

## **The National Board of Social Services**

National guidelines for the prevention of violent Incidents in housing offers as well as in accommodation for the homeless

Beneficial knowledge

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# Introduction

The National Board of Social Services has in the period 2016 to 2017 prepared these guidelines for prevention of violent incidents. The background is the assault in recent years, in some cases resulting in death, on employees at housing offers and at housing types for homeless people.

The guidelines should provide knowledge about and put focus on the work with preventing violent incidents in the housing offer and housing types for homeless people, and should be used in connection with the daily recovery-oriented and rehabilitating socio pedagogical effort at the offers.

Prevention of incidents with violence and threats is a difficult task, which is both about safety, security, legal security, and the opportunities to complete a recovery-oriented and rehabilitating effort in relation to the individual citizen. Present guidelines can therefore not stand alone but can provide a good basis for dialogue and development of the violence prevention efforts at the offers.

The guidelines are thus one of several measures, which are initiated to create a better prevention of violent incidents. Reference is made to the Violence Prevention Action Plan at housing offer from 2016.

## The purpose, content, and target group of the guidelines

"First and foremost, it is about well-being - both for the citizens and for the employees".

This is a message, which often is emphasised in studies and among managers and employees, when it is about prevention of violent incidents at housing offer and at housing types for homeless people<sup>1</sup>. However, there is not a single solution or method that can prevent violence in all situations.

Several different factors play a role and at many social offers violent incidents occur<sup>2</sup> never or only very rarely. At social offers, violent incidents are an ongoing challenge, and some places even part of everyday life. Curse words, threats and physical violence have huge consequences on the well-being of both the employees and the citizens and thereby also the quality of the social work effort. No matter how rare or often violent incidents occur, it is important to prevent it.

### What is the purpose of the guidelines?

The purpose of the guidelines is to support the well-being and safety of citizens and employees in the housing offers of the country, as well as at the forms of housing for the homeless, thereby reducing the number of violent incidents and, as far as possible, preventing them from occurring. This applies to both violent incidents between citizens and employees and between the citizens. In addition, it is expected that the number of uses of force can be reduced.

The provision in the national guidelines is to support that both employees and citizens in housing offers and in types of housing for homeless people have a safe everyday life. A general focus of the guidelines is the understanding of violent incidents as something that arises in the interaction between citizens and

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<sup>1</sup> § 110 types of housing for homeless people include both care homes and hostels.

<sup>2</sup> See page 12 for a definition of violence, including physical violence and violent incidents.

employees or between citizens. An interaction that takes place within the given academic and organizational framework. Violence can therefore not be prevented by focusing solely on the actions of the individual citizen and employee but must be viewed in the context of the professional and organizational framework in the offers. Therefore, the management of the offers plays a crucial role in preventing violent incidents.

However, violent incidents often occur in certain situations, such as physical proximity, boundary setting, stress in connection with transition, or when communication difficulties arise between the parties. Therefore, conditions such as how the work is organized, the work pressure of the employees and how the employees deal with different situations can be of great importance<sup>3</sup>.

These national guidelines, based on the social science knowledge and legislation currently available in the area, provide a number of recommendations for how managers and employees can work together to prevent violent incidents in housing offers and the types of housing for homeless people. The basis for this is the recovery oriented and rehabilitative approach focusing on the good cooperation between employee and citizen<sup>4</sup>. The recommendations are supplemented, where appropriate, with the requirements that exist in accordance with occupational health and safety legislation in the area.

### **The distinction between recommendations and requirements**

The guidelines distinguish between recommendations for good practice and obligations under the legislation, respectively. In the case of obligations under the legislation, the term "must" is used, while in recommendations of an indicative nature the term "recommended" is used.

### **Coherence between the social science perspective and the work environment perspective**

The guidelines have been prepared by the National Board of Social Services, and the main focus of the guidelines is on how managers and employees can organize the social work to prevent violent incidents.

In some parts of the guidelines, the requirements are in accordance with health and safety legislation provisions mentioned, but without being described exhaustively. Therefore, there may be other requirements in occupational health and safety legislation than those described in the guidelines, which the offers must know and comply with.

The occupational health and safety legislation does not lay down requirements for how the management must comply with the provisions of the occupational health and safety legislation. The guidelines describe some specific requirements that the Labour Inspectorate has praxis in for the offers to live up to, but which cannot be read directly in the rules. For example, it is not mentioned in the working environment legislation that employees must have knowledge of and be able to use conflict management in practice. However, since it follows from the working environment rules that employees must be trained and instructed so that they can perform their work safely and health properly, it is therefore mentioned as a requirement in the guidelines that employees must be able to use conflict management, because employees must be able to handle the conflicts that occur in housing offers and in housing types for homeless people.

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<sup>3</sup> Liversage, A. (2017), VIVE (formerly SFI): Violence Prevention at Residential Services and Retirement Homes.

<sup>4</sup> The National Board of Social Services (2017), The Knowledge Portal in the social field: Recovery.

Relevant references to occupational health and safety legislation are provided under the individual guidelines. Additionally, requirements for the prevention of work-related violence in The Occupational Safety and Health Act are set out in At-guidance Violence D.4.3-3, which, in addition to the requirements of the Work Environment Act, also includes general recommendations of the Labour Inspectorate on the prevention of work-related violence. Annex 2 of the guidelines also contains references to legislation in the field of work environment.

The guidelines also refer to the rules on the use of force under the recommendations, and reference is also made here to Annex 2 for an elaboration of central legislation in this area, including references to further knowledge of the legislation in this area.

## Content of the Guidelines - Reading Guide

There is no evidence that individual methods can prevent violence in all situations<sup>5</sup>. Overall, however, studies and experience from practice indicate that several elements are central to the prevention of violent incidents. The guidelines are therefore built around these elements:

- Chapter 1: Preventing violent Incidents in collaboration with the citizen
- Chapter 2: Managing Violent Incidents
- Chapter 3: Learning from Violent Incidents
- Chapter 4: Organizational framework for the prevention, management and learning of violent Incidents

The content of the guidelines is illustrated in the figure below, after which the individual chapters are described.



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<sup>5</sup> Liversage, A. (2017), VIVE (formerly SFI): Violence Prevention at Residential Services and Retirement Homes.



## **Chapter 1: Preventing violent Incidents in collaboration with the citizen**

Preventing violent Incidents means trying to prevent violent Incidents from occurring. This chapter describes several recommendations and requirements for the prevention that must take place in cooperation with the citizen.

Guidelines 1 and 2 are about violence prevention in daily rehabilitative cooperation with the citizen. Here it is about, in ongoing dialogue with the citizen and based on the citizen's situation, to support the citizen in prospering, mastering everyday life and its stressful situations as well as to create good relations between the employees and the citizen.

Guideline 3 is about how a professional and systematic risk assessment of work with the citizen can be supported. In addition, there is a focus on how, if there is a risk of violent Incidents in the work with the citizen, further preventative measures can be taken as well as what safety measures to take.

## **Chapter 2: Managing Violent Incidents**

Violent Incidents cannot be prevented in all cases. The chapter describes what the offer must be aware of in relation to professional competences and procedures for the purpose of dealing with violent Incidents.

Guideline 4 contains several recommendation and requirements for the professional skills and procedures of the offer in terms of handling a violent episode or a conflict that is escalating.

## **Chapter 3: Learning from violent Incidents**

The chapter describes several recommendations and requirements for, how the offer learns from violent Incidents, if they occur, then the offer can improve its preventative efforts.

Guideline 5 is about reflections that a violent episode has taken place.

Guideline 6 is about registration and use of information on the violent Incidents.

## **Chapter 4: Organisational frameworks for prevention, handling and learning of violent Incidents**

In this chapter, several recommendations, and requirements for preventing violent incidents at the organizational level are given, it means on the individual department and on the offer as a whole.

Good prevention at the organizational level is a prerequisite for the prevention, management and learning of violent Incidents, in close cooperation with the citizen, as best supported.

Guideline 7 is about commitments of management and how management can support efforts of the offer in relation to violence prevention.

Guideline 8 has focus on how the offer, through good cooperation between management and employees can support the violence prevention work.

Guideline 9 is about how the offer ensures the necessary qualifications and competences that is education, experience and knowledge to carry out the violence prevention work in relation to the group of citizens who are on the offer.

Guideline 10 describes how the physical framework and facilities of the offer can and must support preventive action as well as the handling of situations that may develop dramatically.

Guideline 11 concerns cooperation and coordination of the offer with relevant external partners so that the holistic and coherent rehabilitative and violence prevention efforts are supported.

**The individual guidelines are structured as follows:**

- The purpose of the guideline
- Recommendations and requirements
- Reference to relevant methods and tools
- Reference to relevant legislation

**Two types of note references**

The guidelines use numbered footnotes relative to general references, while endnotes are used for each guideline with references to legislation.

**Appendix to the guidelines are as follows:**

Appendix 1: Catalogue of methods and tools<sup>6</sup>.

Appendix 2: Relevant legislation.

Appendix 3: Overview of members of work group, advisory group and steering committee for preparation of the national guidelines.

Appendix 4: Literature.

**Who is the target group of the guidelines?**

The guidelines target managers and employees on housing offers under §§ 107 and 108 as well as in housing forms for homeless people under § 110 for citizens with cognitive disabilities, mental health problems and / or social problems. In addition, the administration in municipalities and regions can find knowledge and inspiration in the guidelines when making decisions and initiating initiatives to support the violence-prevention efforts in the offers.

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<sup>6</sup> A catalogue of methods and tools has been prepared as an appendix to the guidelines. This catalogue contains a number of references and brief descriptions of methods and tools that housing offers and care homes can use in the work with the individual guidelines. Please note that the catalogue is not exhaustive, but only provides inspiration for relevant tools and methods.

## How can a social service use the guidelines?

A service<sup>7</sup> can use the guidelines:

- as an inspiration to develop new or further develop existing local guidelines for the prevention of violence in the service
- to assess and highlight the areas in which the service can advantageously further develop its violence prevention efforts, and as inspiration for methods, tools and approaches that can be used in connection with it
- to gain knowledge of some of the working environment rules that must be observed, cf. Appendix 2.

The guidelines should thus be seen as a supplement to existing legislation and agreements both nationally and internationally. An independent appendix has been prepared for the guidelines with an overview of relevant legislation in this area, see Appendix 2. As a result of the framework agreement, agreements on well-being and health have been signed in Denmark for employees in regions and municipalities as well as for collaboration and collaboration committees. According to the agreements, the local MED committees or cooperation committees are obliged, among other things, to draw up guidelines for overall violence prevention efforts of the company. The MED organization thus has a central role in the violence prevention work on the offers<sup>1</sup>.

The national guidelines on the prevention of violent Incidents should be read in their entirety and can subsequently be used by managers and staff as reference books to immerse themselves in knowledge of specific topics of particular interest. It is up to the individual offers to decide which initiatives are initiated with inspiration in the guidelines, except for the working environment rules, which are required to be complied with.

## Which citizens are the guidelines relevant to?

Citizens in housing offers as well as in housing types for homeless people, where violent incidents often occur, are often characterized by complex problems. The citizens can have different social challenges and, in many cases, also more disabilities or mental difficulties.

The guidelines for the prevention of violent Incidents are relevant to the following target groups of citizens:

### 1. Citizens with mental difficulties living in housing offers

In addition to a diagnosis or suspected psychological difficulties, the target group may have social challenges such as abuse, financial problems, crime, loneliness, or social isolation.

### 2. Citizens with cognitive difficulties living in housing offers

In addition to cognitive difficulties, the target group may also have mental difficulties. Additionally, social problems such as abuse, financial problems, crime, loneliness, or social isolation may occur.

### 3. Citizens living in housing types of homeless people

The target group basically has homelessness as a pervasive problem. It may be a real housing shortage, or the citizen, for various reasons, cannot cope with staying in their own home. Additionally, citizens will often have the same difficulties as mentioned above.

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<sup>7</sup> Offers are used in the guidelines as a common term for housing offers and for housing types for homeless people.

### **Special framework conditions for § 110 housing types for homeless people**

It is worth noting the differences that exist between housing types under § 110 and housing offers under §§ 107 and 108 in relation to the work with the citizen. This is because the residents have a different practice in relation to receiving citizens, since they take up the citizen "at the door" (the principle of self-sufficiency), and therefore often have little or little prior knowledge of the citizen. Additionally, stay of the citizens at the offer will often be of a temporary and short-term nature, which sets different time frames for the work to describe situation and needs of the citizen than for the housing offer.

## **Definition of violence, violent Incidents and near miss Incidents**

Violence can be both physical and mental character.

**Physical violence** are attacks against the body. It can be in the form of assaults, choking attempts, knife stings, kicks, punches, pushes, leg strokes, restraint, throwing with objects, bite, level, scratch, and saliva.

**Mental violence** are threats of violence and other abusive behaviour. It may be oral threats to the safety of employees or other citizens, including threats to life, threats of physical vandalism to the workplace, or threats against employees' family, friends, or other close relatives or against belongings of the employees. Examples of oral threats may be: "I know where you live" or "I know, where your children go to school". Threats can also be expressed without words such as with clenched fists, movement of a finger across the neck or with drawings. Other abusive behaviours may be harassment, humiliation, suspicion, mockery, or discriminatory statements.

### **Violent Incidents**

The guidelines use the term violent episode. A violent episode is a situation where a person is physically or psychologically abusive, as defined above.

The term episode refers in English to an incident in a series of events. The term emphasizes an important point and a thorough understanding of the guidelines, namely that a violent act or speech can best be explained, understood and prevented by seeing it in the context of the events that preceded the act itself<sup>8</sup>.

Violent Incidents include situations where citizens and employees are exposed to a violent episode. Thus, the concept of violent Incidents is broader than the definition used in the work environment legislation. In the work environment legislation, the term work-related violence, which includes physical and mental violence by citizens against employees, is used. The term "violent Incidents" is thus not used in the work environment legislation.

### **A near-miss episode**

The guidelines also use the concept of a near-miss episode. A near-miss episode is understood in the guidelines as a call for a violent episode, for example as a tense conflict between an employee and a citizen who does not result in an actual violent episode.

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<sup>8</sup> Merriam-Webster's dictionary and thesaurus (2017).

## Citizen involvement and self-determination

Citizen involvement and citizen self-determination are pervasive themes in the guidelines. Citizen involvement is characterized by the fact that the citizen:

- experience themselves heard, respected, and recognized
- experience influencing decisions regarding oneself
- experience being supported in fulfilling your full potential
- experience being given the opportunity to enter social relationships outside the offer
- have contact and contact with family and network in daily life according to their own wishes
- experience thriving in the offer and achieve increased physical and mental health
- is supported in maximizing the benefits of community support<sup>9</sup>.

### **Prevention of violence is a common project between citizens and services**

Citizen involvement and self-determination are central to preventing violent incidents because the overall experience of having an impact on one's own life, and getting support to follow one's own desires, hopes and dreams, is inherently violence-preventing. On the other hand, it can seem to escalate violence if the citizen does not experience being recognized, understood, and respected and instead experiences that decisions are made on behalf of and without the involvement of the citizen. Both international and Danish research<sup>10</sup> points out that violence prevention works best when it is done in close collaboration between the employees and citizens that the violence prevention work is about.

The research also shows that when the citizen feels included, it strengthens the experience of control over one's own life and enables the citizen to cooperate better because the citizen experiences being seen, heard, and recognized. Thus, a foundation has been created for cooperation between citizens and employees on a preventive effort that is based on the citizen's own feelings, thoughts and desires and the employees' professional experiences and skills.

Danish research points to the importance of employees' prior approach to the citizen in order for citizen involvement to succeed<sup>11</sup>. When employees perceive the citizen as understandable, they feel more in control of the situation. It is important, in the same way it is important for the citizen – and when the employee experiences it, the employee often also responds more inclusively, solution-oriented and less restrictively. Therefore, the employee's prior approach to the citizen is crucial for successful citizen involvement.

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<sup>9</sup> The National Board of Social Services (2017), Supervisor's Handbook: Quality Model: Themes, criteria and indicators for offers.

<sup>10</sup> The Australian Psychological Society (2011), Evidence-based guidelines to reduce the need for restrictive practices in the disability sector.; Uhrskov, T. (2012), A study of the theoretical basis of the Low Arousal method and the possible complications for the professional praxis.

<sup>11</sup> Høgsbro, K. etc. (2012), When borders are challenged. Workloads and educational challenges in special educational units.

### **Communication is of great importance for citizen involvement and violence prevention**

Many citizens in housing offers and in homeless housing, including citizens with cognitive difficulties, may have verbal communication or comprehension difficulties.

Communication difficulties can cause conflicts because of misunderstandings and frustration. For example, when the verbal language is not sufficient to express feelings and needs, the citizen may be stressed and the risk of violent incidents increased if the employee does not have the knowledge and tools to interpret, understand and deal with the citizen.

A prerequisite for citizens with cognitive and communicative difficulties to be involved in the violence prevention efforts is therefore that employees have knowledge of the citizen's cognitive level of functioning, and what communicative skills and difficulties the citizen has. Additionally, it is important that employees have knowledge of the communication methods and tools that are suitable for the individual citizen, and that they can use these with the citizen.

### **Mental difficulties have a bearing on citizen involvement**

The judgments of citizens with mental difficulties can at times be reduced and the perception of reality altered to such an extent that citizens' involvement and self-determination are made more difficult.

There may be situations where the citizen's choices and decisions are not considered justifiable and where the offer, based on the duty of care, should try to get the citizen to change his or her choice or decision. It is recommended that discussions with the citizen about the current situation as well as decisions and agreements on new initiatives, to the extent possible, be postponed to the citizen again able to be actively involved.

## Knowledge basis of the guidelines

The national guidelines on the prevention of violent Incidents are based on the current best knowledge from research, studies, and primarily social pedagogical practice.

In literature, the guidelines are based in particular on VIVE's literature survey and case study Violence Prevention in Residential Services and Care Homes (2017), Defactum's case study Violence in housing and care homes – transversal analysis of 10 cases of violence (2016) and a mapping of legislation and initiatives regarding violence prevention, done by the National Board of Social Services (2016).

