the exhausting effect of the work, and how it can be hard for staff to remain resilient against hearing depressing stories (Kidd et al., 2007). Bademci (2012) identified a key concept entitled ‘Staff burnout’ which made reference to issues of depersonalisation and emotional exhaustion. Within the concept of ‘Responding to death’, Lakeman (2011) described staff experiencing a range of emotions following the death of a service user, with some being overwhelmed by the grief; their hopes and aspirations for the client being shattered by their death. This emotional burden was echoed by Webb (2015), who identified that staff supporting palliative service users shared feelings of guilt, sadness, stress and devastation. Arslan (2013) reported key concepts of ‘Helplessness’ and ‘Awareness of early traumas’. Within these feelings of emotional exhaustion, stress, burnout, and frustration came from witnessing service user aggression and listening to their traumatic experiences (Arslan, 2013). Emotional reactions were linked to staff mental health, ‘compassion fatigue’ and ‘cumulative vicarious trauma’ by Phipps et al. (2017).

Accessing care and support (self-care and care from others)

Eight papers identified the theme of support. Five papers particularly highlighted the need for staff to be able to access support both from themselves and from within the organisation and
immediate team. Kidd et al. (2007) spoke of the need for a team approach in which peer support and supervision is made available. Webb (2015) also asserted that hostel workers’ own support and learning needs should not be overlooked. One source of support identified by Phipps et al. (2017) involved the use of spaces for reflective practice. They found that most staff reported reflective practice to be valuable and stated that it enhanced their awareness. However, it was also noted that some staff felt that thinking about their own feelings was an unnecessary luxury which felt incongruent with their values as carers (Phipps et al., 2017). Lakeman (2011) suggested that clinical supervision should be made available alongside psychological debriefing following traumatic incidents. Regular group and individual supervision were also suggested by Arslan (2013), for staff working in clinical settings with homeless people.

5 Individual advancement

Themes of learning and professional development through training, and gaining increased awareness through reflective practice and supervision, were found across five papers. There was also acknowledgement that these factors could lead to feelings of reward and empowerment, across these studies. Benson and Brennan (2018) identified a key concept of ‘Training and education’ within which a need for training in cognitive behavioural therapy, trauma, mindfulness, emotional regulation skills, mental health issues and crisis intervention were reported. Staff within this study believed that training and education help to increase their confidence (Benson & Brennan, 2018). Arslan (2013) suggested that skills are essential tools in providing interventions and that awareness courses, aiding understanding and helping to build skills in therapeutic alliance, are vital. Lakeman (2011) advised that staff ought to receive training around how to maintain personal and professional boundaries. Phipps et al. (2017) reported that some staff had experienced reflective practice as having enabled them to experiment with interactions with residents, and this was linked to an increase in self-efficacy.
6 Advocating

A theme of advocating for homeless people could be seen across six papers. As part of this theme, holding the correct values that promoted a belief in change for service users, and understanding the issues of invisibility and stigma that homeless people face, were identified. Webb (2015) reported that staff had highlighted the responsibility they had in advocating for palliative service users, when engaging with other services. Hennessey and Grant (2006) also identified a need for staff to provide advocacy in order to access the services that were required by the service users. Kidd et al. (2007) identified a key concept of ‘A belief that people can change’, within which staff highlighted this as a key outlook they required, echoed by staff within Lakeman (2011), Bademci (2012) and Arslan (2013).

7 Contextual Helplessness

Across five of the studies, themes around struggles within organisational, political and societal landscapes were discussed. Ambiguity within the staff roles, administrative procedures slowing the process of change, the scarcity of resources, low pay, unrealistic goals and expectations, and feelings of frustration and helplessness were reported. Bademci (2012) concluded that service culture could be described as ambiguous, isolated, and hopeless as a result of staff burnout and a lack of structure. Staff across three studies spoke of unrealistic service expectations, problems with information not being passed on, and services users not meeting certain rigid criteria (Arslan, 2013; Webb, 2015; Phipps et al., 2017). Kidd et al. (2007) reported staff condemning inflexible policies that were unrealistic and did not reflect reality. A biased system was highlighted in which limited resources and social stigma can lead to staff feeling overwhelmed and defeated (Kidd et al., 2007).
<table>
<thead>
<tr>
<th>Synthesised themes/concepts</th>
<th>Quotes from papers, exemplifying themes/concepts (demonstrating stage 7 of Table 3)</th>
<th>The authors of the papers’ interpretations (demonstrating stage 7 of Table 3.)</th>
<th>New themes/ideas developed from the synthesis by the current author (demonstrating stage 7 of Table 3).</th>
</tr>
</thead>
</table>
| **1 Building quality relationships** (Empathy, compassion, trust, respect, trusting family type relationships, never giving up, setting goals, individualised care that includes cultural awareness, strength of attachment, upholding dignity, intense and in-depth, honesty, communicating as equals, listening, unconditional, flexible and creative support, therapeutic alliance, humour, non-judgemental and safe, encouraging and supportive, satisfying to connect with those who are hard to connect with, having the right personality, the relationship takes time to build, openness of communication, engagement). | ‘I think that with every person the key work relationship will be different. Although you’re the same person yourself, you have to adapt and be flexible’ (Paper 7, pp 600).  
‘I had a young lady….she had a baby, we got her the flat just as she had the baby but what we didn’t realise was (in the) Muslim culture and religion, the baby can’t go out for 40 days. So, she couldn’t move in’ (Paper 4, pp 342).  
“You have to build a relationship with these people before they will say “I’ve got Leukaemia and I’ve got 6 months left”’ (Paper 3, pp177).  
‘Listening and mirroring back…making sure you understand…because clients are used to people not listening, but if you mirror back what was said they know they were heard and understood’ (Paper 8, pp 56).  
‘I quickly learned that they need to connect with you…I think you can’t’ | ‘…emerged a heuristic model of harm reduction practice that highlighted the profound influence of the consumer-provider relationship on the paths of communication between consumer and provider regarding substance use’ (Paper 1, pp 75).  
‘…hostel staff members also often function as family to homeless residents, sharing a deep and genuine support’ (Paper 3, pp 179).  
‘The relationship that service users developed with a support worker was of critical importance to the success of the resettlement process’ (Paper 4, pp 344).  
“Connecting’ with the youth emerged as a term used to describe the development of the working relationship that forms |
2 Negotiating boundaries

(Delicate balance, boundaries, managing the responsibility taken, making difficult decisions, double bind….caring but needing to move them on, negotiation, central tension, enforcement vs support, being an enabler, a role not quite like any other, discretion and clinical judgement).

move in any kind of a direction until they start to trust you, and that might take a while. They need time.’ (Paper 9, pp 20).

‘[I felt I was] being two different people- the policeman and the friend – talking about two different things on two different levels’ (Paper 7, pp 596).

What would that do to the relationship….even if it’s done in a sensitive way, their memory, their muscle memory would go back to how they felt when their family member kicked them out….so we are very sensitive like that’ (Paper 1, pp 74).

‘…realise that they are not their parent, but they need to be parented. You are not their friend, but you need to be friendly. You are not their peer, but you need to appear that you are someone who understands what they are saying’…” (Paper 9, pp 20).

‘You begin to build up a friendship, not a friendship in the strictest sense of the word. They know that we are not there to police them in the property, we are there to help them’ (Paper 4, pp 342).

the core of effective interventions’ (Paper 9, pp 18).

‘…two seemingly conflicting aspects of their role presented a dilemma: How to enforce rules and at the same time provide emotional support’ (Paper 7, pp 601).

‘As one worker put it, they must be a ‘mind boggling’ figure in the kid’s life….workers having to adjust their understandings of the counselling process to reflect the realities of homeless clients, including definition of and responsibility for change’ (Paper 9, pp 29).

‘A professional relationship without clearly defined boundaries may lead to ethical dilemmas and violations’ (Paper 10, pp 730).

‘Providers spoke about a “threshold” that was reached when a consumer’s health, safety, or resources (such as

Negotiating professional and personal limits, whilst becoming a supportive and enabling attachment figure
| 3 Carrying the emotional burden (self and others) | ‘At the end of the day I’m not a personal carer. My job is not personal care’ (Paper 3, pp178). | ‘Making a “boundary demarcation” is similar to both the self-care strategies described by homeless sector workers (such as fostering a positive personal life) and the positive framing of their relationship…’ (Paper 2, pp 944). |
|                                               | ‘…that weekend when I spent 17 hours at the hospital it was in my own time’ (Paper 3, pp 179). | ‘Such adherence to professional jurisdictions and role boundaries presents a genuine threat to holism’ (Paper 3, pp 178). |
|                                               | ‘…there was a big article about [the person] who had died in a hospital…in the waiting room on his own. Now that…really upset me… the one thing I never wanted to happen for him was that he would die alone’ (Paper 2, pp 935). | ‘Clinicians and other professionals are generally “stuck in the middle” (Scanlon & Adlam, 2010) when it comes to balancing the offer of help and upholding boundaries in the professional-patient relationship’ (Paper 5, pp 152). |
|                                               |                                               | ‘The strong emotional reaction to this echoes experiences of “compassion fatigue” or cumulative vicarious trauma, documented in helping |

(Carry emotional burden, challenging behaviour, desensitisation, listening to trauma, demoralised, burnout vs passion, depressing, limit to resilience, physical exhaustion, social stigma, frustration with [housing] were in jeopardy and the provider then made a decision to directly confront the consumer…’ (Paper 1, pp74).)
service users and the system, self-harm, stress, dealing with death not expected, emotionally exhausted, substance misuse, individual trauma histories, high risk and uncertainty, mental health risks of service users, mental health, considering changing jobs, high staff turnover).

‘There was one fellow who was shot dead. Yeah, I think something happened inside me when that happened because I really did get affected by that…’ (Paper 2, pp 941).

‘…most people seem to have a difficult childhood, were often abused, spent time in children’s homes, in foster care and you know things like that do interfere with the normal development of the brain, the way they learn to react to other people, to look after themselves, can be quite difficult’ (Paper 5, pp 151).

‘I think in this line of work, you have to be very resilient…if you are not, then potentially some of the things you are going to come across in this job, and deal with, some of the stuff you deal with is going to take you to some very dark places…’ (Paper 3, pp 180).

‘It’s quite draining emotionally because of the presentations. Mental health, drugs and alcohol amongst all these conditions, so it is quite difficult sometimes dealing with all the stresses that are passed on to you all the time’ (Paper 5, pp 150).

‘…At the moment nobody knows anything about most people on the streets, so it’s unmanaged risk’ (Paper 5, pp 151).

professions and homelessness staff specifically…’ (Paper 6, pp 36).

‘The experience of doing this work is one of an ongoing tension between challenges that can lead to burnout and the rewards’ (Paper 9, 29).
4 Accessing care and support (self-care and care from others)

(Importance of co-working relationships, training and supervision, need for reflective spaces, self-care, better training and supervision, personal counselling, need to play, team spirit and good leadership).

‘Trauma doesn’t even begin to describe what some of these clients have gone through’ (Paper 6, pp 33).

‘One of the most difficult parts of this job is the staff turnover’ (Paper 9, pp 23).

‘And there are terrible moments. When kids have died. I have been to too many funerals. Watching kids get sick is really sad…or watching kids get beaten down. Just worn away’ (Paper 9, pp 26).

‘What we quickly discovered was if we don’t have an environment to reflect on what we do, you have a burnt-out staff team’ (Paper 6, pp 33).

‘…it goes against the third sector tradition and culture in which you do rather than think’ (Paper 6, pp 34).

‘I think I am very lucky because I don’t have many friends who are in the social services, so I don’t get into talking about this at home. I do have friends here, and sometimes we will get together and we will have an hour long bitch session about the place and that’s good for me, but other than that all my friends are

‘Staff who engage in reflective practice can benefit from a space for processing the emotions created by this work’ (Paper 6, pp 38).

‘Also needed in the struggle to maintain a healthy perspective is an effort to compartmentalize, meaning “leaving the work at work” and seeing that the job does not spread into personal and social lives’ (Paper 9, pp 29).

‘Hostel workers…still have their own support and learning needs

Navigating and reflecting upon the emotional and physical impacts of the role, the opportunities for learning and the benefits of a supportive culture
<table>
<thead>
<tr>
<th>5 Individual advancement</th>
<th>musicians or real estate agents’ (Paper 9, pp 28).</th>
<th>which must not be overlooked…” (Paper 3, pp180).</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Developing professionally, feeling empowered to help others, receiving gratitude, reward when they do well, embracing the variety in the work, learning technique and skills, the opportunity for training, increased understanding).</td>
<td>‘Employees need to be rehabilitated because we constantly come across the children’s aggressive behaviour…that is psychologically and physically exhausting’ (Paper 10, pp 729).</td>
<td>‘Staff described reflective practice as an opportunity to step back from everyday work, gain greater awareness of their clients and hypothesise about reasons for behaviour’ (Paper 6, pp 37).</td>
</tr>
<tr>
<td></td>
<td>‘There are times when I need to hear about and look at matters in hand from a different perspective’ (Paper 10, pp 730).</td>
<td>‘Information and training received taught staff basic understanding of psychological trauma and its effects. It increased keyworkers’ knowledge and awareness of trauma, its association with homelessness and its impact on an individual’ (Paper 8, pp 59).</td>
</tr>
<tr>
<td></td>
<td>‘…you have a better appreciation of why that person is behaving as they are’ (Paper 6, pp34).</td>
<td></td>
</tr>
</tbody>
</table>
### 6 Advocating

(Having the right values, belief in change, the social undesirability and invisibility of homeless people, developing understanding and becoming an advocate).

- ‘Advocating for the resident and helping them to have a say in what happens’ (Paper 3, pp 178).
- ‘…Society has to think beyond stereotypes to get to grips with the fact that 70% of single homeless people suffer from complex trauma; that they were born in an environment where they absolutely have no chance and society needs to address that’ (Paper 5, pp 151).
- ‘What you call naïve, I would call a belief that people can change’ (Paper 9, pp 22).
- ‘These girls are regarded as ‘bad’ girls. So, the public don’t want to help them…this centre is considered as the rubbish bin of the city…which I don’t believe’ (Paper 10, pp 732).
- ‘I think it’s really important that people always keep the vision, no matter the circumstances, how awful it is for homeless people…that there is always a vision that things can get better, that things can change’ (Paper 2, pp 941).

- ‘Participants highlighted the extra work created for them as they advocate for the homeless and attempt to persuade other professionals to accept responsibility…’ (Paper 3, pp 178).

### 7 Contextual helplessness

- ‘There are times that I can’t get out of my room all day, because of admin work. I would like to work with the children…but unnecessary’

- ‘Uncertainty, ambiguity resulting from lack of structure, isolation, burnout, hopelessness, helplessness and disbelief ae the

Giving a voice to homeless people, and promoting support, in the face of an often challenging organisational, political and societal landscape.
(Constant uphill battle, too much administration, change is slow, low pay, unrealistic organisational goals, feeling helpless, frustration at systems and services, unrealistic expectations of staff, insufficient social policies and welfare, ambiguity in the role, frequent staff turnover, the influence of social systems, scarce resources, the ethos and mission of the service).

*Paperwork doesn’t let me*’ (Paper 10, pp 731).

‘Well we don’t know because people don’t tell us what the diagnoses are…’ (Paper 3, pp 177).

‘…when you are referring people to different services, there are criteria you have to meet in order to be referred and he doesn’t quite meet a lot of the criteria, so he falls in the gap in-between’ (Paper 5, pp 152).

‘Funders and commissioners seem to think it’s like a factory where you come in as a rough sleeper, go through the process, you engage with the service and at the end of it you come out ready for independent accommodation. Now it doesn’t quite work like that’ (Paper 6, pp 34).

‘In a structural sense…you are constantly in an uphill battle. No matter what system…with the housing system, the police, with accessing services, money, equal distribution of money, drug issues, harm reduction issues…you are always on the losing team’ (Paper 9, pp 25).

‘We are not dealing only with the problems of Istanbul. Because this city constantly attracts migrants from all over the country, we are dealing with the problems of Turkey’ (Paper 10, pp 728).

expressions that best describe the organisational culture’ (Paper 10, pp 733).

“Constantly battling” a biased social system with inadequate resources, problems associated with not adapting understandings of change and engagement to homeless youth as a group…can all lead to feeling overwhelmed and defeated…” (Paper 9, pp 29).

‘At the agency policy level, there was a general condemnation of agencies with inflexible policies that do not reflect the realities of working with homeless youth’ (Paper 9, pp 29).
| ‘I love my job; I really enjoy working in this area. Nevertheless, I have never felt so much despair and helplessness before in all my life’ (Paper 10, pp 728). |
| ‘I actually don’t know what I am doing here’ (Paper 10, pp 728). |
| ‘We just do what we are told to do. We just receive orders’ (Paper 10, pp 729). |

Table 5. Synthesis of themes/concepts and quotes from papers.
<table>
<thead>
<tr>
<th>Paper</th>
<th>Negotiating boundaries</th>
<th>Building quality relationships</th>
<th>Carrying the emotional burden</th>
<th>Accessing care and support</th>
<th>Contextual helplessness</th>
<th>Advocating</th>
<th>Individual advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Tiderington et al. (2013)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Lakeman (2011)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4) Hennessey &amp; Grant (2006)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5) Arslan (2013)</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6) Phipps et al. (2017)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7) McGrath &amp; Pistrang (2007)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8) Benson &amp; Brennan (2018)</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9) Kidd et al. (2007)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10) Bademci (2012)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

TABLE 6. Synthesis of results from systematic review articles.
Discussion

This review provides valuable insight into the experiences of support staff working with homeless people, across homeless settings. By conducting an interpretative synthesis, using a meta-ethnography of the available, relevant qualitative research, this study highlights the complex challenges and rewards recently identified within research (Wirth et al., 2019). This paper extends the current literature by providing an overarching theoretical construction, (based on the current author’s constructed theories following Noblit and Hare’s (1988) 7 stages of meta-ethnography), of staff in homeless settings juggling a myriad of demands: balancing the needs of homeless people and themselves, whilst working within the constraints of the organisation and wider societal pressures. The need for a flexible and versatile approach was indicated in building quality relationships and negotiating boundaries.

Support staff were faced with the extremely challenging task of negotiating professional and personal limits whilst endeavouring to become supportive and enabling attachment figures for the homeless people. These experiences, combined with personal values, inspired staff to advocate for homeless people and promote support, in the face of an often challenging political, societal and organisational landscape. They were also required to navigate, and reflect on, the emotional and physical impacts of their day-to-day jobs – whilst capitalising on opportunities for learning and the benefits of a supportive culture.

The current author’s theoretical interpretation of the qualitative research (following Noblit & Hare’s (1988) 7 stages of meta-ethnography) reflects findings from previous literature. Wirth et al. (2019) discussed, within their review of the challenges facing those working with refugees and homeless individuals, that staff commonly reported competing demands within their roles, such as high caseloads, the suffering of service users, frustrating bureaucracy of the system and maintaining professional boundaries. Resources and coping strategies were
identified as important in maintaining boundaries, with staff deriving meaning from the work and support from the team (Wirth et al., 2019). Olivet et al. (2010) focused on the struggle involved, both emotionally and physically, in trying to connect with homeless people, who have a wide variety of needs: mental health problems, substance misuse, medical and social issues. These factors were given as a key contributors to staff burnout, as they faced difficulties coping with low pay, high staff turnover and inflexible structures. Baker et al. (2007) noted that time constraints and excessive workloads of support staff often led to emotional exhaustion; it was suggested that staff may have felt pressured to work at a fast pace, not take breaks and resultantly become overwhelmed.

*Strengths and limitations of the meta-ethnography*

A strength of this paper lies in its use of systematic and thorough processes to identify and evaluate qualitative research. Recognised guidance was referred to, to assist in this process (The Critical Appraisal Skills Programme (CASP) qualitative checklist (2018)). This study incorporated a meta-ethnographical methodology (Noblit & Hare, 1988; Britten et al., 2002), to examine the results of the selected studies, before synthesising the themes within the qualitative research. This method ensures that concepts emerged that were common across multiple studies, thus providing stronger evidence for the relevance of a concept than an individual study alone, which might be prone to author bias or generalisability problems. A further strength of this review was the consistent approach between its methodology and those of the primary studies incorporated within it, in that parallels can be drawn from the interpretative processes used.

A limitation of this review may involve the inclusion of a paper (Hennessy & Grant, 2006) with a lower quality rating, 4/10, on the CASP (2018) checklist. In comparison to the higher ratings of all the other included papers, it could be said that this affects the overall quality of this review. However, it was decided that this paper should be included as there was a clear
statement of aims, qualitative techniques had been employed, and there was a clear statement of findings. It was also felt that this paper added value to the literature. There are also some possible limitations to including a study based on the experiences of staff working with street children in Istanbul, Turkey (Bademcı, 2012). This is due to the cultural differences between Turkey and the other more westernised countries included. The International Monetary Fund’s World Economic Outlook Database (2019) categorised Turkey’s economy as that of a developing country. However, Istanbul holds many western cultural influences and could be compared to other major cities investigated within the studies. The inclusion of two papers focusing solely on the death of homeless people (Webb, 2015; Lakeman, 2011) could also be seen as a possible limitation of the review. Other papers focused solely on either the development or evaluation of specific models of interventions, containing staff experiences of these models within them. A further limitation includes the lack of consistency in the staff groups investigated. In some studies, experiences of support staff were solely explored, whereas in others more complex arrangements of staffing teams were researched. Again, the reliability of findings drawn from such diverse sets of staff should be called into question. However, given the lack of universal definitions or professional titles for support staff working with homeless people, it is felt that those studied are representative of a very complex group of people.

Implications of the meta-ethnography

The interpretative theory gained from conducting this meta-ethnography may provide a useful understanding of the internal experiences of support staff in juggling the demands of the role along with their own needs. This theory may provide a theoretical basis for the development of support and training opportunities for staff working across homeless settings, helping to enhance self-efficacy. Such developments could include those offered through PIEs and Trauma Informed Care settings (Hopper et al., 2010), increased provision of psychologically informed reflective practice, team formulation and consultation, individual
supervision, and counselling if necessary. These suggestions are echoed in previous work: Maguire et al. (2017) found that staff training in Cognitive Behavioural Therapy and a supervision package was effective in reducing burnout in staff working in the homeless sector. Taylor et al. (2016) also suggested successes in using a cognitive behavioural framework to train staff in the USA. Shulman et al. (2018) suggested training success for staff working with palliative service users, and suggested that this should be embedded into routine practice. Reflective practice has also been promoted for use in homeless settings across England (Homeless Link, 2017).

The present study highlights the limited research that is currently available on the experiences of staff working with homeless people. Further research should explore the effectiveness of workplace health interventions (Wirth et al. 2019), developing a strong workforce (Olivet et al., 2010) through the use of supervision and training to support staff, and help reduce burnout. Further research could focus on the use of reflective practice, staff consultation and team formulation as sources of support for staff working with homeless people. Future development of evidence-based practice is crucial, given the high demands placed on this vulnerable work force, supporting one of the most marginalised groups in society.
References


Homeless Link (2017), *An introduction to Psychologically Informed Environments and Trauma Informed Care: Briefing for homelessness services*. Homeless Link: London.


Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P., Clarke,


Paper 2: Empirical Research

Shining a Light on the Experiences of Staff Working with Young Homeless People:

A Grounded Theory Study

Louise Peters

Abstract word count: 258
Main paper word count: 7254
Total word count: 7512
(excluding tables, figures and references)
Abstract

Young homeless people represent one of the most vulnerable groups in society. Research which has considered staff experience, has highlighted the importance of the interaction between the workers and the homeless young people. Very few studies have considered the emotional impact of the support worker role in young people’s homeless services. The aim of this study was to investigate how staff manage supporting young homeless people, in order to gather further, qualitative information about these vital, and complex relationships. Eleven staff (5 male, 6 female) participated in this research. All the participants were Support Workers employed by the same organisation, supporting homeless youth across two urban areas of Wales. Participants engaged in semi-structured interviews exploring their experiences. Data was analysed adopting a Grounded Theory approach. Seven main concepts were identified in the analysis: the need to be “a certain kind of person”; the rewards and challenges of the role; the impact of the organisational context and culture; individual approaches to coping; possible adverse impacts of the role; enjoyment of the role; and personal growth. The interaction between these concepts was considered and conveyed via a proposed model. A theory of balance was developed within which a pivotal process was the fluctuation between feeling supported by the organisation and coping well and feeling unsupported and struggling to cope. It is hoped that the findings from this research will directly inform clinical practice regarding psychologically based interventions for staff in young homeless settings and be a valuable contribution to the scarce research literature on services for young homeless people.
Introduction

Young homeless people, who are typically defined as people aged 16 to 24, who lack a permanent home (sleeping rough, living in shelters, or the ‘hidden homeless’ e.g. sofa-surfing (Centrepoint, 2018)), represent one of the most vulnerable groups in society (Hodgson, Shelton & van den Bree, 2015). Research has shown that young homeless people face multiple challenges alongside the lack of a permanent dwelling (Hammersley & Pearl, 1996). Research has consistently identified a high prevalence of trauma amongst young homeless people; with reported levels of physical abuse ranging from 6-94%, and levels of reported sexual abuse ranging from 4-62% (Sundin & Baguley, 2015). High rates of current and lifetime incidence of mental health issues have been found among young homeless samples (88% and 93%, respectively, Hodgson et al., 2015). Multiple risks and traumas can be said to occur both prior to, and as a result of experiencing homelessness (McCabe & O’Connor, 2016). For example, care leavers have been identified as one of the most at risk groups for homelessness (Shelter, 2005). Homelessness also increases the risk of further victimisation or re-traumatization (Hopper, Bassuk & Olivet, 2010) and for many, “it becomes a revolving door” of various accommodation settings, or sleeping on the streets (Cockersell, 2011).

In 2018, 103,000 young people in the UK contacted their local authority for help with homelessness (Centrepoint, 2018). The latest Welsh Government statistics for 2017 – 2018 indicate that 7,584 young people (16–24 year olds) approached their local authority for help with homelessness; an increase of 23% since 2015 (Llamau, 2019).

Third sector organisations for young homeless people in the UK often provide emergency accommodation, supported housing, tenancy support services and ‘floating support’ (flexible 24-hour support). Further support with independent living skills, employment and education, and emotional needs is often provided by support staff. In many settings, each young person
will be assigned an individual ‘support worker’ (sometimes termed ‘key worker’, ‘case worker’, ‘care-co-ordinator’ or ‘case-manager’) who will take on board responsibility for their needs. In the UK, these roles typically do not require any professional qualifications and staff may receive little training for their work (McGrath & Pistrang, 2007). Although support workers play a central role in providing both emotional and practical support to complex, young homeless people, there is very limited research into their experiences (Kidd, Miner, Walker & Davidson, 2007).

