Evaluation report

Prepared for the National Board of Social Services
August 2017

Quality in the municipal effort towards citizens with severe mental disorders
Open Dialogue

DEFACTUM
Social, Health and labour market

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1 Introduction

People with mental disorders are not only affected by several stressful symptoms. Generally it applies that for people with mental disorders that they have a lower affiliation to the labour market, a lower educational level, a higher consumption of health care benefit, a higher mortality rate, as well as a life quality, which is far below than the rest of the population.

Together the above says that an important but also challenging task with finding active ways for inclusion of people with mental disorders that rests on the public. In order to avoid marginalisation that threatens thelife quality of the excluded, and to support a well-functioning labour market.

Recent years research on schizophrenia and another mental illness have contributed to the fact that the thinking of chronology has been replaced by a knowledge that even people with severe mental disorders can recover.[1] It may be full recovery or social recovery. International research shows that approx. 25% recover completely from severe mental difficulties, while 35% recover socially.[2] Recovery of the citizen is supported by professional rehabilitation effort through use of the most effective psychosocial methods.[3]

In connection with the Advancing pool, there is set aside 19 million DKK to develop the quality in the municipal social effort with severe mental disorders. The pool has focus on lifting the quality in the municipal social effort by testing evidence-based methods, which support the municipal rehabilitating efforts and thereby recovery process of the citizens.

One of the tested methods are Open Dialogue. The method is tested in five municipalities in the time period 2014-2016. DEFACTUM has evaluated the method testing of Open Dialogue. This report presents the main results regarding effect and implementation.

The report refers to readers, who wish in-depth knowledge of the project. The report is supplemented by two other products. It concerns:

- A short **knowledge document**, which contains short descriptions of content of the method and target group, and effect of the method, implementation and economic consequences. The knowledge document primarily refers to managers and employees in municipalities, who consider implementing the method, and who need a first quick overview.

- **A method and implementation guide**, which contains short descriptions of the method, phases of the implementation, steps and the relevant experiences for the method testing. The guide is aimed at actors, who consider or need to implement Open Dialogue.

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[1] Topor, A. (2001):
Managing the contradictions – recovery from severe mental disorders. Ph.D.- thesis. University of Stockholm and Topor, A. et al. (2011): Not just an individual journey – social aspects of recovery. International Journal of Social Psychiatry. 57: 90

[2] Juliussen, F.B. et al. (2013): People with mental difficulties. The National Board of Social Services, page 7.

[3] Liberman, R.P. (2008): Recovery from disability. Manual of psychiatric rehabilitation. Washington DC: American Psychiatric Publishing, Inc.

1.1 Reading guide

1.1.1 Overview of content of the chapters

Besides this first chapter, which introduces the project and the planned products, the report consists of the following chapters:

Chapter	Content
Chapter 2 Summary and conclusion	This chapter contains a summary of the most important results of the project and experiences from the project with relevance for actors, who will implement Open Dialogue.
Chapter 3 Design of evaluation	This chapter contains a short description of the design of evaluation and the used methods and data sources.
Chapter 4 Method of testing framework	In this chapter the tested method and the manual, the competence development of the employees, who should perform the method, and the inclusion criteria for the target-group and the actual target group of the project is described.
Chapter 5 Implementation	In this chapter the implementation process in the municipalities, and which factors that have importance for the implementation are highlighted. Additionally, the fidelity monitoring and its results are reported.
Chapter 6 Results of the method testing	This chapter contains the results of the method testing, including assessments of the method by the citizens, the network and the employees and the yield and development of the citizens. The chapter is ended with a total effect assessment.
Chapter 7 Focus points and implementation and anchoring	This chapter presents plans by the municipalities for anchoring and adjustment of the effort and those factors, which they assess as meaningful in this process. Additionally, the methodological considerations that future actors should have are described.
Chapter 8 Economic consequences	In this chapter economic consequences in form of an assessment of expense and a description of labour market connection of the citizen are presented.