Only independent source references are used for additional sources used.

Practical experience from the batch pool projects Prevention of the use of force in housing offers (2014-2017) and Strengthened efforts to prevent violence in housing offers (2015-2018) are also included in the knowledge base.

Furthermore, a work group of professional experts has played a key role, since the group has also contributed with knowledge of research and good practice and has continuously qualified draft guidelines. Participants of the work group have represented a number of disciplines (social academic, health care and occupational environmental professionalism) and various skill areas in terms of violence prevention.

In addition, a follow-up group consisting of organizations with a wide range of professional and organizational competencies has continuously commented and qualified the guidelines.

Finally, a steering committee consisting of representatives from KL, Danish Regions, the Danish Working Environment Authority, the National Board of Social Services and ministry of social affairs and the interior has been set up.

An overview of the members from the work group, the advisory group and the steering committee can be seen in appendix 3.

It should be noted that the national guidelines as a whole do not necessarily reflect the views and views of individual work group members. The final product is thus only the responsibility of the National Board of Social Services.

Legislation and supervision – note reference for introduction

<sup>i</sup> At-supervision D. 4.3-3 on violence, section 6.5

<sup>ii</sup> The Danish Working Environment Authority (2011), At-supervision on violence D. 4.3-3



Prevention of violent Incidents in collaboration  
with the citizen

## 1. Guideline of identifying situation of the citizen and promote well-being and ability of the citizen to master the daily life



### Purpose

The purpose of this guideline is to promote systematic and holistic coverage and description of the citizen's situation. Such coverage and description must help the employees in the offer to have a qualified basis for offering the citizen the right rehabilitative and preventative efforts. An effort, where you work with promoting the well-being of the citizen and supporting the citizen in mastering everyday life, including potentially stressful situations that can develop to a violent episode. Therefore, this guideline must also be seen in the context of guideline 2 on particularly relevant social and health conditions and guideline 3 on risk assessment in working with specific citizens. Similarly, this knowledge must be included in overall assessment of the offer regarding the risk that employees may be exposed to violent incidents, as described in guideline 6.

Uncovering the citizen's situation and efforts towards the citizen can be part of the management's task of ensuring that the work can be carried out in a safe and sound way, which is a requirement in the working environment legislation<sup>c</sup>.

This guideline must thus be seen in the context of guideline 7 on the role of management.

The coverage and description of the citizen's situation must be viewed as a supplement to the information that the municipality has already provided as part of its task as authority and municipality of commerce in relation to the citizen, including the § 141 action plan.

### Recommendations and requirements

In the initial conversation and contact with a citizen who has just moved in, it is important to make an initial coverage and description of the citizen's situation.

1. It is recommended that the offer has a conversation with the citizen either before or at the latest when the citizen moves into the offer in order to make an initial coverage and description of the citizen and the citizen's situation. If the citizen, due to cognitive or communicative difficulties, only can help to a limited extent, relatives, network or guardian are involved.

Attention must be paid to what the employees of the housing offer must discuss with relatives about the citizen's sensitive and financial circumstances. It requires the citizen's explicit consent to involve the relatives in discussions of the citizen's personal, including health and financial matters, which go beyond the usual everyday circumstances.

2. As part of the initial conversation, it is recommended that the offer systematically covers, in which situations the citizen experiences distrust and stress, what characters the citizen typically exhibits, and what coping strategies the citizen has in such situations. It is also important to identify how the offer can support the citizen during the initial period of the offer, if the citizen is experiencing dissatisfaction or stress, or if a situation develops to become critical or violent. In the case of housing for homeless people, the conversations can also provide important knowledge for the citizen's residency plan, as the citizen often arrives at the offer based on an urgent need and without a described history.

**After the initial conversation with the citizen, it is important that the offer makes a thorough and comprehensive orientation and description of the citizen's situation, and in cooperation with the citizen develops strategies for well-being, coping and handling.**

3. It is recommended that the offer uses relevant methods or tools to make a thorough and holistic coverage and description of the citizen's situation, and that the offer in that context, in collaboration with the citizen, develops strategies for the citizen's well-being, coping and handling situations with conflicts that could develop into violent incidents.
4. It is recommended that the citizen's situation is uncovered and described from both the citizen's own perspective (an inside perspective) and the employee's professional perspective (an outside perspective)<sup>12</sup> focusing on the citizen's overall resources and challenges. Both perspectives are crucial to getting a complete picture of the citizen and the citizen's situation.
5. It is recommended that the offer in dialogue with the citizen seeks insight into what promotes the citizen's experience of well-being and ability to master everyday life, thus preventing stressful situations. Based on this, the citizen and the offers can in collaboration lay down a plan for how the offer can support the citizen in developing good well-being and coping strategies.
6. It is recommended that the cover contains a description of the citizen's cognitive or communicative difficulties and their significance for what support the citizen must have in order to master his or her everyday life.

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<sup>12</sup> The National Board of Social Service (2017), Knowledge portal on the social field: Recovery

7. Near-miss Incidents and violent Incidents often occur when the citizen experiences a loss of self-control. It is recommended that the offer describes how the employees in connection with border setting can best support the citizen in getting out of the current frustration. This can be done, for example, by avoiding making demands, reprimanding, or correcting the citizen's behaviour in a restrictive way. The description may include the citizen's own description of their reactions in stressful situations and of how the offer best helps the citizen in these situations.
8. It is recommended that the citizen's self-selected network is included in the coverage if the citizen consents to this, and to the extent that the citizen and the network are motivated or can be motivated to do so<sup>F</sup>. If a personal guardian has been appointed for the citizen, this must be included. The network thus often has a great knowledge of the citizen's life history and the mechanisms that can help the citizen to cope with the stressful situations that can develop into violent Incidents. Thus, the perspective of the network can give a more complete picture of the citizen.
9. It is recommended that the coverage of the citizen, where it is considered professionally relevant, contains a network analysis. It can provide an insight into which social relations the offer can support the citizen in involving and using as a resource to promote the well-being of the citizen.

**By obtaining relevant information from external parties, the offer can gain useful knowledge of the citizen's history, with the citizen's consent and consideration of the other options available in the legislation.**

10. It is recommended that the offer obtains documentation from external parties that is relevant to the citizen's situation, including health professional documentation. This can be done at the citizen's move in, but also continuously, for example, at discharge from hospital. This documentation should contribute in providing a complete picture of the citizen's history, social conditions, physical and mental health conditions as well as knowledge on whether the citizen may have previously been involved in violent Incidents. The offer should, in connection with visit by the municipality to the housing offer, assess whether further information is needed than the present. Attention is drawn to the rules of consent<sup>F</sup>.
11. It is recommended that the employee review this information together with the citizen and his/her network, so that the citizen has the opportunity to contribute with his/her perspective on what has been particularly positive and what could have been better.

**Continuous updating as well as adaptation of efforts provides the opportunity to support the citizen constructively in critical situations.**

12. It is recommended that the offer continuously, in collaboration with the citizen and his network, updates the coverage and description. The situation of the citizen is changing over time and in order to prevent violent Incidents, it is important that the offer always has insight into the current conditions that can lead to dissatisfaction, stress and critical or violent Incidents.

**The offer can advantageously use the cover and description in the work with the citizen's educational plan<sup>13</sup>.**

13. It is recommended that the offer uses the coverage and description of the citizen's resources and challenges when translating the citizen's educational plan into concrete goals, plans and methods that support the citizen's well-being and coping with everyday life.

**When it is continuously documented how the rehabilitative and preventive work works, it is possible to use this documentation on a continuous basis to qualify the action for the individual citizen.**

14. It is recommended that the offer continuously document the impact of the preventive efforts in relation to the citizens' ability to cope and well-being from the perspective of both the employees and the citizen.

15. It is recommended that the offer continually uses the documentation in the dialogue with the citizen, his/her network and possibly his/her guardian about what has a positive effect and what may have a negative effect on the citizen, in order to target and improve the rehabilitative and preventive effort.

#### Methods and tools<sup>14</sup>

- Methods of identification of the citizen's resources and challenges
  - COPM - Canadian Occupational Performance Measure
  - The Adult Investigation method
- Method of uncovering the citizen's network
  - Network mapping (Open Dialogue)
- Methods to promote the citizen's coping skills and well-being
  - Aligned pedagogy
  - Feedback Informed Treatment (FIT)
  - KRAP - Cognitive, resource-focused and recognizable pedagogy
  - LA 2
  - Mastering schedule in combination with Brøset Violence Checklist, BVC
- Measurement method of development in well-being
  - WHO 5
- Communication and dialogue tools for involving citizens with communicative difficulties
  - ASK - Alternative and Complementary Communication
  - Boardmaker
  - The KAT box
  - Social stories

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<sup>13</sup> This is the plan that the offer typically draws up for the work with the individual citizen, and the plan may have other names, such as the "individual plan of the citizen".

<sup>14</sup> Short descriptions of methods and tools can be found in "Catalogue of methods and tools", Appendix 1.

- Talking Mats
  
- Tools for uncovering communication resources and difficulties
  - Pragmatic profile
  - Social Networks
  - Video analysis in team

Legislation and guidance - note references to guideline 1

<sup>C</sup> Cf. At-guide Violence D.4.3-3 and appendix 2 of the guidelines

<sup>D</sup> Section 27 of the Public Administration Act on confidentiality, Sections 5-8 of the Personal Data Act.

<sup>E</sup> See previous note.

<sup>F</sup> See previous note.

## 2. GUIDELINE FOR SOCIAL AND HEALTH CONDITIONS



### Purpose

The purpose of this guideline is to support that the offer has focus on and knowledge of the social and health conditions of the citizen, which can escalate violence and thus risk contributing to the occurrence of violent Incidents.

Studies and experience from practice indicate that special social and health conditions may pose a risk of violent Incidents occurring. Physical dissatisfaction, abuse and a stressed financial situation are all factors that can, from experience, cause frustration and stress in the citizen and thus pose an increased risk of violent Incidents.

Identification and management of these risk factors should be included in job of the management to ensure that the work can be carried out of safety and health. As part of this, the management must ensure that the knowledge gained from the housing offer by following the recommendations and requirements of this guideline is also included in risk assessments of the work with the individual citizen described in guideline 3. In addition, this knowledge must be included in the overall offer of the residency assessment of the risk of employees being exposed to violent Incidents, as described in guideline 6.

This guideline should therefore be seen in context with guideline 3, guideline 6 and guideline 7.

### Recommendations and requirements

**Knowledge of the social and health risk factors that influence the prevention of violent Incidents is important in the violence prevention work.**

- 16 Management must ensure<sup>6</sup> that employees have knowledge of the particular social and health conditions of the offer's target group, which generally constitute a risk factor in relation to violent Incidents.
- 17 It is recommended that the citizen and network of the citizen is involved in identifying which social and health conditions may pose a risk of violent incidents for the individual citizen. The citizen and his/her network can also help to describe what efforts and opportunities can prevent and minimize these Incidents.
- 18 It is recommended that the identified risk factors, as well as efforts and opportunities for action, are included in the educational plan of the citizens as supportive of preventive work and the handling of violent Incidents (see guideline1 of identifying the citizen's situation and promoting the citizen's ability to cope with everyday life).

Attention is drawn to the regulatory basis for provision of health professional activities from the residential service, including requirements for record keeping of information, as this is not described in detail in these guidelines<sup>15</sup>.

**Changing the social and health conditions of the citizen is not always possible for several reasons. Therefore, it is recommended to be aware of how the consequences for the citizen can be alleviated and compensated.**

- 19 If changes in financial situation, health, stabilization of the citizen or symptom relief from somatic illness or abuse of the citizen cannot initially be accommodated, it is recommended that the offer describes how they support social and health conditions of the citizen. This may include a description of somatic illness or abuse of the citizen with a focus on symptom relief or stabilization, as well as what efforts support the citizen's well-being and thereby counteract the risk of violent Incidents due to physical dissatisfaction and abuse. Efforts should be organized with respect to the wishes of the citizen and as far as possible in collaboration with the citizen and her/his network<sup>16</sup>.
- 20 Acceptance and recognition of current living conditions and condition of the citizen can help motivate the citizen to participate in any treatment or change of lifestyle and health behaviour. It is recommended that the offer is ongoing and together with the citizen, and as far as possible in cooperation with network of the citizen (requires the consent of the citizen or any guardian<sup>17</sup>), examines whether it is possible to stabilize or reduce citizen abuse and / or to change lifestyle and health behaviour of the citizen. Considerations and decisions are documented for continuous evaluation and adjustment in educational plan of the citizen.

**The physical well-being of the citizen is central to the prevention of violent Incidents, as, for example, pain, unrest in the body and poor nutrition can experientially increase frustration and stress level of the citizen, weakening resilience of the citizen and thus cause the risk of violent Incidents.**

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<sup>15</sup> The Board of Patient security (2017). Health professionals and authorities. Among other things, a description of definition of health professional services, requirements for documentation, rules regarding medication handling etc.

<sup>16</sup> Ibid.

<sup>17</sup> Reference is made to note D in guideline I on consent rules.

- 21 It is recommended that the offer continuously focuses on the physical health and well-being of the citizen, and supports the citizen in contacting the practitioner, dentist, specialist or hospital if the citizen feels that there are changes in the physical condition.
- 22 It is recommended that the daily offer is alert and act on changes in well-being and behaviour as a result of physical discomfort or pain. The observations are recorded in the plan that the offer has drawn up for the citizen and is discussed in the employee group as well as with the citizen or her/his network (see guideline 1 on identifying situation of the citizen and promoting the citizen's well-being and ability to cope with everyday life).
- 23 The offer is recommended on a daily basis to be aware that citizens with mental disorders and a combination of mental disorder and cognitive impairment may have difficulty sensing or separating the physical pain from mental discomfort.
- 24 The offer is recommended on a daily basis to be aware that especially citizens with cognitive or communicative difficulties often have difficulty expressing pain and discomfort in ways other than outward-reactive behaviour. The offer must pay particular attention to whether the assistance is part of the care or is subject to the rules on the use of force, including whether any interference with the self-determination is legal.

If the citizen is unable to give informed consent, the municipality may grant the necessary assistance if the relatives agree to this. While providing the necessary help is part of the care, providing the necessary help if physical force intervention is necessary and the citizen cannot or will not consent, and then it must be assessed whether it is feasible to give assistance in accordance with the relevant provisions of the Service Act. These provisions have exhaustively exhausted ability of the municipality to do intervention with force<sup>H</sup>.

- 25 It is recommended that the offer is particularly attentive to the well-being of the citizens and any changes in behaviour when the citizen is given new medication or changes in medication dosage occur. New medicine or medication changes can cause side effects and changes in the citizen's mental state. If signs of side effects or mental changes are observed, the offer is recommended to consult a doctor. Attention is drawn here to the rules of consent<sup>l</sup>. Likewise, medication may prove to be wrong, or the dose may be too high or too low. Furthermore, it is recommended to be aware that the citizen is not medicated for longer than necessary. Attention can be ensured through written record of behavioural changes. It is also recommended that it appears in the citizen administrative system<sup>18</sup>, whether a citizen is about to start in medical treatment, has received change in prescribed medicine, whether the doctor has completed the specific medical treatment or whether the citizen herself/himself has discontinued her/his medication.

**Healthy and nutritious diets, physical activity and meaningful activities can support social and health well-being and thus prevent violent Incidents.**

- 26 Healthy and nutritious diets are of great importance to the well-being and health of citizens and are therefore also an important factor in preventing violent Incidents. It is therefore recommended that the offer is generally focused on ensuring that healthy and nutritious diets are always available and that employees talk to citizens about healthy living.

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<sup>18</sup> This means the IT system that the offer itself uses to register all information about the citizen.

- 27 Physical activity increases the health and well-being of the citizen and is therefore also an important factor in the prevention of violent Incidents. It is recommended that the offer ensures that citizens are offered and supported in being physically active and moving daily.
- 28 Meaningful activities are instrumental in giving citizens an experience of well-being, reducing stress and preventing conflicts. It is recommended that the offer continually ensures a range of activities that reflect the needs and interests of citizens and that citizens are continuously involved in decisions on the provision of activities. This also includes community-oriented activities that can promote well-being. It may also be supportive of participation in activities that take place in the local community, including in the community.

**An alcohol or drug abuse is often associated with major negative consequences for citizens' health, well-being, and ability to cope with vulnerable situations, often leading to violent Incidents. It is therefore important that the focus is on how the offer can alleviate the effects of abuse and how the citizen can be supported in abuse treatment.**

- 29 It is recommended that the offer as part of the coverage and description of the overall situation of the citizen get relevant knowledge about possible abuse history and current abuse patterns of the citizen. If the abuse of the citizen is important for the occurrence of violent Incidents, the focus must be on what can lead to these Incidents in relation to the abuse. This knowledge must form the basis for adapting efforts to the needs of the citizen so that violent Incidents can be prevented.
- 30 It is recommended that the efforts of a citizen with an abuse also focus on reason for abuse. It may be an inner turmoil, anxiety or loneliness that the citizen tries to cushion with alcohol or other intoxicants. To promote experience of well-being of the citizen, it is essential to pay attention to the conditions that trigger these feelings and discomfort of the citizen.
- 31 It is recommended that the offer works to strengthen motivation of the citizen to begin substance abuse treatment. When the citizen chooses to go for treatment, the offer is recommended to actively support the citizen both before, during and after the abuse treatment.
- 32 It is recommended to work on a harm reduction principle where the abuse is not condemned or sanctioned as it can lead to violent Incidents. Working towards harm reduction means that the goal is not necessary to reduce the abuse or bring the abuse to an end, but to stabilize situation of the citizen, thereby reducing any consequential damage and increasing the quality of life and functional level. An important part of a harm reduction approach may be cooperation with outpatient substance abuse treatment, where the goal may be to support the citizen so this can be maintained in physician-prescribed substitution treatment<sup>19</sup>.
- 33 There is experience that citizens with cognitive difficulties, including especially developmental disabilities, are difficult to enter and benefit from ordinary abuse treatment. It is therefore recommended that the offer calls for an abuse treatment that meets the specific challenges of the citizens. In relation to this target group, the offer can in accordance with need supplement this abuse treatment by seeking more ways to reduce or stop abuse of the citizen. This can be done by supporting the citizen in changing routines that include the abuse. It may also be an opportunity for activities and get-togethers that can help the citizen to shift focus from alcohol intake or use of drugs.