Research which has considered staff experience, has highlighted the importance of the interaction between the workers and the homeless young people. Consistent with this, the Homeless Link annual review (2017), stated that many homeless young people reflected on positive relationships and interactions with support staff being the most important part of accessing support and the key to effective services. Describing a model for the provision of health care for young homeless people in Seattle, U.S.A., Barry, Ensign and Lippek (2002) detailed the importance of this relationship and the requirement for an adaptable approach which is open and respectful of the young person’s needs. After conducting 12 interviews of young homeless people, and 10 of their key workers, in UK hostels, McGrath and Pistrang (2007) suggested three core dimensions which described features of the relationship: enforcement versus support, emotional involvement versus distance, and resident-centred versus staff-centred practice (McGrath & Pistrang, 2007). Mutual trust and respect were seen as vital for managing the tension between these roles and the need for appropriate training and reflective practice for staff was highlighted (McGrath & Pistrang, 2007).

Similarly, conclusions from Kidd et al. (2007), qualitative research with 15 youth workers, echoed the need for a versatile approach, tailored to the young homeless people’s individual circumstances. The establishment of a connection based around valuing, respecting and liking a young person, alongside the need for clear boundaries was identified as central for developing an effective, trusting working relationship (Kidd et al., 2007).
Very few studies have considered the emotional impact of the support worker role in young people’s homeless services. However, research in adult settings has highlighted factors associated with staff coping. For example, Hagan and Hutchison (1988) found high rates of emotional exhaustion and motivation to leave their jobs, among those working with homeless adults. The emotional impact of the support worker role is very relevant given the very recent development of “Psychologically Informed Environments” (PIEs; Johnson & Haigh, 2010) in young homeless settings. PIEs have been defined as “specifically informed environments where staff are trained to develop an increased psychological understanding of the work that they do” (Benson & Brennan, 2018, p. 52) and are considered to be very relevant to homeless settings given the associated trauma that often comes with homelessness. Many services for homeless people (adult and young people) across the UK now operate as PIEs, and there is emerging evidence that they might be effective in improving clients’ functioning, clients’ ability to maintain accommodation (Cockersell, 2011; Maguire, Johnson, Vostanis, Keats & Remington., 2009a, 2009b) as well as increasing staff confidence (Maguire, 2012).

There is a lack of research however, into the individual and environmental factors that enable support workers to work effectively and sustainably with young homeless people. Given the potentially abusive and neglectful histories of homeless young people, and the high prevalence of recent non-familial care experiences, it is likely that they might often lack trust in others, creating challenges for staff in terms of developing a “therapeutic alliance” (McGrath & Pistrang, 2007). One qualitative study has been completed with staff working with a young homeless population in the UK (McGrath & Pistrang, 2007). As this study was completed over a decade ago, likely demographic changes would not have been captured. Also, McGrath and Pistrang (2007) employed a method of Interpretative Phenomenological Analysis (IPA). Given that psychology-based staff and environmental interventions in young homeless settings are increasing, there is a need for a psychological theory to inform service development. Therefore, a different approach, such as Grounded Theory methodology,
could propose a theory and a model to assist wider understanding of staff emotional and psychological experiences. The aim of this study is to investigate how staff manage supporting young homeless people, in order to gather further, qualitative information about these vital, and complex relationships. It is hoped that the findings from this research will directly inform clinical practice regarding psychologically based interventions for staff in young homeless settings (such as those employed in PIEs) and be a valuable contribution to the scarce research literature on services for young homeless people.

Methodology

The research was reviewed and ethically approved by the School Research Ethics Committee (SREC), School of Psychology, at Cardiff University (see Appendix 4 for approval email).

Design

The study used a qualitative methodology guided by principles of constructivist grounded theory (Charmaz, 2014). In depth interviews with support workers were conducted, transcribed and then analysed in accordance with the principles of this theory. Each interview was transcribed after completion, the data was reviewed, and any emerging themes were incorporated into subsequent interviews. In accordance with Charmaz (2014), interview questions were then revised to target conceptual theories emerging and evolving from the data. It is from these evolved concepts, grounded in the data, that contextualised theory was developed (Strauss & Corbin, 1990).

All potential participants were provided with an information sheet, detailing the purpose of the study and highlighting the participants’ rights to withdraw from the research at any point. All interested participants were asked to sign a consent form. Following the interviews,
participants were provided with a debrief sheet to read, which provided details of ongoing sources of support within the organisation; they were offered time to talk through any potential issues with the researcher. The number of interviews that were conducted was determined by the point of theoretical sufficiency (Dey, 1999); where no new understanding emerged from the data (Charmaz, 2014). It was also influenced by the number of participants who consented to take part.

Participants

Eleven staff (5 male, 6 female) participated in this research. As advised by a senior staff member within the organisation, letters providing details of the study were passed on to relevant team leaders, who then distributed them to support workers in team meetings. The inclusion criteria for the study were specified as part of this process. Staff were advised to contact me by telephone or email if they were interested in hearing more information. The author is unable to detail how many members of staff were approached during team meetings, by team leaders, at various locations, but of the eleven staff that responded, all were interviewed. All the participants were Support Workers, with varying levels of responsibility and specific job roles. Some of these roles focused more on daily support within accommodation settings, and some on the longer-term needs and goals of the service user. All participants were employed by the same third sector organisation supporting homeless youth, and worked across two urban areas of Wales. Ten participants had worked for the organisation for over 3 years, with several having over 10 years’ experience. Identifiable information about the participants and the organisation is not provided. Each participant has been allocated a gender-neutral pseudonym. Participant inclusion and exclusion criteria is detailed in Table 1.
Table 1. Inclusion/exclusion criteria for participation in the research.

<table>
<thead>
<tr>
<th>Inclusion Criteria</th>
<th>Exclusion Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All participants were &gt;18 years of age</td>
<td>- The participant had worked as a Support Worker, with young homeless people, for &lt; 1 year.</td>
</tr>
<tr>
<td>- All participants were Support Workers</td>
<td></td>
</tr>
<tr>
<td>- All participants had worked as a Support Worker, with young homeless people, for this specific organisation, for &gt; 1 year.</td>
<td></td>
</tr>
<tr>
<td>- All participants were able to understand and communicate in English</td>
<td></td>
</tr>
</tbody>
</table>

Researcher's position

The researcher was undertaking doctoral training in clinical psychology and had prior interests in Acceptance and Commitment Therapy (Hayes, 1994), Compassion Focussed Therapy (Gilbert, 2009), and Attachment Theory (Bowlby, 1988). They had also worked with homeless people, which had influenced a specific interest. The author’s previous work may have predisposed them to hold biases in their predictions that staff would have had negative experiences at work. These biases could have had an impact on the interpretation of the data and the developing theory. I became aware, through self-reflection, of my own assumptions of what might be involved within the role, and my own interests in attachment theory and working with people with histories of complex trauma. It was through supervisory dialogue, reflective bracketing, the use of memos and a reflective diary (see Appendix 16) that the author's pre-conceived ideas were bracketed off and these influences mitigated and managed. The two supervisors of the researcher worked both clinically and within research contexts.

Procedure

i) Recruitment and sampling
Invitations to participate and recruitment packs were distributed, by hand, to Team Leaders within the organisation. The Team Leaders informed their staff within team meetings about the research; they distributed the recruitment packs and invited those interested to contact the researcher. A £50 incentive was offered as a prize for one participant selected at random. All interested support workers who met the inclusion criteria were initially accepted and interviewed. Participant selection was guided by emerging concepts within the data previously collected and analysed (Charmaz, 2014; Strauss & Corbin, 1990).

\[\text{ii) Interviewing}\]

Consistent with Grounded Theory, a semi-structured interview schedule was developed (Charmaz, 2014). The schedule consisted of open-ended questions designed to function as triggers to encourage the participant to talk about a particular aspect of their experience (Willig, 2001). The research proposal and interview schedule were reviewed by a senior member of staff, within the organisation, who had previously worked in support worker roles. The questions focused on the experiences of the staff working with young homeless people: their motivations, the challenges they faced, and how they were affected by them.

The participants were offered a choice as to how the interview would take place. The majority of the interviews were carried out over the telephone, although 3 were conducted face-to-face, at a location chosen by the participant. The interviews were audio-recorded and transcribed. The average length of the interview was 42 minutes.

\[\text{Analysis}\]
All interviews were transcribed and analysed using the fundamental strategies and practices of coding, memo-writing and theoretical sampling. The average length of the transcriptions was 6240 words, and the combined length of all the transcriptions was 68,645 words.

i) Coding

Coding constitutes the most fundamental process in Grounded Theory (Willig, 2001). Line by line coding was initially carried out, examining each line of data with an analytic stance and defining actions or events which occurred within it (see Appendix 13). Initial ideas about meanings within the data were considered. Line by line analysis ensured that categories and theories emerged directly from the data rather than being superimposed on it (Willig, 2001). Through the processes of constant comparison, line by line codes were subsumed by conceptually higher order focused codes (see Appendix 13). Focused coding condensed and synthesised larger segments of the data to aid explanation. The most significant and frequent earlier codes were used to sift through the data. Categories were then created, and theoretical ideas were conceptualised (Charmaz, 2014).

ii) Memo-writing

Throughout the process of data analysis, memos were written to track thoughts and ideas about focused codes and subsequently, the rationale for the subsuming of codes into core categories and emerging theory (Willig, 2001). Memos helped to elaborate on the processes and actions subsumed by a code and demonstrated connections between categories. Notes were made about assumptions within participants’ accounts, and discrepancies and gaps were highlighted within the emerging analysis, which was integral in facilitating theoretical sampling.

iii) Theoretical sampling
Theoretical sampling was employed, whereby properties within concepts that remained unclear, were further explored through the amendment of questions within the interview schedule (Charmaz, 2014). Concepts identified for further exploration included: staff support, enjoyment of the role, the perception of staff that certain personal qualities are required in the role, and the learning that staff acquired from the young homeless people themselves.

**Reflexivity**

Engaging in reflexivity guarded against the researcher’s preconceptions biasing the coded data and subsequent theory. Memo-writing, keeping a reflective journal, and engaging in supervision aided reflexivity in allowing scrutiny of the research experience, decisions and interpretations. Examination, in supervision, of how the researcher’s interests and assumptions influenced lines of inquiry, was paramount in ensuring the maintenance of a critical perspective (Charmaz, 2014).

To enhance the reliability of the codes, concepts and developing theories, five transcripts were reviewed by a supervisor with expertise in Grounded Theory. During supervision, the final conceptual theories were discussed to certify accurate data representation.

**Results**

Seven main concepts were identified in the analysis: the need to be “a certain kind of person”; the rewards and challenges of the role; the impact of the organisational context and culture; individual approaches to coping; possible adverse impacts of the role; enjoyment of the role; and personal growth. The interaction between these concepts was considered and conveyed via a proposed model – see Figure 1. In the narrative below, direct quotes from interview transcripts have been included to illustrate the use of a category in a particular
context. Where quotes were cut, this has been signified with the use of an ellipsis “…”. Any necessary clarification within the quote has been included in [brackets].

The need to be “a certain kind of person”

Reference was consistently made by support workers to the necessity of an instinctive and innate quality or ability. Staff described finding it hard to articulate the specifics of this but highlighted a distinct sense of staff having something in common with one another.

...Everybody who I work with is...completely different, you couldn’t get more different types of people, but everyone is the same in that they’ve...got to be a certain type of person to do this job...(Robin)

...I can’t put my finger on it. But it’s just...it’s just what we do...(Jordan)

Staff reflected on an uncertainty about whether they arrive into the role with all the necessary pre-requisite qualities required, as if embodying the person specification, or whether skills are acquired and/or developed through carrying out the work day-to-day. Most staff felt there was some degree of habituation to the role induced through the work and the culture of the organisation.

...I think you need certain qualities...In terms of being...outgoing...articulate in some ways because you have to get a message across...I think there are still qualities that you learn as you go along...(Charlie)

Further reference was made to the need for certain personal attributes including: a good sense of humour; confidence; patience; being a creative problem solver; being trustworthy, being a ‘people person’, a good communicator; being laid back and being comfortable with
themselves. Day-to-day, staff described utilising many of these qualities to engage in the relationships with the young people (the formation and maintenance of which is integral to the role), tailoring their support flexibly to the individual's needs. Staff highlighted requirements of being consistent and reliable, alongside enforcing boundaries.

...you say you're going to do something and then you do it. And it's not giving up either...you say to them; I'm going to be here tomorrow at 10 o'clock and if they're not there that's fine. I don't give them a hard time, but just text, leave a note, I'm coming back this day...this day, this day and you just keep doing it...and then they'll meet and then you can start from there...(Jo)

...keep everything professional...no, I'm not a taxi service and no, I'm not your mother. And no, I can't lend you a fiver for a packet of fags...(Jordan)

Staff described underlying motivations for the role in terms of valuing homeless young people and having an interest in the next generation. Working in line with their values provided a sense of vocation. For some, this sense of purpose extended to feeling compelled to help to unify society and to invest in their local community.

...you're investing...in the future of society and...a lot of the guys I work with are also from the similar sort of background as me so...we're doing something for our community...worth doing...you've just got to try and...get on...that's just how I was brought up...unity isn't it and just look after each other...(Ash)

Many of the support workers spoke of having personal lived experiences, such as experiencing trauma or homelessness themselves. These experiences were viewed as useful in the work, facilitating engagement with service users, and for some they were cited as motivators to do the job.
...I had to seek...tenancy support...myself...it helped me massively growing up...I had a
difficult childhood, but I valued the input that everybody gave me for me to be able to manage
and cope at such a young [age]...(Brook).

Staff who did not have personal experience were able to see the benefits in these
experiences for building relationships with the homeless young people, but also the possible
difficulties if personal traumas become triggered.

...it's a careful line...if they can automatically relate to the service users and...help them very
quickly because they've been through it; but equally I think those can be the very tough cases
because it can be a bit like...holding a mirror up to yourself that's really, really...difficult...(Kit)

The rewards and challenges of the role

Participants discussed the rewards and challenges that are fundamental to the role. These
could be described as elements of the job description; the realities of the role.

The rewards

There was clear divergence in opinion from staff on the topic of financial reward, with some
intimating that the pay does not reflect the effort involved.

...It's hard work, it's very draining...there's no money in it...but it is very rewarding...(Jordan)

Other staff spoke of feeling well paid considering their level of qualification and skill.

... it's good pay compared to what a person of my skills can get...(Ash)
Some staff spoke about the opportunities for promotion within the role being a potential reward.

…I hadn’t had a lot of experience of working with young people… it was… a new thing for me but… People were giving really good feedback and as a result… I was taken on and… I’ve had that kind of progression… over the years… (Charlie)

Other areas listed as rewards of the job included the flexibility gained from the working hours and shifts required in some roles. Others appreciated the autonomy of the role and for some it was the opportunity to work outside of an office environment that brought the reward.

… just generally it’s a great job. It does have its difficulties, but… it’s brilliant. I couldn’t work in an office now; it would kill me… (Robin)

The challenges

Managing the risk and the sometimes challenging nature of service users’ behaviour, was consistently referred to as one of the major difficulties of the staff roles. Staff highlighted various forms of challenging behaviour, including substance and alcohol misuse, self-harm, mental health issues, property destruction and verbal and physical abuse. At times, some staff found themselves in situations where they felt at serious risk and feared for their lives.

… my colleagues have been spat in the face and have been pushed through a window and then… you’ve got to work with these people the next day as if nothing has happened… (Robin)

Staff also described witnessing high levels of service user distress which sometimes involved high levels of risk.
she used to cut quite badly. I remember going up in her room and said to her… I’m not going to stand here and watch you, I can’t…it was quite shocking to see that…to be there…I found myself in an…alien situation…I…didn’t know what to say for the best…what to actually do. And…there’s no amount of training can actually teach you…it’s a thinking on your feet thing…(Lee)

All staff considered, with a high degree of insight, the possible reasons for displaying these behaviours, such as adverse childhood experiences and a communication of needs. They highlighted ways in which they had learnt to manage challenging behaviour, sharing strategies and advice.

…the way I see it is whatever that young person has been not able to communicate…it’s a way of communicating…(Brook)

Some staff spoke of the challenges and upsets involved in experiencing the death of a young homeless person.

cases that are really sad…there’s been deaths. We went to one of our service user’s funerals the other day; a lovely guy…(Jo)

Although some staff listed the working hours, shift patterns and lone working as a reward, some identified more with these as challenges of the role.

I don’t like, because the rota changes so you haven’t got the same days off every time…that’s awkward, especially if you’ve got a social life to have…you don’t sleep so good there because obviously you’re at work…You’re never fully relaxed and you will get disturbed during the night…your day off will always follow a night shift, so it won’t really feel like a day off…(Ash)
Some staff also shared their struggles with paperwork, in terms of questioning its necessity and struggling to balance the volume of paperwork with the demands of the homeless young people.

…I find the paperwork…was too much, I really couldn’t do it…the pressures…staff are under is ridiculous…and because you’re dealing with vulnerable and chaotic young people…you’ve got a diary, but they don’t care what your diary is and crises don’t book in…They don’t make an appointment do they?…I’ll come and work with people not papers…(Ash)

However, there was divergence within this element of the concept, with some stating that they had no difficulty with the documentation at all.

…whereas their biggest challenge would probably be the paperwork. To me the paperwork is nothing and I feel like I can focus more on that person…(Robin)

The impact of the organisational context and culture

Some staff asserted a need to re-consider how work is evidenced within the service and expressed a sense of frustration at the system hindering their ability to do their job well. Some staff also expressed anger at the perceived inflexibility of the service which they felt delayed support for homeless young people. Some spoke of being left feeling dubious about the motives and priorities of management.

…Why don’t you involve yourself? You’re telling us to…but you don’t do none of those things. Once a year just take time out…the project I work in…you just don’t even come over now, never. I don’t want them there all the time, don’t get me wrong but…just come and meet up, say hi, this is me…(Sam)
Varied experiences of managerial support and supervision were evident. Some staff described support as above and beyond what is necessary, having had excellent experiences.

...if I’ve got an issue or if something’s happened...that’s bothered me...with a service user...then the first person I talk to really is (removed name)...my team leader...really supportive...(Chris).

...[the organisation] are so flexible...the flexibility and the assistance you get if you are having a hard time I find is great and I’ve been supported...(Brook)

Several staff referred to a sense that managers understood the challenges of their roles due to their own past experiences of the role.

...They’ve been there themselves and they’ve worked their way up probably from a project worker...so generally your manager would have been in your position and will have come across things that you’ve come across...(Robin)

Others were less positive about management with views on supervision being particularly divergent, with some staff feeling confident to share, and experiencing good support from supervisors:

...There is supervision...so anything that you feel needs to be addressed. And...you can pick up the phone, you can go in, and there’s always somebody that you can talk to. So yes...it’s always been really supportive...and I’ve always felt that I can say my piece...(Ray)

Others described not feeling able to confidently share information with supervisors, fearing that confidentiality would not be upheld.
...to be honest the confidentiality aspect of it for me is...I would never in a million years think that I could say something to...either my team leaders or my manager 100%...confidentiality doesn’t come into it...somebody would find out. I wouldn’t feel comfortable in sharing stuff at all... It’s not nice...if you hear that...your line manager or team leader is sharing stuff about other people...(Lee)

Some longer serving staff experienced supervision as a tick box exercise which lacked formality and was often unreliable or unavailable.

...is part of the team leader’s job to do that once a month...but sometimes they will come up for supervision and I’m like, what are you doing here? {laughs}...mate I’m looking to say to you to just sign the bottom of the book and crack on...(Sam)

In considering the causes of these differing experiences, staff spoke of members of the team promoting a ‘stiff upper lip’ approach of ‘putting up with’ and ‘getting on with things’.

...[with] my manager. It’s just shrugged off...well there you are then. Oh well, that’s the sort of attitude we get. You’re going to get issues, stiff upper lip thing, you’ve got to get on with it. I don’t think that’s productive...people do need to have support and supervision. We don’t have that. We just don’t have time for that...(Lee)

These attitudes, and the issues with supervision confidentiality, were experienced by some as leading to a wider team culture of not being able to share how they feel. Staff described preferring instead to debrief with select, trusted colleagues, or to reflect alone.

...where I’m working... there’s no confidentiality at all...everyone knows that... (Lee)

...I don’t really have much of a conversation about that sort of thing [getting upset] with other members of staff...(Chris)
Questions around possible pressures to become more resilient with increasing levels of experience were raised; with staff suggesting that public displays of vulnerability might lead to them being seen as incompetent by colleagues.

...It could be that they feel they could be looked at that they don’t know their job.
That...they’re not building the relationships with the young people...(Ray)

In addition to the role of management, staff referred to the role of other colleagues in supporting staff.

...but there’s always one of us that will just... pick it back up again...You’ve got to lighten that load. Dark humour I suppose. Brilliant...it’s great, really supportive people....Yeah, we all have a good moan... then...we have a...bit of fun...share it, and it just goes...(Jo)

Other staff highlighted the potential for feelings of isolation and loneliness within roles involving lone working. They mentioned that they do not always feel like part of a team; having little contact with other staff and experiencing handovers as brief and lacking in opportunities for sharing and reflection.

...It is quite isolating...if you’re not having regular crossovers and meeting other workers; if you work in projects that can be quite lonely...it’s really important to have those crossovers...even if it's a quick...at least they’ve seen other people...(Brook)

Individual approaches to coping
Staff described a number of different strategies for caring for themselves and coping with the challenges and difficulties within the roles. Many spoke of using mindfulness to help them remain grounded in the present moment. Others spoke about the use of self-talk strategies, visualisation and separation techniques to help maintain perspective.

...you’ve got to think of ways to stop the mind going...to clear the mind...to like breathe or I might just put on a certain piece of music and just close my eyes and just...breathe...how your breathing is really important...(Ash)

...there’s that physical closing of the door and...you take your mental eye just goes elsewhere and it doesn’t look back in work...(Kit)

Self-care strategies such as prioritising hobbies, interests and relationships outside of work were discussed, as were the benefits of physical exercise and healthy lifestyles. Staff described the importance of asking others for help and knowing when to take a break. Staff also emphasised the importance of not taking things personally and taking time to process emotions.

...Don’t take nothing personally...(Ash)

...I...regularly go running...so I’m able to just get out and not think about work and not...dwell on anything...(Charlie)

Possible adverse impacts of the role

Staff outlined how at times difficulties in coping with the challenges, combined with the working conditions and organisational context and culture, caused them to struggle to cope with the impact of the role. Many staff described how work demands were perpetuated by an increase in the complexity of young homeless people accessing the services, which was attributed to
funding cuts and systemic issues in wider society. The support workers referred to a number of adverse impacts of the role: worrying and ruminating about work; difficulty sleeping; nightmares; stress and sickness. Those with personal adverse lived experiences explained how previous trauma had sometimes been triggered by work situations. Feelings of responsibility and pressure were common, particularly in having to make quick decisions on risk and safety. Most described having experienced physical, adrenalin induced fight/flight responses.

…it can make you ill…people do go off on sick because…if they’ve already got their own issues and then you’re dealing with somebody that’s got issues, it can compound itself and you can become ill. People do become ill…(Jordan)

…it can be extremely emotional draining…and it is physically draining when you’ve got to constantly keep on at somebody to say provide a bank statement…and if they don’t provide it they lose their home…and that’s actually quite frustrating…because you are just harping on all the time…(Jordan)

Enjoyment of the role

Despite the challenges, all participants spoke of how much they enjoyed the variety of experiences that the roles provided. The opportunity to work across different settings, and with
differing levels of complexity, held their interest. The variation was cited as leading to long careers within the organisation.

...No two days are the same...every day is different because obviously people are different aren’t they…it’s like you’re never bored and…I think it’s a role that’s worth doing...(Jo)

Connecting with the homeless young people was seen as a skill, and staff found it enjoyable to be a positive influence. Staff referred to a sense of achievement in seeing the homeless young people progress, reach goals, gain skills and achieve independence.

...you will get a young person coming in potentially with no living skills and then within a year or six months they can leave and then they can live independently. You can really see that then…(Robin)

Most staff described learning from service users, gaining insight and perspective. Several staff described an accompanying sense of responsibility to advocate for services users, recounting a desire to inform others about the importance of investing in youth and reminding others how privileged they may be in comparison.

...it’s that educating people about the way it really is…I find myself getting quite passionate about it and…I have to keep a lid on it and keep it professional…It’s an education for people outside…All these misconceived…I have to educate them…(Jo)

**Personal growth**

Many staff spoke of how the role had helped them to re-evaluate their own concerns and helped them to view their life more positively. Some staff discussed being changed by the work, for example, becoming more aware, reflective, non-judgemental and patient. Staff
found skills that they did not know they had, and experienced this as enlightening. For some, a shift in values was described, impacting how they interacted with their own children; wanting to protect them and show them more physical affection. A sense of personal gratitude in ‘feeling lucky’ in comparison was highlighted.

…I think that when you’ve done this job for any period of time you become very aware of how lucky you are as a person and how much a little bit of help goes a long way with other people…it makes your life seem wonderful sometimes…(Robin)

The core conceptual dilemma identified within the data was the challenge of enabling and maintaining engaging and safe relationships with homeless young people (many of whom have a history of trauma). At a conceptual level, this was influenced by the pressures of coping with multiple complex challenges, within a constrained organisation that is seeking to address a wider societal and political problem. A theory of balance was developed within which a pivotal process was the fluctuation between feeling supported by the organisation and coping well and feeling unsupported and struggling to cope (see Figure 1.). When organisational support was high, and the individual had a strong repertoire of coping strategies, and feels skilled and efficacious in building supportive, but boundaried relationships with service users, the role can feel rewarding and enjoyable which can progress to personal growth. Conversely, when staff felt unsupported by the organisation, the work was traumatic or excessively demanding, coping may be overwhelmed with the potential to result in adverse impacts, such as stress and sickness. A fluctuation between all the involved factors renders this dilemma of achieving balance vulnerable to tipping/being tipped.
Figure 1. Diagrammatic representation of the complex balance for support workers in helping homeless young people
Discussion

The current study adds significant insights to the literature on staff experiences and perceptions of working with young homeless people in the UK. The findings from the themes and subthemes generated through the interviews, and the resultant model, shed light on factors relevant to supporting staff working in young homeless settings.