1.1.2 Annex

The report has two annexes. Annex 1 contains a list of the experts that DEFACTUM has included on various parts of the evaluation. Annex 2 contains an overview of the 10 case studies, which are included in the evaluation.

1.1.3 Clarification of terms

In the report several terms are used, the meaning of which is defined in the table below:

Term	Explanation
Project municipalities	The five municipalities that have tested Open Dialogue in the project period.
Open dialogue employees	Project managers and Open Dialogue employees in the five municipalities. Some places these employees appear as project employees.
Competence supplier	Supplier of the implementation development.
Fidelity	The compliance that is between the manualized method and its performance. The fidelity is also often described as program faithfulness.

2 Summary and conclusion

In the period 2014-2016 five municipalities have tested the method Open Dialogue with a target group of citizens with severe mental disorders. The project is financed by special government funds via the Advancing pool, and DEFACTUM has evaluated the project on behalf of the National Board of Social Services.

For the basis of the method test a method description and a manual is prepared and complete a competence development of 20 employees, who have practiced the method through the project period. The focal point of the method testing has been the holding of network meetings with participation by the citizen and the private and professional network of the citizen. 103 citizens have during the project period participated in an Open Dialogue-process with two or more network meetings.

Purpose of the evaluation is to document;
- **The results** of Open Dialogue for the citizens, who have completed the processes
- Which prerequisites that must be met to ensure a successful **implementation**
- **Economic consequences** of the tested method.

The results of Open Dialogue have been examined, partly through a before and after measurement of development of the citizen, party through assessments of the execution of the method by the citizens, the network and the Open Dialogue-employees and the immediate results.

The implementation is followed through survey studies among the project employees and follow-up interview, also through surveys on fidelity and a certification process of the Open Dialogue-employees.

10 citizens have been chosen as cases. Qualitative interview has been done with these citizens, their network and Open Dialogue-employees. Three of the case-descriptions have been subjected to an audit process, where a panel of experts have assessed the degree and the results of Open Dialogue. Discussions in the panel contribute to the analysis and the perspective of data from the evaluation.

The economic consequences of the method are analysed from a cost perspective. Costs for the municipalities for implementation and operation of Open Dialogue are calculated on basis of budget for competence development and employee time sheets. Costs for healthcare are calculated based on register features. Finally, there is a description of the labour market attachment of the citizens based on register data.

In the following the most important results of the evaluation is summarised, and the experiences that the evaluation can point at has relevance for actors, who consider implementing the method.

2.1 Results on citizen level

Open Dialogue contributes positively to recover process of the citizens
94 citizens have filled out two different surveys before and after their Open Dialogue-process. Mental Health Recovery Scale (MHTM) is a survey developed to measure recovery of people with severe mental disorders.[4] WHO-5 is a goal for well-being with emphasis on the mental health.[5]
The 94 citizens in the project have on average has a positive development on 6.7 point on the MHRM-scale from baseline to ending. The size of the development, which can be assessed by support from Cohens D is calculated to 0.41, which corresponds to a little development.[6] The authors of the survey consider a change of 10 point on the MHRM-scale as an expression of a clinically significant change.[7] 35 of the 94 citizens (37%) have at the ending measurement had a positive development of MHRM, which can be considered as clinically significant.

The 94 citizens have on average moved 7.2 points in positive direction of the WHO-5 scale. Thus, there is a positive development in mental well-being. The size on the development between baseline and the ending measurement can with help by Cohens D be calculated to 0.32, which is considered as clinically significant – which corresponds to 47%.

In total the evaluation shows that the citizens, who have entered Open Dialogue-process develop positively. Up to half of the citizens, the development in mental well-being is clinically significant. The analyses show that it especially is the citizens, who have the worst output level on the measurement instruments that develop positively.