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<sup>19</sup> National Board of Social Services (2016), National guidelines for social substance abuse treatment

**When the economy of the citizen is distressed and the citizen feels pressured and stressed by a poor economy, it can help to create violent Incidents.**

- 34 It is recommended that the offer is aware of the economic situation of the citizen. A distressed economy can cause stress to the citizen and contribute to violent Incidents occurring. The offer is recommended, in collaboration with the citizen and her/his network, to describe the specific situations where there is a risk that these Incidents will occur and how they can be best prevented.
- 35 It is recommended that the offer supports the citizen in managing her/his finances when it is difficult for the citizen herself/himself, thereby ensuring that there is money for the basic expenses. If the citizen needs a guardianship, you must be aware of this and possibly assist in applying for guardianship.
- 36 It is recommended that the offer supports the citizen in meetings with public authorities regarding finances, for example for attendance at status meetings, which is a requirement for the citizen when the citizen receives cash assistance, or in connection with applying for retirement.
- 37 Citizens who have an abuse often have accumulated a debt in the abuse environment. If the offer feels that there may be violent Incidents as a result of debt collection, the offer is recommended to have a procedure for dealing with it. The offer is recommended to describe when contact with the police, as well as how to best follow up on an episode related to abuse behaviour. Attention is drawn to the possibilities of imposing visitor restrictions on housing offers<sup>K</sup>. People who live in housing offer with associated staff and common living areas, decide for themselves who they want to visit and when. The municipality must decide that visitors for certain persons must be restricted if necessary, to protect the other residents or staff from various forms of undesirable behaviour. A prerequisite for the municipality to make a decision to limit the resident's right to get visit is that there is evidence of the undesirable behaviour. The operator of the offer may lay down general rules necessary for the housing offer to work. A decision to regulate visits for the sake of sleep at night of the resident or other well-being cannot be taken by the municipality. It is the choice of the resident, when the person concerned wants a visit, as long as it does not contravene the general rules of the housing offer. If the resident is under guardianship, the decision is made by the guardian<sup>L</sup>. This means that the employee can make a decision on limiting visits and not even if it is considered to be of acute nature.

The municipality may decide that certain visitors who exhibit behaviour such as violence or threaten violence at staff or otherwise conduct behaviour that endanger staff may not be present in this part of the dwelling during the periods of time, where requested help is provided according to the Act of Social Service. In these cases, the offer cannot make such a decision, even in emergency situations<sup>M</sup>.

## Methods and tools

- Coping scheme
- Motivated conversation
- Security Plans
- Open Dialogue

## Legislation and guidance - note references to guideline 2

- G The Working Environment Act, Section 17, Executive Order on the Execution of Work, Section 4, Section 7 and Section 18 and At-guidance Violence D.4.3-3, section 3.1.

- H Act of Social Service. Chapter 15 on Purpose, § 82.  
Chapter 16 on Personal Assistance, Care and Nursing, and Nursing Wills, §§ 83 and 85.  
Act on Social Service chapter 24 and 24 a.  
Chapter 16 on Personal assistance, care and nursing, and nursing wills, §§ 83, 85.
- I Reference is made to Note D in Guideline 1 on consent rules.
- J Aid for substance abuse treatment appears in Act of Social Service, Chapter 18 on Treatment, Sections 101 and 101a.
- K §§ 137 and 137 b. of the Act of Social Service
- L Decision of principle 12-17, National Board of Appeals
- M §§ 137 b, section 1, no. 1 and 2, and § 137 c, section. 2. of the Act of Social Service.

### 3. GUIDELINE ON ASSESSING THE RISK OF WORKING WITH SPECIFIC CITIZENS



#### Purpose

The purpose with this guideline is to support a systematic assessment of, when there is risk of the fact that violent incidents occur when working with a specific citizen on the offer. If it is considered that there is a specific risk, the offer must take further, preventive measures and increase awareness of signs that a violent episode is about to occur. This helps to ensure that the work, as prescribed in the work environment legislation, is organized, and carried out in a safe and sound manner.

Attention is drawn to the fact that much of the knowledge gained from the housing offer by following Guideline 2 must also be included in risk assessments of work with the individual citizen.

Attention is also drawn to the fact that, in addition to risk assessments related to the work with individual citizens, the offer must also carry out risk assessment and take preventive measures at the offer level. This must be done partly in ongoing assessment of the offer on where and when there is a risk of violence and how serious the Incidents of violence can be, and partly in connection with the preparation of workplace assessment<sup>N</sup> of the offer.

This guideline must thus be seen in the context of guideline 2 and guideline 6 and guideline 7, which deals with risk assessment at the offer level.

#### Recommendations and requirements

**Systematic risk assessments can contribute to a more systematic approach to violence prevention and to a joint professional focus on preventing suspicion, conflict, or the like from developing into violent Incidents.**

38 It is recommended that the offer uses a professional-based system, for example in the form of a risk assessment method adapted to the target group of citizens on the offer.

39 It is recommended that the offer uses risk assessments as a supplement to daily rehabilitative and preventive efforts. That is, a risk assessment has been carried out in connection with professional assessment, which shows if a citizen is mistreated. In addition, a thorough description of the general mental functioning of the citizen has been made (cf. guideline 1 on the coverage of the citizen's situation).

40 When the offer assesses that in working with a specific citizen there is a risk that a violent episode may occur, there will often be a need to increase the well-being and safety of the citizen. It can also be an expression of a communication frustration in which the citizen either does not understand or does not experience being understood. Here it is recommended to take preventative measures in relation to well-being and coping (cf. guideline 1 on the coverage of the citizen's situation).

**When the offer carries out a risk assessment of the citizen, it is recommended to pay attention to the context and situation in which the citizen is in.**

41 A risk assessment must be based on the current situation and be made to assess whether extra technical support or special efforts should be made in relation to the citizen.

42 When the context around the citizen is changed, the offer is recommended to be aware of whether the risk has decreased or whether special preventive measures need to be continued.

**For the offer to carry out the most effective risk assessments, it is essential that the employees get their skills in using the risk assessment method built up and maintained.**

43 It is different, how you identify risk in each assessment method and when you find a risk assessment. Depending on the target group of the offer, different risk assessment methods may be needed. It is therefore recommended that the manager of the offer and the working environment organization have good knowledge of the method or methods used for risk assessment and that they can support the employees' knowledge and application of the methods.

44 The offer must<sup>o</sup> build and maintain competencies in applying the selected risk assessment methods with a special focus on new employees, temporary workers and trainees. This can be done by training resource people to ensure that employees use the method systematically and uniformly. In addition, it is recommended that the resource persons disseminate and support the use of the methods for the other employees of the offer.

**Risk assessment is always recommended in conjunction with an overall professional assessment.**

45 The preparation of a risk assessment based on certain methods or systematic methods can in some cases give a misleading picture of the actual risk of violent incidents. It is therefore recommended that the offer always sees the risk assessment of work with the citizen in the context of the overall professional assessment on the situation of the citizen.

46 It is important that there is always a reflection on the circumstances of the current situation, as well as the significance of underlying events for the outcome of a risk assessment. It is therefore recommended that a risk assessment is always carried out in a dialogue between at least two employees. It can also help to ensure the quality of the risk assessment results. It is also important

that the citizen's perspective be included in the risk assessment. Therefore, it is recommended that the citizen is involved as far as possible in the reflection in connection with the risk assessment.

- 47 It is recommended that employees note the reflections in the risk assessment in the daily notes so that the next employees who come to work will know both the outcome of the risk assessment, the context, the reflections associated with the result of the risk assessment and the preventive measures taken.

A risk assessment cannot stand alone, and signs of increased risk should always give rise to the implementation of welfare and security creating measures for both citizens and employees.

- 48 The management must<sup>P</sup> initiate extra support and safety measures for employees when a risk assessment indicates that there is an increased risk that a situation may develop into a violent episode. It is also recommended to do the same for the citizens as well as to assess whether there is a need for support and security-building initiatives for the other citizens on the offer.

- 49 If there is a particular danger associated with an employee alone contacting a citizen, the danger must be met and if this is not possible, the employee must not work alone<sup>Q</sup>.

- 50 It is recommended that the offer consider how best to deal with the other citizens' possible turmoil when there is an increased risk of a violent episode. It is recommended that the consideration includes an assessment of how the handling may be unrestrained and when it may otherwise give rise to unrest or fear among the other citizens.

Methods and tools

- Brøset Violence Checklist (BVC)
- HCR-20 - Historical Clinical Risk Management
- Coping Scheme in combination with Brøset Violence Checklist (BVC)
- Traffic lights / Indicators
- Security Plan

### Legislation and guidance - note references to guideline 3

<sup>N</sup> Section 15a, paragraph 1-3 of the Work Environment Act, and § 38, Executive Order on the execution of work § 4 and § 7, At-guidance Violence D.4.3-3 section 3.1 and appendix 2 of the guidelines.

<sup>O</sup> §17 Act on Work Environment, executive order on the execution of work, § 18, At-guidance Violence D.4.3-3, section 3.1.

<sup>P</sup> In relation to the employees' working environment: Act on Work Environment, § 17, Executive Order on Work Execution, § 4 and § 18, At-guidance Violence D.4.3-3, section 3.1.

<sup>Q</sup> Executive Order on Work Execution, §11 and At-guidance Violence D.4.3-3, section 3.4.4 and 3.4.6



## Handling of violent Incidents

## 4. Guideline for handling violent Incidents



### Purpose

The purpose with this guideline is to support that the offer has guidelines for handling violent Incidents and near-miss Incidents, and that the employees have the right professional skills for this. Thus, how an escalating conflict develops may depend on whether employees know what to do in the specific situation. In addition, it is important that the offer can deal with the period immediately after a violent episode, as it can reduce the aftermath of a violent episode for both employees and citizens.

This guideline must be seen in the context of guideline 9 for professional qualifications and competences.

At a workplace, where there is risk of violent Incidents, the management has the duty to instruct and teach the employees in handling them<sup>R</sup>. Thus, there is also a link between this guideline and guideline 7 on the role of management.

### Recommendations and requirements

**Guidelines on the individual offer for handling violent Incidents during working hours support the offer, including the management's and employees' handling of violent Incidents. This can ensure that all employees know in advance how they are expected to behave in the event of an escalated conflict or violent episode.**

- 51** If ongoing risk assessment of the offer shows that there is risk of the fact that the employees can be subjugated to violence, the offer, the offer must prevent and handle violent Incidents. There should be special focus on social justice tools and use of force, including which interventions that are legal and illegal<sup>T</sup>.

It is not possible with the guidelines to provide a complete and accurate indication of how the individual employee should behave in all situations if a violent episode occurs. However, they can point to which overall obligations, considerations, roles and tasks that management and employees must fulfil.

- When it is all right to withdraw from an escalating conflict, and when employees must withdraw.
- What the employees should pay special attention to in relation to behaviour, condition, and communication of the citizens.
- How employees can reduce the various types of conflicts that may occur.
- When the person alarm is pressed if person alarms are used.
- How all employees behave when the person alarm is pressed if person alarms are used.
- When employees should contact management and who from management they can contact.
- When the police should be called, and who calls.
- Who is designated to provide mental first aid and how it is provided<sup>U</sup>.
- Who is designated to provide physical first aid and how it is provided<sup>V</sup>.
- How the offer ensures that the offers for handling of violent incidents are known by all the employees.
- How to communicate with the other residents in the situation.
- There must be clear lines for when the use of force and procedure for reporting and approval by the municipality.

There is a use of force when the employees maintain and against the will of the citizen, move them away from the other residents, but where the citizen is not detained in a room or in a specific place. In urgent situations, the offer may decide to retain one person and lead her/him away from other persons. In this situation, the offer must be aware that he/ she is making a decision that must be notified to the resident and reported to the municipality. The offer cannot make the decision to detain a resident at a specific place. It requires approval from the municipality. If the employee detains a person without permission from the municipality, it is an illegal use of force. This illegal use of force must be reported to the municipality. Emergency guard or emergency is not a legal basis for exercising force. The unlawful acts, such as detention without the approval of the municipality, may under certain conditions be described as emergency guard or emergency and can lead to impunity<sup>W</sup>. On the other hand, it is a matter of care if the resident gets the attention drawn to something else. Also, one should not exclude some residents from entering a common room because there is another one in there where conflicts may arise. In the event of violent incidents, employees must be aware that if urgent detention occurs, this must be reported and approval must be given by the municipality before staff can retain and bring a resident back to the residence or to become a specific place. The staff must know when power intervention can be performed<sup>X</sup>.

**In an escalating conflict, it is important that employees have knowledge of and can apply individually tailored management strategies to reduce the conflict.**

**52** It is recommended that the offer during an escalated conflict supports the citizen and the other residents based on the management strategies developed and agreed upon with the citizen.

**In a conflict that is escalating, it is also important that employees have knowledge of and can use professional verbal and non-verbal methods of conflict management to reduce the conflict.**

**53** It is recommended that employees pay particular attention to avoiding, for example:

- conduct or statements which may be considered humiliating to the citizen

- to reprimand the citizen
- to walk or stand too close to the citizen
- to look directly into the eyes of the citizen.

**54** Demanding, especially if the citizen is disturbed or stressed, can increase frustration of the citizen. The offer is recommended to prepare a strategy of, how they meet the citizen in a stress-reducing way and avoids claims. This is based on the collected and documented knowledge of what is stress-reducing for the citizen.

**55** When a person is angry or frustrated, it can be difficult to grasp long sentences and explanations. The Employees are therefore recommended to express themselves in concrete terms, to speak clearly and to give the citizen time to answer.

**56** It is recommended that employees orient themselves in relation to where the people are in the room. It is important that both the employees<sup>y</sup> and the citizen have the ability to withdraw and physically get away from the escalated situation.

**57** It is recommended that employees be aware of whether it would be appropriate to be assisted or replaced by another employee in the emergency situation. If there is a risk that an employee maintains contact with the citizen alone, the risk must be countered and if this is not possible, the employee must not work alone<sup>z</sup>.

**58** It is important that the employees assess the emergency situation based on professional and personal skills, the knowledge of the citizen, the citizen's knowledge of the employees and the relationship with the citizen in general. In the emergency situation, it is the employees who, with their professional judgment, decide whether they are able to handle the situation or whether other employees need to handle a concrete escalated conflict or violent episode.

**59** All employees on the offer must know and be able to use concrete methods of conflict management, including verbal and nonverbal conflicting communication. It is important that the conflict-reducing communication is adapted to the target group of the offer.

**In some offers, it may be relevant to have skills in using physical conflict management to gently avert violent Incidents.**

**60** All offers must<sup>ø</sup>, based on an assessment of the current target group on the offer, decide whether it is relevant that the employees on the offer know and can use methods to avoid assaults and to gently release themselves from a person, who holds you tightly. If the employees push a person away or hold a person to free themselves, this is an act that is not legal under the rules on the use of force. Also so-called "police grips" will be considered violence against the occupant. However, there may be emergency rights which can lead to impunity. However, no power should be used which could have been avoided<sup>Å</sup>.

**When a violent episode occurs, employees may use force if there is a nearby risk that the citizen or others may suffer significant harm and when all other opportunities to end the episode are exhausted<sup>AA</sup>.**

**61** The offer is recommended to have prepared guidelines for completion of use of force<sup>20</sup>. This must ensure legal security of the citizens is maintained when the use of force is exercised and that the use of force is in accordance with the legislation. The guidelines should at least contain procedures and descriptions regarding:

- The target group for use of force
- The statutory conditions for the exercise of force, including the principle of proportionality and the principle of minimum intervention cf. §§ 124-129 of the Act of Service
- The individual intervention options, cf. SEL §§ 125-129 and § 137 g, h, l and j
- The statutory requirements for registration and reporting, including ensuring that the citizen is given the opportunity to describe his or her version of the episode, cf. SEL § 136
- Follow-up efforts after the use of force in relation to the concerned citizens and employees and any relatives
- Contact the doctor and police if the situation subsequently requires it.

**62** The offer<sup>BB</sup> must have described, how new employees are ensured the necessary competences in the form of, for example, training and assistant training. In addition, describes how employees are updated in response to legislative changes and other new information.

**There should be awareness on the fact that the offer, immediately after a violent episode and in the days thereafter, offers employees and citizens the support and attention they require and need. It can lessen the aftermath of a violent episode.**

**63** Immediately after a violent episode, the management is committed to offering employees that either have been directly involved or witness, access to physical and mental first aid. The offer must have guidelines on how to implement mental first aid<sup>CC</sup>.

**64** It is recommended that all employees and citizens as well as any other persons involved or witnessed a violent episode are offered defusing.

**65** It is recommended that employees have made a decision in advance about what colleagues they want to get help from in a crisis situation as well as which relatives should be notified to<sup>DD</sup>.

**66** The offer must have established clear and well-known procedures for reporting and registering violent Incidents.

**67** It is recommended that it be included in the offer guidelines for dealing with violent Incidents when a violent episode is reported to the police and who reports the episode. In this regard, attention is drawn to guide on victim compensation from the Ministry of Justice<sup>EE</sup>.

**68** Management is required<sup>FF</sup> to report work accidents that have resulted in incapacity for one day or more, in addition to the day of the injury, to the Labour Inspectorate. This also applies to accidents of violence. It is done via EASY<sup>21</sup>. The reporting forms can also be accessed via [www.virk.dk](http://www.virk.dk).

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<sup>20</sup> Please refer to guide from the National Board of Social Services: "Guide on developing local guidelines for the use of force in relation to adults with significant and lasting mental impairment". Additionally, there is referred to appendix 2 on legislation.