The central dilemma within the model described above highlights the complexity of the relationships between the young homeless people and the support workers. Building these relationships has been described as the “bread and butter” of work with homeless people (Cockersell, 2012, p.179, as cited in, Phipps, Seager, Murphy & Barker, 2017), with staff requiring skills that allow them to adapt and respond to the individual with flexibility and versatility (Kidd et al., 2007).

The individual themes and subthemes that emerged from the interviews are consistent with some relevant past research, but also add depth and insight into the specific challenges of the staff role in young homeless settings. The importance of the therapeutic alliance has previously been shown to be key in supporting young homeless people (McGrath & Pistrang, 2007). Given that a high proportion of homeless young people have experience of the care system and/or past trauma (Hopper et al., 2010; Shelter, 2005) developing a therapeutic alliance is likely to be challenging due to the inherent trust issues they might face (McGrath & Pistrang, 2007). The current study found that staff highlighted certain skills that have been helpful in developing positive relationships with their clients, for example citing the requirement for consistency in implementing boundaries and reliability in support offered. It is noted that many of the skills referred to (e.g., a need for a consistent approach, having empathy for the clients in terms of their past histories) are common in attachment-focused therapies for those in the care system (e.g., Hughes, 2011).
The two key concepts that emerged from participants’ experiences were organisational context and culture, and individual approaches to coping. These were both fundamental to how support workers attempted to manage the tricky balance involved in building relationships with young homeless people.

Organisational context and culture

In the current study, support workers discussed the need for safe and confidential sources of support from within the organisation. Kidd et al., (2007) also found that the support worker role was supported within several layers of organisational and cultural context. Participants highlighted a variability in their experiences of supervision and reflective practice, with some finding the support offered to be excellent, and others stating the opposite. Team handovers were also experienced with divergence, with some staff sharing that they felt that they were too brief and unstructured and others finding them a useful space for reflective practice with the team. The inconsistency between participants’ experiences might be partly due to individual differences in perceptions of what support they need, or the challenge of embedding support structures throughout organisations.

In reference to the wider system, increased awareness of the impact of austerity, and the faults within the welfare system were reflected upon. Staff highlighted their new levels of insight into the lack of investment in youth; an inequality in opportunities, and the need for a community approach. Participants expressed that the contextual landscape had worsened over time. Staff also asserted that young homeless people had lost connection with the system around them, and that much of the work had become about teaching them different ways to make the current system work for them. This process could be conceptualised as a state of psychological disequilibrium experienced due to not acting in accordance with moral decisions, because of institutional constrictions (Corley, 2002).
Individual approaches to coping

Support workers spoke about restrictions on their time due to the required administration, and perceived inflexibility of organisational systems, which was consistent with some previous research findings. For example, Baker, O'Brien and Salahuddin (2007) identified predictors of emotional exhaustion including high levels of time pressure and low levels of self-efficacy for being productive at work, amongst female shelter workers. Maslach and Schaufeli (1993) described experiences of emotional exhaustion and psychological distress as a consequence of chronic interpersonal and occupational stressors, as burnout. In the current study, support staff described the potential for worrying, and difficulties in coping, to lead to burnout within their work. Possible adverse impacts of the role were highlighted; staff spoke of sickness absences, stress, and effects from listening to the stories of the young homeless people. Previous research has noted that the heightened awareness of the impact of trauma was linked to staff’s own current mental health (Phipps et al., 2017). These emotional reactions have been linked to compassion fatigue and vicarious trauma in homelessness staff (Arslan, 2013; Seager, 2013).

Effective coping strategies were also apparent in participants’ responses and were testament to their skill and insight. Staff who felt skilled appeared to gain intrinsic reward for this, perhaps further evidencing the benefits of skills training. Some staff showed an interest in, and awareness of the role of trauma in the behavioural presentations of the young homeless people. Indeed, past research has suggested that psychologically informed environments (PIEs) gave staff a greater understanding of psychological trauma and its effects. With this greater understanding there is the potential to increase effective support and coping strategies (Benson & Brennan; 2018). Perhaps through these initiatives staff may also gain increased job satisfaction.
Implications for practice

This complex theory of balance between identified concepts highlights that the often low-paid “support worker” roles in young homeless settings are extremely challenging. The theory can assist the development of specific support and training opportunities for support workers working with young homeless people. This may inform young homeless services across the UK, and potentially further afield, of the need for individual, team and organisational service improvements.

The employment of psychologists within services may enhance the opportunity for spaces for individual and team reflective practice. Phipps et al., (2017) found that staff working within an adult PIE setting, described reflective practice as an opportunity to step back, gain greater awareness and hypothesise about the reasons behind service user behaviour. Opportunities for team formulation approaches could also be facilitated, meeting the requests of some staff to have more open spaces for team discussions, and potentially increasing staff self-efficacy (Maguire, 2006). Staff intimated that they valued advocating for the young homeless people; with increased insight this may also advance their ability in this regard.

Although staff explained that they had received a lot of useful training from the organisation, some highlighted that they still felt unequipped to manage some challenging behaviour and lacked confidence in their own abilities. Benson and Brennan (2018) found that training staff was effective in helping keyworkers in adult settings to understand client’s behaviour and address underlying issues. Cognitive behavioural therapy skills training has been shown to increase staff confidence and understanding of the effects of trauma, and decrease negative beliefs (Cockersell, 2011; Maguire, 2012; Maguire et al., 2009a, 2009b). Staff also discussed how their work aligned with their own personal values; value-based interventions (e.g. Acceptance and Commitment Therapy (ACT)), which increase the salience of personal values
and how these can be embodied within the work, could also be implemented to increase staff satisfaction.

Many organisations working with young homeless individuals are in the process of becoming more psychologically informed in their practice. Support workers spoke of the benefits in being supervised and managed by staff who had personal experience of working within support worker roles themselves. They explained that with this experience it felt that managers understood their concerns, which allowed them to share issues with confidence. This finding highlights that although some “psychologically informed” organisations operate through direct training, reflective practice and supervision from qualified psychologists, having a tiered system might also be beneficial whereby specially trained managers (who have past experience of support worker roles) provide a significant portion of the psychologically-informed input to staff.

Implications for future research

Future research could test the developed theory, on larger staff populations, by operationalisation of the concepts in the theory through relevant validated quantitative methods. To inform staff psychological interventions, it would be important to examine the interaction between individual levels of self-efficacy and coping strategies with objective measures of the organisational context (e.g., perceptions of staff support) and how these predict the quality of the therapeutic alliance. Furthermore, the findings presented here could act as a baseline to be tested against in organisations where PIE has been fully adopted. Information could also be gathered on whether organisational knowledge of the model could lead to reduced levels of burnout within support staff working with young homeless people.
Limitations

Given that this research was carried out across one organisation, the findings may not be generalisable or representative of staff within other organisations (see Appendix 17 for support worker job description and person specification). The self-selection of participants might have led to particular support workers, who were either adept at coping or not, agreeing to take part. This method may have also allowed for staff who either had very positive or negative experiences of the organisation to be sampled. The experiences outlined may have also been affected by perceived social desirability to respond in a particular way. Staff may have had concerns around the anonymity of their experiences, fearing colleagues and senior staff may be able to identify them.

Some of the interviews were carried out in person, face-to-face, but most were carried out over the phone. This may have impacted how the participants responded and interacted with the researcher, and therefore may have had an impact on the generalisability of the findings. The participants had all received varying levels of training from within the organisation. The level and nature of the previous training was not specifically considered. The organisation intended to become a PIE in the future, but this had not yet been formalised. The type of training received and by whom may have influenced the experiences of the staff sampled.

Despite these limitations, the current study provides a unique insight into the complex balance involved for support workers to engage with young homeless people, to cope and to feel supported by their organisation. This research serves to highlight the challenges faced by this under researched group of professionals.
References


Homeless Link (2017), An introduction to Psychologically Informed Environments and Trauma Informed Care: Briefing for homelessness services. Homeless Link: London.


Southampton, Southampton.


Paper 3: Critical Reflection

A critical reflection of the research process

A Systematic Review and Empirical Study Exploring the Experiences of Staff Working in Services for Homeless People.

Louise Peters

Total word count: 4998
Introduction

This paper will critically reflect on the process of completing qualitative research, exploring the emotional experiences and perceptions of staff working within homeless settings. The research examined how staff manage when supporting homeless people, who often have traumatic histories. I will reflect on my experiences of conducting a systematic review and meta-synthesis, and on the process of carrying out empirical research. I will also discuss possible implications of the research and proposed theories for future practice.

Inception of the Research

Knowledge of the Field from Personal Experience

I was previously familiar with Psychologically Informed Planned Environments (PIPEs) having worked in prisons and other forensic settings in the London area. PIPEs are designed to support transition and personal development at important stages within an offender’s pathway (National Offender Management Service (NOMS); NHS England 2015). I was also aware that the PIPE model had been employed within a number of community-based hostel settings (known as Approved Premises PIPEs), aiming to support those released from custody. I later worked for the Royal College of Psychiatrists (the College) Centre for Quality Improvement (CCQI), where I became aware of the ‘Enabling Environments’ project. The CCQI is where Psychologically Informed Environments (PIEs) were initially developed by Johnson and Haigh (2010). I subsequently worked in what was then termed a ‘Dangerous and Severe Personality Disorder’ service – an NHS service at HMP Whitemoor. This service had a Trauma Informed Care (TIC) approach to intervention and treatment, and now forms part of the Offender Personality Disorder Pathway (NOMS, 2015). Following this post, I worked for Turning Point, a charity supporting people with drug and alcohol issues. I
encountered people experiencing homelessness and liaised with services supporting them. Here, I began to develop an interest in how people with histories of complex trauma are supported within the community. I later worked in an NHS Personality Disorder Hub Service, providing community-based assessment, treatment and care-co-ordination for individuals with a diagnosis of personality disorder. Moving on to complete a DClinPsy placement in a Developmental Trauma Service for Looked After Children, I reflected on having witnessed the ‘full cycle’ of those with histories of complex trauma. I became interested in how service provision for homeless people, who often have histories of complex trauma and insecure attachments, relied heavily on the charitable sector. Each service appeared to function as an individual silo, with little joint working or communication, perhaps in part due to social care being ‘marketised’ with short term contracts awarded based on cost and outcomes (Phipps, Seager, Murphy & Barker, 2017). I witnessed unrealistic goals and pressure placed on staff as a result of funding cuts due to the economic climate (Homeless Link, 2013).

**Engaging with Academia**

When deciding on a research area, I approached a staff member within the wider School of Psychology, Dr Katherine Shelton, who had presented a project with a service for young homeless people. She had conducted research focusing on the mental health problems of young homeless people (Hodgson, Shelton, van den Bree & Los, 2013; Hodgson, Shelton & van den Bree, 2014; Hodgson, Shelton & van den Bree, 2015; Fry, Langley & Shelton, 2016). I also approached Dr Christopher Hobson, who had worked in forensic settings and within a PIPE. I conducted a brief review of literature relating to services for homeless people and came across a paper that would become pivotal in forming my initial ideas, Hopper, Bassuk and Olivet (2010), ‘Trauma-Informed Care in Homelessness Services Settings’. This research offered a framework for providing services to traumatised individuals within homeless settings and suggested directions for future practice (Hopper et al., 2010). It was suggested future qualitative studies could help define the process of offering trauma-
informed services, and further research was needed to determine how trauma-informed care
could be adapted to meet the needs of homeless youth (Hopper et al., 2010). Through
further reading and supervision, it was concluded that an exploration of the emotional
experiences of staff working with young homeless people would provide valuable insight. Dr
Victoria Samuel was approached as she had extensive experience in research adopting a
qualitative Grounded Theory approach.

In order to gain more understanding of current research within the field, I attended a
conference ‘Making It Count: delivering and researching Psychologically Informed
Environments’ organised by Homeless Link, the national membership charity for
organisations working directly with people who become homeless in England. A session on
‘developing the research programme’ proved particularly informative and confirmed a need
for qualitative research regarding staff teams. I heard talks from Robin Johnson, Dr Nick
Maguire and Peter Cockersell, who have all contributed significantly to UK homelessness
literature. I also heard from staff from many different third sector organisations and began to
gain an understanding of the landscape. The presentations at the conference tended to
focus on England, but there was representation from Scotland and Ireland. It was surprising
that no delegates came from Welsh services. I reflected that this further added to my
rationale for a need to research this area in Wales. I also had a meeting with Dr Nick
Maguire, Associate Professor within Psychology at the University of Southampton, who
holds a particular interest and expertise in homelessness research and clinical practice. We
spoke about research ideas and he confirmed my ideas would add value.

Engaging with a Local Service Provider

In liaising with the third sector service for young homeless people in Wales, where the
research took place, it became clear the role of support staff was complex and multi-faceted.
The service works across Wales, within many different sites and varying projects. Support
staff carry out a plethora of different roles and it became clear they were not a homogenous group, varying in levels of experience and responsibility. There was much scope for involvement, as the organisation intended to work towards becoming a PIE in the future, and senior staff felt research focusing on the emotional experiences of staff would assist with the development of support and training to implement this. During the research, the organisation confirmed funding for a Clinical Psychologist post to lead in developing the organisation as a PIE.

**Systematic review and meta-synthesis**

The aim of the systematic review and meta-synthesis was to contribute a more in-depth understanding of the emotional experiences and coping of support staff working with homeless people. I was perturbed by the reported prevalence of mental health problems among staff working with homeless populations (Wirth, Mette, Prill, Harth & Nienhaus, 2019), with one study reporting 33% of a sample of 472 individuals showing symptoms of Post Traumatic Stress Disorder (PTSD; Schiff & Lane, 2019).

During the initial searches, I discovered much of the research in this area focused on staff supporting adult homeless populations and it was mainly quantitative in nature. Wirth et al. (2019) had conducted a mixed-methods review of the working conditions, mental health and coping of staff working with refugees and homeless people. They included 25 studies in the review, with only 6 employing a qualitative design, some of which related to a refugee population and some of which were not published in peer reviewed journals. There did not appear to be a review of peer reviewed qualitative literature into the experiences and perceptions of staff working with homeless people, nor any meta-synthesis linking the qualitative research in this area. A search of The International Prospective Register of Systematic Reviews (PROSPERO) appeared to confirm no similar reviews had been registered. As such there remained a need for further knowledge and exploration of the
research in this area, given that PIEs are beginning to be developed throughout the UK in homeless settings. Due to only a small number of research studies focusing on the experiences of staff working with homeless young people specifically, it was considered more feasible, for the purposes of a systematic review, to focus on staff working across all homeless populations. In order to gain a greater understanding of the emotional experiences and perceptions of staff working with homeless people, an exploration of the existing qualitative research, and a meta-synthesis, were required. Liberati et al. (2009) has previously stated the completion of systematic reviews and meta-syntheses are crucial for a reliable summary of the qualitative research base. Prior to this study, I had only ever conducted quantitative research. I was acutely aware that qualitative research can be criticised as being more subjective, and therefore prone to author bias, than quantitative research. Consequently, there is a scientific need for syntheses of qualitative studies in similar areas to highlight key common theoretical concepts – making them less likely to be influenced by individual author bias.

The literature searches

A systematic and transparent approach to searching the literature was adopted following guidance for the Preferred Reporting items for Systematic Reviews and Meta-Analyses (PRISMA; Liberati et al., 2009). Recognising the focus of the review held a psychological perspective on staff experiences of working within sociological and social science arenas, I sought the advice of the university librarian for assistance with deciding which research databases would be most appropriate. Following advice, I searched four databases from date of inception (PsycInfo; Sociological Abstracts; Applied Social Sciences Index and Abstracts (ASSIA); Web of Science). When deciding on search terms, I held in mind that my preliminary searches had indicated minimal qualitative studies. Therefore, a central focus was to keep search terms open by searching with keywords alongside wider subject headings within each database. I chose to use keywords relating to qualitative methodology,
despite being aware of literature highlighting possible difficulties in capturing all relevant papers – due to keywords relating to title, abstract and qualitative methodology descriptions being inadequate (Cooke, Smith & Booth, 2012). I followed advice from reviewers at the School of Health and Related Research (ScHARR) by using the abbreviation ESCAPADE to organise search terms (Boland, Cherry, & Dickson, 2014). For the staff-related search terms, it became apparent job titles differed across countries; thus, efforts were made to gather terminology from papers from other westernised countries. I asked myself questions as searching began, such as, “will there be enough papers?” and “does it confuse the focus to include studies describing both staff and service user experience?”. I noted there was a significant volume of papers focusing on specific subgroups (e.g. those with substance misuse issues and addictions), specific project evaluations, and specific settings (e.g. medical settings). As a result of searching in this way, I had to manually review titles and abstracts in order to assess their eligibility for the study. I learnt that conducting such searches for the purposes of a systematic review was a time-consuming and daunting process. However, as it concluded, I felt reassured that my searches had retrieved the relevant articles.

It was evident that establishing clear inclusion and exclusion criteria was vital in ensuring articles were relevant to the topic. The focus was intended to ensure a deeper explanation of the emotional experiences and perceptions of staff working with homeless people. It was important to remain consistent in methodological approach across the articles; therefore, mixed method approaches and those using case studies were excluded. I felt this was also justified given the recent mixed methodology review by Wirth et al. (2019).

Critical appraisal of the identified studies

It was important to include a robust method of critically appraising the identified studies. Despite not having been viewed as essential to the process of meta-synthesis historically,
with a preferred focus on not losing relevant studies (Walsh & Downe, 2005), I felt it was vital to the integrity of the process to ensure good quality, reliable research was included. I decided to use the Critical Appraisal Skills Programme (CASP) qualitative checklist (2018) as this tool is most commonly used. The tool provided a checklist which helped to guide the assessment of quality and gave an overall score to each paper. It was of interest that CASP did not provide any advice on how these scores should be interpreted. Therefore, it was difficult to consider cut-offs around which papers should be included in the study. I discussed this with the second-rater of the papers, and within supervision, and it was agreed all of the identified papers should be included in this case, despite one paper receiving a score of 4/10. This paper was included as it had a clear statement of aims and findings and employed qualitative techniques. Therefore, all the papers added value. The scoring of the papers also proved to be a more subjective process than I had anticipated. Again, the discussion of this process with the second-rater proved vital. Attention was also paid to the clarity of the concepts within each paper (Noblit & Hare, 1988). On reflection, I could have referred to the government framework for assessing quality in qualitative research (Spencer, Ritchie, Lewis & Dillon, 2003) to assist with this process. Nevertheless, I felt the process of critical appraisal used maintained a level of quality and robustness; this was reflected in 70% of the papers scoring a rating of 9/10, indicating that the majority of studies selected were of sufficient quality for conclusions to be validly inferred.

**The meta-synthesis**

I did not carry out the meta-synthesis until I had interviewed and analysed the data from the empirical research project, so as not to influence my interpretation. Initially I reflected on the epistemologies within different approaches to the synthesis of qualitative research. I considered which methodology would best fit with my understanding of the world around me. I felt this was important given I would be the interpreter of the data (Charmaz, 2014), which would have a direct influence on the findings. I reflected on my belief that we construct our
own realities; within the context of the interactions we have with the social group that surrounds us. I believe this social group also maintains collective understanding of the world. My position fits with the epistemology of ‘objective realism’, which directly informs meta-ethnography and Grounded Theory methodologies (Charmaz, 2014; Noblit & Hare, 1988).

Given the variety of qualitative methodologies used within the identified papers, it was important to consider an approach to synthesis which would allow concepts across these differing methodologies to be amalgamated. The flexible approach of meta-ethnography allows the synthesis of data analysed using differing qualitative methodologies (Britten et al, 2002; Charmaz, 2014). I followed an approach to meta-synthesis outlined by Britten et al. (2002). Despite looking for common themes across the data proving challenging at first, over time I began to see universal experiences and perceptions emerge, which indicated a theory of staff juggling a myriad of demands: balancing the needs of homeless people and themselves, whilst working within the constraints of the organisation and wider societal pressures. It became clear there were similarities between the proposed theory and that of the empirical paper. I discussed bias within supervision and that my perspective would have been influenced and informed by the research, which subsequently would have influenced the meta-synthesis. Despite this, it was agreed through supervision that the concepts were present within the papers, as was the overarching theory.

**Implications for the future**

The developed theory has provided new and in-depth understandings of the complex nature of the experiences and perceptions of staff working with homeless people. I believe the review supports the need for psychologically informed practices for staff, across homeless settings. Further research in this area has the capacity to support the development of more services, and to enhance the support and training offered to staff. This research provides evidence, through the objective analysis of the staff voice, for more investment in the support
offered to staff working within these settings. This has the potential to assist with securing
government funding for services. I also believe there could be potential wider societal
benefits as a result of good quality service provision in this area. For example, the cost
effectiveness of services could be improved by reducing the burden on health services and
the criminal justice system. The role for clinical psychology within these services is clear.
Staff reported a need for increased individual and team support, reflective practice, team
formulation and staff consultation; all of which would benefit from clinical psychology input.

Further qualitative research into staff experiences of supervision and reflective practice
within these services would be beneficial, as would outcome studies relating to the impact of
increased supervision and/or reflective practice regarding staff mental health and coping. It
is also my hope this review will directly inform the roll out of a PIE within the organisation in
which the empirical research was conducted.

Empirical research paper

The development of the research

After an initial review of the literature on young homeless people, I visited the host
organisation and spent time talking to senior members of staff. The discussions helped me
understand the complexity of the support worker roles (see Appendix 17 for support worker
job description and person specification) and gather more contextual information about the
service. I learned that the organisation intended to become a PIE and my research would
provide useful information about how staff could be better supported. One of the senior
members of staff I spoke to had been a support worker and provided useful feedback on
many aspects of the proposed study. After this meeting I felt a responsibility to contribute
something valuable to the service. I became aware of my lack of experience within this field
and was initially daunted by the different terminology and service structures. Engaging with
staff at the organisation helped to inform my basic understanding of young homeless services and support worker roles. Having written the research protocol and documents for participants, I liaised with a senior member of staff. Their feedback on these was helpful, making practical suggestions about how the research could be carried out within the organisation. After putting together the initial interview schedule, I also asked for feedback on the questions from the same member of staff. They offered suggestions about terminology and potential expansion of some questions. Hence, the final interview was informed by service users, who for the purposes of this thesis were staff, and thus designed to be relevant and engaging for the specific staff group it was targeting.

**Why Grounded Theory?**

From literature searches, it became apparent only one qualitative study had been completed with a young homeless population in the UK (McGrath & Pistrang, 2007). As this had been completed over a decade ago, it was felt any likely demographic changes (for example, age range, cohort-specific social and societal factors, and presenting difficulties of homeless young people over time) would not have been catered for in the literature. McGrath and Pistrang (2007) had employed a method of constant comparison within the study, and as such it was felt a Grounded Theory methodology could propose a theory and model to assist wider understanding of staff experiences. It was hoped this model had the potential to inform and develop staff training within the UK. Aiming for a focus on processes rather than a description of themes and idiosyncratic, individual experiences, ruled out the use of Interpretative Phenomenological Analysis (IPA; Smith, Flowers & Larkin, 2009).

**Ethics**

The research was reviewed and ethically approved by the School Research Ethics Committee (SREC), School of Psychology, at Cardiff University. This was a daunting
process, but I secured the support and guidance of Dr Katherine Shelton, who had expertise in applying for ethical approval from the university, and my supervisor, Dr Christopher Hobson. Amendments to the original documents were required twice, following the original application. However, once all the alterations had been made and approval had been received, I felt sure the processes in place were secure.

Consideration was given to the potentially emotive nature of the questions, and time for debriefing with participants was offered at the end of each interview. I was keen to ensure staff wellbeing, so contacted the organisation to enquire about their policies for ongoing staff support and care. They were able to outline the correct procedures, which directly informed the participant information and debriefing outlines. I was also made aware, through discussion with the organisation, that staff would be concerned about their anonymity if they took part in the research. This seemed to be a particular concern given the structure of staff teams, which were close-knit, and due to the sensitive and emotive nature of the questions posed. For this reason, I made a concerted effort to remove any identifiable information from the interview transcripts and the paper itself. The organisation also requested to remain anonymous until it was able to review the outcomes of the study, prior to publication. I have endeavoured to maintain their anonymity within the write up. Participants were allocated gender neutral pseudonyms, and any identifiable demographic information was not included.

**Participant recruitment**

Participants were recruited from two teams in Wales, which allowed for sampling of a broad range of staff. However, cultural norms may have still been present which might have an impact on the generalisability of these findings to other areas of the UK. As advised by a senior staff member within the organisation, letters providing details of the study were passed on to relevant team leaders, who then distributed them to support workers in team meetings. The inclusion criteria for the study were specified as part of this process. Staff
were advised to contact me by telephone or email if they were interested in hearing more information. I was surprised and pleased by how many staff expressed an interest in engaging in the study. I reflected that this response perhaps evidenced the need for such research.

Engagement strategies had to be employed to maintain staff interest at points. This was particularly the case due to the staggering of recruitment to allow analysis to occur at the same time. It was this analysis that informed subsequent interviews in accordance with the theoretical sampling procedures within Grounded Theory methodology (Charmaz, 2014).

**The interviews**

The questions within the interview schedule were constructed with the help of my supervisors and senior staff from the host organisation. Guidance from Charmaz (2014) was also considered, along with the literature. In constructing the questions, I became aware of my own assumptions of what might be involved within the role, and my own interests in attachment theory and working with people with histories of complex trauma. Supervision was helpful in reflecting on these assumptions and ensured the schedule remained consistent with Grounded Theory principles. Questions were kept initially broad in nature, open and non-judgemental. Questions became more focused on the emotional impacts of the role. I was constantly involved in the iterative and interactive process of the collection and analysis of the data, which occurred alongside each other. As themes began to emerge from the data, I revised the interview schedule, allowing for increased focus and detail within these particular areas.

Participants were offered a choice in how the interviews were conducted in order to ensure they felt comfortable and supported. Three participants opted to carry out the interviews face to face, in a confidential room at either the organisation or the university, and the rest
preferred to speak over the telephone. At the request of the organisation, the interviews were not conducted in participants’ working hours. I felt apprehensive over how these differing methods of data collection might impact the findings. I wondered whether the face to face interviews might lead to more socially desirable responding when compared to the relative anonymity of a telephone interview. However, as I began interviewing, I did not feel this was the case. The staff had received a participant information sheet and a consent form prior to the interview. For the telephone interviews, consent forms had been returned beforehand and a debrief form had also been sent in advance. Time was allotted after the interviews to discuss the debriefing sheets and ask any further questions or raise concerns.