The citizens are satisfied with the processes
The citizens, who have completed Open Dialogue-process have at the end of the process filled a survey that measures the satisfaction with the process. The survey is a standardised instrument (CSQ)[8], which is used to measure the satisfaction with a given treatment. The questions are thus not aimed specifically towards Open Dialogue, instead asking about the perception of the quality of the treatment from the citizen. Thus, the results do not say anything directly about which aspects of Open Dialogue that the citizen has benefited the most from, or what it especially is about Open Dialogue that the citizens experience has made a difference, but they give an overall image of, how the citizens assess their yield from the process.

88% of the citizens have been satisfied or very satisfied with the processes. The answers to the other question about the quality of the processes are correspondingly positive. Interview with citizens and their private network also point at to a high degree on satisfaction with Open Dialogue.

The method creates immediate results
Open dialogue thus appears to contribute to recovery process of the citizens and the citizens assess the method positively. Principles of the method defines tools and steps along the way in relation to the recovery process, among others that the citizen is met as collaboration partner that the need of the citizen

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[4] Bullock, WA (2005): Mental Health Recovery Measure (MHRM). In: Campbell-Order, T. et al. (Prepared by) Measuring the Promise: A Compendium of Recovery Measures. Volume II. The Evaluation Center @ HSRI: Cambridge, MA.
[5] Guide to the well-being index: WHO-5.
Health.https://www.sst.dk/~/media/874C7A337C5F4450B55476CA535461E3.ashx
[6] Cohen, J. (1988): Statistical Power Analysis for the Behavioural Sciences (second ed.). Lawrence Erlbaum Associates.
[7] Bodine MN (2013): Validation of the Mental Health Recovery Measure as a Clinical Assessment. Theses and dissertations. Paper 27. University of Toledo.
[8] About the Client Satisfaction Questionnaire (CSQ) see the following:
http://apntoolkit.mcmaster.ca/index.php?option=com_content&view=article&id=94:client-satisfaction-questionnaire-csq-8&Itemid=56

is met with flexibility that the network perspective is continuously included, and that the frameworks permit that new ways to communicate occur.

2.2 Evaluation of the method
Method testing with explicit focus on network meetings
Basically, the thought process behind Open Dialogue is that by supporting the dialogue between citizen and their network, one makes change possible with the citizen and/or the family. Seven principles form the starting point for the practice of Open Dialogue: Quick help, the social network perspective, flexibility and mobility, responsibility, psychological continuity, tolerance for uncertainty and dialogue.

The Method testing in this project has explicit focus on the holding of network meetings. The manual thus describes the organising of an open-dialogue course as a process that is about planning, implementation and completion of network meetings.

The evaluation has primarily focused on holding the network meetings, but also examine and discuss what has happened between the meetings, and whether the completion of the Open Dialogue courses meet the seven main principles of the method. The main results of the evaluation of the performance of the method are presented in the following.

The method is implemented with satisfying degree of fidelity
The method testing of Open Dialogue is supported by several initiatives that must ensure that the method is performed in accordance with the manual. The employees have therefore completed a defined competence development process consisting of seminars and supervision, and they have all completed a certification process with satisfying result. From the self-evaluations of the open-dialogue employees after every network meeting it appears that they assess that there has been a high degree of Open Dialogue on virtually all network meetings. On this basis, it can be ascertained that the method is implemented with satisfying degree of fidelity.

The evaluation identifies points of attention in relation to the performance of the method
Assessments of the activities by the citizens, the network and the employees, which is part of an Open Dialogue-course, nuances the picture a bit. The assessments confirm that the network meetings are performed with a high degree of fidelity – the framework has worked, and the meetings have been characterised by dialogue. The evaluation does not give much information on what has happened between the meetings, and whether this process has lived up to the principles for Open Dialogue, however the results do indicate a number of areas, where it is more doubtful, if the principles of Open Dialogue have been followed to a sufficient degree. Future actors may advantageously be aware of these areas and consider how they can create the best conditions for implementation of the Open Dialogue Areas and the central considerations are described below:

Role of the project leader: The considerations here involve an examination on, if the project leader, who has the overall responsibility to ensure continuity and connection, and if so, what mandate the project leader has for this. The considerations must also involve an evaluation of whether the project leader should be known or unknown in relation to the citizen, and whether the project leader must be able to act as meeting leader for the individual citizen, or this function is best taken care of by another.