<sup>21</sup> The joint electronic notification system for the notification of accidents at work for the Labour Market, the Business Insurance and the Danish Working Environment Authority, the EASY registration system is briefly described in the "Catalogue of methods and tools", Appendix I

- 69** Management is obliged by<sup>GG</sup> to register and investigate accidents, including incidents of violence, and their incursions, also called near misses (near miss Incidents) against the employees. In relation to violence a near-accident is understood as occurrence of violence, for example a tense conflict between an employee and a citizen that does not cause violence (cf. guideline 6).

The citizen and any guardian have the right to be informed of what is registered. It appears from the guardianship legislation that a guardian takes care of all personal matters that means, the guardian goes instead of the citizen when the citizen does not understand the registration because of his cognitive function reduction. Reference is made to Sections 5-7 of the Guardianship Act. Likewise, the guardian is considered a party in one social case, cf. § 8 of the Public Administration Act and § 60 paragraph 2 of the Legal Security Act. The guardian is a party to a case, as it takes care of all the interests of the citizen as a party representative<sup>HH</sup>.

#### **Handling of work-related violent Incidents outside of working hours.**

- 70** If there is a risk of employees being exposed to work-related violence outside of working hours, the management is obliged to ensure that guidelines are laid down and guided in how employees can handle precludes for violent Incidents and actual violent Incidents outside of working hours<sup>II</sup>.

#### **Methods and tools**

- Aligned pedagogy
- Durewall
- LA 2 – My Safety plan
- Safewards

#### **Legislation and guidance - note references to Guideline 4**

- <sup>R</sup> Legislation on work environment, § 17 and Executive Order on work procedure, § 18.
- <sup>S</sup> Legislation on work environment, § 38, Executive Order on work procedure, §§ 4 and 7, At- guide Violence D.4.3-3, section 3.1.
- <sup>T</sup> Act on Social Service, chapter 4 on the use of force and other interventions in the right to self- determination, §§ 125-128.
- <sup>U</sup> Executive Order on the Execution of Work, § 23 paragraph 1, No. 2 and paragraph 2, and At-guide Violence D.4.3-3
- <sup>V</sup> Executive Order on the Execution of Work, § 23 paragraph 1, No. 2 and paragraph 2, and At-guide Violence D.4.3-3
- <sup>W</sup> Section 14 of the Criminal Code on impunity for certain acts.
- <sup>X</sup> Act on Social Service, chapter 24 on use of force and other interventions in the right of self-determination to adults, §§ 124 - § 136.
- <sup>Y</sup> Legislation on work environment, § 17 a, Executive Order on the Design of Permanent Workplaces, § 16 and At-guide Violence D.4.3-3, section 3.4.5.
- <sup>Z</sup> Executive Order on the Execution of Work, §11 and At-guide Violence D.4.3-3, section 3.4.4 and 3.4.6
- <sup>Æ</sup> Legislation on work environment, § 17 a, Executive Order on work procedure, § 18, At-guide

Violence D.4.3-3, section 3.1 and 3.4.6.

∅ Legislation on work environment, § 17, Executive Order on work procedure, § 18, At-guide Violence D.4.3-3, section 3.1.

Å Act on Social Service, chapter 24 on Use of Force and other interventions in the right of self-determination to adults, § 124 - § 128.

The Criminal Code, Chapter 3 on Criminal conditions, sections 13 and 14.

- <sup>AA</sup> Act on Social Service, chapter 24 on use of force and other interventions in the right of self-determination to adult, §§ 124 - § 136.  
Legislation on Social Service, chapter 24 a on Enforcement of criminal proceedings etc. §§ 137e – 137m.
- <sup>BB</sup> Legislation on work environment, § 15a and 17, notice on execution of the work § 18, At-guide Violence D.4.3-3, section. 3.1.
- <sup>CC</sup> Notice on execution of the work, § 23, paragraph 1, no. 2 and paragraph 2, At-guide Violence. D.4.3-3 section 3.4.8 and 5.1.1. Please refer to previous note.
- <sup>DD</sup> Danish Working Environment Authority (2011/1015), Guide on violence: At-guide D.4.3-3.
- <sup>FF</sup> Work Environment Act, § 22, note on work accident notification etc. to Danish Working Environment Authority, § 1, paragraph 1 and § 2, At-guide Violence D.4.3-3.
- <sup>GG</sup> Notice on cooperation on security and health, § 17, paragraph 1 and paragraph 2, no. 7 and § 18, paragraph 1 and paragraph 2, no. 5, At-guide Violence D.4.3-2, section 3.4.3
- <sup>HH</sup> The Act of Guardianship, chapter 2 on Guardianship for adults. Types of Guardianship are mentioned in §§ 5 – 7. The Public Administration, chapter 3 on Guide and representation etc., § 8. The Legal Security Act, Chapter 10 on General Rules of Appeal, section 60 paragraph 2.
- <sup>II</sup> Notice of work-related violence outside working hours, § 14, At-guide Violence D.4.3-3, section 3.1 and 3.4.2.



Learning from violent Incidents

## 5. Guideline of learning from violent Incidents



### Purpose

The Purpose with this guideline is to support that both the offer, the employees and the citizens learn from the violent Incidents and the aftermath, these may have short- and long-term benefits for all concerned.

Management is required, in collaboration with employees, to ensure that, after Incidents of work-related violence against employees, an evaluation is conducted to assess whether there is reason to adjust the prevention<sup>ll</sup>.

There is thus a link between this guideline and guideline 7 on the role of management, as well as guideline 6, which deals with the recording and use of information on violent Incidents.

### Recommendations and requirements

Subsequent reflection and learning must be done when there has been a violent episode<sup>22</sup>.

**71** Employees who have been involved in or watched a violent episode must be offered the necessary first aid<sup>kk</sup>. The citizens should be offered similar help. Only when those involved have gotten the episode a bit distant, is it possible to post-process the episode for learning.

**72** It is recommended that the offer has a fixed procedure for reflection, analysis and learning after a violent episode. The procedure may include a description of:

- how quickly after a violent episode the reflection, analysis and learning must take place
- who is responsible for ensuring that reflection, analysis and learning takes place at a meeting after the actual violent episode
- which employees or employee functions are required to attend the meeting
- what fixed agenda items are there at the meeting

<sup>22</sup> Liversage, A. (2017), VIVE: Violence prevention in housing and nursing homes.

- what adjustments in methods, approaches, competencies, physical layout and more to be decided at the meeting
- who is responsible for executing and communicating the decisions to the entire staff group.

Methods to learn from critical and violent Incidents can improve prevention in the future.

**73** Experience shows that it is essential for good prevention that both employees and citizens have the best opportunities to understand and cope with the challenges they face. It is therefore recommended that reflection, analysis, and learning be based on both the specific situation and the citizen's educational plan, well-being and safety plan, mastery plan or the like<sup>23</sup>. These plans describe what resources and challenges the citizen has in dealing with difficult situations. Here, the academic effort is also described<sup>24</sup>.

**74** It is recommended that the offer uses a uniform method for the reflection and analysis to be conducted for learning for the employees of the specific episode. The method may include the following questions:

- What preceded the episode?
- What happened during the episode itself?
- What did I do to help the citizen?
- What did I do that made the situation worse?
- What can we do together to prevent the episode from recurring in the future?

**75** It is recommended that the offer uses a uniform method of reflection and learning that citizens and employees must undertake after a violent episode, whenever possible. It can be appropriate to include Incidents that the citizen has handled well before focusing an episode of inappropriate handling. It may also be appropriate to focus on the elements of the method that are considered to provide the most learning rather than focusing on the entire content of method. The reflection with the citizen can be built up with the following questions<sup>25</sup>:

- What happened?
- What did you feel?
- What did the employees do to help you?
- What did the employees do that made the situation worse?
- What could the employees have done instead?
- What did you do to cope with the situation?
- How did it work?
- Have you done anything else that worked well at other times?
- What will you do in future in similar situations?

## Methods and tools

- ASK - Alternative and supplementary communication
- Boardmaker
- CAT checkout
- LA 2 - Curriculum for subject professionals

<sup>23</sup> Reference is made here to the specific plans that the individual offer has prepared for the work with the citizen, since naming of these plans vary between offers.

<sup>24</sup> Uhrskov, T. & Naver, K (2017), National Board of Social Services: LA2 – Method manual for prevention of violence and promotion of well-being in housing offer.

<sup>25</sup> Ibid.

- LA 2 - My Learning Plan
- Social stories
- Supervision
- Talking Mats
- Open dialogue

Legislation and guidance – note references to Guideline 5

<sup>JJ</sup> Note on cooperation of security and health, § 17, paragraph 1 and paragraph 2, no. 7 and § 18, paragraph 1 and paragraph 2, no. 5 and section 3.4.3 in At-guide Violence D.4.3-3.

<sup>KK</sup> Note on execution of the work, § 23, paragraph 1, no. 2 and paragraph 2, and At-guide Violence D.4.3-3, section 3.4.8.

## 6. GUIDELINE FOR REGISTERING AND USING INFORMATION ABOUT VIOLENT INCIDENTS AND NEAR-MISS INCIDENTS



### Purpose

The purpose of this guideline is to support the ongoing registration and use of the of information on violent Incidents and near-miss Incidents. By registering information on violence Incidents and near-miss Incidents<sup>26</sup>, the offer can keep up with the number and character of Incidents<sup>27</sup>.

By records here is meant a continuous and systematic collection of knowledge about violent Incidents and near-miss Incidents that can form the basis for preventative learning and implementation of preventive measures. There is no requirement to establish an actual register.

The purpose of a systematic collection of information on violent Incidents and near-miss Incidents is that these are used in reflections on the impact preventive efforts of the offer, for the purpose of ensuring continuous learning and improvement of efforts so that the number of violent Incidents can be reduced in the long term.

According to the work environment legislation, the occupational environment organization in a company must provide and participate for causes of accidents at work, in the form of, for example, violent Incidents and near miss Incidents are investigated and take precautionary measures to prevent recurrence. Also, the Work Environment Committee must once a year prepare a comprehensive overview of accidents, poisonings, and health damages in the company<sup>LL</sup>.

The knowledge gained from the offer by working with a continuous and systematic registration of violent Incidents and near-miss Incidents must be included in learning of violent Incidents in the offer

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<sup>26</sup> A near-episode is understood in this context as a response to a violent episode, e.g. a tense conflict between an employee and a citizen that does not end up in a really violent episode

<sup>27</sup> Regarding rules for registration and storage of sensitive personal information, cf. the Personal Data Act, see Appendix 2.

that are described in guideline 5, and in the future cooperation with the citizens on prevention of violent Incidents described in guidelines 1 to 3 that focus on prevention in the cooperation with the individual citizen.

## Recommendations and requirements

A fixed procedure for the registration and use of information.

- 76 The offer must have a procedure for collecting and using information about escalated conflicts, near-miss Incidents and violent Incidents. The Attention is drawn to the fact that the provisions of the Personal Data Act must be complied with<sup>MM</sup>. The procedure may include a description of:
- what information the offer records
  - what tool the offer uses to record the information
  - who is responsible for recording the information
  - when the information should be last registered
  - when the information is presented to management
  - how and when the offer discusses and uses the information

### **The employer is obliged to record information on violent incidents and near-miss Incidents between employees and citizens as accidents at work.**

- 77 Occupational accidents, in the form of violent Incidents and near-miss Incidents must be registered<sup>NN</sup>. Cf. Guide of The Labour Inspectorate on Violence Prevention consider violent Incidents of both physical and mental nature as occupational accidents. To apply the recordings of the Incidents in the violent prevention work of the offer, it may be necessary to record and describe the following:
- Incidence, including the number of violent Incidents and near-miss Incidents, and which types of violent Incidents and near-miss Incidents that occur.
  - Circumstances, including where and when the episode occurred, what happened before the episode evolved violently and how the violent episode was handled.

- 78 Recordings of the specific violent Incidents have implications for possible cases on work injury compensation.

### **Violent Incidents and near-miss Incidents between citizens.**

- 79 It is recommended that the offer also collects and assesses information on violent Incidents and near-miss Incidents between citizens. To ensure subsequent reflection and learning, there should awareness on the fact that both the occurrence and circumstances of these Incidents are described.

### **Use of information in professional reflections on the preventive offers.**

- 80 Management and employees must<sup>OO</sup> use information on violent Incidents and near-miss Incidents in their professional reflections. It is useful to reflect on which factors have a positive and adverse effect

on the occurrence of the Incidents. Information on the occurrence of the use of force is also relevant in this regard.

- 81 Management must<sup>PP</sup> use knowledge from the professional reflections in decisions about adjustments and changes in the content and organization of the preventive action in the offer. Management must follow up on an ongoing implementation and impact of these adjustments and changes.

#### **Use of information in risk assessments at offer and departmental level.**

- 82 The management must<sup>QQ</sup> in collaboration with the employees use the offer information about the citizens, as well as the occurrence of violent Incidents and near-miss Incidents to assess risk for both the offer as a whole and for the individual departments<sup>28</sup>. See. Guide of The Labour Inspectorate on violence prevention, the management in a workplace must, where there is risk of violent Incidents continuously assess, how big the risk is. The management can assess whether:

- there is an increased risk of violent Incidents at certain times of the day
- it is in certain work situations that violent Incidents occur
- certain groups of employees are particularly at risk
- Violent Incidents typically occur in certain departments.

- 83 Risk assessments at the offer and departmental level must be used in the planning and planning of the work at the offer, for example for guard planning: When is it, for example, appropriate to be more employees about contact with a citizen? Work must be planned to reduce the incidence and severity of violent Incidents as much as possible, and so it is safety and health fully justifiable<sup>RR</sup>.

- 84 Management has a duty<sup>SS</sup> to assess, whether there is a risk of violent incidents outside working hours due to conditions in the employee's work. The manager on the offer may base its assessment on conditions such as:

- Are there employees who have been involved in work-related violent or near-miss Incidents outside of working hours?
- Are there employees who, during working hours, have been exposed to threats of violence outside working hours?
- Is it known that citizens can become angry with employees for actions and decisions, and can these employees expect to meet citizens outside working hours? (Section 3.4.2 in At-Guide Violence D. 4.3-3)

#### **Tool**

- EASY – Commercial Insurance and the Danish Working Environment Authority of the Labour Market joint electronic reporting system for reporting accidents at work.

## **Legislation and guide - note references to Guideline 6**

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<sup>28</sup> Reference is made to the context of guidelines 2 and 3, which focus on prevention in the work with the individual citizen and for guideline 7 on the role of management.

- LL Note on cooperation on security and health, § 17, paragraph 1 and paragraph 2, no. 7 and § 18, paragraph 1 and paragraph 2, no. 5 and section 3.4.3 in At-guide Violence D.4.3-3.
- MM The Personal Data Act, chapter 4 on Processing of information. §§ 6-7, especially § 6, paragraph 1, no. 7.
- NN Executive Order on Collaboration on Safety and Health, § 17, paragraph 1 and 2, no. 7 and § 18, paragraph 1 and 2, no. 5 and At-guide Violence D.4.3-3, section 3.4.3.
- OO See previous note.
- PP See previous note.
- QQ See previous note.
- RR Legislation on work environment, § 38, note on Execution of work, § 4 and § 7
- SS Executive order on collaboration on safety and health, § 17, paragraph 1 and 2, no. 7 and § 18, paragraph 1 and 2, no. 5 executive order on work-related violence outside working hours and At-guide Violence D.4.3-3, the sections 3.4.3. and 3.4.4.



Organizational frameworks of prevention, handling and learning from violent Incidents

## 7. Guideline on the role of the manager

### Purpose

It is central to both employees and citizens that management prioritizes violence prevention work, including clear and well-known descriptions of how to work on preventing violent Incidents at the offer. The purpose of this guideline is to provide recommendation to the management on tasks and responsibilities in the work of preventing violent Incidents.

These recommendations describe both recommendations for how management can work to ensure good framework for violence prevention work, as well as the rules in accordance with the Work Environment Act and must be complied with in relation to the supervisory and instructional duties of the management.

It should be noted that the previous guidelines also describe several requirements for the management according to legislation of work environment. This guideline thus complements the requirements for the management set out in the other guidelines.

### Recommendations and requirements

**The management is responsible for ensuring that the offer includes a work environment, which are fully justified safety and health wise, and which supports the work with preventing violent Incidents<sup>UU</sup>.**

85 Under the responsibility of the management, the preparation of a workplace assessment (APV)<sup>VV</sup> belongs to the offer. The work with APV includes:

- Identification and mapping of the overall work environment of the residential facilities, including risk of violent Incidents
- Description and assessment of the work environment problems
- Inclusion of the company's sick leave
- Prioritizing solutions to work environment problems of the offer and drawing up an action plan
- Follow-up guidelines for the action plan

If the identification and mapping shows that there are working environment problems, including the risk of violent Incidents, the offer must describe the problems and evaluate how they can be resolved. If the work with APV shows that there are working environment problems that present an acute danger to safety or health of the employees, the offer must take immediate measures to remove the danger or reduce it as much as possible to ensure that the work is safety-wise and health-wise fully justifiable<sup>WW</sup>.