Time was initially given to discussing any questions the participant may have had regarding the consent and information documents. Building a rapport with the participants was vital in maintaining engagement and for the interview process. I was initially nervous about conducting the interviews and stuck to the interview schedule, wanting to ensure I ‘got it right’. As time went on, I became more comfortable and confident in my skills. I had also received feedback from my supervisor, Dr Victoria Samuel, on my style, after she had reviewed an audio recording of an interview and transcripts. Initially I was surprised by the level of insight and awareness of the staff I had interviewed. I reflected on my assumptions and questioned why I had assumed participants would lack insight into their experiences. I endeavoured to continue interviewing with a more open perspective.

Theoretical sampling was employed during the interviews, and three revisions to the initial interview schedule were made throughout the period of data collection. The first revision included: changes to the wording of questions to enhance clarity, questions incorporating the suggestions from the initial analysis about staff enjoying the process of progress, and a question about needing to be ‘a certain kind of person’. The second revision included new questions about learning, consideration of political influence, and a greater focus on the support available. The third revision also involved theoretical sampling in relation to the
selection of participants. A theme relating to the impact of the role on parenting had emerged and as a result, a participant who had children was purposefully selected. Information about whether participants had children was collected in the initial demographic data at the start of the interviews. The questions in this final revision focused on their own parenting, issues of team culture, and confidentiality.

**Analysis**

The audio-recorded interviews were sent to a professional transcriber, due to time constraints. The longest interview was 55 minutes, whilst the shortest was 28 minutes, with transcriptions ranging from 3476 to 9577 words. I analysed the data through the use of coding and memo writing. Due to time constraints it was not possible to always analyse the transcripts before the next interview, resulting in the concurrent analysis of several interviews. On the advice of my supervisor I took breaks in collecting the data in order to analyse the findings. This proved difficult in practice as I was acutely aware I needed to keep the remaining participants engaged whilst they waited to be interviewed. Issues of power were considered here, and I made several catch-up telephone calls to participants to inform them of the reasons for the delay, fearing they might lose interest.

Examples of coded transcripts can be seen in appendix 13. The supervisor with expertise in Grounded Theory checked through the coding of four transcripts at various stages to ensure rigour was maintained. Through a process of memoing, I became absorbed in the constant comparison of the codes. It was through these memos that the initial links between concepts began to emerge. I used mind-mapping software to begin to plot out these links. Two versions of these can be seen in the appendix 14, showing the development of the theory. Over time an initial model was constructed. An initial version of the model can be seen in the appendix 15. The process of memoing and construction of the model was challenging. It was through supervision and reflection that my own feelings of inadequacy and self-doubt were
bracketed off and worked through. Over time my confidence and belief in the theory developed.

**Implications**

The theory of balance identified within this paper has the potential to inform the PIE within the host organisation and further afield. It is hoped the model can be tested in future research, perhaps within both adult and young homeless staff populations. Ideas around cognitive load theory (Sweller, 1994) could be further considered in staff training and support to help manage the necessary balance identified. These ideas could also be incorporated into the support worker Job Description and Person specification (see Appendix 17) to assist in the selection of future staff, and to enhance fit within the organisation. Further work on enhancing the wellbeing of staff could include: the provision of mindfulness and self-compassion groups to enhance self-care and resilience, Acceptance and Commitment Therapy training around working in line with staff values, and peer mentoring schemes encouraging a culture of openness within the organisation. It is hoped this research will help validate the struggles faced by support workers.

More specifically, three possible ideas which could be incorporated within a training package for support workers, and other staff working with homeless people, could include:

1) **The use of a** general measure of psychological flexibility with staff *(for example a compACT, (Francis, Dawson & Golijani-Moghaddam, 2016).* People may be more vulnerable to burnout if they are experientially avoidant *(Iglesias, de Bengoa Vallejo, & Fuentes (2010)), so some training in psychological flexibility where staff reflect on how their own personality interacts with the demands of the role could be beneficial. This may allow for differing strategies to be offered and supported for differing personality types within the staffing group.
2) The addition of clear, and genuine, organisational and supervisory validation of the complexity and difficulty of the support worker role.

3) The use of some compassion focussed ideas for working on self-compassion, compassion within the team, and compassion for service users.

Societal and political issues have also been suggested as having an impact on homelessness (Cockersell, 2011, Hopper et al., 2010). Support staff within the study highlighted their new levels of insight into the lack of investment in youth, an inequality in opportunity, and the need for a greater community approach within the role. There was a feeling the contextual landscape had worsened over time, and together with the findings from this study, which highlight the immensely challenging role of working with this complex group, I feel it is vitally important that more comprehensive feedback is given to government funders.

In terms of my own learning, my research competencies, which are crucial to being a scientist-practitioner, have developed throughout the process of conducting this research. I have learnt specific techniques of systematic reviewing (e.g. quality appraisal and meta-ethnography) and qualitative methodology (Grounded Theory), have gained confidence in my ability to engage with an organisation and conduct clinically relevant research, and realised the importance of conducting research in practice. As a researcher, I found it a challenge to balance my passion for the subject with the selectivity required in preparing a paper. In conducting the research and writing it up, I have attempted to remain as objective and scientific as possible. I developed my abilities to make decisions on the centrality of concepts and the relational links between ideas. I found it hard to let elements of the analysis go, feeling a desire to ‘do justice’ to the experiences of the staff. At points I felt I was battling with which quotes to include; it was at these points that the objectivity of a supervisor was crucial.
I hope to disseminate this research by presenting the findings at The Cymorth Cymru Annual Conference in Wales in March 2020, and England’s Homeless Link Annual Conference in June 2020. I also hope to publish the findings in the journals identified and feedback the work to the involved organisation and the support workers themselves via team meetings.
References


Hodgson, K. J., Shelton, K. H., & van den Bree, M. B. M. (2014). Mental health problems in


Appendices
Appendix 1: Clinical Psychology Review author guidelines

**Description**

*Clinical Psychology Review* publishes substantive reviews of topics germane to clinical psychology. Papers cover diverse issues including: psychopathology, psychotherapy, behavior therapy, cognition and cognitive therapies, behavioral medicine, community mental health, assessment, and child development. Papers should be cutting edge and advance the science and/or practice of clinical psychology.

Reviews on other topics, such as psychophysiology, learning therapy, experimental psychopathology, and social psychology often appear if they have a clear relationship to research or practice in clinical psychology. Integrative literature reviews and summary reports of innovative ongoing clinical research programs are also sometimes published. Reports on individual research studies and theoretical treatises or clinical guides without an empirical base are not appropriate.

**Benefits to authors**

We also provide many author benefits, such as free PDFs, a liberal copyright policy, special discounts on Elsevier publications and much more. Please click here for more information on our author services.

Please see our Guide for Authors for information on article submission. If you require any further information or help, please visit our Support Center.

**Audience**

Psychologists and Clinicians in Psychopathy

**Impact Factor**

2017: 9.577 © Clarivate Analytics Journal Citation Reports 2018
ABSTRACTING AND INDEXING

PsycINFO
Current Contents - Social & Behavioral Sciences
BIOSIS Citation Index
Embase
Scopus
Google Scholar
PubMed/Medline

EDITORIAL BOARD

Development Editor
Gordon J. G. Asmundson, University of Regina, Regina, Saskatchewan, Canada

Editors
Ernst H. W. Koster, Universiteit Gent, Gent, Belgium
Christine Purdon, University of Waterloo, Waterloo, Ontario, Canada
Annemieke van Straten, Vrije Universiteit Amsterdam, Amsterdam, Netherlands
Michael J. Zvolensky, University of Houston, Houston, Texas, USA

Editorial Board
Ruth A. Baer, University of Kentucky, Lexington, Kentucky, USA
Daniel Bagner, Florida International University, Miami, Florida, USA
Anna M. Bardone-Cone, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, USA
Linda Boolj, Concordia University, Montréal, Quebec, Canada
Andrew M. Busch, The Miriam Hospital, Centers for Behavioral and Preventive Medicine, Providence, Rhode Island, USA
John E. Calamari, Rosalind Franklin University of Med. and Science, North Chicago, Illinois, USA
Michael S. Christopher, Pacific University, Forest Grove, Oregon, USA
Pim Culpers, Vrije Universiteit Amsterdam, Amsterdam, Netherlands
Melissa Cyders, Indiana University-Purdue University at Indianapolis (IUPUI), Indianapolis, Indiana, USA
Joanne Davis, University of Tulsa, Tulsa, Oklahoma, USA
Jon D. Elhai, University of Toledo, Toledo, Ohio, USA
Brandon A. Gaudiano, Brown University, Providence, Rhode Island, USA
David A. F. Haaga, The American University (AU), Washington, District of Columbia, USA
Gretchen Haas, University of Pittsburgh, Pittsburgh, Pennsylvania, USA
Gerald Haeffel, University of Notre Dame, Notre Dame, Indiana, USA
Richard Hallam, London, UK
Martin Harrow, University of Illinois College of Medicine, Chicago, Illinois, USA
Holly Hazlett-Stevens, University of Nevada at Reno, Reno, Nevada, USA
Ell R. Lebowitz, Yale University School of Medicine, New Haven, Connecticut, USA
Ellen W. Leen-Feldner, University of Arkansas, Fayetteville, Arkansas, USA
Carl Lejuez, University of Kansas, Lawrence, Kansas, USA
Richard Moulding, Deakin University, Melbourne, Victoria, Australia
Kim T. Mueser, Boston University, Boston, Massachusetts, USA
Jeremy Pettit, Florida International University, Miami, Florida, USA
Suzanne Pineles, National Center for PTSD, Boston, Massachusetts, USA
Mark D. Rapport, University of Central Florida, Orlando, Florida, USA
Karen Rowa, McMaster University, Hamilton, Ontario, Canada
Kristalyn Salters-Pedneault, Eastern Connecticut State University, Willimantic, Connecticut, USA
Donald Sharpe, University of Regina, Regina, Saskatchewan, Canada
Eric A. Storch, Baylor College of Medicine, Houston, Texas, USA
Bruce E. Wampold, University of Wisconsin at Madison, Madison, Wisconsin, USA
Carl F. Weems, Iowa State University, Ames, Iowa, USA
Avi Welnsteln, Ariel University, Ariel, Israel
Thomas A. Widiger, University of Kentucky, Lexington, Kentucky, USA
Sabine Wilhelm, Harvard Medical School, Boston, Massachusetts, USA
GUIDE FOR AUTHORS

Submission checklist
You can use this list to carry out a final check of your submission before you send it to the journal for review. Please check the relevant section in this Guide for Authors for more details.

Ensure that the following items are present:

One author has been designated as the corresponding author with contact details:
• E-mail address
• Full postal address

All necessary files have been uploaded:
Manuscript:
• Include keywords
• All figures (include relevant captions)
• All tables (including titles, description, footnotes)
• Ensure all figure and table citations in the text match the files provided
• Indicate clearly if color should be used for any figures in print
Graphical Abstracts / Highlights files (where applicable)
Supplemental files (where applicable)

Further considerations Manuscript has been 'spell checked' and 'grammar checked' All references mentioned in the Reference List are cited in the text, and vice versa Permission has been obtained for use of copyrighted material from other sources (including the Internet) A competing interests statement is provided, even if the authors have no competing interests to declare
• Journal policies detailed in this guide have been reviewed Referee suggestions and contact details provided, based on journal requirements Ensure manuscript is a comprehensive review article (empirical papers fall outside the scope of the journal) Ensure that reviews are as up to date as possible and at least to 3 months within date of submission

For further information, visit our Support Center.

BEFORE YOU BEGIN

Ethics in publishing
Please see our information pages on Ethics in publishing and Ethical guidelines for journal publication.

Declaration of interest
All authors must disclose any financial and personal relationships with other people or organizations that could inappropriately influence (bias) their work. Examples of potential competing interests include employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/registrations, and grants or other funding. Authors must disclose any interests in two places: 1. A summary declaration of interest statement in the title page file (if double-blind) or the manuscript file (if single-blind). If there are no interests to declare then please state this: 'Declarations of interest: none'. This summary statement will be ultimately published if the article is accepted. 2. Detailed disclosures as part of a separate Declaration of Interest form, which forms part of the journal's official records. It is important for potential interests to be declared in both places and that the information matches. More information.

Submission declaration and verification
Submission of an article implies that the work described has not been published previously (except in the form of an abstract, a published lecture or academic thesis, see 'Multiple, redundant or concurrent publication' for more information), that it is not under consideration for publication elsewhere, that its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the work was carried out, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, including electronically without the written consent of the copyright-holder. To verify originality, your article may be checked by the originality detection service Crossref Similarity Check.
Preprints
Please note that preprints can be shared anywhere at any time, in line with Elsevier's sharing policy. Sharing your preprints e.g. on a preprint server will not count as prior publication (see 'Multiple, redundant or concurrent publication' for more information).

Use of inclusive language
Inclusive language acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities. Articles should make no assumptions about the beliefs or commitments of any reader, should contain nothing which might imply that one individual is superior to another on the grounds of race, sex, culture or any other characteristic, and should use inclusive language throughout. Authors should ensure that writing is free from bias, for instance by using 'he or she', 'his/her' instead of 'he' or 'his', and by making use of job titles that are free of stereotyping (e.g. 'chairperson' instead of 'chairman' and 'flight attendant' instead of 'stewardess').

Changes to authorship
Authors are expected to consider carefully the list and order of authors before submitting their manuscript and provide the definitive list of authors at the time of the original submission. Any addition, deletion or rearrangement of author names in the authorship list should be made only before the manuscript has been accepted and only if approved by the journal Editor. To request such a change, the Editor must receive the following from the corresponding author: (a) the reason for the change in author list and (b) written confirmation (e-mail, letter) from all authors that they agree with the addition, removal or rearrangement. In the case of addition or removal of authors, this includes confirmation from the author being added or removed. Only in exceptional circumstances will the Editor consider the addition, deletion or rearrangement of authors after the manuscript has been accepted. While the Editor considers the request, publication of the manuscript will be suspended. If the manuscript has already been published in an online issue, any requests approved by the Editor will result in a corrigendum.

Author Disclosure Policy
Authors must provide three mandatory and one optional author disclosure statements. These statements should be submitted as one separate document and not included as part of the manuscript. Author disclosures will be automatically incorporated into the PDF builder of the online submission system. They will appear in the journal article if the manuscript is accepted.

The four statements of the author disclosure document are described below. Statements should not be numbered. Headings (i.e., Role of Funding Sources, Contributors, Conflict of Interest, Acknowledgements) should be in bold with no white space between the heading and the text. Font size should be the same as that used for references.

Statement 1: Role of Funding Sources
Authors must identify who provided financial support for the conduct of the research and/or preparation of the manuscript and to briefly describe the role (if any) of the funding sponsor in study design, collection, analysis, or interpretation of data, writing the manuscript, and the decision to submit the manuscript for publication. If the funding source had no such involvement, the authors should so state.

Example: Funding for this study was provided by NIAAA Grant R01-AA123456. NIAAA had no role in the study design, collection, analysis or interpretation of the data, writing the manuscript, or the decision to submit the paper for publication.

Statement 2: Contributors
Authors must declare their individual contributions to the manuscript. All authors must have materially participated in the research and/or the manuscript preparation. Roles for each author should be described. The disclosure must also clearly state and verify that all authors have approved the final manuscript.

Example: Authors A and B designed the study and wrote the protocol. Author C conducted literature searches and provided summaries of previous research studies. Author D conducted the statistical analysis. Author B wrote the first draft of the manuscript and all authors contributed to and have approved the final manuscript.

Statement 3: Conflict of Interest
All authors must disclose any actual or potential conflict of interest. Conflict of interest is defined as any financial or personal relationships with individuals or organizations, occurring within three (3) years of beginning the submitted work, which could inappropriately influence, or be perceived to have influenced the submitted research manuscript. Potential conflict of interest would include employment, consultancies, stock ownership (except personal investments equal to the lesser of one percent (1%) of total personal investments or USD$50,000), honoraria, paid expert testimony, patent applications, registrations, and grants. If there are no conflicts of interest by any author, it should state that there are none.

Example: Author B is a paid consultant for XYZ pharmaceutical company. All other authors declare that they have no conflicts of interest.

Statement 4: Acknowledgements (optional)
Authors may provide Acknowledgements which will be published in a separate section along with the manuscript. If there are no Acknowledgements, there should be no heading or acknowledgement statement.

Example: The authors wish to thank Ms. A who assisted in the proof-reading of the manuscript.

Copyright
Upon acceptance of an article, authors will be asked to complete a 'Journal Publishing Agreement' (see more information on this). An e-mail will be sent to the corresponding author confirming receipt of the manuscript together with a 'Journal Publishing Agreement' form or a link to the online version of this agreement.

Subscribers may reproduce tables of contents or prepare lists of articles including abstracts for internal circulation within their institutions. Permission of the Publisher is required for resale or distribution outside the institution and for all other derivative works, including compilations and translations. If excerpts from other copyrighted works are included, the author(s) must obtain written permission from the copyright owners and credit the source(s) in the article. Elsevier has preprinted forms for use by authors in these cases.

For gold open access articles: Upon acceptance of an article, authors will be asked to complete an 'Exclusive License Agreement' (more information). Permitted third party reuse of gold open access articles is determined by the author's choice of user license.

Author rights
As an author you (or your employer or institution) have certain rights to reuse your work. More information.

Elsevier supports responsible sharing
Find out how you can share your research published in Elsevier journals.

Role of the funding source
You are requested to identify who provided financial support for the conduct of the research and/or preparation of the article and to briefly describe the role of the sponsor(s), if any, in study design; in the collection, analysis and interpretation of data; in the writing of the report; and in the decision to submit the article for publication. If the funding source(s) had no such involvement then this should be stated.

Funding body agreements and policies
Elsevier has established a number of agreements with funding bodies which allow authors to comply with their funder's open access policies. Some funding bodies will reimburse the author for the gold open access publication fee. Details of existing agreements are available online.

Open access
This journal offers authors a choice in publishing their research:

Subscription
- Articles are made available to subscribers as well as developing countries and patient groups through our universal access programs.
- No open access publication fee payable by authors.
• The Author is entitled to post the accepted manuscript in their institution’s repository and make this public after an embargo period (known as green Open Access). The published journal article cannot be shared publicly, for example on ResearchGate or Academia.edu, to ensure the sustainability of peer-reviewed research in journal publications. The embargo period for this journal can be found below.

Gold open access
• Articles are freely available to both subscribers and the wider public with permitted reuse.
• A gold open access publication fee is payable by authors or on their behalf, e.g. by their research funder or institution.

Regardless of how you choose to publish your article, the journal will apply the same peer review criteria and acceptance standards.

For gold open access articles, permitted third party (re)use is defined by the following Creative Commons user licenses:

Creative Commons Attribution (CC BY)
Lets others distribute and copy the article, create extracts, abstracts, and other revised versions, adaptations or derivative works of or from an article (such as a translation), include in a collective work (such as an anthology), text or data mine the article, even for commercial purposes, as long as they credit the author(s), do not represent the author as endorsing their adaptation of the article, and do not modify the article in such a way as to damage the author’s honor or reputation.

Creative Commons Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)
For non-commercial purposes, lets others distribute and copy the article, and to include in a collective work (such as an anthology), as long as they credit the author(s) and provided they do not alter or modify the article.

The gold open access publication fee for this journal is USD 2100, excluding taxes. Learn more about Elsevier's pricing policy: https://www.elsevier.com/openaccesspricing.

Green open access
Authors can share their research in a variety of different ways and Elsevier has a number of green open access options available. We recommend authors see our open access page for further information. Authors can also self-archive their manuscripts immediately and enable public access from their institution’s repository after an embargo period. This is the version that has been accepted for publication and which typically includes author-incorporated changes suggested during submission, peer review and in editor-author communications. Embargo period: For subscription articles, an appropriate amount of time is needed for journals to deliver value to subscribing customers before an article becomes freely available to the public. This is the embargo period and it begins from the date the article is formally published online in its final and fully citable form. Find out more.

This journal has an embargo period of 24 months.

Elsevier Researcher Academy
Researcher Academy is a free e-learning platform designed to support early and mid-career researchers throughout their research journey. The "Learn" environment at Researcher Academy offers several interactive modules, webinars, downloadable guides and resources to guide you through the process of writing for research and going through peer review. Feel free to use these free resources to improve your submission and navigate the publication process with ease.

Language (usage and editing services)
Please write your text in good English (American or British usage is accepted, but not a mixture of these). Authors who feel their English language manuscript may require editing to eliminate possible grammatical or spelling errors and to conform to correct scientific English may wish to use the English Language Editing service available from Elsevier’s WebShop.

Submission
Our online submission system guides you stepwise through the process of entering your article details and uploading your files. The system converts your article files to a single PDF file used in the peer-review process. Editable files (e.g., Word, LaTeX) are required to typeset your article for final publication. All correspondence, including notification of the Editor’s decision and requests for revision, is sent by e-mail.

PREPARATION
Peer review
This journal operates a single blind review process. All contributions will be initially assessed by the editor for suitability for the journal. Papers deemed suitable are then typically sent to a minimum of two independent expert reviewers to assess the scientific quality of the paper. The Editor is responsible for the final decision regarding acceptance or rejection of articles. The Editor’s decision is final. More information on types of peer review.

Use of word processing software
It is important that the file be saved in the native format of the word processor used. The text should be in single-column format. Keep the layout of the text as simple as possible. Most formatting codes will be removed and replaced on processing the article. In particular, do not use the word processor’s options to justify text or to hyphenate words. However, do use bold face, italics, subscripts, superscripts etc. When preparing tables, if you are using a table grid, use only one grid for each individual table and not a grid for each row. If no grid is used, use tabs, not spaces, to align columns. The electronic text should be prepared in a way very similar to that of conventional manuscripts (see also the Guide to Publishing with Elsevier). Note that source files of figures, tables and text graphics will be required whether or not you embed your figures in the text. See also the section on Electronic artwork.
To avoid unnecessary errors you are strongly advised to use the ‘spell-check’ and ‘grammar-check’ functions of your word processor.

Article structure
Manuscripts should be prepared according to the guidelines set forth in the Publication Manual of the American Psychological Association (6th ed., 2009). Of note, section headings should not be numbered.

Manuscripts should ordinarily not exceed 50 pages, including references and tabular material. Exceptions may be made with prior approval of the Editor in Chief. Manuscript length can often be managed through the judicious use of appendices. In general the References section should be limited to citations actually discussed in the text. References to articles solely included in meta-analyses should be included in an appendix, which will appear in the on line version of the paper but not in the print copy. Similarly, extensive Tables describing study characteristics, containing material published elsewhere, or presenting formulas and other technical material should also be included in an appendix. Authors can direct readers to the appendices in appropriate places in the text.

It is authors’ responsibility to ensure their reviews are comprehensive and as up to date as possible (at least to 3 months within date of submission) so the data are still current at the time of publication. Authors are referred to the PRISMA Guidelines (http://www.prisma-statement.org/statement.htm) for guidance in conducting reviews and preparing manuscripts. Adherence to the Guidelines is not required, but is recommended to enhance quality of submissions and impact of published papers on the field.

Appendices
If there is more than one appendix, they should be identified as A, B, etc. Formulas and equations in appendices should be given separate numbering: Eq. (A.1), Eq. (A.2), etc.; in a subsequent appendix, Eq. (B.1) and so on. Similarly for tables and figures: Table A.1; Fig. A.1, etc.

Essential title page information

Title. Concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible. Note: The title page should be the first page of the manuscript document indicating the author’s names and affiliations and the corresponding author’s complete contact information.

Author names and affiliations. Where the family name may be ambiguous (e.g., a double name), please indicate this clearly. Present the authors’ affiliation addresses (where the actual work was done) below the names. Indicate all affiliations with a lower-case superscript letter immediately after the author’s name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name, and, if available, the e-mail address of each author within the cover letter.
Corresponding author. Clearly indicate who is willing to handle correspondence at all stages of refereeing and publication, also post-publication. Ensure that telephone and fax numbers (with country and area code) are provided in addition to the e-mail address and the complete postal address.

Present/permanent address. If an author has moved since the work described in the article was done, or was visiting at the time, a "Present address" (or "Permanent address") may be indicated as a footnote to that author’s name. The address at which the author actually did the work must be retained as the main, affiliation address. Superscript Arabic numerals are used for such footnotes.

Highlights
Highlights are mandatory for this journal. They consist of a short collection of bullet points that convey the core findings of the article and should be submitted in a separate editable file in the online submission system. Please use ‘Highlights’ in the file name and include 3 to 5 bullet points (maximum 85 characters, including spaces, per bullet point). You can view example Highlights on our information site.

Abstract
A concise and factual abstract is required (not exceeding 200 words). This should be typed on a separate page following the title page. The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separate from the article, so it must be able to stand alone. References should therefore be avoided, but if essential, they must be cited in full, without reference to the reference list.

Graphical abstract
Although a graphical abstract is optional, its use is encouraged as it draws more attention to the online article. The graphical abstract should summarize the contents of the article in a concise, pictorial form designed to capture the attention of a wide readership. Graphical abstracts should be submitted as a separate file in the online submission system. Image size: Please provide an image with a minimum of 531 × 1328 pixels (h × w) or proportionally more. The image should be readable at a size of 5 × 13 cm using a regular screen resolution of 96 dpi. Preferred file types: TIFF, EPS, PDF or MS Office files. You can view Example Graphical Abstracts on our information site. Authors can make use of Elsevier’s Illustration Services to ensure the best presentation of their images and in accordance with all technical requirements.

Keywords
Immediately after the abstract, provide a maximum of 6 keywords, using American spelling and avoiding general and plural terms and multiple concepts (avoid, for example, ‘and’, ‘of’). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. These keywords will be used for indexing purposes.

Abbreviations
Define abbreviations that are not standard in this field in a footnote to be placed on the first page of the article. Such abbreviations that are unavoidable in the abstract must be defined at their first mention there, as well as in the footnote. Ensure consistency of abbreviations throughout the article.

Acknowledgements
Collate acknowledgements in a separate section at the end of the article before the references and do not, therefore, include them on the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.).