Follow-up: In context with above considerations the theme around follow-up are discussed. How is follow-up ensured after meetings, including considerations about writing, and what can be taken from a network meeting to use in other connections.

The network perspective: The considerations here must be about, how the best conditions to work from the network perspective is created. It is both about organisational initiatives and about exploring and challenge existing culture and fixation in relation to, how the things tend to be, and what is possible in relation to include the network.

Flexibility: The opportunities for flexibility should be considered, and it must be discussed, how the organising best supports flexibility and mobility, so that it is to a lesser degree practical conditions that determine where, when and with who a network meeting can be held.

Quick help: Open dialogue principle about quick help should be translated, so it makes sense in the reality the method is implemented in. It makes sense to operate with the concept "response need", and in that context to consider, how Open Dialogue can be organised as an offer, which can be initiated, precisely when there is need for it, and adjusted from the current needs of the citizen.

The process: In the project there has been explicit focus on the network meetings and less on Open Dialogue between and around the meetings. The evaluation covers some of the consequences of this approach, among other things lacking connection to other efforts and a narrower network perspective. A future actor must consider whether Open Dialogue is thought of as primarily network meetings, or about Open Dialogue, which future actors can relate to.

2.3 Implementation experiences

The implementation process designates focus areas
The evaluation of the implementation of Open Dialogue in the project draws predominately a picture that the municipalities have followed the implementation models in relation to organising, management and competence development. However, there are also obstacles, which has complicated parts of the implementation. The most important implementation experiences from the project, which can have relevance for others, who may wish to implement Open Dialogue is described in the following.

Knowledge of the method reduces resistance
Open Dialogue will harmonise nicely most values of municipalities in relation to recovery-thinking. However, there may be scepticism or hidden resistance towards Open Dialogue network meetings, against the meeting form and against letting citizens be part of the open processes. Any scepticism about the method may be due to lack of knowledge to Open Dialogue and advantages of the network meetings. The project employees have experienced that spread of knowledge of the method through theme meetings and similar challenging, before having concrete experiences to pass on. Participation in network meetings to a higher degree create the support from colleagues and cooperation parties, which is completely essential, both in relation to ensure understanding of changed tasks for the Open Dialogue employees, but also to ensure support for recruitment and motivation of citizens to hold network meetings.

The motivation work has been comprehensive
Open Dialogue should initially be offered, when the citizen has need, and the process should be started as fast as possible. The project has required that the employees have had to recruit Citizens for Open Dialogue, and this has led to a great deal of motivational work. The project defines one target group of citizens who often have very little contact with their networks and who rarely have acute issues that they wish to address in network meetings.

Motivational work does not contradict the principles of Open Dialogue, but it cannot be rejected that the need to obtain citizens for the project has in some cases meant that it has not only been the need of the

citizen that has defined the starting time of the course. The evaluation raises questions about whether these circumstances may in some cases have counteracted the Open Dialogue principle about flexibility and the options for immediate response.

Project requirements increase action and motivation
In contrast, the project has shown that it may also have positive effects to be forced to start, as holding networking meetings just increase awareness of advantages of the method and motivations to attend. Thus, the project's strong focus on networking meetings has shown say to be a driving force for implementation. The learning of the Open Dialog employees through the lessons learned, and the understanding of citizens and networks, including leaders support for the method is promoted through concrete experiences with network meetings.
In addition, the project employees experience great satisfaction in having the opportunity to work with Open Dialogue in practice, and they are all motivated to work with the method going forward. The reports on a professional development process with increased job satisfaction due to meeting citizens with the openness that Open Dialogue sets the stage for.