86 It is the responsibility of the management to create the frameworks for a culture at the offer where routines, norms, values and assumptions support that the offer works with the prevention and management of violent Incidents. This also includes making the results of the preventive efforts visible to workers and citizens because it is a motivating factor for all parties to see the results of the effort:

What is in the effort that works towards promoting the well-being of citizens and employees? What is it that helps reduce the number of violent Incidents? This can occur by ensuring that:

- The management clearly communicates the need for and the objectives of the preventive effort for both employees and citizens
- The existing routines and habits are regularly discussed throughout the employee group, and that workflows are changed if they do not prevent violent Incidents or conflict with the values that the violence prevention effort sets
- Management communicates the knowledge-based approach in violence prevention work for both employees and citizens
- resources are allocated so that employees together can reflect on violent Incidents and the use of force for the purpose of learning

**The management has the duty of instruction and supervision<sup>xx</sup> with the purpose for execution of the work, including ensuring that there is prepared local guidelines on prevention of violent Incidents, and all employees follow these guidelines<sup>yy</sup>.**

87 The management is responsible for preventing and handling violent Incidents<sup>zz</sup>, which can for example imply the establishment of local guidelines for the prevention of violent Incidents and to existing guidelines are revised when needed. The management is also responsible to ensure that all employees are made aware of and are able to follow the guidelines. The management must not necessarily carry out all the tasks, but make sure that time and resources are allocated for that. To ensure that management meets this obligation, the following requirements and recommendations apply regarding the systematic follow-up (learning) of management:

- Employees must be involved, and citizens can be involved in drawing up the guidelines.
- There must be a focus on prevention, handling and processing and learning of violent Incidents.
- An assessment must be made as to whether there is a risk of work-related violence outside working hours due to circumstances in the work of the employees.
- If it is assessed that there is a risk of this, there must be prepared guidelines on and guided in handling emergence and incidents of work-related violence outside working hours.
- New employees must be introduced to the offer's work routines and guidelines.
- Continuous supervision of the work must be monitored, and that employees work according to agreed work routines and guidelines
- All relevant employees must receive continuous training and qualification on an ongoing basis.
- All employees are recommended to receive supervision in connection with violence preventing work and are offered the necessary emergency assistance after violent Incidents where needed that.
- It is recommended that the guidelines be put on the agenda at staff meetings as needed and at least once a year.
- At the meetings, the guidelines for all employees are refreshed and any adjustments are made.
- It is recommended that the results of the preventive action be made visible to employees and citizens, as it is a motivating factor for all parties to see the results of the action: What is in the effort that works in relation to promoting the well-being of citizens and employees? What helps reduce the number of violent Incidents?

**Prevention of work-related violent Incidents outside of working hours.**

88 Management must prevent work-related violent Incidents outside of working hours in cases where it poses a risk to employees. This prevention will, by the way, be the same as the prevention of violent Incidents during working hours. However, there may also be several other measures such as safeguarding that the citizens do not get knowledge of the employees last names and addresses<sup>ÆÆ</sup>.

**Active involvement of employee representatives and citizen representatives can ensure more successful implementation of both methods and guidelines in the work with preventing violent Incidents.**

89 Management is responsible<sup>ØØ</sup> to ensure a good work environment and for implementation of methods and guidelines of the violence preventing work. This must be done by involving employee representatives<sup>ÅÅ</sup> and possibly citizen representatives to the extent that it is possible. This can happen by:

- The responsibility for implementation and retention is rooted in the MED system, possibly supplemented by a triad collaboration consisting of management representatives, occupational environment representatives and trust representatives. Responsibility may include the implementation and retention of new violence prevention approaches and methods, guidelines and more<sup>29</sup>
- allow citizen representatives to attend meetings where decisions are made on approaches and methods, guidelines and more, or otherwise ensure that citizens are given the opportunity to express their views and knowledge.

**In order to fulfil the managerial responsibility of the violence prevention work, management needs to continuously develop and maintain their own management and professional skills.**

90 It is recommended that management be included in networks where managerial issues and challenges regarding violence prevention work are discussed and where the manager can exchange experiences and receive sparring and supervision.

91 It is recommended that management have a close and ongoing dialogue with the operator and his immediate leadership issues and challenges in violence preventing work.

92 If the management does not have the necessary knowledge to handle the violence prevention work itself, the management must obtain the necessary external, expert assistance<sup>AAA</sup>.

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<sup>29</sup> The National Association of Social Educators (2016), The trio – Sharing the working environment in everyday life. A guide to daily collaboration.

## **Legislation and guide - note references to Guideline 7**

- UU Legislation on work environment, § 38, note on execution of work, § 4 and § 7.
- VV Legislation on work environment, § 38, note on execution of work, § 4 and § 7.
- WW See previous note.
- XX The Instruction duty appears from the Work Environment Act § 17 and note on the execution of the work § 18, the supervisory duty is stated in section 16 of the Work Environment Act.
- YY Legislation on work environment, § 16 and 17, note on execution of the work, § 18 and At-guide Violence D.4.3-3, section 3.1.
- ZZ Legislation on work environment § 38, note on execution of work, §§ 4 and 7, paragraph 1 and § 22, executive order on work-related violence outside working hours, §§ 8 and 14 as well At-guide Violence D.4.3-3, section 3.1.
- ÆÆ At-guide Violence D.4.3-3, section 3.1.
- ∅∅ Legislation on work environment, § 15 a, note on the execution of the work, § 6a.
- ÅÅ Legislation on work environment, § 5 and 6 a-e, note on cooperation on security and health, § 2.
- AAA Legislation on work environment, § 12

## 8. Guideline on the collaboration of the violence preventing work of the offer

### Purpose

The purpose of this guideline is to highlight important focal points of cooperation that can support the violence prevention work of the offer. The violence prevention work can, among other things be supported by having a good working environment and a high degree of well-being, as well as increased collaboration based on trust, dialogue and mutual care between management and employees and between employees with each other. Such a work environment gives employees more profits to meet the citizens with one positive approach, get into the situation of the citizens and support the citizens in everyday life, which can help to reduce the risk of violent Incidents.

This guideline focuses on chosen factors in the collaboration that may have a positive impact on the violence prevention of the offer. The guideline does not deal with working environment conditions in general. For further knowledge about the working environment, refer to other relevant material<sup>30</sup>.

There is a link between this guideline and guideline 7 on the role of management.

### Recommendations

MED<sup>31</sup>- and occupational health environment organization has a central role in violence prevention occupation. The cooperation between managers and employees on the prevention of violent Incidents are rooted in the MED and occupational health and safety organization at work<sup>32</sup>.

93 The management must collaborate with the MED and occupational environment organization on the mental work environment at the offers<sup>BBB</sup>, including the cooperation to support violence prevention work. This can be done by:

- to involve knowledge, experience and perspectives of the management and employees in promoting a good mental work environment
- that the offer, through collaboration and joint involvement, selects the initiatives that fit the offer, so management and employees have ownership of the initiatives

#### **Focus on positive work environment factors in the preventive work.**

94 It is recommended that the management supports positive work environment factors, such as influence of the employees, social support and trust in preventive work. Management can do this by:

- give the employees good opportunities to talk about challenges in relation to individual citizens, for example in the form of supervision and collegial sparring

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<sup>30</sup> See, for example, materials from the Industry Community for the Working Environment for Welfare and Public Administration, Knowledge Center for Work Environment, and website of the Danish Work Environment Authority

<sup>31</sup> The MED system is a co-operation forum for co-operation between management and employees, so that employees have co-determination and participation in the workplace

<sup>32</sup> Among other things, according to the 2007 European Framework Agreement on Combating Violence and Bullying in the Workplace, agreement between partners of the labour market on well-being and health at the work spaces and collaboration provisions on safety and health at the work spaces by the Legislation of Work Environment.

- ensure that the group of employees in general have the necessary training, experience and knowledge
- systematically collect and document the approaches to the citizen who have a preventive and calming effect
- support the influence of employees on the planning of their own work. Have an employee for example, having had a conflict with a citizen, it may be useful to comply with any desire for a break in contact of the employee with this citizen
- give room for the employees to have different limits to what they perceive as violent and cross-border, and how they respond to it
- support and acknowledge good collegial relationships where employees take care of each other. This applies both in general and especially after a conflict or a violent episode. The management can, for example, establish a caregiver scheme where the employees function as special caregivers and collegiate sparring partners for each other.

### **Focus on promoting social capital in the workplace.**

There are different definitions of social capital. Industry Community for Work Environment - Welfare and Public administration defines social capital as good social relations in the workplace characterized by trust, the experience of justice and the ability to collaborate on the core mission. Social capital can support violence prevention in many ways. For example, a high degree of trust is important for the employees to dare to express themselves openly – even in concerns about a citizen, who may be of a more diffuse nature.

95 It is recommended that management focus on promoting social capital in the workplace<sup>33</sup>. Management may focus on social capital in the Cooperation Committee, in the MED Committee or in connection with work environment discussions in the health and safety organization. The focus may be on:

- What is important social capital for us, and what creates social capital for us?
- How do we ensure better coordination and knowledge sharing across the staff group?
- How do we create better opportunities for collaboration through inspection of systems and terms?
- How can we use staff meetings to develop social capital?
- How can we make communication agreements that ensure the necessary knowledge for solution of the task?
- How do we make concrete agreements on how we together can increase trust and justice and improve collaboration?<sup>34</sup>

96 It is recommended that the offer uses tools to promote the social capital of the offer. For example, a joint discussion of the core task of the offer can be worked on in order to strengthen the common, professional approach to violence prevention<sup>35</sup>

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<sup>33</sup> Inspiration can be sought in the Brance Community for Work Environment of Welfare and Public Administration publication, Prioritization of core task [https://www.arbejdsmiljoweb.dk/trivsel/social\\_kapital/prioritering-af-kerneopgaven](https://www.arbejdsmiljoweb.dk/trivsel/social_kapital/prioritering-af-kerneopgaven)

<sup>34</sup> Thoft, E. et al. (2014), The Industry Community for the Working Environment for Welfare and Public Administration: Social Capital. Inspiration and exercises for the manager with personnel responsibilities.

<sup>35</sup> Inspiration can be sought in the Brance Community for Work Environment of Welfare and Public Administration publication, Prioritization of the core task, [https://www.arbejdsmiljoweb.dk/trivsel/social\\_kapital/prioritering-af-kerneopgaven](https://www.arbejdsmiljoweb.dk/trivsel/social_kapital/prioritering-af-kerneopgaven)

Relevant methods and tools

- Knowledge Center for Work Environment: How to measure social capital

Legislation and guide – note references to Guideline 8

<sup>BBB</sup> Legislation on work environment, chapter 2 on cooperation and safety and health, as well as note on cooperation safety and health.

## 9. Guideline on professional qualifications and skills

### Purpose

The purpose with this guide is to support the fact that the employees have the necessary qualifications and skills, this means education, experience and knowledge, in relation to the citizen group at the offer and specifically for the violence prevention work.

Attention must be paid to creating a professional environment that ensures that employees have the necessary professional competences to meet the citizen with respect of needs and prerequisites<sup>CCC</sup> of the individual. This should ensure a qualified, focused, rehabilitating and preventative effort.

Thus, according to the rules of the Work Environment Act, the management is obliged to train and instruct the employees and thus ensure that employees are sufficiently competent to handle any violent Incidents and additions to it. The guide on violence of the Labour Inspectorate states that it is a requirement that new employees are trained in violence prevention and workplace guidelines on the area.

### Recommendations and requirements

**An identification of qualifications and competencies of the employees and preparation of a competence development plan can ensure that the offer works systematically with the development of professional qualifications and competencies of the offer.**

- 97 Management must continuously identify whether the employees have the necessary professional qualifications and skills to do the job in a danger-free way<sup>DD</sup>. In this context, it is recommended that the management focuses on how the employees can help ensure focused rehabilitation and preventative action in relation to the current citizen composition.
- 98 It is recommended that management identify whether there is sufficient knowledge about and in the staff group experience on the following
- The current citizen group
  - Relevant communication methods and strategies in relation to citizens of the offer
  - Methods and strategies for involving citizens in rehabilitative and preventive efforts
  - Relational skills to be able to collaborate with the individual citizen, so the employees meet the citizen with empathy and recognition and is able to assess needs, prerequisites and resources of the citizen
  - Methods, approaches and tools to prevent violent Incidents, including methods and tools to promote the well-being and mastery of the citizen and to make risk assessments
  - Methods, approaches and tools to deal with violent incidents, including non-confrontational approaches
  - Facilitating learning processes after violent Incidents
  - Use of the specific professional methods used by the offer
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- 99 Based on the identification, it is recommended that the management prepare a competence development plan for employees with educational initiatives, theme days or similar and decide whether with recruitment of new employees, new skills and competencies are needed.
- 100 It is recommended that management continuously and at least half a year follow up on whether efforts and goals of the competence development plan are achieved.
- 101 It is recommended that there is a focus on a common professional understanding of the methods and tools, which the workplace chooses to implement and that all employees are trained in and trained to apply these.

**Knowledge and experience are preventive factors – an introductory course for new employees and temporary workers can therefore be preventive.**

- 102 It is recommended that the offer has an introductory course for new employees, trainees and temporary workers and goals for what these should know and be able to do after a final introduction course. An introductory course can make use of one or more of the following methods: Mentoring, Resource Person scheme, super user scheme, introductory talks, introductory courses and continuous access to professional sparring.

**Regular professional reflection and supervision can qualify the professional practice and the rehabilitative and preventative efforts.**

- 103 It is recommended that the employee group regularly participate in professional reflections and supervision. That can allow the employees to speak and learn from their daily experiences to continuously improve professional practice and rehabilitative and preventative efforts. To ensure the benefits and continuity of the professional reflections and the supervision, it is recommended that these courses are scheduled at regular intervals and in regular meeting forums.

## Legislation and guide – note references to Guideline 9

<sup>CCC</sup> Legislation on work environment, § 17, note on execution of the work, § 18 and section 3.4.6 in At-guide Violence D.4.3-3.

<sup>DDD</sup> See previous note

## 10. Guideline on welfare enhancing physical frameworks and facilities

### Purpose

The physical framework constitutes both the frameworks of the lives of citizens and the frameworks for the professional offer. It is therefore essential that the layout and facilities of the offer support well-being and safety of both the citizens and employees. The purpose of this guideline is to provide recommendations for, how to work on creating appropriate physical frameworks and facilities in the offers.

### Recommendations and requirements

#### **Welcoming decor and citizen involvement.**

- 104 It is recommended that the offer is organized so that it is generally perceived as welcoming by citizens and that the offer appears to be maintained.
- 105 It is recommended that the offer involves the citizens in the design of the common areas. Research thus indicates that a physical framework that meets the wishes and needs of the citizens can promote well-being and limit the experience of stress in the citizens.

#### **Meaningful activities.**

- 106 It is recommended that the offer continuously and in dialogue with the citizens ensure the necessary frameworks for a range of activities that reflect the needs and interests of the citizens. It can be social events, creative and physical activities, both within the scope of the offer and in the local community, including for example through cooperation with the civil society.

#### **Opportunities of the citizens to be themselves.**

- 107 It is recommended that the arrangement of the offer best supports the citizen's ability to withdraw and be themselves when the citizen wants to choose employees and other citizens company. The experience from practice shows that it can contribute to trigger violent incidents if the citizens, for example, have to pass each other many times daily on narrow pedestrian areas, stay in small rooms with many people, or whose interiors cause blind angles to provide the citizen experience of being trapped inside<sup>36</sup>.

#### **Adaptation of stimuli.**

- 108 It is recommended that attention be paid to the design to create the right sensory effect from light, colours, sound and placement of furniture. Citizens with disabilities can be particularly sensitive to

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<sup>36</sup> Overgaard, K. (2016), DEFACTUM: Violence in housing and care homes – cross-cutting analysis of 10 cases of Incidents of violence.

sensory impressions. Research shows that attention to the sensory impact of the interior can prevent violence<sup>37</sup> for the citizen.

### **Sensory spaces that counteract the stress of the citizens.**

- 109 It is recommended that the offer, as far as possible, furnish a "sensory room" with various possibilities for combining sensory experiences such as sound, light and massage. Research shows that such sensory spaces can soothe citizens who experience anxiety or stress, or just give the citizen wellness<sup>38</sup>.

### **Device that supports safety for employees according to the Danish Work Environment Authority guide on violence prevention and public safety.**

- 110 When there is a risk of violent incidents on an offer that the rooms must<sup>EEE</sup>, according to the guide on violence prevention of the Danish Work Environment Authority, be arranged so that the risk is minimized as much as possible. The management must among other things ensure that there are enough escape routes in the offer that are located at locations, where needed so that it is easy to get away in case of a violent episode. Additionally, it is recommended, in accordance with the guidelines of the Danish Work Environment Authority, that:

- it is ensured that one can easily and quickly leave a room if the situation develops as it is necessary. This can be done by ensuring that furniture is placed so that one can pass them freely
- technical aids are for example used as alarm and call systems that can be activated easily and unobtrusive to prevent a critical episode from escalating when help is called. It is crucial whether the technical aids are solely on the employee or whether alarms are set up on the citizen or on outside door of the citizen, which is access out of matrix of the housing offer according to the rules on the use of force, § 125<sup>FFF</sup>. Employees must be instructed to use the assistive tools and there must be clear instructions on how to respond as an employee when an alarm or a call system is activated
- a room has been arranged where you can have personal conversations with a citizen without interruption, and that this room is furnished so that it feels safe for both citizens and employees. Rooms are decorated, which employees may withdraw to if a conflict escalates and cannot be resolved

#### Tools

- Snoezelen

### **Legislation and guide – note references to Guideline**

EEE Legislation on Work Environment, § 17a, paragraph 1, note on permanent workplace layout, § 6 and § 19, paragraph 3, At-guide Violence D.4.3-3, section 3.4.5

FFF Legislation on Social Service, chapter 24 on use of force and other interventions in the right of self-determination to adults, § 125 D.

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<sup>37</sup> Frandsen, AK et al. (2009), Healing Architecture; Christensen, BB (2016), Knowledge Center for Work Environment: Light and music dampens the mood.

<sup>38</sup> Liversage, A. (2017), VIVE: Violence prevention in housing and care homes.

## 11. Guideline on collaboration and coordination across sectors

### Purpose

The purpose of this guideline is to support successful cross-sectoral cooperation. This is essential for the citizen to be offered a coherent, holistic, rehabilitating, and preventative efforts. At the same time, it is central to ensuring that the dissatisfaction of the citizen of a mental, physical, or social nature is countered in a timely manner and with the right professional competences. Citizens of an offer will thus often be in contact with many actors. It may be about practitioner, treatment psychiatrist, social services, job center, abuse center, probation service etc.