Formatting of funding sources
List funding sources in this standard way to facilitate compliance to funder’s requirements:

Funding: This work was supported by the National Institutes of Health [grant numbers xxxx, yyyy]; the Bill & Melinda Gates Foundation, Seattle, WA [grant number zzzz]; and the United States Institutes of Peace [grant number aaaa].

It is not necessary to include detailed descriptions on the program or type of grants and awards. When funding is from a block grant or other resources available to a university, college, or other research institution, submit the name of the institute or organization that provided the funding.
If no funding has been provided for the research, please include the following sentence:

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Footnotes
Footnotes should be used sparingly. Number them consecutively throughout the article. Many word processors can build footnotes into the text, and this feature may be used. Otherwise, please indicate the position of footnotes in the text and list the footnotes themselves separately at the end of the article. Do not include footnotes in the Reference list.

Electronic artwork
General points
• Make sure you use uniform lettering and sizing of your original artwork.
• Embed the used fonts if the application provides that option.
• Aim to use the following fonts in your illustrations: Arial, Courier, Times New Roman, Symbol, or use fonts that look similar.
• Number the illustrations according to their sequence in the text.
• Use a logical naming convention for your artwork files.
• Provide captions to illustrations separately.
• Size the illustrations close to the desired dimensions of the published version.
• Submit each illustration as a separate file.
A detailed guide on electronic artwork is available.

You are urged to visit this site; some excerpts from the detailed information are given here.

Formats
If your electronic artwork is created in a Microsoft Office application (Word, PowerPoint, Excel) then please supply 'as is' in the native document format. Regardless of the application used other than Microsoft Office, when your electronic artwork is finalized, please 'Save as' or convert the images to one of the following formats (note the resolution requirements for line drawings, halftones, and line/halftone combinations given below):
EPS (or PDF): Vector drawings, embed all used fonts.
TIFF (or JPEG): Color or grayscale photographs (halftones), keep to a minimum of 300 dpi.
TIFF (or JPEG): Bitmapped (pure black & white pixels) line drawings, keep to a minimum of 1000 dpi.
TIFF (or JPEG): Combinations bitmapped line/half-tone (color or grayscale), keep to a minimum of 500 dpi.

Please do not:
• Supply files that are optimized for screen use (e.g., GIF, BMP, PICT, WPG); these typically have a low number of pixels and limited set of colors;
• Supply files that are too low in resolution;
• Submit graphics that are disproportionately large for the content.

Color artwork
Please make sure that artwork files are in an acceptable format (TIFF (or JPEG), EPS (or PDF), or MS Office files) and with the correct resolution. If, together with your accepted article, you submit usable color figures then Elsevier will ensure, at no additional charge, that these figures will appear in color online (e.g., ScienceDirect and other sites) regardless of whether or not these illustrations are reproduced in color in the printed version. For color reproduction in print, you will receive information regarding the costs from Elsevier after receipt of your accepted article. Please indicate your preference for color: in print or online only. Further information on the preparation of electronic artwork.

Figure captions
Ensure that each illustration has a caption. Supply captions separately, not attached to the figure. A caption should comprise a brief title (not on the figure itself) and a description of the illustration. Keep text in the illustrations themselves to a minimum but explain all symbols and abbreviations used.

Tables
Please submit tables as editable text and not as images. Tables can be placed either next to the relevant text in the article, or on separate page(s) at the end. Number tables consecutively in accordance with their appearance in the text and place any table notes below the table body. Be sparing in the use of tables and ensure that the data presented in them do not duplicate results described elsewhere in the article. Please avoid using vertical rules and shading in table cells.
References

Citations in the text should follow the referencing style used by the American Psychological Association. You are referred to the Publication Manual of the American Psychological Association, Sixth Edition, ISBN 1-4338-0559-6, copies of which may be ordered from http://books.apa.org/books.cfm?id=4200067 or APA Order Dept., P.O.B. 2710, Hyattsville, MD 20784, USA or APA, 3 Henrietta Street, London, WC3E 8LU, UK. Details concerning this referencing style can also be found at http://humanities.byu.edu/linguistics/Henrichsen/APA/APA01.html

Citation in text
Please ensure that every reference cited in the text is also present in the reference list (and vice versa). Any references cited in the abstract must be given in full. Unpublished results and personal communications are not recommended in the reference list, but may be mentioned in the text. If these references are included in the reference list they should follow the standard reference style of the journal and should include a substitution of the publication date with either 'Unpublished results' or 'Personal communication'. Citation of a reference as 'in press' implies that the item has been accepted for publication.

Web references
As a minimum, the full URL should be given and the date when the reference was last accessed. Any further information, if known (DOI, author names, dates, reference to a source publication, etc.), should also be given. Web references can be listed separately (e.g., after the reference list) under a different heading if desired, or can be included in the reference list.

Data references
This journal encourages you to cite underlying or relevant datasets in your manuscript by citing them in your text and including a data reference in your Reference List. Data references should include the following elements: author name(s), dataset title, data repository, version (where available), year, and global persistent identifier. Add [dataset] immediately before the reference so we can properly identify it as a data reference. The [dataset] identifier will not appear in your published article.

References in a special issue
Please ensure that the words ‘this issue’ are added to any references in the list (and any citations in the text) to other articles in the same Special Issue.

Reference management software
Most Elsevier journals have their reference template available in many of the most popular reference management software products. These include all products that support Citation Style Language styles, such as Mendeley. Using citation plug-ins from these products, authors only need to select the appropriate journal template when preparing their article, after which citations and bibliographies will be automatically formatted in the journal’s style. If no template is yet available for this journal, please follow the format of the sample references and citations as shown in this Guide. If you use reference management software, please ensure that you remove all field codes before submitting the electronic manuscript. More information on how to remove field codes from different reference management software.

Users of Mendeley Desktop can easily install the reference style for this journal by clicking the following link:
http://open.mendeley.com/use-citation-style/clinical-psychology-review
When preparing your manuscript, you will then be able to select this style using the Mendeley plug-ins for Microsoft Word or LibreOffice.

Reference style

References should be arranged first alphabetically and then further sorted chronologically if necessary. More than one reference from the same author(s) in the same year must be identified by the letters "a", "b", "c", etc., placed after the year of publication. References should be formatted with a hanging indent (i.e., the first line of each reference is flush left while the subsequent lines are indented).


**Video**

Elsevier accepts video material and animation sequences to support and enhance your scientific research. Authors who have video or animation files that they wish to submit with their article are strongly encouraged to include links to these within the body of the article. This can be done in the same way as a figure or table by referring to the video or animation content and noting in the body text where it should be placed. All submitted files should be properly labeled so that they directly relate to the video file's content. In order to ensure that your video or animation material is directly usable, please provide the file in one of our recommended file formats with a preferred maximum size of 150 MB per file, 1 GB in total. Video and animation files supplied will be published online in the electronic version of your article in Elsevier Web products, including ScienceDirect. Please supply ‘stills’ with your files: you can choose any frame from the video or animation or make a separate image. These will be used instead of standard icons and will personalize the link to your video data. For more detailed instructions please visit our video instruction pages. Note: since video and animation cannot be embedded in the print version of the journal, please provide text for both the electronic and the print version for the portions of the article that refer to this content.

**Supplementary material**

Supplementary material such as applications, images and sound clips, can be published with your article to enhance it. Submitted supplementary items are published exactly as they are received (Excel or PowerPoint files will appear as such online). Please submit your material together with the article and supply a concise, descriptive caption for each supplementary file. If you wish to make changes to supplementary material during any stage of the process, please make sure to provide an updated file. Do not annotate any corrections on a previous version. Please switch off the 'Track Changes' option in Microsoft Office files as these will appear in the published version.

**Research data**

This journal encourages and enables you to share data that supports your research publication where appropriate, and enables you to interlink the data with your published articles. Research data refers to the results of observations or experimentation that validate research findings. To facilitate reproducibility and data reuse, this journal also encourages you to share your software, code, models, algorithms, protocols, methods and other useful materials related to the project.

Below are a number of ways in which you can associate data with your article or make a statement about the availability of your data when submitting your manuscript. If you are sharing data in one of these ways, you are encouraged to cite the data in your manuscript and reference list. Please refer to the "References" section for more information about data citation. For more information on depositing, sharing and using research data and other relevant research materials, visit the research data page.

**Data linking**

If you have made your research data available in a data repository, you can link your article directly to the dataset. Elsevier collaborates with a number of repositories to link articles on ScienceDirect with relevant repositories, giving readers access to underlying data that gives them a better understanding of the research described.

There are different ways to link your datasets to your article. When available, you can directly link your dataset to your article by providing the relevant information in the submission system. For more information, visit the database linking page.

For supported data repositories a repository banner will automatically appear next to your published article on ScienceDirect.
In addition, you can link to relevant data or entities through identifiers within the text of your manuscript, using the following format: Database: xxxx (e.g., TAIR: AT1G01020; CCDC: 734053; PDB: 1XFN).

Mendeley Data
This journal supports Mendeley Data, enabling you to deposit any research data (including raw and processed data, video, code, software, algorithms, protocols, and methods) associated with your manuscript in a free-to-use, open access repository. During the submission process, after uploading your manuscript, you will have the opportunity to upload your relevant datasets directly to Mendeley Data. The datasets will be listed and directly accessible to readers next to your published article online.

For more information, visit the Mendeley Data for journals page.

Data statement
To foster transparency, we encourage you to state the availability of your data in your submission. This may be a requirement of your funding body or institution. If your data is unavailable to access or unsuitable to post, you will have the opportunity to indicate why during the submission process, for example by stating that the research data is confidential. The statement will appear with your published article on ScienceDirect. For more information, visit the Data Statement page.

AFTER ACCEPTANCE

Online proof correction
Corresponding authors will receive an e-mail with a link to our online proofing system, allowing annotation and correction of proofs online. The environment is similar to MS Word: in addition to editing text, you can also comment on figures/tables and answer questions from the Copy Editor. Web-based proofing provides a faster and less error-prone process by allowing you to directly type your corrections, eliminating the potential introduction of errors. If preferred, you can still choose to annotate and upload your edits on the PDF version. All instructions for proofing will be given in the e-mail we send to authors, including alternative methods to the online version and PDF.

We will do everything possible to get your article published quickly and accurately. Please use this proof only for checking the typesetting, editing, completeness and correctness of the text, tables and figures. Significant changes to the article as accepted for publication will only be considered at this stage with permission from the Editor. It is important to ensure that all corrections are sent back to us in one communication. Please check carefully before replying, as inclusion of any subsequent corrections cannot be guaranteed. Proofreading is solely your responsibility.

Offprints
The corresponding author will, at no cost, receive a customized Share Link providing 50 days free access to the final published version of the article on ScienceDirect. The Share Link can be used for sharing the article via any communication channel, including email and social media. For an extra charge, paper offprints can be ordered via the offprint order form which is sent once the article is accepted for publication. Both corresponding and co-authors may order offprints at any time via Elsevier’s Webshop. Corresponding authors who have published their article gold open access do not receive a Share Link as their final published version of the article is available open access on ScienceDirect and can be shared through the article DOI link.

AUTHOR INQUIRIES
Visit the Elsevier Support Center to find the answers you need. Here you will find everything from Frequently Asked Questions to ways to get in touch.
You can also check the status of your submitted article or find out when your accepted article will be published.
Appendix 2: Children and Youth Services Review author guidelines

**TABLE OF CONTENTS**
- Description p.1
- Audience p.1
- Impact Factor p.1
- Abstracting and Indexing p.1
- Editorial Board p.2
- Guide for Authors p.4

**DESCRIPTION**
Children and Youth Services Review is an interdisciplinary forum for critical scholarship regarding service programs for children and youth. The journal will publish full-length articles, current research and policy notes, and book reviews.

Benefits to authors
We also provide many author benefits, such as free PDFs, a liberal copyright policy, special discounts on Elsevier publications and much more. Please click here for more information on our author services.

Please see our Guide for Authors for information on article submission. If you require any further information or help, please visit our Support Center

**AUDIENCE**
Social Workers, Sociologists, Educators, Psychologists

**IMPACT FACTOR**
2017: 1.383 © Clarivate Analytics Journal Citation Reports 2018

**ABSTRACTING AND INDEXING**
- PsycINFO
- Adolescent Mental Health Abstracts
- Research Alert
- ASSIA
- Current Contents - Social & Behavioral Sciences
- Child Development Abstracts and Bibliography
- Criminal Justice Abstracts
- Except Child Educ Abstr
- Sage Family Studies Abstracts
- Sociological Abstracts
- Scopus
- Social Sciences Citation Index
EDITORIAL BOARD

Editor
Duncan Lindsey

Associate Editors
Elizabeth Fernandez, University of New South Wales, Sydney, Australia
Todd Franke, University of California Los Angeles, Los Angeles, California, United States
Michelle Johnson-Motoyama, OHIO STATE UNIVERSITY, Columbus, Ohio, United States
Sacha Klein, Michigan State University, East Lansing, Michigan, United States
Darcey H. Merritt, New York University, New York, New York, United States
Aron Shlonsky, Monash University, Melbourne, Australia

Editorial Board
Deb Adams, University of Kansas, Lawrence, Kansas, United States
Richard P. Barth, University of California Berkeley, Berkeley, California, United States
Rosina Becerra, University of California Los Angeles, Los Angeles, California, United States
Jill Duerr Berrick, University of California Berkeley, Berkeley, California, United States
Douglas J. Besharov, American Enterprise Institute, Washington, District of Columbia, United States
Nina Biehal, University of York, York, United Kingdom
Devon Brooks, University of Southern California, Los Angeles, California, United States
Jeanne Brooks-Gunn, Columbia University, New York, New York, United States
P. Lindsay Chase-Lansdale, Northwestern University, Evanston, Illinois, United States
Mark Courtney, UNIVERSITY OF CHICAGO, Chicago, Illinois, United States
Reid Cramer, New America Foundation, Washington, United States
Robert Dingwall, University of Nottingham, Nottingham, United Kingdom
Howard Doucet, University at Buffalo - The State University of New York, Buffalo, New York, United States
Greg J. Duncan, University of California Irvine, Irvine, California, United States
Amy Dworsky, UNIVERSITY OF CHICAGO, Chicago, Illinois, United States
Jeffrey Edleson, University of California Berkeley, Berkeley, California, United States
Trudy Festinger, New York University, New York, New York, United States
Frank Furstenberg, University of Pennsylvania Department of Sociology, Philadelphia, Pennsylvania, United States
Eileen D. Gambrill, University of California Berkeley, Berkeley, California, United States
James Garbarino, Loyola University Chicago, Chicago, Illinois, United States
Irwin Garfinkel, Columbia University, New York, New York, United States
Rob Geen, Urban Institute, Washington, District of Columbia, United States
Richard J. Gelles, UNIVERSITY OF PENNSYLVANIA, Kennett Square, Pennsylvania, United States
Neil Gilbert, University of California Berkeley, Berkeley, California, United States
Robert M. Goerge, UNIVERSITY OF CHICAGO, Chicago, Illinois, United States
Victor Groza, CASE WESTERN RESERVE UNIVERSITY, Cleveland, Ohio, United States
Neal Halffon, University of California Los Angeles, Los Angeles, California, United States
Alfreda Iglehart, University of California Los Angeles, Los Angeles, California, United States
Aurora Jackson, UCLA School of Public Affairs, Dept. of Social Welfare, Los Angeles, California, United States
Howard J. Karger, Hawaii Pacific University, Honolulu, Hawaii, United States
Julia Littell, Bryn Mawr College, Bryn Mawr, Pennsylvania, United States
Colette McAuley, University of Bradford, Bradford, United Kingdom
Thomas McDonald, University of Kansas, Lawrence, Kansas, United States
Brenda McGowen, Columbia University, New York, New York, United States
Richard McKenzie, University of California Irvine, Irvine, California, United States
Linda Mills, New York University, New York, New York, United States
Elleen Munro, London School of Economics and Political Science, London, United Kingdom
John Orme, University of Tennessee, Knoxville, Tennessee, United States
Nigel Parton, University of Huddersfield, Huddersfield, United Kingdom
Peter Pecora, UNIVERSITY OF WASHINGTON, Seattle, Washington, United States
Leroy H. Pelton, University of Nevada Las Vegas, Las Vegas, Nevada, United States
Cheryl Regehr, University of Toronto, Toronto, Ontario, Canada
Tina L. Rzeznick, UNIVERSITY OF CHICAGO, Chicago, Illinois, United States
Rosemary C. Sarrl, UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan, United States
Michael W. Sherraden, Washington University in Saint Louis, Saint Louis, Missouri, United States
Timothy Smeeding, Syracuse University, Syracuse, New York, United States
David Stoesz, University of Illinois at Springfield, Springfield, Illinois, United States
Nico Trocmé, McGill University, McGill University School of Social Work, Québec, Quebec, Canada
Bo Vinnerljung, National Board of Health and Welfare, Stockholm, Sweden
Jane Waldfoogel, Columbia University, New York, New York, United States
Kathleen Wells, CASE WESTERN RESERVE UNIVERSITY, Cleveland, Ohio, United States
Susan J. Wells, University of British Columbia, Psychology and Social Work, Kelowna, Canada
Trina R. Williams Shanks, UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan, United States
Fred Wulczyn, UNIVERSITY OF CHICAGO, Chicago, Illinois, United States
John Devaney, The University of Edinburgh, Edinburgh, United Kingdom
Josefina Sala-Roca, Autonomous University of Barcelona, Barcelona, Spain
Faye Mishna, University of Toronto Factor-Inwentash Faculty of Social Work, Toronto, Ontario, Canada
Ruth E. Gilbert, University College London, London, United Kingdom
Marla Beatriz Martins Linhares, University of São Paulo Department of Neurosciences and Behaviour Sciences, Ribeirão Preto SP, Brazil
Asher Ben-Arle, Hebrew University of Jerusalem, Jerusalem, Israel
Lella Patel, University of Johannesburg Centre for Social Development in Africa (CSDA), Johannesburg, South Africa
Suo Deng, Peking University, Beijing, China
Daniel Shek, Hong Kong Polytechnic University, Kowloon, Hong Kong
Steven Sek-yum Ngai, The Chinese University of Hong Kong Department of Social Work, Hong Kong, China
Bong Joo Lee, Seoul National University (SNU), Dept. of Social Welfare, Seoul, Korea, Republic of
Hongwel Hu, Renmin University of China, Beijing, China
Ke-Qing Han, Renmin University of China, Beijing, China
Shanshan Guan, Tsinghua University, Beijing, China
Erik J. Knorth, University of Groningen Department of Pedagogy and Educational Sciences, Groningen, Netherlands
Tarja Peso, Tampere University, TAMPERE, Finland
Hans Gritens, University of Groningen, Groningen, Netherlands
Marc Schmid, University Psychiatric Clinics Basel, Basel, Switzerland
Chien-Chung Huang, Rutgers University School of Social Work, New Brunswick, New Jersey, United States
Lawrence M. Berger, University of Wisconsin Madison Institute for Research on Poverty, Madison, Wisconsin, United States
Wendy Haight, University of Minnesota, Minneapolis, Minnesota, United States
GUIDE FOR AUTHORS

Your Paper Your Way
We now differentiate between the requirements for new and revised submissions. You may choose to submit your manuscript as a single Word or PDF file to be used in the refereeing process. Only when your paper is at the revision stage, will you be requested to put your paper in to a 'correct format' for acceptance and provide the items required for the publication of your article.
To find out more, please visit the Preparation section below.

INTRODUCTION
Children and Youth Services Review (CYSR) is an interdisciplinary forum for critical scholarship regarding service programs for children and youth.

Types of Paper
The journal publishes full-length articles, current research and policy notes, and book reviews. There are no submission fees or page charges. Submissions will be reviewed by the editor, Duncan Lindsey.

Submission checklist
You can use this list to carry out a final check of your submission before you send it to the journal for review. Please check the relevant section in this Guide for Authors for more details.

Ensure that the following items are present:

One author has been designated as the corresponding author with contact details:
• E-mail address
• Full postal address

All necessary files have been uploaded:
Manuscript:
• Include keywords
• All figures (include relevant captions)
• All tables (including titles, description, footnotes)
• Ensure all figure and table citations in the text match the files provided
• Indicate clearly if color should be used for any figures in print
Graphical Abstracts / Highlights files (where applicable)
Supplemental files (where applicable)

Further considerations
• Manuscript has been 'spell checked' and 'grammar checked'
• All references mentioned in the Reference List are cited in the text, and vice versa
• Permission has been obtained for use of copyrighted material from other sources (including the Internet)
• A competing interests statement is provided, even if the authors have no competing interests to declare
• Journal policies detailed in this guide have been reviewed
• Referee suggestions and contact details provided, based on journal requirements

For further information, visit our Support Center.

BEFORE YOU BEGIN
Ethics in publishing
Please see our information pages on Ethics in publishing and Ethical guidelines for journal publication.

Human and animal rights
If the work involves the use of animal or human subjects, the author should ensure that the work described has been carried out in accordance with The Code of Ethics of the World Medical Association (Declaration of Helsinki) for experiments involving humans http://www.wma.net/en/30publications/10policies/b3/index.html; EU Directive 2010/63/EU for animal experiments http://ec.europa.eu/environment/chemicals/lab_animals/legislation_en.htm; Uniform Requirements
for manuscripts submitted to Biomedical journals http://www.icmje.org. Authors should include a statement in the manuscript that informed consent was obtained for experimentation with human subjects. The privacy rights of human subjects must always be observed.

**Declaration of interest**

All authors must disclose any financial and personal relationships with other people or organizations that could inappropriately influence (bias) their work. Examples of potential competing interests include employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/registrations, and grants or other funding. Authors must disclose any interests in two places: 1. A summary declaration of interest statement in the title page file (if double-blind) or the manuscript file (if single-blind). If there are no interests to declare then please state this: 'Declarations of interest: none'. This summary statement will be ultimately published if the article is accepted. 2. Detailed disclosures as part of a separate Declaration of Interest form, which forms part of the journal's official records. It is important for potential interests to be declared in both places and that the information matches. More information.

**Submission declaration and verification**

Submission of an article implies that the work described has not been published previously (except in the form of an abstract, a published lecture or academic thesis, see 'Multiple, redundant or concurrent publication' for more information), that it is not under consideration for publication elsewhere, that its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the work was carried out, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, including electronically without the written consent of the copyright-holder. To verify originality, your article may be checked by the originality detection service Crossref Similarity Check.

**Preprints**

Please note that preprints can be shared anywhere at any time, in line with Elsevier’s sharing policy. Sharing your preprints e.g. on a preprint server will not count as prior publication (see 'Multiple, redundant or concurrent publication' for more information).

**Use of inclusive language**

Inclusive language acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities. Articles should make no assumptions about the beliefs or commitments of any reader, should contain nothing which might imply that one individual is superior to another on the grounds of race, sex, culture or any other characteristic, and should use inclusive language throughout. Authors should ensure that writing is free from bias, for instance by using 'he or she', 'his/her' instead of 'he' or 'his', and by making use of job titles that are free of stereotyping (e.g. 'chairperson' instead of 'chairman' and 'flight attendant' instead of 'stewardess').

**Changes to authorship**

Authors are expected to consider carefully the list and order of authors before submitting their manuscript and provide the definitive list of authors at the time of the original submission. Any addition, deletion or rearrangement of author names in the authorship list should be made only before the manuscript has been accepted and only if approved by the journal Editor. To request such a change, the Editor must receive the following from the corresponding author: (a) the reason for the change in author list and (b) written confirmation (e-mail, letter) from all authors that they agree with the addition, removal or rearrangement. In the case of addition or removal of authors, this includes confirmation from the author being added or removed.

Only in exceptional circumstances will the Editor consider the addition, deletion or rearrangement of authors after the manuscript has been accepted. While the Editor considers the request, publication of the manuscript will be suspended. If the manuscript has already been published in an online issue, any requests approved by the Editor will result in a corrigendum.

**Copyright**

Upon acceptance of an article, authors will be asked to complete a ‘Journal Publishing Agreement’ (see more information on this). An e-mail will be sent to the corresponding author confirming receipt of the manuscript together with a ‘Journal Publishing Agreement’ form or a link to the online version of this agreement.

Subscribers may reproduce tables of contents or prepare lists of articles including abstracts for internal circulation within their institutions. Permission of the Publisher is required for resale or distribution outside the institution and for all other derivative works, including compilations and translations. If
excerpts from other copyrighted works are included, the author(s) must obtain written permission from the copyright owners and credit the source(s) in the article. Elsevier has preprinted forms for use by authors in these cases.

For gold open access articles: Upon acceptance of an article, authors will be asked to complete an 'Exclusive License Agreement' (more information). Permitted third party reuse of gold open access articles is determined by the author's choice of user license.

**Author rights**
As an author you (or your employer or institution) have certain rights to reuse your work. More information.

Elsevier supports responsible sharing
Find out how you can share your research published in Elsevier journals.

**Role of the funding source**
You are requested to identify who provided financial support for the conduct of the research and/or preparation of the article and to briefly describe the role of the sponsor(s), if any, in study design; in the collection, analysis and interpretation of data; in the writing of the report; and in the decision to submit the article for publication. If the funding source(s) had no such involvement then this should be stated.

**Funding body agreements and policies**
Elsevier has established a number of agreements with funding bodies which allow authors to comply with their funder's open access policies. Some funding bodies will reimburse the author for the gold open access publication fee. Details of existing agreements are available online.

**Open access**
This journal offers authors a choice in publishing their research:

**Subscription**
• Articles are made available to subscribers as well as developing countries and patient groups through our universal access programs.
• No open access publication fee payable by authors.
• The Author is entitled to post the accepted manuscript in their institution’s repository and make this public after an embargo period (known as green Open Access). The published journal article cannot be shared publicly, for example on ResearchGate or Academia.edu, to ensure the sustainability of peer-reviewed research in journal publications. The embargo period for this journal can be found below.

**Gold open access**
• Articles are freely available to both subscribers and the wider public with permitted reuse.
• A gold open access publication fee is payable by authors or on their behalf, e.g. by their research funder or institution.

Regardless of how you choose to publish your article, the journal will apply the same peer review criteria and acceptance standards.

For gold open access articles, permitted third party (re)use is defined by the following Creative Commons user licenses:

**Creative Commons Attribution (CC BY)**
Let others distribute and copy the article, create extracts, abstracts, and other revised versions, adaptations or derivative works of or from an article (such as a translation), include in a collective work (such as an anthology), text or data mine the article, even for commercial purposes, as long as they credit the author(s), do not represent the author as endorsing their adaptation of the article, and do not modify the article in such a way as to damage the author’s honor or reputation.