The practice-oriented competence development has been successful
The project employees have had strong faith in the method and report that they have benefited from the training. However, supervision and sparring are crucial to the development of competence, since it is through supervision, including case supervision with the use of video recordings of network meetings of the co-workers that the Open Dialog employees become wiser and develop own competences. The manual plays an important action-oriented role in terms of planning and holding Open Dialogue Network meetings. The manual is used less and less as an employee gains experience and familiarity with holding network meetings.
The implementation evaluation makes it probable that the competency development program, in combination with holding of network meetings, has been enough to make Open Dialogue employees capable to hold network meetings according to the principles of Open Dialogue with one satisfactory degree of fidelity.

Management support and collaboration have a significance on the scope of the method
The project managers in the project municipalities have continuously worked to ensure management support on relevant levels. The places where employees report a lack of management support is about shortcomings in terms of recruitment and support around the network meetings. There is in these respects a need for management support across regional psychiatry and internally in the municipality, among others in the government and employment departments. The degree of management support and collaboration across are to a huge degree defining the scope of the method and utilizing the full potential of the network perspective. Thus, it is important to recognize that it requires favourable conditions and cross-sector management support, if it should be possible to hold meetings with the correct participants within a reasonable time frame.

The project employees in the municipalities assess that there are implementation benefits for the managers having knowledge of or participate in Open Dialogue. Management support is strengthened by the fact that managers are educated in the method, which reduces the risk of decisions being made that inhibits the possibilities of Open Dialogue. They also consider that a key factor in implementation will be the presence of a coordinator function – a person who knows about Open Dialogue – as this function must be a link between practice and management.

Implementation must be tailored to the scope of the method
The evaluation shows that Open Dialog with focus on network meetings can be implemented and executed successfully. The evaluation also points to the explicit focus on networking meetings having importance to

the extent the network perspective can be unfolded. The employees in the project municipalities and experts involved in the evaluation contribute with several comments and discussions regarding the scope of the method presented at the end of the report, as a few considerations that future actors can relate to in connection with implementation of Open Dialog.

These considerations will have a major impact on how each municipality best organizes the implementation and operation of Open Dialogue. The implementation evaluation points to several driving forces for implementation: Management support, collaboration, knowledge and support for the method, organization so the employees get the right working conditions and competence development of the employees. However, what the right model is for, for example collaboration will depend on the choices an actor makes relative to the scope of the method. A delineated form of Open Dialogue at a Single Residential Offer sets other requirements for collaboration with external parties, than Open Dialogue as collaboration form between municipality and region in connection with printing conversations. For example, demarcation of target group and focus area will also be important for how many employees and possibly managers should be trained.

Thus, a municipality or other actor who wishes to implement Open Dialogue must thus relate to what scope Open Dialogue should have with them and then consider which organizational conditions that can support the path towards this goal.

2.4 Economic consequences

The cost of implementation, operation and health
A cost analysis in relation to the implementation and operation of Open Dialog shows that implementation per citizen amounts to DKK 49,624 and operating costs amounts to DKK 11,968. Immediately these figures indicate that Open Dialogue is relatively costly to get started. It is important to note that for a municipality that wants to implement Open Dialogue, the implementation cost per Citizens will fall by implementing more Open Dialogue course, since the competence development costs and so on are distributed to more citizens. The average operating costs are not that high, but cover large fluctuations depending on number of network meetings.

The analysis of citizens' consumption of health services shows an additional consumption, primarily in the form of psychiatric bed days, in the period after the first network meeting, compared to the period before the first network meeting. The difference is statistically significant. Consumption of antipsychotics decreases over the period after the first network meeting – this difference is also statistically significant. Since there is no control group to compare with, it is difficult to deduce conclusions or explanations on these differences.

Citizens' connection to the labour market
The analysis of citizens' labour market attachment does not show changes within the chosen time frame. It is a relevant question, whether it is realistic to expect significant changes in the citizens' connection to the labour market within the time period used. However, it is not possible to conclude something about, whether effects can be seen in the longer term.