In general, there is a shared responsibility between several actors to ensure adequate coordination of the effort in collaboration with the citizen and where the partners are obliged to participate in the coordination.

There is a link between focus on the cross-sectorial knowledge and collaboration with the citizen of this guideline and guideline 1 to 3, which has focus on prevention of the offer in collaboration with the individual citizen.

### Recommendations and requirements

Knowledge sharing and coordination between services, citizens and other partners are especially important in relation to changes in the citizen's life situation<sup>39</sup>.

- 111** It is recommended that the offer is particularly focused on having a proactive and comprehensive knowledge-sharing and coordination in connection with, for example, moving in on offers, admissions or discharge from treatment psychiatry or through contact with the trading community, police, criminal justice services or others.

**Knowledge of the rules on disclosure of information is essential to ensure that the violence prevention work can be performed optimally, and that legal security of the citizen is maintained.**

- 112** It is recommended that the offer ensures that an available summary of the transfer rules is available of information, as well as rules for obtaining consent. For example, it is important to focus on the provisions of the Administration Act, the Services Act, the Psychiatry Act, the Health Act and the Personal Data Act<sup>40 41</sup> (See Appendix 2 for reference to relevant legislation).

**The focus on involving the citizen in the collaboration with other partners may help ensure that the agreements consider needs and resources of the citizen and that the citizen is comfortable with the agreements that are being made.**

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<sup>39</sup> Liversage, A. (2017), VIVE: Violence prevention in housing and care homes

<sup>40</sup> The National Board of Social Services (2016), Mapping of legislation and initiatives aimed at security and prevention of violent incidents

<sup>41</sup> The Ministry of Health and the Elderly is currently (December 2017) working on drafting a guide on the rules for passing on information about citizens in housing offers

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**113** It is recommended that special attention be paid to the offer that clear agreements are made, when collaborating with other actors. When a meeting or phone call ends, you can together with, or on behalf of the citizen, ensure that an agreement has been made on when the agreed upon must be completed, as well as who follows up on appointments.

**It is important to create good working relationships with partners who have importance for violence prevention work.**

**114** It is recommended that the offer consider using relational coordination in collaboration with other actors<sup>42</sup>. A mutual insight of the individual actors' procedures, responsibilities and efforts as well as shared knowledge and goals in relation to the citizen can strengthen both overall cooperation and cooperation in connection with handling some violent incidents. Inspiration can also be obtained in a generic model of course programs for people with mental disorders published by the National Board of Social Services in collaboration with the National Board of Health<sup>43</sup>. Of relevant collaboration partners there can be mentioned:

- General psychiatry, forensic psychiatry, and district psychiatry
- Practitioner
- Police
- Prison services
- Social management
- Job Center
- Abuse Center

**115** In order to promote these cooperative relationships, it is recommended that the offer has particular focus on:

- Timely communication between different bodies and subsequent access to interdisciplinary resources and network relations. Attention is drawn to consent requirements in relation to involvement of relatives and networks. Attention is also drawn to when there is need a guardian<sup>GGG</sup>.
- Clear managerial support for prioritizing cross-sectorial collaboration and ensuring ways to solve challenges and conflicts early
- Building a greater mutual understanding across sectoral boundaries.
- Clear distribution of roles and responsibilities across disciplines and sectors.

**Good written cooperation agreements, known by everyone on the offer, can facilitate the workflows and predictability when a violent episode occurs**

**116** It is recommended that the cooperation is based on written cooperation agreements with primary collaborators such as treatment psychiatry (hospital psychiatry, forensic psychiatry and district psychiatry), municipality of action, general medical practice, police and more. In such cooperation agreements, it may be particularly important to agree:

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<sup>42</sup> The industry community for Work Environment of Welfare and Public Administration (2015), Cooperation - Relational Coordination

<sup>43</sup> National Board of Social Services (2017), Generic model for course programs for people with mental disorders.

- how often are co-operative meetings on general co-operation held?
- who is responsible for the cooperation meetings?
- how the ongoing contact and cooperation on citizens should take place?

**Clear agreements for collaboration with treatment psychiatry can help prevent violent incidents.**

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**117** It is recommended that the tender be particularly vigilant in obtaining and disclosing relevant information in connection with hospitalization or discharge from the psychiatric ward, including on medical conditions. This must be done with the consent of the citizen and taking the other options into account, which are in the legislation for obtaining and disclosing information. It can be secured in agreement with the citizen, to participate in a hospitalisation or discharge interview or by participating in connection with drafting a printing agreement, coordination plan or drafting coordinating action plan, respectively. At discharge from the treatment psychiatry, it applies to citizens who must be assumed to not seek the necessary treatment or social services by themselves, the responsible Chief Physician draws up a "discharge agreement" in collaboration with all relevant authorities and parties. If the citizen does not want to participate in this, a "coordination plan"<sup>HHH</sup> must be prepared instead. Additionally, it is recommended by the National Board of Health and the National Board of Social Services that for citizens with both psychiatric and addiction issues initiate a coordinating collaboration between region, municipality and general practice, and that this collaboration follows the recommendations for coordinating action plans<sup>44</sup>.

**118** It is recommended to be aware of the possibility of educational support from the housing offer during hospitalization.

**119** In relation to the citizens who are judged to benefit from this, it is recommended that there are specific agreements on which specific observations should be responded to in the form of contact with the treatment psychiatry.

**Good cooperation with the police can help to handle violent incidents constructively<sup>45</sup>.**

**120** It is recommended that the offer is in close contact with the local police both in relation to the overall cooperation and in dealing with specific violent incidents. To ensure the good cooperation it can be especially important to have clear agreements internally in the offer and with the police on:

- when and in which situations are the police contacted
- who calls the police
- what the police does when they are contacted
- how the police behave when they arrive at the offer

In this context, it is recommended to pay attention to the PSP cooperation.

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<sup>44</sup> The National Board of Health and the National Board of Social Services (2014), Guidelines for the preparation of coordinating action plans. The publication contains common guidelines for how municipalities and regions can organize a coordinated effort

<sup>45</sup> At the end of 2017, the National Police is expected to publish an "action card" for housing offers on police reports in cases concerning violence, etc. in housing offers. The purpose of this is among other things to ensure a uniform notification procedure, including ensuring that the relevant information is passed on to the police so that the case can be handled in the correct and most appropriate manner.

In all municipalities there is a PSP collaboration, which is a forum between police, social authorities and the treatment psychiatry, where the participants can coordinate the effort with particularly vulnerable citizens, including, inter alia, exchanging information on citizens when specific conditions are met<sup>III</sup> <sup>46</sup>.

**Supporting the citizen in close and continuous contact with relevant partners can create greater security.**

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121

It is recommended that the offer supports the citizen in keeping close and ongoing contact with the practitioner, practicing psychiatrist, district psychiatrist, case manager or psychologist of the citizen to the extent that it is relevant. When the citizen gives their consent, the offer can participate in discussions with the above-mentioned actors to support the citizen in following their treatment<sup>47</sup>. Including needs that the offer supports coordination of the various plans that the citizen may have in connection with various legislations or administrative areas.

### Methods and tools

- Order in Adult Assessment Method (VUM)
- Coordination plan (Psychiatry Act § 13b)
- Coordinating action plans
- Relational coordination
- Social network analysis

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Legislation and guide – note references to Guideline 11

<sup>GGG</sup> The Guardianship Act, chapter 2 on Guardianship for adults. Guardianship forms, §§ 5-7.

<sup>HHH</sup> Notice of law on the use of coercion in psychiatry, chapter 4a.

<sup>III</sup> The Procedure Act §§ 114 and 115.

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<sup>46</sup> Social Jura§ (2013), Guide no. 60 from July, 10<sup>th</sup>, 2009: Guidance on collaboration of the police with the social authorities and the psychiatry as part of the effort towards socially vulnerable people (The PSP-cooperation) and as transfer of information in connection with the collaboration.

<sup>47</sup> Here it must be examined whether other people can participate, e.g. Guardian.



APPENDIX

## Appendix 1: Catalogue of methods and tools

### 1. GUIDELINES FOR IDENTIFYING SITUATION OF THE CITIZEN AND THE PROMOTION OF WELLNESS AND ABILITY OF THE CITIZEN TO MASTER EVERY DAY

#### METHODS TO IDENTIFYING RESOURCES AND CHALLENGES OF THE CITIZEN

##### Canadian Occupational Performance Measure (COPM)

###### **Description**

COPM is a standardized tool for measuring experience of satisfaction of the citizen with execution of important daily activities used by occupational therapists and physiotherapists. COPM is performed as a semi structured interview before, possibly during and after a course.

###### **Knowledge of effect**

There is positive experience from the practice that the tool COPM is effective in terms of identifying resources and challenges of the citizen.

###### More knowledge

The website of the Occupational Therapist Association: COPM

<http://www.etf.dk/ergoterapi-og-politik/copm-0>

Website of the Physiotherapist association: COPM

<https://ffy.dk/fafo/Malredskaber/Malredskaber-alfabetisk/COPM/?noredir=True>

###### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## The Assessment Method in the Adult Assessment Method (VUM)

### Description

The assessment method in VUM illustrates how the citizen's disability and/or social problem affects opportunity for activity and participation of the citizen. The assessment method is built up on approx. 11 themes covering different life and situation aspects of the citizen.

### Knowledge of effect

There is positive experience from the practice that the assessment method in VUM is effective regarding covering resources and challenges of the citizen.

### More knowledge

The National Board of Social Services (2013): The Methodical handbook of the Adult Assessment Method: <https://socialstyrelsen.dk/tvaergaende-omrader/sagsbehandling/vum-og-dhuv/viden-og-metoder/dhuv-metodehandbogen>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## Method of identifying network of the citizen

### Network mapping (Open Dialogue)

### Description

Network mapping (Open Dialogue) is a tool for mapping the private and professional networks of the citizen through dialogue and narratives to identify and integrate relevant parts of the network.

### Knowledge of effect

There are positive experiences from the practice that the Network Mapping (Open Dialogue) tool is effective in relation to the cover the network of the citizen.

### More knowledge

The National Board of Social Services (2014): The Methodical handbook of the Adult Assessment Method: <https://socialstyrelsen.dk/udgivelser/metodemanual-for-aben-dialog>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	

# METHODS TO IMPROVE MASTERY ABILITY AND SELF-PERCEIVED WELL-BEING OF THE CITIZEN

## Aligned Pedagogy

### Description

Aligned Pedagogy which is inspired by “Low Arousal”, is about identifying signs of challenging behaviour, have a plan for what to do during a negative incident (externalizing, self-harming behaviour), and a plan for what to do after an incident.

### Knowledge of effect

There is positive experience from the practice that the Aligned Pedagogy method is effective in promoting coping skills and well-being of the citizen.

### More knowledge

The National Board of Social Services (2016): Aligned pedagogy – Method in regard to special measures <https://socialstyrelsen.dk/udgivelser/afstemt-paedagogik>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	

## Feedback Informed Treatment (FIT)

### Description

FIT is an evidence-based dialogue and evaluation tool which is developed for occupational professional therapists and can be used in all course of treatment. FIT consists of two individual schedules with focus on effect and cooperation. The forms are completed each time the professional and the citizen meet in the treatment process. The forms are subsequently processed for the purpose of how the professional can develop their practice and adapt the efforts to the individual citizen.

### Knowledge of effect

The effect of FIT is well documented in research. Studies document that FIT can help prevent the citizen from ending the effort ahead of time. There are positive experiences from praxis that the FIT tool is effective in relation to promote coping skills and self-lived well-being of the citizen.

### More knowledge

Website of the National Board of Social Services: Feedback Informed Treatment (FIT)  
<https://socialstyrelsen.dk/tvaergaende-omrader/dokumenterede-metoder-voksne-og-handicap/om/feedback-informed-treatment-fit>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
	X	X

## KRAP - Cognitive, Resource Focused and Recognizing Pedagogy

**Description**

KRAP is a social educational system that contains analyses, methods, and tools to impart the citizens with greater personal and social competence.

**Knowledge of effect**

There are positive experiences from the practice that the KRAP system is effective in promoting coping skills and self-perceived well-being of the citizen.

**More knowledge**

Website of the Psychologist center: What is KRAP, <http://krap.com/hvad-er-krap/>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X		

## LA 2

**Description**

LA 2 is a Low Arousal inspired tool for the prevention, management and learning of critical Incidents that support conversations about violence and threats of violence between the citizen and the professionals.

**Knowledge of effect**

There are positive experiences from the practice of the LA 2 tool being effective in promoting coping skills and self-perceived well-being of the citizen.

**More knowledge**

The National Board of Social Services (2017): LA2 - Methodical manual for prevention of violence and promoting well-being at housing offer <https://socialstyrelsen.dk/udgivelser/la2-2013-metodemanual-til-forebyggelse-af-vold-og-fremme-af-trivsel-pa-botilbud>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

**Mastery scheme in combination with the Breast Violence Checklist (BVC)****Description**

Mastery scheme in combination with BVC is a systematic method for risk assessment and dialogue about violence and the use of force. The mastery scheme is a collaboration and dialogue tool used to gain a common understanding of situation of the citizen and to draw up instructions for both citizens and professionals in order to increase ability of the citizen to master everyday life. BVC is a screening tool used to assess whether there is a risk for violent incidents from a citizen within the next 24 hours. BVC is used when the score in the Master Schedule indicates that there is a risk that a violent episode may occur.

**Knowledge of effect**

There are positive experiences from the practice that the method of mastery scheme in combination with BVC is effective in promoting coping skills and well-being of the citizen.

**More knowledge**

The National Board of Social Services (2016): Mastery scheme in combination with BVC  
<https://socialstyrelsen.dk/projekter-og-initiativer/handicap/styrket-indsats-til-forebyggelse-af-vold-pa-botilbud/styrket-indsats-til-forebyggelse-af-vold-pa-botilbud>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

**METHOD FOR MEASUREMENT OF EFFECT****Description**

WHO 5 is a tool that measures the prosperity and well-being of the citizen over the past two weeks. These well-being index consists of five questions that measure the degree of positive experiences on a timed scale. WHO 5 can be used to measure the general well-being of the citizen and is considered a thermometer for well-being.

**Knowledge of effect**

WHO 5 is on the net list of the National Board of Social Services on validated measuring instruments used to elucidate outcome across evaluations in the social area.

**More knowledge**

The National Board of Health: Guide to the well-being index WHO-5

<https://sundhedsstyrelsen.dk/~media/874C7A337C5F4450B55476CA535461E3.ashx>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## COMMUNICATION AND DIALOGUE TOOLS FOR INVOLVEMENT OF CITIZENS WITH COMMUNICATIVE DIFFICULTIES

### ASK - Alternative and Complementary Communication

#### Description

ASK is a common term for the many ways one can communicate if speech is not sufficient. People without a functional spoken language are largely relegated to using other modes of expression than the usual spoken language.

#### Knowledge of effect

There are positive experiences from the practice that the ASK approach is effective in relation to inclusion of citizens with communicative difficulties.

#### More knowledge

The knowledge portal in the social field: ASK - Alternative and Complementary Communication

<https://vidensportal.dk/handicap/mennesker-med-komplekse-kommunikationsbehov/alternativ-og-stottende-kommunikation>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X		

### Boardmaker

#### Description

Boardmaker is a computer program used to design and establish symbol-based material and communication boards. It is a drawing program combined with a graphical database and more than 4500 symbols.

#### Knowledge of effect

There are positive experiences from the practice that the Boardmaker tool is effective in relation to involving citizens with communicative difficulties.

**More knowledge**

Search for “Boardmaker” on the Assistive Technology Base <http://www.hmi-basen.dk/>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X		

**The KAT box****Description**

The KAT box – Cognitive Affective Training is a tool to inspire and structure conversations between people about thoughts, feelings and behaviours using visual tools.

**Knowledge of effect**

There are positive experiences from the practice that the toolbox is effective in relation to including citizens with communicative difficulties.

**More knowledge**

Website CAT-KIT.com <http://www.cat-kit.com/da/>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	

**Social Stories****Description**

Social stories are a tool to support a citizen in understanding and acting appropriately in any given social situation. A social story is a short story that describes a given social situation of a script and provide options for the citizen.

**Knowledge of effect**

There are positive experiences from the practice that the Social Stories tool is effective in relation to involving citizens with communication difficulties.

**More knowledge**

Howley, M., & Arnold, E. (2008). Uncovering the Hidden Social Code: Social Stories of People with an autism spectrum disorder. Slice: The Autism Publisher.

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X		

## Talking Mats

### Description

Talking Mats is a structured interview and conversation method that supports citizens with complex communication needs in communicating more effectively to and with their surroundings.

### Knowledge of effect

There are positive experiences from the practice that the Talking Mats method is effective in relation to involving citizens with communication difficulties.

### More knowledge

The knowledge portal in the social field: <https://vidensportal.dk/handicap/mennesker-med-komplekse-kommunikationsbehov/indsatser/artikel-2>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X		

## DEVICES TO COVER COMMUNICATION RESOURCES AND DIFFICULTIES

### Pragmatic Profile

#### Description

Pragmatic Profile is a tool to uncover how a citizen with multiple disabilities communicate. The tool is used to share knowledge about communicating with the citizen in a structured way.

#### Knowledge of effect

There are positive experiences from the practice that the Pragmatic Profile tool is effective regarding investigation of communication resources and difficulties.

#### More knowledge

Dewart, H. & Summers, S. (2012). PRAGMATIC PROFILE of everyday communication skills of adults. Aalborg: Institute of Vision and Hearing.

Website of the National Board of Social Services: Pragmatic profile

<https://socialstyrelsen.dk/handicap/multiple-funktionsnedsaettelser/metoder/pragmatisk-profil>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X		

**Social Networks****Description**

Social Networks is a research and planning tool that collects knowledge through interviews in a number of important areas related to alternative and supplementary communication.

**Knowledge of effect**

There are positive experiences from the practice that the Social Networks tool is effective in relation to assessment of communication resources and difficulties.