**Creative Commons Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)**
For non-commercial purposes, let others distribute and copy the article, and to include in a collective work (such as an anthology), as long as they credit the author(s) and provided they do not alter or modify the article.

The gold open access publication fee for this journal is USD 1500, excluding taxes. Learn more about Elsevier's pricing policy: https://www.elsevier.com/openaccesspricing.
Green open access
Authors can share their research in a variety of different ways and Elsevier has a number of green open access options available. We recommend authors see our open access page for further information. Authors can also self-archive their manuscripts immediately and enable public access from their institution’s repository after an embargo period. This is the version that has been accepted for publication and which typically includes author-incorporated changes suggested during submission, peer review and in editor-author communications. Embargo period: For subscription articles, an appropriate amount of time is needed for journals to deliver value to subscribing customers before an article becomes freely available to the public. This is the embargo period and it begins from the date the article is formally published online in its final and fully citable form. Find out more.
This journal has an embargo period of 36 months.

Elsevier Researcher Academy
Researcher Academy is a free e-learning platform designed to support early and mid-career researchers throughout their research journey. The "Learn" environment at Researcher Academy offers several interactive modules, webinars, downloadable guides and resources to guide you through the process of writing for research and going through peer review. Feel free to use these free resources to improve your submission and navigate the publication process with ease.

Language (usage and editing services)
Please write your text in good English (American or British usage is accepted, but not a mixture of these). Authors who feel their English language manuscript may require editing to eliminate possible grammatical or spelling errors and to conform to correct scientific English may wish to use the English Language Editing service available from Elsevier’s WebShop.

Submission
Our online submission system guides you stepwise through the process of entering your article details and uploading your files. The system converts your article files to a single PDF file used in the peer-review process. Editable files (e.g., Word, Latex) are required to typeset your article for final publication. All correspondence, including notification of the Editor’s decision and requests for revision, is sent by e-mail.

Additional Information
Journal Editorial Office contact information:
Duncan Lindsey
Editor-in-Chief
Children and Youth Services Review
School of Public Affairs
University of California
Los Angeles
Box 951452
CA 90095-1452, USA.
Email: dlcysr@gmail.com

PREPARATION
NEW SUBMISSIONS
Submission to this journal proceeds totally online and you will be guided stepwise through the creation and uploading of your files. The system automatically converts your files to a single PDF file, which is used in the peer-review process.
As part of the Your Paper Your Way service, you may choose to submit your manuscript as a single file to be used in the refereeing process. This can be a PDF file or a Word document, in any format or layout that can be used by referees to evaluate your manuscript. It should contain high enough quality figures for refereeing. If you prefer to do so, you may still provide all or some of the source files at the initial submission. Please note that individual figure files larger than 10 MB must be uploaded separately.

References
There are no strict requirements on reference formatting at submission. References can be in any style or format as long as the style is consistent. Where applicable, author(s) name(s), journal title/book title, chapter title/article title, year of publication, volume number/book chapter and the article
number or pagination must be present. Use of DOI is highly encouraged. The reference style used by the journal will be applied to the accepted article by Elsevier at the proof stage. Note that missing data will be highlighted at proof stage for the author to correct.

Formatting requirements
There are no strict formatting requirements but all manuscripts must contain the essential elements needed to convey your manuscript, for example Abstract, Keywords, Introduction, Materials and Methods, Results, Conclusions, Artwork and Tables with Captions.
If your article includes any Videos and/or other Supplementary material, this should be included in your initial submission for peer review purposes.
Divide the article into clearly defined sections.

Figures and tables embedded in text
Please ensure the figures and the tables included in the single file are placed next to the relevant text in the manuscript, rather than at the bottom or the top of the file. The corresponding caption should be placed directly below the figure or table.

Peer review
This journal operates a double blind review process. All contributions will be initially assessed by the editor for suitability for the journal. Papers deemed suitable are then typically sent to a minimum of two independent expert reviewers to assess the scientific quality of the paper. The Editor is responsible for the final decision regarding acceptance or rejection of articles. The Editor’s decision is final. More information on types of peer review.

Double-blind review
This journal uses double-blind review, which means the identities of the authors are concealed from the reviewers, and vice versa. More information is available on our website. To facilitate this, please include the following separately:
Title page (with author details): This should include the title, authors’ names, affiliations, acknowledgements and any Declaration of Interest statement, and a complete address for the corresponding author including an e-mail address.
Blinded manuscript (no author details): The main body of the paper (including the references, figures, tables and any acknowledgements) should not include any identifying information, such as the authors’ names or affiliations.

REVISED SUBMISSIONS
Use of word processing software
Regardless of the file format of the original submission, at revision you must provide us with an editable file of the entire article. Keep the layout of the text as simple as possible. Most formatting codes will be removed and replaced on processing the article. The electronic text should be prepared in a way very similar to that of conventional manuscripts (see also the Guide to Publishing with Elsevier). See also the section on Electronic artwork.
To avoid unnecessary errors you are strongly advised to use the ‘spell-check’ and ‘grammar-check’ functions of your word processor.

Article structure
Subdivision - numbered sections
Divide your article into clearly defined and numbered sections. Subsections should be numbered 1.1 (then 1.1.1, 1.1.2, ...), 1.2, etc. (the abstract is not included in section numbering). Use this numbering also for internal cross-referencing: do not just refer to ‘the text’. Any subsection may be given a brief heading. Each heading should appear on its own separate line.
Introduction
State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results.

Material and methods
Provide sufficient details to allow the work to be reproduced by an independent researcher. Methods that are already published should be summarized, and indicated by a reference. If quoting directly from a previously published method, use quotation marks and also cite the source. Any modifications to existing methods should also be described.
Theory/calculation
A Theory section should extend, not repeat, the background to the article already dealt with in the Introduction and lay the foundation for further work. In contrast, a Calculation section represents a practical development from a theoretical basis.

Results
Results should be clear and concise.

Discussion
This should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

Conclusions
The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section.

Appendices
If there is more than one appendix, they should be identified as A, B, etc. Formulae and equations in appendices should be given separate numbering: Eq. (A.1), Eq. (A.2), etc.; in a subsequent appendix, Eq. (B.1) and so on. Similarly for tables and figures: Table A.1; Fig. A.1, etc.

Essential title page information
• Title. Concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible.
• Author names and affiliations. Please clearly indicate the given name(s) and family name(s) of each author and check that all names are accurately spelled. You can add your name between parentheses in your own script behind the English transliteration. Present the authors’ affiliation addresses (where the actual work was done) below the names. Indicate all affiliations with a lower-case superscript letter immediately after the author’s name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name and, if available, the e-mail address of each author.
• Corresponding author. Clearly indicate who will handle correspondence at all stages of refereeing and publication, also post-publication. This responsibility includes answering any future queries about Methodology and Materials. Ensure that the e-mail address is given and that contact details are kept up to date by the corresponding author.
• Present/permanent address. If an author has moved since the work described in the article was done, or was visiting at the time, a ‘Present address’ (or ‘Permanent address’) may be indicated as a footnote to that author’s name. The address at which the author actually did the work must be retained as the main, affiliation address. Superscript Arabic numerals are used for such footnotes.

Highlights
Highlights are mandatory for this journal. They consist of a short collection of bullet points that convey the core findings of the article and should be submitted in a separate editable file in the online submission system. Please use ‘Highlights’ in the file name and include 3 to 5 bullet points (maximum 85 characters, including spaces, per bullet point). You can view example Highlights on our information site.

Abstract
A concise and factual abstract is required. The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References should be avoided, but if essential, then cite the author(s) and year(s). Also, non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

Graphical abstract
Although a graphical abstract is optional, its use is encouraged as it draws more attention to the online article. The graphical abstract should summarize the contents of the article in a concise, pictorial form designed to capture the attention of a wide readership. Graphical abstracts should be submitted as a separate file in the online submission system. Image size: Please provide an image with a minimum of 531 x 1328 pixels (h x w) or proportionally more. The image should be readable at a size of 5 x 13 cm using a regular screen resolution of 96 dpi. Preferred file types: TIFF, EPS, PDF or MS Office files. You can view Example Graphical Abstracts on our information site.
Authors can make use of Elsevier’s *Illustration Services* to ensure the best presentation of their images and in accordance with all technical requirements.

**Keywords**
Immediately after the abstract, provide a maximum of 6 keywords, using American spelling and avoiding general and plural terms and multiple concepts (avoid, for example, ‘and’, ‘of’). Be sparing with abbreviations; only abbreviations firmly established in the field may be eligible. These keywords will be used for indexing purposes.

**Abbreviations**
Define abbreviations that are not standard in this field in a footnote to be placed on the first page of the article. Such abbreviations that are unavoidable in the abstract must be defined at their first mention there, as well as in the footnote. Ensure consistency of abbreviations throughout the article.

**Acknowledgements**
Collate acknowledgements in a separate section at the end of the article before the references and do not, therefore, include them on the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.).

**Formatting of funding sources**
List funding sources in this standard way to facilitate compliance to funder’s requirements:

Funding: This work was supported by the National Institutes of Health [grant numbers xxxx, yyyy]; the Bill & Melinda Gates Foundation, Seattle, WA [grant number zzzz]; and the United States Institutes of Peace [grant number aaaa].

It is not necessary to include detailed descriptions on the program or type of grants and awards. When funding is from a block grant or other resources available to a university, college, or other research institution, submit the name of the institution or organization that provided the funding.

If no funding has been provided for the research, please include the following sentence:

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

**Math formulae**
Please submit math equations as editable text and not as images. Present simple formulae in line with normal text where possible and use the solidus (/) instead of a horizontal line for small fractional terms, e.g., X/Y. In principle, variables are to be presented in italics. Powers of e are often more conveniently denoted by exp. Number consecutively any equations that have to be displayed separately from the text (if referred to explicitly in the text).

**Footnotes**
Footnotes should be used sparingly. Number them consecutively throughout the article. Many word processors build footnotes into the text, and this feature may be used. Should this not be the case, indicate the position of footnotes in the text and present the footnotes themselves separately at the end of the article.

**Artwork**

**Electronic artwork**

**General points**
- Make sure you use uniform lettering and sizing of your original artwork.
- Preferred fonts: Arial (or Helvetica), Times New Roman (or Times), Symbol, Courier.
- Number the illustrations according to their sequence in the text.
- Use a logical naming convention for your artwork files.
- Indicate per figure if it is a single, 1.5 or 2-column fitting image.
- For Word submissions only, you may still provide figures and their captions, and tables within a single file at the revision stage.
- Please note that individual figure files larger than 10 MB must be provided in separate source files.
A detailed *guide on electronic artwork* is available.

You are urged to visit this site; some excerpts from the detailed information are given here.

**Formats**
Regardless of the application used, when your electronic artwork is finalized, please 'save as' or convert the images to one of the following formats (note the resolution requirements for line drawings, halftones, and line/halftone combinations given below):

EPS (or PDF): Vector drawings. Embed the font or save the text as 'graphics'.
TIFF (or JPEG): Color or grayscale photographs (halftones): always use a minimum of 300 dpi.
TIFF (or JPEG): Bitmapped line drawings: use a minimum of 1000 dpi.
TIFF (or JPEG): Combinations bitmapped line/halftone (color or grayscale): a minimum of 500 dpi is required.

Please do not:
- Supply files that are optimized for screen use (e.g., GIF, BMP, PICT, WPG); the resolution is too low.
- Supply files that are too low in resolution.
- Submit graphics that are disproportionately large for the content.

Color artwork
Please make sure that artwork files are in an acceptable format (TIFF (or JPEG), EPS (or PDF), or MS Office files) and with the correct resolution. If, together with your accepted article, you submit usable color figures then Elsevier will ensure, at no additional charge, that these figures will appear in color online (e.g., ScienceDirect and other sites) regardless of whether or not these illustrations are reproduced in color in the printed version. For color reproduction in print, you will receive information regarding the costs from Elsevier after receipt of your accepted article. Please indicate your preference for color: in print or online only. Further information on the preparation of electronic artwork.

Figure captions
Ensure that each illustration has a caption. A caption should comprise a brief title (not on the figure itself) and a description of the illustration. Keep text in the illustrations themselves to a minimum but explain all symbols and abbreviations used.

Tables
Please submit tables as editable text and not as images. Tables can be placed either next to the relevant text in the article, or on separate page(s) at the end. Number tables consecutively in accordance with their appearance in the text and place any table notes below the table body. Be sparing in the use of tables and ensure that the data presented in them do not duplicate results described elsewhere in the article. Please avoid using vertical rules and shading in table cells.

References
Citation in text
Please ensure that every reference cited in the text is also present in the reference list (and vice versa). Any references cited in the abstract must be given in full. Unpublished results and personal communications are not recommended in the reference list, but may be mentioned in the text. If these references are included in the reference list they should follow the standard reference style of the journal and should include a substitution of the publication date with either 'Unpublished results' or 'Personal communication'. Citation of a reference as 'in press' implies that the item has been accepted for publication.

Web references
As a minimum, the full URL should be given and the date when the reference was last accessed. Any further information, if known (DOI, author names, dates, reference to a source publication, etc.), should also be given. Web references can be listed separately (e.g., after the reference list) under a different heading if desired, or can be included in the reference list.

Data references
This journal encourages you to cite underlying or relevant datasets in your manuscript by citing them in your text and including a data reference in your Reference List. Data references should include the following elements: author name(s), dataset title, data repository, version (where available), year, and global persistent identifier. Add [dataset] immediately before the reference so we can properly identify it as a data reference. The [dataset] identifier will not appear in your published article.

References in a special issue
Please ensure that the words 'this issue' are added to any references in the list (and any citations in the text) to other articles in the same Special Issue.
Reference management software

Most Elsevier journals have their reference template available in many of the most popular reference management software products. These include all products that support Citation Style Language styles, such as Mendeley. Using citation plug-ins from these products, authors only need to select the appropriate journal template when preparing their article, after which citations and bibliographies will be automatically formatted in the journal's style. If no template is yet available for this journal, please follow the format of the sample references and citations as shown in this Guide. If you use reference management software, please ensure that you remove all field codes before submitting the electronic manuscript. More information on how to remove field codes from different reference management software.

Users of Mendeley Desktop can easily install the reference style for this journal by clicking the following link:

http://open.mendeley.com/use-citation-style/children-and-youth-services-review

When preparing your manuscript, you will then be able to select this style using the Mendeley plug-ins for Microsoft Word or LibreOffice.

Reference formatting

There are no strict requirements on reference formatting at submission. References can be in any style or format as long as the style is consistent. Where applicable, author(s) name(s), journal title/book title, chapter title/article title, year of publication, volume number/book chapter and the article number or pagination must be present. Use of DOI is highly encouraged. The reference style used by the journal will be applied to the accepted article by Elsevier at the proof stage. Note that missing data will be highlighted at proof stage for the author to correct. If you do wish to format the references yourself they should be arranged according to the following examples:

Reference style

Text: Citations in the text should follow the referencing style used by the American Psychological Association. You are referred to the Publication Manual of the American Psychological Association, Sixth Edition, ISBN 978-1-4338-0561-5, copies of which may be ordered online or APA Order Dept., P.O.B. 2710, Hyattsville, MD 20784, USA or APA, 3 Henrietta Street, London, WC3E 8LU, UK.

List: references should be arranged first alphabetically and then further sorted chronologically if necessary. More than one reference from the same author(s) in the same year must be identified by the letters ‘a’, ‘b’, ‘c’, etc., placed after the year of publication.

Examples:

Reference to a journal publication:

Reference to a journal publication with an article number:

Reference to a book:

Reference to a chapter in an edited book:

Reference to a website:

Reference to a dataset:

Reference to a conference paper or poster presentation:
Video
Elsevier accepts video material and animation sequences to support and enhance your scientific research. Authors who have video or animation files that they wish to submit with their article are strongly encouraged to include links to these within the body of the article. This can be done in the same way as a figure or table by referring to the video or animation content and noting in the body text where it should be placed. All submitted files should be properly labeled so that they directly relate to the video file’s content. In order to ensure that your video or animation material is directly usable, please provide the file in one of our recommended file formats with a preferred maximum size of 150 MB per file, 1 GB in total. Video and animation files supplied will be published online in the electronic version of your article in Elsevier Web products, including ScienceDirect. Please supply ‘stills’ with your files: you can choose any frame from the video or animation or make a separate image. These will be used instead of standard icons and will personalize the link to your video data. For more detailed instructions please visit our video instruction pages. Note: since video and animation cannot be embedded in the print version of the journal, please provide text for both the electronic and the print version for the portions of the article that refer to this content.

Data visualization
Include interactive data visualizations in your publication and let your readers interact and engage more closely with your research. Follow the instructions here to find out about available data visualization options and how to include them with your article.

Supplementary material
Supplementary material such as applications, images and sound clips, can be published with your article to enhance it. Submitted supplementary items are published exactly as they are received (Excel or PowerPoint files will appear as such online). Please submit your material together with the article and supply a concise, descriptive caption for each supplementary file. If you wish to make changes to supplementary material during any stage of the process, please make sure to provide an updated file. Do not annotate any corrections on a previous version. Please switch off the ‘Track Changes’ option in Microsoft Office files as these will appear in the published version.

Research data
This journal encourages and enables you to share data that supports your research publication where appropriate, and enables you to interlink the data with your published articles. Research data refers to the results of observations or experimentation that validate research findings. To facilitate reproducibility and data reuse, this journal also encourages you to share your software, code, models, algorithms, protocols, methods and other useful materials related to the project.

Below are a number of ways in which you can associate data with your article or make a statement about the availability of your data when submitting your manuscript. If you are sharing data in one of these ways, you are encouraged to cite the data in your manuscript and reference list. Please refer to the "References" section for more information about data citation. For more information on depositing, sharing and using research data and other relevant research materials, visit the research data page.

Data linking
If you have made your research data available in a data repository, you can link your article directly to the dataset. Elsevier collaborates with a number of repositories to link articles on ScienceDirect with relevant repositories, giving readers access to underlying data that gives them a better understanding of the research described.

There are different ways to link your datasets to your article. When available, you can directly link your dataset to your article by providing the relevant information in the submission system. For more information, visit the database linking page.

For supported data repositories a repository banner will automatically appear next to your published article on ScienceDirect.

In addition, you can link to relevant data or entities through identifiers within the text of your manuscript, using the following format: Database: xxxx (e.g., TAIR: AT1G01020; CCDC: 734053; PDB: 1XFN).
Mendeley Data
This journal supports Mendeley Data, enabling you to deposit any research data (including raw and processed data, video, code, software, algorithms, protocols, and methods) associated with your manuscript in a free-to-use, open access repository. During the submission process, after uploading your manuscript, you will have the opportunity to upload your relevant datasets directly to Mendeley Data. The datasets will be listed and directly accessible to readers next to your published article online.

For more information, visit the Mendeley Data for journals page.

Data in Brief
You have the option of converting any or all parts of your supplementary or additional raw data into one or multiple data articles, a new kind of article that houses and describes your data. Data articles ensure that your data is actively reviewed, curated, formatted, indexed, given a DOI and publicly available to all upon publication. You are encouraged to submit your article for Data in Brief as an additional item directly alongside the revised version of your manuscript. If your research article is accepted, your data article will automatically be transferred over to Data in Brief where it will be editorially reviewed and published in the open access data journal, Data in Brief. Please note an open access fee of 500 USD is payable for publication in Data in Brief. Full details can be found on the Data in Brief website. Please use this template to write your Data in Brief.

Data statement
To foster transparency, we encourage you to state the availability of your data in your submission. This may be a requirement of your funding body or institution. If your data is unavailable to access or unsuitable to post, you will have the opportunity to indicate why during the submission process, for example by stating that the research data is confidential. The statement will appear with your published article on ScienceDirect. For more information, visit the Data Statement page.

AFTER ACCEPTANCE
Online proof correction
Corresponding authors will receive an e-mail with a link to our online proofing system, allowing annotation and correction of proofs online. The environment is similar to MS Word; in addition to editing text, you can also comment on figures/tables and answer questions from the Copy Editor. Web-based proofing provides a faster and less error-prone process by allowing you to directly type your corrections, eliminating the potential introduction of errors.
If preferred, you can still choose to annotate and upload your edits on the PDF version. All instructions for proofing will be given in the e-mail we send to authors, including alternative methods to the online version and PDF.
We will do everything possible to get your article published quickly and accurately. Please use this proof only for checking the typesetting, editing, completeness and correctness of the text, tables and figures. Significant changes to the article as accepted for publication will only be considered at this stage with permission from the Editor. It is important to ensure that all corrections are sent back to us in one communication. Please check carefully before replying, as inclusion of any subsequent corrections cannot be guaranteed. Proofreading is solely your responsibility.

Offprints
The corresponding author will, at no cost, receive a customized Share Link providing 50 days free access to the final published version of the article on ScienceDirect. The Share Link can be used for sharing the article via any communication channel, including email and social media. For an extra charge, paper offprints can be ordered via the offprint order form which is sent once the article is accepted for publication. Both corresponding and co-authors may order offprints at any time via Elsevier’s Webshop. Corresponding authors who have published their article gold open access do not receive a Share Link as their final published version of the article is available open access on ScienceDirect and can be shared through the article DOI link.

AUTHOR INQUIRIES
Visit the Elsevier Support Center to find the answers you need. Here you will find everything from Frequently Asked Questions to ways to get in touch.
You can also check the status of your submitted article or find out when your accepted article will be published.
Appendix 3: CASP checklist for qualitative research – completed example
4. Was the recruitment strategy appropriate to the aims of the research?

- Yes
- Can't Tell
- No

HINT: Consider
- if the researcher has explained how the participants were selected
- if they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- if there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments:

5. Was the data collected in a way that addressed the research issue?

- Yes
- Can't Tell
- No

HINT: Consider
- if the setting for the data collection was justified
- if it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- if the researcher has justified the methods chosen
- if the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- if methods were modified during the study, if so, has the researcher explained how and why
- if the form of data is clear (e.g. tape recordings, video material, notes etc.)
- if the researcher has discussed saturation of data

Comments:
6. Has the relationship between researcher and participants been adequately considered?

- Yes
- Can’t Tell
- No

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location.
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.

Comments: There was no mention of this relationship.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

- Yes
- Can’t Tell
- No

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained.
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study).
- If approval has been sought from the ethics committee.

Comments:
8. Was the data analysis sufficiently rigorous?

Yes  ☑

Can’t Tell  ☐

No  ☐

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used, if so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments:

9. Is there a clear statement of findings?

Yes  ☑

Can’t Tell  ☐

No  ☐

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher’s arguments
- If the researcher has discussed the credibility of their findings (e.g., triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments:
Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature?
- If they identify new areas where research is necessary.
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used.

Comments: Offers suggestions for further research, and suggestions for training, policy and clinical practice.
Appendix 4: University ethical approval

From: psychethics
Sent: 06 December 2018 18:01
To: Katherine Shelton
Cc: Christopher Hobson; Victoria Samuel
Subject: Ethics Feedback - EC.18.01.09.5217R2A

Dear Katherine,

The Ethics Committee has considered your revised amendment to your Staff project proposal: The well-being of staff who support young people and women with experience of homelessness (EC.18.01.09.5217R2A).

The amendment has now been approved.

Please note that if any changes are made to the above project then you must notify the Ethics Committee.

Best wishes,
Adam Hammond

School of Psychology Research Ethics Committee
Cardiff University
Tower Building
70 Park Place
Cardiff
CF10 3AT

Tel: +44(0)29 208 70360
Email: psychethics@cardiff.ac.uk
http://psych.cf.ac.uk/aboutus/ethics.html

Prifysgol Caerdydd
Adeilad y Tŵr
70 Plas y Parc
Caerdydd
CF10 3AT

Ffôn: +44(0)29 208 70360
E-bost: psychethics@caerdydd.ac.uk
Title of Project:

How do staff manage the emotional challenges of working with young (homeless) people with traumatic histories? A Grounded Theory Study.

1. Introduction and Background (600 words max.)

Increasing staff’s awareness of trauma is important for the wellbeing of service users and of staff themselves. People who have a history of complex trauma can present various emotional challenges to staff including emotional regulation problems, chaotic lifestyles, challenging behaviour, hopelessness, dependency needs and speaking about past traumatic events.

Research has started to explore how second-hand exposure to trauma can impact individuals supporting people with traumatic histories (Newell, & MacNeil; 2010). Figley (1995) introduced the related concepts of compassion satisfaction, compassion fatigue and secondary traumatic stress (STS) in relation to working as a helping professional. Compassion satisfaction refers to the pleasure one derives from their work as a helping professional, and their ability to do their job effectively (Stamm, 2006). Compassion fatigue refers to the stress of wanting to help a traumatised individual, accompanied by feelings of hopelessness and an inability to make a difference. It is a state of emotional exhaustion or detachment which reduces ones capacity to help others (Figley 2002; Stamm, 1995). Secondary traumatic stress refers to negative emotional experiences or behaviours as a result of exposure to others’ trauma, for instance repeatedly hearing stories about traumatic events that have happened to other people. Symptoms of STS include feelings of fear, hyper-arousal, distressing images of the event, difficulty sleeping and avoidance of things that remind one of the event (Stamm, 2006). Killian (2008) found that secondary exposure to trauma can negatively impact on wellbeing and compassion in helping professionals. Research has also demonstrated that a lack of training on how to deal with traumatised individuals can be responsible for compassion fatigue. For example, Craig and Sprang (2010) found that a lack of specialist training in trauma was a predictor of compassion fatigue in Clinical Psychologists and Clinical Social Workers working with trauma victims. Good professional wellbeing is characterised by high compassion satisfaction, low compassion fatigue and low STS.

It is reasonable to assume that individuals and families who are homeless have been exposed to trauma (Hopper et al, 2010). Research has shown that individuals who are homeless are likely to have experienced some form of previous trauma; homelessness itself can be viewed as a traumatic experience; and being homeless increases the risk of further victimization and re-
traumatization (Van den Bree et al. 2009; Hodgson, Shelton, & Bree, 2015). Historically, homeless service settings have provided care to traumatized people without directly acknowledging or addressing the impact of trauma (Hopper et al., 2010). As the field advances, providers in homeless service settings are beginning to realize the opportunity that they have to not only respond to the immediate crisis of homelessness, but to also contribute to the longer-term healing of these individuals (e.g. Sheffield City Council; The Psychologist (31), 2018). Trauma-Informed Care (TIC) offers a psychological framework for providing services to traumatized individuals within a variety of service settings, including homelessness service settings.