The economic evaluation must be read with reservation
It is important to note that the economic analysis does not tell whether Open Dialog is worth it financially. The analysis focuses on costs and has not been able to account for the effects of Open Dialogue, neither in terms of the development measured on the measuring instruments used, or the possible long-term effects of higher rates of recovery.

The analysis also does not consider that Open Dialogue sometimes replaces other efforts, might even streamline other efforts by bringing together more professionals at the same time and thereby reducing overall time consumption. All in all, the analyses should therefore only be indicative and be included as one element of several in the decision to implement Open Dialogue.

3 Evaluation design

3.1 Evaluation design and strategy

3.1.1 Purpose of the evaluation
Overall, the evaluation of Open Dialogue must contribute to the knowledge base of the above efforts for citizens with severe mental disorders. Specifically, the results of the evaluation must be applicable to assess whether Open Dialogue is a working method and how it is best implemented.

The purpose of the evaluation is to document:
• **The results** of Open Dialogue for the citizens who have completed the courses
• What conditions must be met to ensure successful **implementation**
• **Economic consequences** of the method tested

3.1.2 Evaluation approach
Open Dialogue is a complex endeavour and therefore requires a complex evaluation approach. The evaluation must here be able to make it probable that it is the citizen's participation in an Open Dialogue course, which has contributed to the possible development of the citizen. DEFACTUM has therefore chosen a design with background in Contribution Analysis (growth analysis). Contribution Analysis is a test of hypotheses about the relationship between effort and effect, i.e. in general a test of the hypothesis that Open Dialogue will contribute to the recovery process of the citizen. Contribution Analysis must make it very probable that the evaluated effort (Open Dialogue) can be attributed to an independent contribution to the documented effects (citizen's development).

In order to make the contribution of the effort probable, the following steps are carried out:
1. An input theory is developed with underlying assumptions. The insert theory describes utilizes the necessary resources and activities of the effort (the implementation model) and they expected results (the theory of change).
2. Ensure that the deployment theory implementation model is followed.
3. Data that may confirm or corroborate the theory of change is collected and possibly leads to revision of the theory of change.
4. Other influencing variables are monitored, and their possible contributions recognized – potentially the theory of change may be revised. [9]

Step 1: As the basis for the evaluation, DEFACTUM prepared at the start of the evaluation – in collaboration with the National Board of Health, the competence provider and an expert panel [10] - three input theories: One for the citizen-focused effort (Open Dialogue), one for organizing and managing the project in each municipality and one for the competence development of the employees who have performed Open dialogue. The effort theories describe the resources and activities of expected results. On this background, indicators could be derived for the evaluation of the implementation and results. In collaboration with the National Board of Social Services, DEFACTUM then selected the best suitable measuring instruments, where it was possible and developed other data collection instruments. The three input theories are presented in Chapter 5 on implementation and Chapter 6 on results.

Step 2: The implementation evaluation is organized, so that it can follow the implementation of Open Dialogue and thus will be able to show to what the extent the implementation model is followed, this

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[9] Mayne, J. (2012): Contribution Analysis: Coming of age? Evaluation 18 (3) 270-280.
[10] The members of the expert panel are set out in Appendix 1.

means if the project municipalities use resources and carry out activities as directed in the input theories. The data sources and results of the implementation evaluation are described in Chapter 5.

Step 3: The impact evaluation is organized so that it can confirm or disprove the theory of change, this means the assumption that citizens who participate in Open Dialogue will achieve greater levels of well-being and recovery. There has been collected data that document the development of citizens in relation to recovery and well-being (long-term results) and data documenting citizens, networks and employees their immediate benefits from Open Dialogue (short-term results). Impact evaluation data sources and results are described in Chapter 6.

Step 4: The data collection is also organized, so that it becomes possible to analyse selected variables influence on the results and partly it becomes possible to collect suggestions on what other factors that may have an impact on the development of citizens. The data sources and results are shown in Chapter 6.

The overall impact evaluation based on Contribution Analysis – this means an assessment of, whether Open Dialogue contributes independently to citizens' development - is described in section 6.6.