**More knowledge**

Blackstone, SW & Berg, MH (2006). Social Networks. Forums: VIKOM

Website of the National Board of Social Services: Social Networks

<https://socialstyrelsen.dk/handicap/multiple-funktionsnedsaettelser/metoder/social-networks>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X		

**Video analysis in team****Description**

Video analysis in team is an educational method that aims to qualify the understanding of the person with multiple disabilities without speaking language and developing the interaction.

**Knowledge of effect**

There are positive experiences from the practice that the Video Analysis in Team is effective in relations to the investigation of communication resources and difficulties.

**More knowledge**

Sollied, S., Kirkebæk, B. & Christensen, M. (2016). Video analysis in team – creating and sharing knowledge in development support networks. Danish psychological publisher.

Website of the National Board of Social Services: Video analysis in team

<https://socialstyrelsen.dk/handicap/multiple-funktionsnedsaettelser/metoder/videoanalyse>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X		

## 2. GUIDELINE FOR SOCIAL AND HEALTH CONDITIONS

### Coordinating action plans

#### Description

Individual, coordinating action plans provide an overview of current challenges of the citizen and coordinate the efforts to be implemented in the psychiatric ambulatory in the municipal drug and alcohol treatment, and in the somatic, social and/or employment fields.

#### Knowledge of effect

There are positive experiences from the practice that the tool Coordinating action plans are effective in relation to the focus on particularly relevant social and health conditions.

#### More knowledge

National Board of Health (2014): Guidelines for drawing up coordinating action plans  
<https://socialstyrelsen.dk/udgivelser/retningslinjer-for-udarbejdelse-af-koordinerende-indsatsplaner>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	X

### Mastery scheme

#### Description

The mastery scheme is a collaborative and dialogue tool used to gain a common understanding situation of the citizen and to prepare trading instructions to both citizen and professionals to increase ability to master everyday life of the citizen.

#### Knowledge of effect

There is positive experience from the practice that the Mastering Scheme tool is effective in relation to focus on particularly relevant social and health conditions.

#### More knowledge

The National Board of Social Services (2016): Mastery scheme in combination with BVC  
<https://socialstyrelsen.dk/projekter-og-initiativer/handicap/styrket-indsats-til-forebyggelse-af-vold-pa-botilbud/styrket-indsats-til-forebyggelse-af-vold-pa-botilbud>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	X

## Motivational conversation

### Description

Motivational conversation or Motivational interview is an approach to strengthen inner motivation of a citizen to change. The approach is based on the fact that there is a connection between the way one speaks with the citizen and willingness of the citizen to change behaviour.

### Knowledge of effect

Several studies have been conducted on Motivational Conversation, and some of these studies come out with positive results. There are positive experiences from the practice of the approach. Motivational conversation is effective in relation to the focus on particularly relevant social and health conditions.

### More knowledge

Website of the National Board of Social Services: Motivational interview

<https://socialstyrelsen.dk/tvaergaende-omrader/dokumenterede-metoder-born-og-unge/om-dokumenterede-metoder/mi>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## Security Plan

### Description

Several versions of social security plans have been developed in Danish practice. The social security plan is the common plan for safety for the citizen and the offer, and at the same time it is a risk assessment tool. The Security plan is prepared in a dialogue between professionals and the citizen, just as the risk assessment always occur in dialogue with the citizen. The social security plan is based on history, mastery and self-understanding of the citizen.

### Knowledge of effect

There are positive experiences from the practice that the Safety Plan tool is especially effective in relation to focus on particularly relevant social and health conditions.

### More knowledge

Møller, B. Brasch, B. B., & Pedersen, K. (Eds.), (2014). Risk assessment – a contribution to the prevention of violence. Violence as expression/Social Development Center SUS

<https://voldsomudtryksform.dk/udgivelser/risikovurdering-et-bidrag-til-voldsforebyggelse/>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	

## Open Dialogue

### Description

Open Dialogue is a network and holistic approach that involves relevant professional and private networks regarding situation of the citizen. The approach is based on seven principles of rapid and simultaneous efforts in relation to the citizen and their network. The involvement of the networks is happening based on wish of the citizen. As part of the basics of Open Dialogue, all statements are equal, and role of the professional is not to seek solutions, but to provide a professional perspective, which can complement perspectives of the citizen and the rest of the network.

### Knowledge of effect

A smaller quasi-experimental evaluation of Open Dialogue has been implemented compared to traditional efforts in Finland. The results from this show that those who received Open Dialogue to a lesser extent received a public benefit and there were fewer relapses for this group and fewer hospitalisation days. There is positive experiences from the practice that the Open Dialogue approach is effective in relation to focus on particularly relevant social and health conditions.

### More knowledge

Website of the National Board of Social Services: Open Dialogue

<https://socialstyrelsen.dk/tvaergaende-omrader/dokumenterede-metoder-voksne-og-handicap/om/aben-dialog>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	

### 3. GUIDELINES FOR ASSESSING THE RISK AT WORK WITH SPECIFIC CITIZENS

#### Brøset Violence Checklist (BVC)

##### Description

BVC is a clinically structured method that focuses on the here and now situation. BVC is calculated to a short-term (24-hour) assessment of risk of violent Incidents. BVC consists of six risk factors, which is assessed three times daily

##### Knowledge of effect

There is evidence of the effect of BVC in identifying critical Incidents that may develop into violence Incidents in psychiatric wards. There are positive experiences from housing offers that the method BVC is effective in relation to risk assessment.

##### More knowledge

Website Violence as Expression: BVC

<https://voldsomudtryksform.dk/metoder/identifikation/risikovurdering/broeset-violence-checklist-bvc/>

##### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

#### HRC-20 – Historical Clinical Management

##### Description

HCR-20 is a structured clinical method for identifying risk factors and preparing an action plan to deal with and prevent the risk of future violent Incidents. HCR-20 consists of 20 risk factors for identifying historical, current, and future problem areas.

##### Knowledge of effect

There are positive experiences from the practice that the HCR-20 method is effective in relation to risk assessment.

##### More knowledge

Møller, B. Brasch, B. B. & Pedersen, K. (Eds.), (2014). Risk assessment – a contribution to the prevention of violence. Violence as Form of Expression/Social Development Center SUS

<https://voldsomudtryksform.dk/udgivelser/risikovurdering-et-bidrag-til-voldsforebyggelse/>

##### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

Mastery scheme in combination with Brøset Violence Checklist (BVC)

### Description

Mastery scheme in combination with BVC is a systematic method for risk assessment and dialogue about violence and use of force. The mastery scheme is a collaborative and dialogue tool used to gain a common understanding of situation of the citizen and to set up instructions for both citizen and professionals in order to increase ability of the citizen to master everyday life. BVC is a screening tool used to assess, whether there is a risk of violent Incidents from a citizen within 24 hours. BVC is used when the score in the Master Schedule indicates that there is a risk that a violent episode may occur.

### Knowledge of effect

There is positive experience from the practice that the method of mastering scheme in combination with BVC is effective in relation to risk assessment.

### More knowledge

The National Board of Social Services (2016): Mastery scheme in combination with BVC  
<https://socialstyrelsen.dk/projekter-og-initiativer/handicap/styrket-indsats-til-forebyggelse-af-vold-pa-botilbud/styrket-indsats-til-forebyggelse-af-vold-pa-botilbud>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## Traffic light/ turn signal

### Description

The tool consists of a chart that describes the behaviour of the citizen in several areas in respectively green, yellow, or red zone. Green zone is comfort zone of the citizen, yellow describes problem behaviour, and red describes threatening or abusive behaviour. In addition to behaviour, the forms describe the pedagogical measures and actions in the three zones.

### Knowledge of effect

There are positive experiences from the practice that the Traffic Light/ turn signal tool is effective in regard to risk assessment.

### More knowledge

Møller, B. Brasch, B. B. & Pedersen, K. (Eds.), (2014). Risk assessment – a contribution to the prevention of violence. Violence as Form of Expression/ Social Development Center SUS  
<https://voldsomudtryksform.dk/metoder/identifikation/risikovurdering/trafiklysmetoden-groen-gul-roed/>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## Security plan

### Description

Several versions of social security plans have been developed in Danish practice. The social security plan is the common safety plan of the citizen and the offer, and at the same time it is a risk assessment tool. Security plan is prepared in dialogue between professionals and the citizen, just as the risk assessment is always done in dialogue with the citizen. The social security plan is based on history, mastery and self-understanding of the citizen.

### Knowledge of effect

There is positive experience from the practice that the Safety Plan tool is effective in relation to risk assessment.

### More knowledge

Møller, B. Brasch, B. B., & Pedersen, K. (Eds.), (2014). Risk assessment – a contribution to the prevention of violence. Violence as Form of Expression/ Social Development Center SUS <https://voldsomudtryksform.dk/udgivelser/risikovurdering-et-bidrag-til-voldsforebyggelse/>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	

## 4. Guideline on handling violent incidents

### Coordinated pedagogy

#### Description

Coordinated Pedagogy, inspired by 'Low Arousal', aims to identify signs of challenging behaviour, have a plan for what to do during a negative event (extroverted, self-harmful behaviour), as well as a plan for what to do after an incident.

#### Knowledge of effect

There is positive experience from practice that the method Coordinated Pedagogy is effective in relationships for dealing with violent Incidents.

#### More knowledge

National Board of Social Services (2016): Coordinated Pedagogy - Method in relation to special measures <https://socialstyrelsen.dk/udgivelser/afstemt-paedagogik>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	

### Durewall

#### Description

The Durewall method is used to prevent conflicts and to avoid and deal with violence, threats and verbal abuse. Based on ten principles, troubled people are handled with body language, verbal communication and physical grips / techniques.

#### Knowledge of effect

There is positive experience from practice that the Durewall method is effective in relation to violent Incidents.

#### More knowledge

Website of the Durewall Institute <http://durewall.dk/>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## LA2 – My Security plan

### Description

LA2 – My Security plan is a "Low Arousal" inspired tool to deal with critical Incidents that based on the citizen's insider perspective, supports the cooperation between the citizen and professionals to make a plan for dealing with the citizen's affect.

### Knowledge of effect

There is positive experience from practice that the tool LA 2 - My Security Plan is effective in relation to dealing with violent Incidents.

### More knowledge

National Board of Social Services (2017): LA 2 - Method manual for the prevention of violence and the promotion of well-being on housing offer <https://socialstyrelsen.dk/udgivelser/la2-2013-metodemanual-til-forebyggelse-af-vold-og-fremme-af-trivsel-pa-botilbud>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## Safewards

### Description

Safewards is a method that contains ten concrete tools and a model for devising strategies.is that which promotes the safety of citizens and staff.

### Knowledge of effect

There is positive experience from practice that the Safewards method is effective in relation to violent Incidents.

### More knowledge

Website of Safewards <http://www.safewards.net/da/>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	

## 5. Guideline on learning from violent incidents

### ASK – Alternative and Supplementary Communication

#### Description

ASK - Alternative and Supplementary Communication is a common term for the many ways one can communicate if the speech is not sufficient. People without a functional spoken language are in largely referred to utilizing modes of expression other than the common spoken language.

#### Knowledge of effect

There is positive experience from practice that the ASK approach is effective in relation to learning from violent Incidents.

#### More knowledge

The knowledge portal in the social field: ASK - Alternative and Supplementary Communication  
<https://vidensportal.dk/handicap/mennesker-med-komplekse-kommunikationsbehov/alternativ-og-stottende-kommunikation>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X		

### Boardmaker

#### Description

Boardmaker is a computer program used to design and create symbol-based material and communication boards. It is a drawing program combined with a graphical database and more than 4500 symbols.

#### Knowledge of effect

There is positive experience from practice that the tool Boardmaker is effective in relation to learning from violent Incidents.

#### More knowledge

Search for "Boardmaker" on the Aid Database <http://www.hmi-basen.dk/>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X		

## The CAT box

### Description

The CAT box – Cognitive Affective Training is a tool for inspiring and structuring conversations between people about thoughts, feelings and behaviours using visual tools.

### Knowledge of effect

There are positive experiences from practice that the tool KAT box is effective in relation to learning from violent Incidents.

### More knowledge

The CAT-KIT.COM Website <http://www.cat-kit.com/da/>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	

## LA 2 – Curriculum for Professionals

### Description

LA 2 - Curriculum for professionals is a "Low Arousal" inspired tool for analysis and reflection on a concrete critical episode which, based on the professional perspective supports the collegial, professional reflection and knowledge sharing to support the citizen.

### Knowledge of effect

There is positive experience from practice that the tool LA 2 - Curriculum for professionals is effective in relation to learning violent Incidents.

### More knowledge

National Board of Social Services (2017): LA2 - Method manual for the prevention of violence and the promotion of well-being on housing offer <https://socialstyrelsen.dk/udgivelser/la2-2013-metodemannual-til-forebyggelse-af-vold-og-fremme-af-trivsel-pa-botilbud>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## LA 2 - My Curriculum

### Description

LA 2 - My Curriculum is a "Low Arousal" inspired tool for analysis and reflection on a critical episode that, based on the citizen's inside perspective, supports conversations about violence and threats of violence between the citizen and the professionals.

### Knowledge of effect

There is positive experience from practice that the tool LA 2 - My Learning Plan is effective in relation to learning violent incidents.

### More knowledge

National Board of Social Services (2017): LA2 – Method manual for the prevention of violence and the promotion of well-being on housing offer <https://socialstyrelsen.dk/udgivelser/la2-2013-metodemanual-til-forebyggelse-af-vold-og-fremme-af-trivsel-pa-botilbud>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## Social stories

### Description

Social stories are a tool to support citizens in understanding and acting appropriately in a given social situation. A social story is a short story that, like a screenplay, describes a given social situation and designates options for action for the citizen.

### Knowledge of effect

There is positive experience from practice that the tool Social Stories is effective in relation to learning from violent incidents.

### More knowledge

Howley, M., & Arnold, E. (2008). Uncovering the hidden social code: Social stories for people with an autism spectrum disorder. Disc: The Autism publishing house.

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X		

## Supervision

### Description

Supervision provides the opportunity to reflect on and share dilemmas and challenges in the work. Through supervision, the professionals become better able to understand what is going on in the played between citizens and professionals and among themselves in the staff group.

### Knowledge of effect

There is positive experience from practice that the tool Supervision is effective in relation to learning from violent Incidents.

### More knowledge

Violence as expression website: Supervision <https://voldsomudtryksform.dk/metode/supervision/>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## Talking Mats

### Description

Talking Mats is a structured interview and conversation method that supports citizens with complex communication needs in communicating more effectively to and with their surroundings.

### Knowledge of effect

There is positive experience from practice that the Talking Mats method is effective in relation to learning from violent Incidents.

### More knowledge

The knowledge portal in the social field: <https://vidensportal.dk/handicap/mennesker-med-komplekse-kommunikationsbehov/indsatser/artikel-2>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X		

## Open Dialogue

### Description

Open Dialogue is a network and holistic approach that involves relevant professionals online and private networks in relation to the situation of the citizen. The approach is based on seven principles for rapid and simultaneous action in relation to the citizen and their network. Involvement of the networks happens on the basis of the wish of the citizen. As the fundamental of Open Dialogue, all statements weigh equally and the role of the professional is not to seek solutions, but to provide a professional perspective, which can complement the citizen's own and the rest perspectives of the network.

### Knowledge of effect

A less quasi-experimental evaluation of Open Dialogue has been carried out compared with traditional efforts in Finland. The results from this show that those who received Open Dialogue to a lesser extent received a public benefit, as well as fewer relapses for this group and fewer hospitalizations days. There are positive experiences from practice that the Open Dialogue approach is effective in terms of learning from violent incidents.

### More knowledge

Website of The National Board of Social Services: Open Dialogue

<https://socialstyrelsen.dk/tvaergaende-omrader/dokumenterede-metoder-voksne-og-handicap/om/aben-dialog>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	

## 6. Guideline on registration and use of information on violent Incidents and near-miss incidents

EASY

### **Description**

EASY is the joint electronic reporting system of Business insurance of the Labour Market and The Danish Working Environment Authority for reporting accidents at work. EASY contains i.e. EASY Prevention, which is a tool to investigate accidents at work, analyse the cause, draw up action plans and inform employees.

### **Knowledge of effect**

There are positive experiences from practice that the tool EASY is effective in relation to registering and use of information on violent Incidents.

### **More knowledge**

The Danish Working Environment Authority: At guidance on violence  
<https://arbejdstilsynet.dk/da/regler/at-vejledninger/v/d-4-3-3-vold>

## 8. GUIDELINE FOR COOPERATION ON THE VIOLENCE PREVENTION WORK ON THE OFFER

BFA – Welfare and Public Administration tools for promoting social capital

### Description

Social capital is about collaboration and relationships in the workplace. The basic idea is that you know that building and utilizing strong relationships within the organization can benefit quality and efficiency, and at the same time strengthen well-being and a good working environment.

### Knowledge of effect

There are positive experiences from practice that it is effective to promote social capital in the workplace in relation to a mental work environment that supports the violence prevention work.

### More knowledge

ARBEJDSMILJØWEB.DK: Social capital: Cooperation and relationships in the workplace  
[http://www.arbejdsmiljoweb.dk/trivsel/social\\_kapital](http://www.arbejdsmiljoweb.dk/trivsel/social_kapital)

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

# 10. Guideline on well-being promoting physical framework and facilities

Snoezelen

**Description**

Snoezelen is a multisensory environment that aims for the citizen to achieve a comfortable and stimulating mood, to awaken the senses, provide experiences and motivate to activity or calm down everything in accordance with the individual needs of the citizen. The sensory impressions are created by means of light, sound, colours and scents, pressure, massage and movement. The snoezelen is practiced in a specially designed room.

**Knowledge of effect**

There are positive experiences from practice that Snoezelen is effective in relation to the promotion of well-being promoting and reassuring physical environment.