Research has been carried out into the emotional challenges, burnout, resilience and wellbeing of staff working in various settings (e.g. hospice nurses and learning disability day services with service users who may be experiencing trauma (e.g. Ablett & Jones, 2007); Keesler, 2016). Research on staff experience working within PIEs has been carried out previously in prison settings (e.g. Bruce et al, 2017). This highlighted a need for further staff training but also an increase in staff’s understanding of trauma and sense of personal accomplishment.

Despite its importance, the implementation of trauma informed care within homeless service settings is still in its infancy (Hopper et al, 2010). As yet, there appears to be a dearth of research specifically focused on staff experiences whilst working with a young homeless population. The current research seeks to explore the experiences of staff working with a young homeless population, just as a PIE is being rolled out. The project seeks to understand how staff manage the challenges of working with this vulnerable population and the ways they attempt to maintain their well-being within this context.

It is hoped that the theory developed from analysis of accounts of staff working in homeless accommodation will enable service developments to be grounded in the expert knowledge of the existing workforce. For example, the study findings might provide useful information regarding optimum practices for the supervision, reflective practice and training needs of staff working in young homeless settings. It may also be useful in considering practice used within incident debriefing, peer support and exit interviews. In this way, high staff turnover may be combated and better outcomes for service users may be evidenced.

### 2. Study Design (600 words max.)

**Overview of proposed methodology**

The proposed study adopts a qualitative design. Staff working in homeless accommodation for young people, for the charity xxx, will be interviewed. The interview will use a semi-structured interview guide which will explore their experiences of managing the emotional challenges involved in their work. The data will be analysed using a Grounded Theory approach.

**Participant sample**
We aim to recruit participants from xxx, including front line staff (support workers, mental health specialists, family mediation workers, outreach workers).

xxx is a charity working across Wales, which supports young people and vulnerable women, who are homeless or at risk of homelessness. xxx provides 24-hour supported accommodation, as well as floating support to help individuals maintain or settle into their own tenancies. xxx aims to go beyond only providing crisis support and attempts to target the underlying issues which have resulted in homelessness. While xxx have placed emphasis on being psychologically informed for many years, the charity is hoping to develop their support approach further. Over the next three years (2018-2020), xxx will implement the Psychologically Informed Environment (PIE) approach, based on the Trauma Informed Care model. A PIE reflects an organisational approach that takes into account the psychological character (thinking, emotions, personalities and past experience) of its members in the way that it operates. It is an approach that has been used by similar charities, such as St. Basils in Birmingham, to support people out of homelessness, in particular those who have experienced complex trauma. A PIE approach also considers the psychological needs of staff e.g. developing skills and knowledge, increasing motivation, job satisfaction and resilience. Research has shown that people who have experienced homelessness are much more likely to have experienced trauma and childhood adversity, and homelessness in itself is a traumatic experience (Van den Bree et al. 2009; Hodgson, Shelton, & Bree, 2015). Over the next 3 years xxx will continue to track its performance as it takes steps to become more psychologically informed and these findings will act as a point of reference for any changes.

We aim to recruit participants from xxx, including front line staff (support workers, mental health specialists, family mediation workers, outreach workers).

An invitation to participate in the study will be sent out via email, by a xxx contact/the researcher, to all staff. The inclusion criteria include: all participants must be over 18 years of age, all participants must work directly with young homeless people housed in xxx accommodation, all participants must work within the specified geographical area, all participants must have worked in their role for over 1 year and all participants must be able to understand English and communicate responses.

Specific Methods and Measurements

Procedure/design – The research question will be answered by conducting semi structured interviews to explore xxx staff’s experiences of working with young homeless people (see interview schedule attached). Interviews can be face to face or over the telephone. Interviews will last no longer than one hour. The interviews will be audio-recorded to allow the researcher to accurately transcribe the data to support with data analysis. The research will be guided by Grounded Theory in the development of questions, data collection and analysis. In line with this approach, the number of interviews conducted will be determined by the point of data saturation (theoretical sufficiency/conceptual depth), the point in which no new theoretical insights or understandings emerge from the data (Charmaz, 2006, 2014). Data saturation is envisaged to be achieved by 10-12 participant interviews. Participation will be voluntary, with an option to be entered into a £50 prize draw for volunteering.
Recruitment strategy

An email containing basic information about the study will be sent to all xxx front line staff members. The researcher will attend meetings with xxx staff to inform them about the research. The accommodation managers will also email the participant information sheet to staff throughout the site they manage to invite their participation. Staff will be able to volunteer their participation, registering their interest by contacting the researcher directly. All interested participants will be provided with a written participant information sheet and consent form.

Staff who express an interest in participating in the study and who meet the inclusion criteria, will be interviewed. Theoretical sampling will be utilised to focus the line of enquiry, consistent with a Grounded Theory approach. This enables the subsequent selection of participants to be led by the emerging theory found in the data already collected and analysed.

Data protection – All participant data will be anonymised throughout the research process to ensure confidentiality and protect the identity of participants. Service names and specific geographic locations will also not be specified. All data will be password protected and stored on a computer. Recordings will be deleted following transcription.

All audio recordings will be initially stored on a computer that is password protected. They will then be quickly transferred on to an encrypted USB device. This device will be kept in a locked filing cabinet in a secure location. The encrypted recordings will be securely sent to a transcribing service, who are well used to handling research data and who will have their own data storage and confidentiality agreements. Once the interviews have been transcribed, the recordings will be deleted, and the transcriptions will not be stored with any identifiable information, they will be ascribed a pseudonym. After 5 years, the transcriptions will be disposed of in a safe and secure manner.

Data Analysis – Grounded Theory will be adopted as an approach for the collection and analysis of qualitative data which will occur concurrently. Grounded Theory holds a ‘systematic, yet flexible’ inductive approach to the collection and analysis of data which serves to detect emerging themes from the data and from this construct contextualised theories which are ‘grounded’ in the data (Charmaz, 2014); Strauss & Corbin, 1997). This is an interactive process which incorporates an iterative approach, continually moving between data and analysis. As such, each interview will be transcribed immediately after and the data reviewed to identify emerging themes which will inform the focus of subsequent interviews. Interview questions will be reviewed and amended to focus increasingly on the theory which is emerging from the data in an evolving and iterative process.

3. Expected Ethical issues (200 words max.)

Please list potential research ethics or governance issues that may arise, and indicate how these will be addressed (e.g. issues relating to consent / assent, data storage, risks to participants, anonymisation, confidentiality, use of staff resources etc.)

Participating in interviews within which xxx staff will be invited to reflect upon their experience of working with young homeless people in xxxx’s accommodation settings, a group of people who have potentially traumatic histories, in a potentially traumatic environment, may result in the experience of distress. The potential for distress will be clearly outlined in the participant information sheet provided before staff give their consent to participate in the study. If
Participants find the research distressing they will be offered time to debrief with the researcher. If distress continues, or if the interview gives rise to an awareness of difficulties experienced by the participant raising concern regarding wellbeing, participants will be given information regarding available services within xxx for ongoing support (e.g. Occupational Health). Any concerning risk information will be passed on to line managers and the safeguarding policy referred to. This process for responding to risk will be outlined in the information sheet. Participants will be clearly informed of their rights to discontinue participation in the study at any stage.

A transcribing service will be used to transcribe the interview data from the audio files. The transcriber will be asked to sign a confidentiality agreement before data is passed to them. Files will be encrypted in transit.

All audio recordings will be initially stored on a computer that is password protected. They will then be quickly transferred on to an encrypted USB device. This device will be kept in a locked filing cabinet in a secure location. The encrypted recordings will be securely sent to a transcribing service, who are well used to handling research data and who will have their own data storage and confidentiality agreements. Once the interviews have been transcribed (within two weeks), the recordings will be deleted, and the transcriptions will not be stored with any identifiable information, they will be ascribed a pseudonym. After 5 years, the transcriptions will be disposed of in a safe and secure manner.
Appendix 6: Letters to the participants

I am carrying out research for my doctorate in clinical psychology. I’d really like to hear about your experiences managing the challenges you face in your work.

If you’re interested in taking part in this anonymous and confidential research project, please read the enclosed letter for more information.

If you take part, you will be entered into a prize draw to win £50.

Please register your interest by Friday 18th January via the email address below.

Thank you for your time!

Louise Peters
Email: PetersL1@cardiff.ac.uk
To whom it may concern,

We would like to invite you to take part in our research project: **How do staff manage the emotional challenges of working with young (homeless) people with traumatic histories? A Grounded Theory Study.**

**If you take part, you will be entered into a prize draw to win £50.**

You are being invited to take part in this project on the experience of staff working with young homeless people. It is a research study conducted by a Trainee Clinical Psychologist, Louise Peters, who is studying for the Doctorate in Clinical Psychology at Cardiff University.

**What is the purpose of the study?**

This project is looking at how xxx front-line staff experience working with young homeless people, with a focus on exploring how the emotional challenges that arise from working with these young people are managed. Within this, there will be a focus on individual characteristics and environmental factors - which might impact on the management of emotional challenges. **It is hoped that this study will bring clarity to the understanding of staff experience in working with young homeless people and help us to improve the wellbeing of staff working in these settings.**

**Why have I been invited to take part?**

You have been invited to take part because you are a member of front-line staff at xxx, who has been working in your role for **more than one year.** We would like to find out about your experience of working with young homeless people, your understanding of how you manage the emotional challenges of working with this client group, and what keeps you in this specialism. **It is important to remember that participation or non-participation in this study will have no bearing on your present or future employment.**

**What will happen?**

If you agree to take part in this study, you will be asked to join Louise Peters for an interview. **This will not be within work time.** You have a choice of venue which will be neutral and confidential. The choices for the interview are: via telephone, in person in a confidential room at your place of work, or in person in a confidential room at Cardiff University. You will be interviewed about your experience of working with young homeless people for between 30-60 minutes. The interview will be audio-recorded on an encrypted device. Following this, within two weeks, the interview will be transcribed, and **all identifiable information will be anonymised.**

**Will it be confidential?**

**All personal identifiers will be removed from the data collected and the information will remain confidential and anonymous.** All encrypted audio recordings will be initially stored on a computer that is password protected. They will then be securely sent to a transcribing service, who handle research data and who will have their own data storage and confidentiality agreements. Once the interviews have been transcribed (within two weeks), the recordings will be deleted, and the transcriptions will not be stored with any identifiable information, they will be ascribed a
pseudonym. After 5 years, the anonymous transcriptions will be disposed of in a safe and secure manner.

What are the benefits of taking part?

For volunteering to take part in this study you will be entered into a prize draw to win £50. It is hoped that the project will lead to an increased understanding of staff’s management of the emotional challenges inherent in working with young homeless people. This may help services to be better able to support staff, informing potential strategies to improve staff wellbeing and thus improving service user care and staff retention.

What if I have concerns about this research?

This project has been reviewed and ethically approved by the School Research Ethics Committee (SREC). If you have any concerns or complaints about this project, please direct these in the first instance to:

Secretary of the Ethics Committee  
School of Psychology  
Cardiff University  
Tower Building  
Park Place  
Cardiff  
CF10 3AT  
Tel: 029 2087 0360  
Email: psychethics@cardiff.ac.uk

“The data controller is Cardiff University and the Data Protection Officer is Matt Cooper CooperM1@cardiff.ac.uk. The lawful basis for the processing of the data you provide is consent.”

What if I would like to take part?

If you would like to take part then please contact Louise Peters, Trainee Clinical Psychologist, PetersL1@cardiff.ac.uk by 18th January 2019.

Many thanks for taking the time to read this information,

Louise Peters  
Trainee Clinical Psychologist  
Supervised by Dr Chris Hobson and Dr Victoria Samuel  
South Wales Doctoral Programme in Clinical Psychology, Cardiff University
Appendix 7: Participant information sheets

Information Sheet for Staff

Title of project: How do staff manage the emotional challenges of working with young (homeless) people with traumatic histories? A Grounded Theory Study.

You are being invited to take part in this project on the experience of staff working with young homeless people. It is a research study conducted by a Trainee Clinical Psychologist, Louise Peters who is studying for the Doctorate in Clinical Psychology at Cardiff University.

Before you decide whether to take part in this study, we would like you to understand the purpose of the study and what it will involve for you. Please do ask Louise if there is anything that is not clear or if you have any questions.

What is the purpose of the study?

This project is looking at how xxx front line staff experience working with young homeless people, with a focus on exploring how the emotional challenges that arise from working with these young people are managed. Within this, there will be a focus on individual characteristics and environmental factors which might impact on the management of emotional challenges. It is hoped that this study will bring clarity to the understanding of staff experience in working with young homeless people and help us to improve the wellbeing of staff working in these settings.

Why have I been invited to take part?

You have been invited to take part because you are a member of staff at xxx, who has been working in your role for more than one year. We would like to find out about your experience of working with young homeless people, your understanding of how you manage the emotional challenges of working with this client group, and what keeps you in this specialism. We are aiming to speak to between 10-12 members of staff working for xxx. It is important to remember that participation or non-participation in this study will have no bearing on your present or future employment.

What will happen?

If you agree to take part in this study, you will be asked to join Louise Peters for an interview. You have a choice of venue which will be neutral and confidential. The choices for venue are: in a confidential room at your place of work, Cardiff University or telephone interview. You will be interviewed about your experience of working with young homeless people for up to 60 minutes. The interview will be audio-recorded. Following this Louise will transcribe the interview and anonymise and identifiable information.

What will happen next?

After your interview has been transcribed, Louise will look for common themes between what you and others have explained. This will form the basis of the report.

Do I have to take part?

It is entirely up to you to decide to take part in the study or not. Please ask Louise if you have any questions after reading this information sheet. If you are interested in participating, you will be asked to sign a consent form and offered another opportunity to ask questions about the study before the interview begins. During the interview, you may take a break at any point or choose to withdraw from the project.
What are the potential disadvantages of taking part?

It is important to know that during the interview you will be asked about your experience of working with young homeless people (e.g. how you managed to return to work after a difficult case) and it is possible that you could find this distressing. We do not have to talk about anything that you do not wish to and you will be encouraged to talk only about those things that you feel able to and comfortable discussing. If you would like to bring someone along with you, either to sit and wait outside or join you throughout all or part of the interview, that is fine. Following this you will be given the opportunity to discuss the experience of being interviewed and any thoughts/feelings that this brought up for you and ask further questions about the study – this is known as a debrief.

If this interview causes any stress or distress, please discuss with your line manager how you can access appropriate support through xxx. You can also discuss any concerns about your mental health with your GP, and some practices can also refer on for counselling.

The interview process will take up to 60 minutes. There is an agreement regarding when your interview will take place with Llamau to ensure there is no impact on provision of care to service users.

What are the benefits of taking part?

For volunteering to take part in this study you will be entered into a prize draw to win £50. It is hoped that the project will lead to an increased understanding of staff’s management of the emotional challenges inherent in working with young homeless people. This may help services to be better able to support staff in this workplace, informing potential strategies to improve the wellbeing of staff working with young homeless people, and thus improving service user care and staff retention.

Will my taking part remain confidential?

All information will be made anonymous and you will not be able to be identified by reading the report. This means that names of participants, services and specific geographical locations will not be specified, to protect your identity. Direct quotes will however be used in the final report but will not be paired with any identifiable information. Non-gendered pseudonyms (made up names e.g. Sam) will be used to replace your name and will appear next to the quotes only. Transcriptions and audio recordings will be stored on a computer that is password protected. Recordings will be deleted following transcription and the transcripts will be kept for 5 years in a secure location to maintain confidentiality.

All audio recordings will be initially stored on a computer that is password protected. They will then be quickly transferred on to an encrypted USB device. This device will be kept in a locked filing cabinet in a secure location. The encrypted recordings will be securely sent to a transcribing service, who are well used to handling research data and who will have their own data storage and confidentiality agreements. Once the interviews have been transcribed (within two weeks), the recordings will be deleted, and the transcriptions will not be stored with any identifiable information, they will be ascribed a pseudonym. After 5 years, the transcriptions will be disposed of in a safe and secure manner.

If you disclose information which relates to your own or others' safety, your confidentiality may be waived. In this case discussions regarding how to best ensure your own and others' safety will also be held with the other named researchers (as below).
Who else is involved in this research?

Project Lead: Louise Peters, Trainee Clinical Psychologist (PetersL1@cardiff.ac.uk; Tel: 02920870582)

Supervisors: Dr Chris Hobson, Senior Clinical Tutor (HobsonCW@cardiff.ac.uk; Tel: 02920870582); Dr Victoria Samuel, Senior Research Tutor (Victoria.Samuel@wales.nhs.uk; Tel: 02920870582)

Dr Katherine Shelton, Reader, School of Psychology (SheltonKH1@cardiff.ac.uk; Tel: 02920 876093).

Address of all the above people: South Wales Doctoral Programme in Clinical Psychology, 11th Floor, School of Psychology, Tower Building, 70 Park Place, Cardiff, CF10 3AT.

What if I have concerns about this research?

This project has been reviewed and ethically approved by the School Research Ethics Committee (SREC). If you have any concerns or complaints about this project, please direct these in the first instance to:

Secretary of the Ethics Committee
School of Psychology
Cardiff University
Tower Building
Park Place
Cardiff
CF10 3AT
Tel: 029 2087 0360
Email: psychethics@cardiff.ac.uk

“The data controller is Cardiff University and the Data Protection Officer is Matt Cooper CooperM1@cardiff.ac.uk. The lawful basis for the processing of the data you provide is consent.”

Thank you for taking the time to read this information.
**Appendix 8: Participant consent form**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Please Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>I confirm that I have read and understood the information sheet for the</td>
<td></td>
</tr>
<tr>
<td>above-named study.</td>
<td></td>
</tr>
<tr>
<td>I have been given the opportunity to ask questions and have received</td>
<td></td>
</tr>
<tr>
<td>satisfactory answers.</td>
<td></td>
</tr>
<tr>
<td>I understand that taking part in the study will have no impact on my</td>
<td></td>
</tr>
<tr>
<td>employment either positively or negatively presently or in the future.</td>
<td></td>
</tr>
<tr>
<td>I understand that relevant sections of the data collected during the</td>
<td></td>
</tr>
<tr>
<td>study may be looked at by members of a Cardiff University research team,</td>
<td></td>
</tr>
<tr>
<td>from regulatory authorities, where it is relevant to my taking part in</td>
<td></td>
</tr>
<tr>
<td>this research.</td>
<td></td>
</tr>
<tr>
<td>I understand that information that I give will be published as part of</td>
<td></td>
</tr>
<tr>
<td>the project (in the form of quotations) but I will not be able to be</td>
<td></td>
</tr>
<tr>
<td>identified by this information (quotations will be made anonymous). I</td>
<td></td>
</tr>
<tr>
<td>give consent for anonymous quotations of mine to be published in the</td>
<td></td>
</tr>
<tr>
<td>study write-up.</td>
<td></td>
</tr>
<tr>
<td>I consent to being interviewed about my experience of working as a</td>
<td></td>
</tr>
<tr>
<td>member of staff at xxx including ideas about exploring the management</td>
<td></td>
</tr>
<tr>
<td>of emotional challenges.</td>
<td></td>
</tr>
<tr>
<td>I consent to the interview being recorded and transcribed.</td>
<td></td>
</tr>
</tbody>
</table>
understand that the audio-recordings will be destroyed once they have been transcribed (after two weeks) but that the transcriptions will be kept securely for a period of 5 years.

I understand that participation in this study is entirely voluntary and that I am free to withdraw my name and information at any time without giving a reason by contacting the researchers.

I understand that the research team will discuss issues of safety and that the lead contact at xxx may be contacted in the event of concerns about my safety or the safety of others.

I agree to take part in the above study.

<table>
<thead>
<tr>
<th>Name of participant:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please print)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of person taking consent:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please print)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

My choice of venue for the interview

For the interview I would like to:

Meet Louise at a neutral and confidential room where I work □

Meet Louise at a neutral and confidential room at Cardiff University □

Be telephoned by Louise to hold the interview over the phone □

My phone number is: ____________________________

If you have any concerns or complaints about this project, please direct these in the first instance to:

Secretary of the Ethics Committee
School of Psychology
Cardiff University
Tower Building
Park Place
Cardiff
CF10 3AT
Tel: 029 2087 0360
Email: psychethics@cardiff.ac.uk

"The data controller is Cardiff University and the Data Protection Officer is Matt Cooper CooperM1@cardiff.ac.uk. The lawful basis for the processing of the data you provide is consent."
Appendix 9: Participant debrief sheet

Participant Debrief Sheet

Title of project: How do staff manage the emotional challenges of working with young (homeless) people with traumatic histories? A Grounded Theory Study.

Thank you very much for participating in this study. This debrief sheet will provide information about the purpose of this study. Please take the time to read through this information. Please do ask the researcher, Louise Peters, if you have any questions about the research.

The purpose of this study

This project is looking at how xxx staff experience working with young homeless people, with a focus on exploring the management of emotional challenges. Within this there was a focus on individual characteristics and environmental factors which might impact on how emotional challenges are managed. It is hoped that this study will bring clarity to the understanding of the emotional challenges involved for staff working with young homeless people and help us to improve the wellbeing of staff working within homeless accommodation settings. This may help services to be better able to support staff in the workplace, informing potential strategies to improve the wellbeing of staff and thus improving service user care and staff retention.

The impact of the interview

You have partaken in an audio-recorded interview which lasted for up to 60 minutes. During the interview you were asked about your experience of working for xxx, with young homeless people (e.g. how you managed to return to work after a difficult case). These questions may have aroused some difficult thoughts, feelings or memories which you may have found distressing at the time or may find yourself thinking about over the coming few days.

This debrief time gives you an opportunity to discuss the experience of being interviewed and any thoughts/feelings that this brought up for you and ask further questions about the study.

If this interview causes any stress or distress, please discuss with your line manager how you can access appropriate support through xxx. You can also discuss any concerns about your mental health with your GP and some practices can also refer on for counselling.

What will happen next?

After your interview has been transcribed, Louise will analyse the data across all transcripts using a qualitative methodology called ‘Grounded Theory’. The results of this analysis will form the basis of the Doctorate in Clinical Psychology dissertation. ‘Key findings’ will also be submitted for publication in a relevant peer reviewed journal. A summary of findings will be available to participants, please let me know if you would like this.

Confidentiality

All information will be made anonymous and you will not be able to be identified by reading the report. Non-gendered pseudonyms will be used and any direct quotes used in the final report will not be paired with any identifiable information such as services and specific geographical locations. Transcriptions and audio-recordings will be stored on a computer which is password protected.
Audio-recordings will be deleted following transcription and the transcripts will be kept for 5 years in a secure location to maintain confidentiality.

All audio recordings will be initially stored on a computer that is password protected. They will then be quickly transferred on to an encrypted USB device. This device will be kept in a locked filing cabinet in a secure location. The encrypted recordings will be securely sent to a transcribing service, who are well used to handling research data and who will have their own data storage and confidentiality agreements. Once the interviews have been transcribed (within two weeks), the recordings will be deleted, and the transcriptions will not be stored with any identifiable information, they will be ascribed a pseudonym. After 5 years, the transcriptions will be disposed of in a safe and secure manner.

If you disclose information which relates to your own or others safety your confidentiality may be waived. In this case, discussions regarding how to best ensure your own and others’ safety will also be held with the other researchers (as below).

**Who else is involved in this research?**

**Project Lead:** Louise Peters, Trainee Clinical Psychologist (PetersL1@cardiff.ac.uk; Tel: 02920870582)

**Supervisors:** Dr Chris Hobson, Senior Clinical Tutor (HobsonCW@cardiff.ac.uk; Tel: 02920870582); Dr Victoria Samuel, Senior Research Tutor (Victoria.Samuel@wales.nhs.uk; Tel: 02920870582)

Dr Katherine Shelton, Reader, School of Psychology (SheltonKH1@cardiff.ac.uk; Tel: 02920 876093).

Address of all the above people: South Wales Doctoral Programme in Clinical Psychology, 11th Floor, School of Psychology, Tower Building, 70 Park Place, Cardiff, CF10 3AT.

**What if I have concerns about this research?**

If you have any concerns or complaints about this project, please direct these in the first instance to:

Secretary of the Ethics Committee
School of Psychology
Cardiff University
Tower Building
Park Place
Cardiff
CF10 3AT
Tel: 029 2087 0360
Email: psychethics@cardiff.ac.uk

“The data controller is Cardiff University and the Data Protection Officer is Matt Cooper CooperMM3@cardiff.ac.uk. The lawful basis for the processing of the data you provide is consent.”

Thank you for taking the time to read this information.
Appendix 10: Interview schedule

Interview Schedule
Shining a Light on the Experiences of Staff Working with Young Homeless People:
A Grounded Theory Study

1) How would you describe your experience of working with young homeless people, with xxx in Wales?

2) What do you enjoy most about your role?
   - What drew you to the role initially?
   - Can you describe a particular situation or success story?

3) What advice would you give someone who was about to start the job?
   - What do you wish that you had known before you started the post?

4) What if any, are the challenges of forming relationships with the people you work with?
   - What is it like balancing connecting with the young homeless people that you work with and maintaining professional boundaries?
   - What do you gain through connecting with the clients?

5) What types of challenging behaviour do you come across in your role?
   - How do you try and make sense of clients’ behaviour when you witness challenging behaviour?

6) Do you think that the life experiences of staff can impact on working with people with traumatic histories?
   - Are there times when you think about experiences at work when you are at home?

7) How does working with young homeless people affect the working environment?
   - How do staff get along?
   - How do you think that staff feel about the availability of support and resources?
   - What has been your experience of lone working?
8) What keeps you going when the job is difficult?
   - What has helped you most in keeping going with the job (training or values etc.)?
   - Do you use any particular strategies for managing difficult days at work?

9) How, if at all, has your experience of working with young homeless people changed you?
   - E.g. Personally, emotionally, in work
   - How has it changed the way that you manage challenges?
Appendix 11: Interview schedule with amendments

Interview Schedule (version 2)

Shining a Light on the Experiences of Staff Working with Young Homeless People:
A Grounded Theory Study

1) How would you describe your experience of working with young homeless people with xxxx in Wales?

2) What do you enjoy most about your role?
   - What drew you to the role initially?
   - Initial analysis is telling me that there’s something that others are finding enjoyable about the process of seeing them progress?
   - Also making a difference at a broad level, does that mean anything to you?
   - If so what?
   - How do you see others make a difference?