3.2 Methods and Data Sources

The evaluation has followed three main steps: an implementation evaluation, an assessment of the results of the method testing and an economic analysis.

3.2.1 Implementation evaluation

The implementation evaluation must partly answer whether the implementation model has been followed and evaluated to the extent to which Open Dialogue is performed as prescribed (step 2 of Contribution Analysis), partly identify which factors have a significant impact on the implementation of the method.

The implementation evaluation has the following two focus areas:

1. Fidelity measurement - implementation of the method itself with appropriate degree of fidelity
2. The context or framework conditions for implementation.

The evaluation of the degree to which the method has been implemented with fidelity is partly based on the description of and results from the certification process of the employees involved, partly on the questionnaire schedule surveys and interviews among citizens, network and employees.

The evaluation of context and framework conditions are based on existing knowledge about which factors generally seem to influence the implementation of new methods, this means both inhibiting and promoting factors, and a more specific study of which factors is supposed to play a role in the implementation of Open Dialogue.
The data collection consists of three rounds of questionnaire surveys among the Open Dialog employees and project managers, as well as follow-up interviews. In addition, data is collected via the Open Dialogue staff's filling in of fidelity questionnaires. Comments and experiences from the case descriptions are included, when they are relevant.

3.2.2 Evaluation of the method's results

The evaluation of results of the method must partly reflect the development that the citizens are undergoing, partly to make it clear that Open Dialogue has contributed to this development (step 3 of Contribution Analysis).

The evaluation of results is based on the theory of effort that is developed for the citizen directed action (Open Dialogue). In general, Open Dialogue is expected to lead to an increased degree of clinical and / or social recovery for citizens. For the target group included in the project, recovery can however, it is a long process with many steps along the way and it is relevant to evaluate these as well as steps. The betting theory thus describes in detail the expected results of the bet on both cards and long-term, and the assumptions underlying the supposed linkages between efforts sub elements and results. The evaluation is organized so that both the short-term and long-term results are considered.

The evaluation of the results has the following focus areas:
1. Quantitative and qualitative assessments of the short-term results
2. Quantitative and qualitative assessments of the long-term results
3. An assessment of the extent to which the results can be attributed to Open Dialogue and / or Elements thereof.

The design here has to meet the need to have the theory of assumptions explained from several angles, and the evaluation is therefore organized as a combination of a quantitative pre- and post-measurement for all participants and a case study strategy for selected participants, which includes interviews with citizens, Open Dialog employees and network participants. Additionally, assessments of the network meetings and the proceeds of these by the citizen, the network and employees are included.

The pre-survey documents the development of the citizens by assistance of two questionnaires that measure on respective well-being (WHO-5) and recovery (MHRM). 10 case studies describe the citizens', the network's and the employees' experiences and assessments of the sub-elements of the Open Dialog courses and participants' dividends. These results illustrate the short-term results of Open Dialogue, and thus steps on the road to the recovery process, and they contribute to the overall impact assessment by documenting that Open Dialog brings the expected results in brief term and thus contributes to the recovery process.

As a further aid to perform the analysis on whether development of citizens is due to participation in an Open Dialogue process, three selected case studies have been the subject of an audit process. The audit process entails that an expert panel assesses the development of the citizens concerned, and to what extent this is due to them having been included in Open Dialogue process of the project. Discussions of the Audit processes are thus based only on three selected cases but involve broad experience of panelists with the target group and with Open Dialogue. Panel assessments are used in the evaluation to support the analysis of contribution of Open Dialogue to the development of citizens (Contribution Analysis). Discussions of the Audit panel about the three cases also contribute to a perspective of evaluation results.

3.2.3 Economic analysis
The financial consequences of the effort are analysed from a cost perspective. First and foremost, implementation and operating costs are involved in the form of hours spent in connection with the Open Dialogue processes in the assessment of cost. The assessment is based on data collected in the specific project, but it is also discussed what costs are likely to be in one future implementation and operation of Open Dialogue by the municipality.