**More knowledge**

VISS – Website of the Knowledge Center in Sølund Skanderborg: What is Snoezelen?  
<https://viss.skanderborg.dk/VIDEN/Artikler1/Metoder/Hvad-er-snoezelen-1.aspx>

**Target group**

Cognitive difficulties	Mental difficulties	Social difficulties
X		

## 11. Guideline on collaboration and coordination across sectors

### Ordering in the Adult Assessment Method (VUM)

#### Description

Ordering in VUM is a tool that must support communication of the authority to perform around initiating the effort. The information necessary is gathered in the order for performer can initiate and deliver the efforts. Additionally, systematic communication is ensured for the performer regarding effort purposes and effort objectives.

#### Knowledge of effect

There is positive experience from practice that the tool Ordering in VUM is effective in relation to cooperation and coordination across sectors.

#### More knowledge

The National Board of Social Services (2013): Methodical Handbook of The Adult Assessment Method <https://socialstyrelsen.dk/tvaergaende-omrader/sagsbehandling/vum-og-dhuv/viden-og-metoder/dhuv-metodehandbogen>

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

### Coordination plan (the psychiatry act § 13b)

#### Description

The coordination plan is prepared by a psychiatric ward in collaboration with relevant professional parties. The plan describes the therapeutic and social offers for the citizen after admission. The coordination plan is prepared when it is assumed that the citizen will not seek the treatment or the social services that are necessary for the health of the citizen and the citizen will not contribute to entering into a printing agreement.

#### Knowledge of effect

There is positive experience from practice that the tool Coordination Plans (Psychiatry Act § 13b) is effective in terms of collaboration and coordination across sectors.

#### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	X

## Relational coordination

### Description

Relational coordination is an approach to improve the collaboration on a common task through focus on relationships and communication.

### Knowledge of effect

There are positive experiences from practice that the Relational Coordination approach is effective regarding cooperation and coordination across sectors.

### More knowledge

Greenhouse for Management (2016): Relational coordination - management of effective collaboration <http://www.lederweb.dk/dokumentarkiv/publikationer/relationel-koordinering/>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
X	X	X

## Social Network analysis

### Description

Social network analysis is a tool for mapping of social resources and networks in a local community.

### Knowledge of effect

There are positive experiences from practice that the tool Social Network Analysis is effective in relation to cross-sectoral collaboration and coordination.

### More knowledge

Website of The National Board of Social Services: Cooperation between the public sector and the civil society for prevention initiatives for people with mental illnesses (the 15M pool 2013-2016) <https://socialstyrelsen.dk/projekter-og-initiativer/handicap/15m-puljen-2013-2016>

### Target group

Cognitive difficulties	Mental difficulties	Social difficulties
	X	

## Appendix 2: Legislation

The guidelines include citizens who live in housing or § 110 housing forms for homeless according to provisions:

- Service Act § 107: stay at housing offer – temporary
- Service Act § 108: stay at housing offer – longer term
- Service Act § 110: residence in housing form – temporary
- The General Housing Act § 105, paragraph 2

When working with the guidelines, one must always observe the rules of the Public Administration Act, the Act on Legal Security and administration in the social field (the Legal Security Act), Public Act in the administration (the Act of Publicity) and the Personal Data Processing Act (the Personal Data Act). Including the following provisions may be relevant:

- §§ 7, 8, 9 and 19 of the Administration Act:  
Guidance, representation, the right to access to documents and hearing of parties
- §§ 22, 23, 24 and 25 of the Administration Act:  
Written and oral decision, reference to legal rules according to which decisions have been made and justification for administrative discretion and complaint guidance
- §§ 27, 28 and 29 of the Administration Act:  
Duty of confidentiality, disclosure of information (consent) and collection of information
- §§ 13 and 15 the Public Act:  
Duty to take notes and journaling
- §§ 5, 6, 7 and 8 of the Personal Data Act:  
Good data processing practice and information processing
- § 1, no. 3 of the Legal Security Act:  
Duty of the authorities to organise an early holistic aid
- §§ 4 and 5 of the Legal Security Act:  
Opportunity of the citizen to participate at the case and holistic case processing
- §§ 10, 11, 11 c and 12 of the Legal Security Act:  
Duty to provide information, consent, deviation from the requirement for consent and duty of the authorities to provide information

In connection with follow-up after discharge from the treatment psychiatric ward, it is relevant to know:

- § 13a of the Psychiatry Act regarding discharge agreement with the citizen's consent
- § 13b of the Psychiatry Act regarding coordination plan without the citizen's consent

Employees on housing offers and § 110 forms of housing for the homeless are subject to the applicable rules on secrecy, and the citizen must basically always give consent for a housing offer to obtain and pass on information to other public authorities, etc. The psychiatric ward may, cf. Section 13c of the Psychiatry Act discloses information about purely private relationships of

patients with other authorities, medical practitioners, etc., if the disclosure must be considered as necessary for the sake of conclusion and supervision in accordance with a discharge agreement or a coordination plan. To the same extent authorities, private health professionals and others can pass on information about patients to the psychiatric ward and other authorities, private health professionals etc.

### **Use of force**

- Chapter 24 of the Service Act on Use of force etc. against adults
- Chapter 24a of the Service Act on enforcement of criminal law measures, etc.
- Executive Order on the use of force and other interventions in the right to self-determination

Citizens who receive assistance under the Service Act have like all other citizens a number of basic rights deriving from the Constitution and international conventions, such as the European Convention on Human Rights and the United Nations Convention on the Rights of Persons with Disabilities. Citizens have, for example, the right to freedom of movement, the right to privacy, the right to self-determination and the right to protection of their personal integrity.

In the daily work with a citizen, however, situations may arise where the offer may have to take actions that are an encroachment on the rights of the citizen. The overall purpose with the provisions on the use of force according to the Service Act is therefore to increase legal certainty for people with significant and permanent mental disabilities, i.e. citizens who are not able to take care of their own lives, and most often unable to give valid consent. The offer can only take actions that infringe on rights of the citizens if they are specifically covered by Chapters 24 and 24a.

The use of force must never replace care, nursing and social pedagogical assistance, and ahead of any use of force and other interference in the right to self-determination, the staff or the municipality must try to achieve voluntary participation by the citizen in a necessary measure<sup>48</sup>.

Use of force can only take place according to the provisions of chapter 24 and chapter 24a of the Service Act<sup>49</sup>.

The rules in chapter 24, §§ 125 – 129, stipulate that force against citizens may be used if there is a clear legal basis in the legislation

- for whom there is evidence of significant and permanent mental impairment
- who are in the target group for help in the form of personal and practical help as well as social pedagogical assistance, etc., processing or activating offers according to the Service Act, who do not consent or can give informed consent to a measure in accordance with the provisions on the use of force.

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<sup>48</sup> It is not a matter of voluntary participation if a citizen cannot give informed consent.

<sup>49</sup> It is important to distinguish between what is care and what is the use of force, and about the kind of use of force that is to be used is covered by Chapter 24 and § 24a of the Service Act.

The use of force must be registered by the offer within specified times and thereafter be reported by the offer to the municipal council, which is responsible for accommodation of the citizen in the offer, cf. §§ 9 and 9b of the Act on Legal Security and Administration in the Social Area.

Chapter 24a of the Service Act provides the offers with the opportunity of special interventions against citizens with mentally impaired functionality, who have been placed in a form of housing in accordance with § 108 of the Service Act, as part of a criminal decision rendered by judgment or order. The rules can thus not be applied to others. Several conditions have been set in relation to the individual interventions that must be met for it to be implemented.

The intervention options are described in § 137g-§ 137j of the Service Act.

#### **Duty of care of the municipality**

- § 81 of the Service Act – duty to make a special effort towards citizens with significant functional impairment
- Section 82 of the Service Act - duty to make a special effort towards citizens with significant functional impairment for citizens who are unable to take care of their own interests

The municipality has a special duty of care towards adults with disabilities or special social problems. The duty of care consists of offering a special effort to prevent aggravation of problems, improve functions and development opportunities and improve quality of life. The municipality must also, as part of the care ensure that the citizen can exercise his or her party competencies, or if there are grounds for requesting guardianship in the State Administration.

## **PROVISIONS OF THE WORK ENVIRONMENT LEGISLATION ON WORK-RELATED VIOLENCE**

The Danish Work Environment Authority does not have specific rules in the working environment legislation on prevention (and handling) of violence, apart from rules on the prevention and management of work-related violence outside working hours. The fact that there are no more specific provisions regarding work-related violence is partly due to the fact that the area is regulated by the general provisions in the work environment legislation, i.e. rules that apply for both the physical and the mental work environment.

Employers have an overriding duty to:

- to ensure that the work at all stages is planned and organized so that it can be carried out safely and fully sound in terms of health
- to ensure that the work at all levels is actually carried out in a fully sound safety and health manner
- to provide the necessary training and instruction to the employees, inform the hazards of accidents and illness associated with the work and to carry out effective supervision with the work being carried out in a fully sound manner in terms of safety and health.

The employer has a duty to prevent the risk of violence by taking preventive measures. planning and organization of work. This is regardless of whether the risk of violence more during or outside working hours, and no matter where the employee is physically located. violence risk must thus also be prevented outside the workplace, eg during transport from one citizen to the next and at temporary and changing workplaces, eg when visiting citizens.

The prevention must correspond to the specific risk to which the employees are exposed. To be able to target prevention, it is therefore important that the company has an overview of whetherget violence in and / or outside working hours, and make any Incidents of violence visible. It's about not about having as many prevention measures as possible, but about having the right measures in proportion to the risk involved in the work.

Basically, one should always try to reduce the incidence of Incidents of violence as much as possible. If it is not possible to eliminate the risk completely, employees must be instructed in how they can carry out the work in a fully safe and healthy manner.

If there is a risk of work-related violence, the employer must continuously:

- assess where and when there is a risk of Incidents of violence
- assess who may be exposed
- assess the types of violence that may be involved and how serious the Incidents of violence may be
- reduce the incidence and severity of Incidents of violence as much as possible
- instruct and train employees and managers in how they prevent in connection with the work and handle Incidents of violence
- instruct in the use of technical aids, including alarms
- effectively supervise that the work is carried out in a safe and healthy manner
- ensure that the workplace is designed in a completely safe and healthy manner, including secure escape routes
- take first aid measures in situations where there is a particular risk of Incidents of violence in working
- evaluate and possibly adjust prevention according to Incidents of violence.

The employer must also:

- record and investigate accidents at work in the form of physical violence, threats, and other abusive behaviour under the auspices of the working environment organization
- report work-related violence accidents to the Danish Working Environment Authority if the accident results in absence for more than one day in addition to the day it took place

The employer must ensure that prevention takes into account what the specific work means the risk of violence at work and of work-related violence outside working hours. Has the character of the work and the work functions, for example, significance for the risk? And have working methods and the way the work is organized on, influence on risk?

Finally, the employer must consider whether there is the necessary knowledge in the company to handle the preventive work regarding the risk of violence. The employer must obtain external, expert assistance if the necessary expertise to carry out the safety and health work is not present in the company.

The rules are set out in the Working Environment Act, which is reproduced (in excerpts) below, and several current executive orders.

Statutory Order no. 1084 of 19 September 2017 on working environment:

The associated executive orders are:

- Executive Order no. 559 of 17 June 2004 on the execution of the work with subsequent amendments:
- Executive Order no. 1181 of 15 October 2010 on co-operation on safety and health with later changes:
- Executive Order no. 96 of 13 February 2001 on the layout of permanent workplaces and later changes:
- Executive Order no. 1109 of 15 December 1992 on the use of technical aids with later changes
- Executive Order no. 1504 of 4 December 2015 on work-related violence outside working hours
- Executive Order no. 615 of 8 June 2010 on notification of occupational accidents, etc. to the Danish Working Environment Authority network with later changes
- At-Guide Violence D.4.3-3:

#### **Work Environment Act (excerpt)**

**§12** If the employer does not have the necessary expertise to handle safety and the health work in the company, the employer must obtain external, expert assistance within order to ensure that the working environment of employees is fully sound at all times. The Minister for Employment may lay down more detailed rules in this regard.

**§15** The employer must ensure that the working conditions in terms of safety and health are completely reasonable.

Special reference is made here

Chapter 5 on the execution of the work  
Chapter 6 on the layout of the workplace  
Chapter 7 on technical aids, etc.  
Chapter 8 on substances and materials

**§15a** The employer must ensure that a written workplace assessment on safety and health conditions at the workplace is prepared considering the nature of the work, the working methods and work processes used, as well as the size and organization of the company. The workplace assessment must be present in the company and be available to management of the company, the employees and the Danish Work Environment Authority, which supervises the workplace

assessment. A workplace assessment must be revised when there are changes in the work, work methods and work processes, etc., and these changes have an impact on safety and health at work, however no later than every third year.

PCS. 2. A workplace assessment must include an opinion on work environment issues of the company and how they are addressed, in accordance with the prevention principles set out in the legislation of work environment.

The assessment must include the following elements:

1. Identification and mapping of work environment conditions of the company
2. Description and assessment of work environment problems of the company
3. Prioritization and establishment of an action plan for solving work environment problems of the company
4. Guidelines for follow-up on the action plan

PCS. 3. The employer must involve the working environment organization or the employees in the planning, the organising and implementation of and the follow-up of the workplace assessment, cf. subsection 1 and 2.

PCS. 4. The Minister for Employment shall lay down detailed rules on obligations of the employer in accordance with subsection 1-3.

PCS. 5. The Minister for Employment may lay down detailed rules on duty of the employer to ensure that doctors, occupational medicine clinics and health authorities responsible for occupational medicine studies have access to workplace assessment of the company, when it is relevant to health control of employees.

PCS. 6. The Minister of Employment may lay down more detailed rules on duty of the employer on request to disclose or publish workplace assessment of the company regarding electromagnetic fields.

**§16** The employer must ensure that effective supervision is carried out that the work is carried out reasonably safely and healthy.

**§17** The employer must make the employees aware of the possible dangers of accidents and illness associated with their work.

PCS. 2. The employer must also ensure that the employees receive the necessary training and instruction to perform the work in a safe manner.

PCS. 3. The Minister for Employment may lay down more detailed rules on obligations of the employer in accordance with subsection 1 and 2.

**§17a** An employee has the right to leave his or her workplace or a dangerous area in the event of a serious and immediate danger which cannot be avoided.

PCS. 2. The employee must not be subjected to deterioration of his circumstances because the employee leaves his workplace or a dangerous area, cf. paragraph 1.

PCS. 3. Employees whose rights are violated by paragraph. 1 and 2, an indemnity may be awarded.

**§17b** The employer must ensure that an employee takes into account that his or her knowledge and access to technical assistive devices has the opportunity to take appropriate measures in order to avoid the consequence of a serious and immediate danger to the safety of him/her or other people, when it is not possible to contact the employer, company manager or supervisor.

PCS. 2. The employee must not be subjected to deterioration of his or her circumstances, because the employee has initiated measures pursuant to paragraph. 1, unless the employee in that context has acted intentionally or grossly negligent.

PCS. 3. For employees whose rights are violated by paragraph. 2, an indemnity may be awarded.

**§18** The employer has a duty to make environment representatives and union representatives of the employee within the relevant area aware of the decisions made by the Danish Work Environment Authority and the written injunctions issued by the Danish Work Environment Authority. The employer has a similar duty towards other work environment and safety representatives, who make a request to be made aware of the decision or injunction, cf. § 78.

**§42** (paragraph 1.) The workplace must be arranged in such a way that in terms of safety and health, it is fully justifiable.

# Appendix 3: Overview of the members of the working group, the follow-up group and the steering committee

## **Members of the work group:**

- Bjarne Møller, Chief Consultant, Social Development Center SUS
- Britta Martinsen, head of social and services / Gitte Leve Clausen, Esbjerg Municipality
- Erik Søndergaard, care home manager, Saxenhøj, Guldborgsund Municipality
- Kirsten Overgaard, consultant, Defactum
- Kjeld Høgsbro, professor, Aalborg University
- Lars Christian Lidsmoes, psychologist, The Danish Work Environment Authority
- Line Top Abildstrup, housing offer manager, Orion, Capital Region
- Mette Brandt-Christensen, Head of Clinic, Psychiatric Center Glostrup, Capital Region
- Mogens Seider, Manager and Chairman, Fountain House and DS Psychosocial Rehabilitation
- Sara Priskorn, consultant, Copenhagen Municipality
- Trine Uhrskov, psychologist, SOPRA
- Ulla Leth, rehabilitation manager, Holluf Pile, Odense Municipality

## **Members of the follow-up group:**

- The Danish Work Environment Authority
- Better Psychiatry
- Danish Psychiatric Association
- The Danish College of General Practitioners
- Danish Company for Psychosocial Rehabilitation
- Danish Association of Social Workers
- Danish Nurses Organization
- Danish Regions
- The Social Network
- The Danish Association of Occupational Therapists
- The Association of Public Employees – FOA
- Local Government Denmark
- The Prison and Probation Service
- LAP – The National Association of Current and Former Psychiatric Users
- The national association of drop-in centers
- The national association LEV
- LOS - the private offers
- Danish Police
- The Association of Housing Types for the Homeless
- SAND - The Danish national organisation for homeless people
- SIND - The National Association for Mental Health
- National Association of Social Educators – SL

- Social Leadership Forum
- Social supervision
- Danish Health Authority
- ULF - National Association of people with disabilities
- The National Knowledge and Special Advisory Organization – VISO
- The National Board of Social Services

Steering group members:

- Sara Lindhardt, Deputy Head, National Board of Social Services (chair of the steering group)
- Christina Skytte Christensen / Anne Skov Christensen, clerk, Ministry of Social Affairs and Interior
- Nanna Julie Jørgensen, clerk, Ministry of Social Affairs and Interior
- Signe Caspersen, Office Manager, Ministry of Social Affairs and Interior
- Lisa Bugge-Toft, Assistant Professor, Center for Health Law and Psychiatry, Ministry of Health
- Jane Hansen, Office Manager, The Danish Working Environment Authority
- Mikkel Lambach, team leader and chief advisor, Danish Regions
- Tina Levysohn, consultant, Local Government Denmark KL

## Appendix 4: Literature

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