3) What advice would you give someone who was about to start the job?
   - What do you wish that you had known before starting in the post?
   - From the initial analysis, others have spoken about needing to be a certain kind of person for this work, perhaps needing a natural ability, does that mean anything to you?

4) What, if any, are the challenges of forming relationships with the people you work with?
   - What’s it like balancing connecting with them and also keeping professional boundaries?
   - What do you gain through connecting with the clients?

5) What types of challenging behaviour do you come across in your role?
   - How do you try and make sense of clients’ behaviour when you witness challenging behaviour?

6) Do you think that the life experiences of staff can impact on working with people with traumatic histories?
- Are there times when you think about experiences at work when you’re at home?

7) **How does working with young homeless people affect the working environment for staff?**

- How do staff get along?
- How do you think that staff feel about the availability of support and resources?
- How easy do you think people find it to say that they are struggling?
- How comfortable to you think people feel in sharing that they are struggling?
- What might get in the way?
- What has been your experience of lone working? Do you ever feel lonely?

8) **What keeps you going when the job is difficult?**

- What’s helped the most?
- Do you use any particular strategies for managing difficult days at work?

9) **How, if at all, has your experience of working with young homeless people changed you?**

- Personally, emotionally, in work?
- How has it changed the way that you managed challenges in your own life?
Interview Schedule (version 3)
Shining a Light on the Experiences of Staff Working with Young Homeless People: A Grounded Theory Study

Changes and additions to questions included:

2) What do you enjoy most about your role?
   - From initial analysis I have noticed variations in what people enjoy / find rewarding
     (consider variety, consider interaction, advocacy, seeing progress and making a difference)

3) Initial analysis tells me that people are learning different things from the service users they work with – what have you learnt? (consider education, politics/ society).

5) From the analysis, I’m starting to find differing perspectives on the balance between connecting service users and maintaining professional boundaries. – What is it like to connect to them?
   - Would you describe this as a tricky skill to master? Would you say they need boundaries?

8) How comfortable do you think staff feel to say they’re struggling?
   - What might get in the way? Tell me about supervision. What are your experiences of lone working? Do you ever get lonely?

9) What keeps you going when the job is difficult?
   - What helps the most? How do you look after yourself? Do you use any particular strategies for managing difficult days at work?
Interview Schedule (version 4)

Shining a Light on the Experiences of Staff Working with Young Homeless People:
A Grounded Theory Study

Changes and additions to questions included:

8) From the initial analysis, I've noticed variations in staff experiences of stress within the role. What are your thoughts/observations about this? (culture, consider if it's helpful or not to convince yourself that it's OK, consider habituation – getting used to the work).

  - What do you notice about how your colleagues experience/manage stress?
  - Can you tell me a bit about your experiences of 'support staff' culture?
  - Tell me about the people or organisational factors which might influence the culture within the service – how does it impact on you?

11) Does having a child of your own have any impact on your work?
Appendix 12: Confidentiality agreement between researcher and transcriber

This confidentiality agreement has been prepared and is being distributed on behalf of Bridget POSTLETHWAITE (“the Service Provider”) who acknowledges and accepts the terms and conditions of this Confidentiality Agreement. This agreement is made between the Service Provider and Louise Peters.

The Service Provider agrees that they shall not during the course of the contract and at all times (without limit) after the termination thereof (however same is determined), either directly or indirectly, make use of, or disclose (to a third person, company, firm, business entity or other organization whatsoever) or exploit for their own purposes or for those of any other person, company, firm, business entity or other organization whatsoever, any trade secrets or Confidential Information (as defined below) relating or belonging to my client or any of their clients.

Confidential Information includes, but is not limited to, any information relating to clients (including clients with whom my client is negotiating), client lists or requirements, charge out rates or charging structures, marketing information, intellectual property, business plans or dealings, precedents, technical data, financial information and plans, any document marked “confidential” or any information which the Service Provider has been told is confidential or which might reasonably be expected to be regarded as confidential, or any information which has been given to my client in confidence by clients, suppliers or other persons.

The obligations contained in this provision shall not apply:
To any information or knowledge, which may subsequently come into the public domain, other than by way of unauthorised disclosure (whether by the Service Provider or by a third party);
To any act of the Service Provider in the proper performance of their contractual duties where such use or disclosure has been properly authorised by my client;
To any information which the Service Provider is required to disclose in accordance with an order of a Court of competent jurisdiction.

In complying with these confidentiality obligations the Service Provider must refrain from discussing, reading or disclosing Confidential Information openly in public areas, such as, on trains, buses and airplanes, on mobile telephones, or in restaurants. If the Service Provider is in any doubt as to the extent and/or the ambit of these obligations they should, in the first instance address any queries to my client using the contact details supplied at the time of booking, either in writing (via email) or via telephone contact. The Service Provider acknowledges that the client reserves the right to terminate any contract should they become aware of any unauthorized use of the Confidential Information.

Signed

Mrs Bridget Postlethwaite

Dated 14th December 2018
Appendix 13: Transcript passages with initial (lower case) and focused (CAPITAL) coding; including second researcher hand-written codes to enhance reliability.

Jo: Transcript excerpt
fantastic. So advice, what would I say to them? It just, yeah, try it. You've got
to get in and try it.

Interviewer Okay.

Respondent You know, you've got to give it a go if that's what you feel you want to do give
it a go and you'll find out quite quickly whether it's for you or not.

Interviewer Yeah. Before you started was there anything in particular that you would have
wanted to know?

Respondent With this role? I just - I just wanted to get in and give it a go. Once I was,
once the job was described to me about what [deleted] is all about, I couldn't
wait to get in.

Interviewer Yeah, the proof's in the pudding type thing.

Respondent Yes.

Interviewer Yeah, okay.

Respondent Yeah, the proof is in the pudding. You can hear all about it, people think of
wow, you must be amazing, it is but you've got to want to do it. There's got to
be something there for you to do this role.

Interviewer Something personal that's motivating you do you think?

Respondent Yeah, it could be, yeah, yeah. You know you just, if you like people then
you're half way there aren't you?

Interviewer Yeah, I guess so. That's probably a big part of the job I'm sure.

Respondent Yeah.
Interviewer: Yeah, you’ve kind of touched on this slightly earlier, I’m just interested in what if any do you think are the challenges of working with young homeless people?

Respondent: It’s them; it’s when they’re depressed and anxious and you can see that with a few of them there’s – you can see they’re just lost. They’re lost, they don’t know which direction their life is going to go. That’s quite challenging.

And if you’ve got people that are self-harming and they’ll sit in front of you and self-harm and you’re looking at that person thinking, wow, and at the same time you’re, you just treat them with respect, don’t give them a hard time and just suggest... You know it’s suggestion, it’s signposting, it’s just trying to get them to focus on better things, you know, themselves.

Personally, I always find out what their interests are, I like to find out what they like, what they like to do, and I’ll try into their education, it’s not prying. We have it on our forms, you know, we have to enquire about their education but that to me is really important because education is really important.

And when you’ve got a young person who is, they’re floating, you know, they’re in limbo. If you can get them into college or to start getting them to have a structured day that is really beneficial, you know.

That is, it’s challenging to get them to do it but when they do understand that it can help it’s great because they are starting to turn their life around, they can see the future. That past is past then, it’s not a present, you know, it’s getting them to look forward.
You were talking to me earlier about trust and so I'm guessing, and you yourself said that it's a long journey sometimes to get there, I wondered what are some of the challenges in kind of forming relationships?

It's, in forming the relationship it's saying, it's saying you're going to do something and doing it. It's that consistency. You say you will and you do, you make sure you do. You don't let them down. And it's being totally honest with them and up front.

There's no, I don't give them any false hope. It, you have to be down the line. You have to be totally up front, this is the situation, this is what could happen but this is what we're looking to happen and I'll do everything I can for this to happen.

And by getting them to do that is for them to see that you are actually there to help and doing what you say you do.

So kind of following through?

Following through, totally, just following through everything, there's no false hope.

Yeah.

You know, you say you're going to do something and then you do it. And it's not giving up either. It isn't giving up. It's like you say to them, I'm going to be here tomorrow at 10 o'clock and if they're not there that's fine, I don't give them a hard time, but just text, leave a note, I'm coming back this day. I'm coming back this day, this day, this day and you just keep doing it, keep doing it and then they'll meet and then you can start from there.
Interviewer  [ ] there for me.

Respondent Yeah.

Interviewer And then within that relationship what are the challenges of kind of balancing professional boundaries with connecting?

Respondent Again it's boundaries. It's like when you say professional boundaries, you befriend in the loosest term, because you're listening to what they're saying. You're being honest with them and that honesty is in itself, they can see that it's a boundary. They'll know not to push. They'll look at you as someone they can talk to and trust, but they know, I don't know, I've never had an issue of, sometimes you want to take them home. You do, you want to take them home, it's like, oh...just come home. [laughs]

But you can't do that so it's then, it's just you just shut off to that side of things. You just concentrate on what needs to be done, you know, and they can see that in you. They won't cross that boundary, you don't, you know, you can't, you just, sometimes you want to, you really want to...but you can't.

So it's just by doing what you say you're going to do.

Interviewer Okay.

Respondent Yeah, and I've never had issues with that boundary. You get some of...the female services users and they want to give you a hug and you feel like, look I can't, you shake their hand. Thanks very much, you know.
<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Yeah, I guess that new research has just put a label on it in a way hasn't it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent</td>
<td>Yeah, that's all it's done, you know. It's about encouraging somebody to achieve something that they wouldn't have achieved, you know. It's how you work with them on their self-esteem, their self-confidence, you know building them up, which is what we've been doing for years and years and now they just call it ACES.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>[laughs] Yeah. At least it draws attention to it for people that don't do it you know. I think the mere fact that you even know what that is shows that you're good at your job.</td>
</tr>
<tr>
<td>Respondent</td>
<td>Well we were in the training course and they were going on about this ACES and I was thinking, oh, we used to do it when we used to take youngsters, doing outdoor pursuits. You know, you encourage them to jump off a cliff with a rope. Not literally jump off a cliff, but it's all about that; it's all about the encouraging, you know, working with them, building up their self-esteem and then the minute they do something that is out of their comfort zone, the achievement that they get and that makes them feel. And we've been doing it for years, but there we are.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>You're an old hand, you're an old hand.</td>
</tr>
<tr>
<td>Respondent</td>
<td>Yeah, [laughs]</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Do you think that the life experiences of staff can impact on working with these people who have traumatic histories?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Yes, it can. It's... some people can be affected by it more than others.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Yeah.</td>
</tr>
</tbody>
</table>
Respondent: And it can make you ill, and people do go off on sick because of, if they've already got their own issues and then you're dealing with somebody that's got issues, it can compound itself and you can become ill. People do become ill.

Interviewer: Yeah. Have you seen people that you're close to go off?

Respondent: Yes. Yes. And it, you know, it does get you, you can get stressed and then you, if you don't know you're stressed, you don't know what's wrong then, you know, you've got to look after yourself first before anybody else, if you can't look after yourself you're not going to be able to help anybody else. But it does impact on our lives.

Interviewer: Yeah, definitely and I'm so interested in that I guess because you know I am really keen to give people that do what you do more of a voice about that impact, yeah?

Respondent: Yes.

Interviewer: So when you said at the beginning that it's an emotional job, it has an emotional impact.

Respondent: Oh absolutely.

Interviewer: ...on you, yeah. Are there times when you think about experiences that you've had at work, maybe when you're at home?

Respondent: No, I try desperately not to do that. It stays in work. I'm quite fortunate that I can do that.

Interviewer: Okay, yes.
Interviewer: And the impact that that might have on you and your colleagues to me seems like it could be quite significant.

Respondent: Yes, because we’re not professionally trained if somebody comes up to you and says he was raped as a child. You know, how are you supposed to process that and then still deal with the person who is telling you?

Interviewer: Yeah, hugely upsetting.

Respondent: Oh yeah, it can be.

Interviewer: I think it sounds like you’re very self-aware and very skilled at managing these emotions. Have there been...

Respondent: Yes, well you have to be...

Interviewer: Yes, okay.

Respondent: ...otherwise it would just eat you up alive and you’d never come to work.

Interviewer: Yeah, okay.

Respondent: And then you can’t help all those people that you are helping if that makes sense as well?

Interviewer: Yeah, absolutely it does. So you’re kind of taking responsibility for that?

Respondent: Yes.

Interviewer: Yeah. And you mentioned that there have been some episodes in the past where maybe, you know, things have got to you more. Is there anything specific that you would want to share with me about that?
## Robin: Transcript excerpt

Audio Title: Recording 7  
Audio Length: 42 minutes

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Yeah, and I guess like would you have wanted to have known that information before you started?</th>
</tr>
</thead>
</table>
| Respondent | No.  

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>No. Do you think it would have put you off?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent</td>
<td>I think it wouldn’t have put me off but I think I would have been very daunted by it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Yeah, so you’ve just kind of naturally found a…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent</td>
<td>I think that, yeah, an everyday person would dread someone telling you… I mean I worked on phone lines with people who would tell you they were going to commit suicide because they didn’t like the advice you’d given them. And that is very difficult. But I think when it’s face to face then it takes a different element and you do become, not normalised to it, because it’s always going to be a little bit of a strain on you. I don’t know, maybe I would have wanted to know but I don’t think I would have been so eager to do the job if I’d known. So I’d say no, but that’s me personally.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviewer</th>
<th>Yeah, so there’s a level of it sounds like to me, a level of resilience that’s necessary for this role.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent</td>
<td>It really, you do. I tell you, my colleagues have been spût in the face and have been pushed through a window and then you can’t then you’ve got to work with these people the next day as if nothing has happened. So you definitely have to have a level of resilience and you have to have, and you have to have an awareness as well that nothing is personal.</td>
</tr>
</tbody>
</table>

| Interviewer | Yeah, and I think that that sounds a tricky line to tread really? |

---

Comment (993): Disagreeing  
Comment (994): Predicting that they would’ve been daunted by it  
Comment (995): Comparing their experience to that of an ‘everyday person’; assuming they would dread it  
Comment (996): Working on phone lines with people telling you they were going to kill themselves because of their advice  
Comment (997): Describing this as difficult  
Comment (998): Evaluating face to face interactions as different  
Comment (999): TRAUMA BECOMING NORMALISED  
Comment (100): BEING UNDER STRAIN  
Comment (101): Becoming something but not normalised as it will always be a strain  
Comment (102): Reflecting that they might not have been so eager to do the job if they’d have known but that perhaps they still would’ve wanted to  
Comment (103): Saying no in their own personal case  
Comment (104): Agreeing that a level of resilience is necessary; describing colleagues being assaulted  
Comment (105): BEING ASSAULTED BEING NORMAL  
Comment (106): Having to then work with these people like nothing has happened  
Comment (107): Requiring a level of resilience  
Comment (108): BEING RESILIENT  
Comment (109): Having to have an awareness that nothing is personal
Yeah, it is, I mean from, yeah, it is a tricky line to tread, it is because we're only human and if someone's spat in your face you are going to find that difficult.

Of course.

But then I have colleagues who just don’t find it difficult and just carry on. It’s never happened to me personally, like that’s never happened to me personally but I’ve had other things happen to me and it does, it does unnerve you. It doesn’t matter how confident you are.

Absolutely. Well along those lines what would you say that the challenges of forming relationships with the young people you work with are? So kind of balancing connecting with them and also maintaining a professional boundary?

Yeah, so I think that the young people are very aware; they will, it’s very unusual, I’ve not come across a situation yet where a young person will have come from a normal domestic home into supported living. I mean I could tell you myself I had a wonderful upbringing and a lovely family, but when I was 15 and 16 I was a nightmare and if my parents didn’t care enough to sort me out I probably would have ended up right where they were.

So the situation is that these young people have been in a system for many years before they come to us. We are right at the end of their journey. They are very aware of the system and they are very aware of our role and you can build a relationship with them, of course you can.

You are going to get some people who are more damaged than others and who will potentially want you to be a mother or a father figure; but then you,
they are aware, and we keep re-visiting the fact that we are members of staff with professional boundaries.

So we're here to help them but I mean... sometimes it can be difficult because, I mean, for example, we've got a young person at the moment who, from myself, has never told me that they are going to come back and not come back, and has never done anything to cause me to distrust them. But now, then we've got a new procedure where we have to check with somebody else that what they're telling us is true.

And you find that hard then because it kind of appears that you don't trust that person any more and that what they've done, that that trust that they've built up with you doesn't mean anything. But then at the same time what you would do then is just explain to them that this is what we have to do. So yeah, it can be difficult but it is possible.

Interviewer: Gosh that is very hard.

Respondent: But I think that just becomes normal to you.

Interviewer: Yeah, that's, that procedure sounds very difficult to navigate.

Respondent: That's normal, that's very normal though for them to change that.

Interviewer: Wow, okay. What do you think that you get personally from connecting with the young people?

Respondent: So if somebody will sit with you and fill out a form for four hours and they wouldn't have done that with anybody else, you get a sense of achievement from that. Not just because they've performed, not just because they've sat...
Describing it as normal to have people self-harming around you as a support worker.

Explaining that people take overdoses regularly and tell you they want to kill themselves.

Thinking that if it wasn’t normal, you wouldn’t be able to do the job.

Explaining either a smooth ride or a rollercoaster; week on week difference.

Having a house where everyone is quiet or a house where someone is trying to self-harm.

Explaining that the young people have been in the system for a long time before they reach

Perceiving the service to come at the end of the young people’s journey.

Describing them as aware of the system and their role, and it being possible to build a relationship with them.

Getting some people who are more damaged than others.
Appendix 14: Mind maps showing the process of the development of the model
Appendix 15: First draft of the model
Appendix 16: Reflective diary extract

I was taken aback by the insightfulness of the support worker I spoke to today, and their willingness to share their experiences of distress. I felt privileged to have heard their stories; I am left wondering about why I felt so surprised by this? I entered the interview expecting the support worker to be lacking in insight and self-reflection, and keen to display bravery in order to gain acceptance. I am struggling to comprehend why I assumed that this would be the case and I wonder about my own previous work experiences and the social perception of support workers. Did I take into the interview a societal construction of support workers as uneducated and lacking in self-esteem/identity? Now that this assumption has been highlighted, I will try to not allow it to influence future interviews. I will try to ensure that I remain open to support workers’ descriptions of their experiences, within their own worlds, in which ever way they experience it. I must not let my previous work experiences and specific interactions with previous colleagues influence my interpretation.
Appendix 17: Job Description

Post Title: Support Worker

Responsible to: Team Leader

Responsible for: Co-ordinating the delivery of support for young people in line with their Individual Support Plan. For young people supported in XXX Project Houses this will include delegating some tasks to be completed by Support Assistants / Project Workers (nights), and ensuring completion of these tasks.

Principal Duties: To key-work, negotiate and agree Support Plans / Reviews and goals for individual young people. Overseeing all aspects of service and support delivery for those young people, ensuring the whole team provides the highest quality service is provided to all young people, partners and funders for both Project Houses and Tenancy Support schemes. Flexibility around working times is required to meet the needs and wishes of young people and encourage maximum engagement in support, and achieve the highest possible outcomes for individual’s lives. To build/maintain positive working relationships with partnership agencies, limiting duplication for the young person, and ensuring all of their needs are met.

Principles & Values

1. Engage with young people, at every opportunity, in order to build trusting and respectful relationships with them. Get to know the individual, their strengths and challenges, and how the whole team can support them most effectively.

2. Provide support flexibly, to ensure maximum chance of each individual engaging in the support available. E.g. offer to support them when they are at the project and interacting with you, rather than expecting them to stick rigidly to an appointment time.

3. Engage with, and support, young people in working towards and achieving goals identified in their support plans or sessions, understanding the impact of previous trauma and providing support in a psychologically informed way.

4. Working in partnership and liaising with the Support Assistants & Project Workers to ensure completion of all tasks identified in young people’s support plans, ensuring a consistent ‘whole team’ approach to this.

Main Duties

Key-working & Support Planning

1. Complete Assessments of support needs, Individual Support Plans & Reviews in accordance with the Keywork & Support procedure, and in partnership with the young person, and other support agencies. Ensuring the whole team are aware of these and their contribution needed.

2. Complete Risk Assessments in partnership with young people, and regular reviews / updates, in accordance with the policy of XXX, ensuring these are available to, and understood by the whole team.
Share risk information as required, and appropriate including prompt updates following incidents, to protect everyone involved.

3. Ensure young people are fully involved in agreeing their support goals, the outcomes they would like to achieve for their lives, and that support promotes their independence i.e. not doing for them, but with them to build their skills.

4. Ensure support for ALL young people is provided around meaningful use of time, whether this is volunteering / L4L / Training / education / work experience / volunteering / activities etc. Supporting them to work towards a financially independent future.

5. Co-ordinate the support provided to the young people you Key-work by working closely with either:
   - The Support Assistants / Project Workers within your project.
   - Other agencies involved in supporting your young people.

   This will require clarity around which other workers are completing which tasks, what the timescale is for these, and checking this work has been completed. If there are concerns around this / lack of tasks being completed, this should be discussed with your Team Leader.

6. Monitor and respond promptly and appropriately to issues around safeguarding in accordance with procedures e.g. knowing when to request police welfare checks and the reporting as ‘Missing’ protocols for each young person, contacting for further advice / On Call, or Police for immediate & significant safeguarding concerns.

7. Ensure new Tenancies / Licences are issued in accordance with the policies of XXX ensuring that the occupancy rights are always protected and maintained. Ensure breaches of Occupancy Agreements and House Rules are dealt with as part of support provided and in line with XXX procedures.

8. Ensure that all possible support is provided to prevent un-necessary tenancy breakdown, or failure to achieve positive outcomes. (Eg. Providing support flexibly, ensuring Benefit claim requirements are fully actioned preventing rent arrears, sanctions etc.)

9. Liaison and professional communication with both external agencies, and within XXX, as required. Ensuring good communication with Support Assistants & Project Workers, and recording conversations and actions required clearly.

10. Ensure Housing, and other Benefits claims, are submitted promptly and maintained by liaison with the young person and Benefits Agencies. Supporting young people to complete these tasks independently.

**Service Delivery**

11. Ensure every young person receives support and assistance in accordance with the ethos and policies of XXX, whether this support is provided directly by you, or via the team of Support Assistants / Project Workers you work with. Working as part of the team to ensure this, or, liaison with the Team Leader where there are concerns around this.

12. Ensure all Support notes are written, signed as agreed by the young person and filed at the end of each session and that each file contains ALL relevant information on each young person as required by XXX policies and practise.

13. Engage young people in support available, and complete specific key-working duties for young people with a range of complex support needs, this can include a large element of lone working, and the need for safe working practices.
14. Ensure that each young person builds and sustains informal / community support networks that can enable them to live successfully within the community once the support provided by you / XXX ends.

15. Liaise regularly with Housing Officers / Landlords including pre-arranged review meetings in regard to individual tenants and for ad hoc issues as they arise.

16. To be part of the on-call rota that XXX operate, this provides support and advice to young people being supported and lone working project staff, and can, where all other options have been unsuccessful, mean that the on call worker has to attend a project to provide emergency cover.

17. Ensure that monitoring / outcomes monitoring is completed for each young person / project as required to evidence the effectiveness of support provided.

**Housing Management / Health & Safety**

1. Ensure maintenance issues are promptly reported by young people, where applicable e.g. for their own rooms in project houses / in their own flats. Then that completion of maintenance tasks is monitored.

2. Ensure high standards of cleanliness is achieved, for communal spaces and young peoples own homes / rooms.

**Working As Part Of A Team**

1. Provide clear handover of tasks needing to be completed to other staff within the team, ensuring ALL relevant information is available.

2. Take responsibility for co-ordinating the completion of tasks allocated to Support Assistants / Project Workers and other support agencies, informing the Team Leader if these are not being completed as allocated & requested.

3. Attend & participate in regular x-over meetings & Full Team Meetings with other staff.

4. Attend & participate in regular supervision and support, annual appraisals, and undertake training as identified or requested.

5. Take responsibility for personal development by actively engaging in events, training, meetings etc that seek to develop or promote the ethos of XXX.

6. Participate in regular review of project outcomes, ensuring the project is constantly improving.

**General Duties**

1. To positively promote and represent the interests of XXX to young people, partners and neighbours and to always conduct yourself in line with the Code of Conduct.

2. Comply with all XXX’s policies and procedures including the Support Methodology, Keywork and Support Procedure, Confidentiality Data Protection & Retention of Records, & all the Operational Policies for the Project/s in which you are working.

3. To actively engage in the Induction, Core Competency Training program, and personal development opportunities that you receive.
4. To familiarise yourself with all Health and Safety guidelines provided and help ensure that Health and Safety at Work Regulations are adhered to, and Housing Management tasks completed.

5. Any other duties as reasonably requested.
PERSON SPECIFICATION
Support Worker

ESSENTIAL

- Understanding of the needs young people who have been homeless, have left care or have high and complex support needs, and how to engage them in support.
- Knowledge of the principles and ability to facilitate assessment of need, risk, and support plans in partnership with service users.

- Ability to keywork, and engage with a number of young people who have a complex range of support needs.
- Understanding of the impact of previous trauma and ACE’s, commitment to Psychologically informed support.
- Ability to work constructively as part of a team and collaboratively throughout the organisation
- Able to communicate effectively in writing and verbally, using appropriate tone and use of language

- To work on own initiative and under pressure, organising & prioritising work to meet deadlines.
- To communicate appropriately and in a non-judgemental way with young people.
- A high level of commitment, enthusiasm and flexibility to meeting the needs of young people.
- To engage young people who are non-engaging, using innovative techniques.
- Professional approach which includes strong professional boundaries
- Positive and flexible approach
- Committed to reflective practise and striving for continuous improvement.

Understanding of and commitment to:

- the principles of Equality & Diversity, including anti-discriminatory practise
- the principles of Confidentiality / GDPR
- principles & processes around safeguarding children & adult, including MARAC / SERAF / MARF / Duty to Report / Missing Children processes
- work within the ethos of XXX and it’s policies and procedures.
- work within Health & Safety at Work regulations.

DESIRABLE

- Educated to A-Level / GCSE standard, or equivalent.
- Experience of working with people in a supported or similar environment
- Experience of successfully liaising with a variety of agencies. For this post it will include Social Services, Probation, Housing Associations, and Benefits Agency etc.

- Using Information Systems/Databases & evidencing outcomes.
- Knowledge of the management of situations that may lead to violence or
aggression.

- Computer skills, including use of MS Word and Outlook (e-mails), Social Media / Apps.