In addition, healthcare costs are incurred for the citizens who have entered Open Dialogue courses. As a basis for this, resource consumption and costs are mapped in connection with somatic and psychiatric bed days, somatic and psychiatric outpatient visits, defined daily doses of prescription drugs; antipsychotics, anxiolytics, hypnotics, antidepressants and psychostimulants. The extent and cost of bed days and

outpatient visits are taken from the country patient registry and prescription drugs are taken from the pharmaceutical statistics register.

An analysis has also been made on labour market linking, where information is obtained from the register DREAM. As only a few of the 94 citizens are self-sufficient, it is not relevant to make one economic analysis of lost earnings. Instead, an analysis of changes in work related activity.

4 Frameworks for method testing

This chapter presents the framework for method testing that is relevant to understanding the evaluation.

This chapter contains:
• A presentation of the project municipalities
• A presentation of the method and the manual
• A brief description of the skills development program that the Open Dialog employees have reviewed
• The definition of an Open Dialogue course in this project
• The project's inclusion criteria and the current target group.

4.1 Municipalities that have tried Open Dialogue
Five municipalities have received support from the Advancement Fund to test and implement Open Dialogue on citizens with severe mental disorders. The five municipalities are Frederiksberg, Ballerup, Faaborg-Midtfyn, Herning and Aarhus Municipalities.

4.2 Open dialogue – on the approach
Rambøll Management Consulting has, on behalf of the National Board of Social Services, prepared a method description guidance and manual for the method prior to the competence development and the testing. Below description is derived from the method description.[11]

Open Dialogue was developed in Finland, where it is also known as the Western Lapland model. In the 1980s, one restructured effort in psychiatry by making the effort network oriented. The considerations behind the change were that network of the citizens constituted a resource that one could involve in the effort towards the citizen. The reasoning behind Open Dialogue is that changes and solutions do not occur within the individual, but through the network and changed ways of talking together – facilitating or enabling a new understanding. Even if the citizen is at the center, then he/she cannot be understood without looking at the context in which the citizen is involved. The family and the network are a part of the solution.

So basically, the idea is that by supporting the dialogue between citizen and their network, makes change possible in the citizen and/or the family. It is a time-consuming process, and Open Dialogue thus deviates from the tendency of time to quickly zoom in on the problems so that diagnoses can be made. Open Dialogue is a non-diagnostic approach to efforts people in acute as well as non-acute mental health crisis. Crisis must thus be understood as broadly as possible sense and not necessarily as something that has suddenly arisen. There may also be a crisis that the citizen has long been in, and where the Open Dialogue approach is seen as a relevant supplement to existing efforts. The crucial thing in Open Dialogue is to make the crisis easier, while the diagnosis is not so crucial in the first place. Only when the crisis is relieved does it become relevant to make the diagnosis so that it can be worked on in the further effort.

4.2.1 The seven basic principles [12]
Open Dialogue is based on seven basic principles, which together form the starting point for Open Dialog. The principles have been developed by Jaakko Seikkula and his colleagues. These principles will in this be

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[11] The report presents selected sections of the method description and manual. Both can be viewed in their entirety on Social-the Board's website: https://socialstyrelsen.dk/releases/metodemanual-for-aben-dialog
[12] The principles are described here as in the method description: Open Dialogue. Part I - About the Access. https://socialstyrelsen.dk/udgivelser/metodenbeskrivelse-for-aben-dialog

briefly presented in this section to provide an understanding on which the prerequisites an Open Dialog-effort rely on. No principle takes precedence over/can be considered more important than others, however it must be considered on par with the other principles.

Rapid help is a principle that is particularly linked to emergency crises in treatment psychiatry but should also considered a basic principle in non-emergency situations, as there probably will be predominantly most of in the municipalities. The idea behind the quick help principle is that it is best to meet people with a need immediately instead of waiting for the situation

In emergency crises, it is assumed that within 24 hours of first contact from the citizen, a relative or visiting unit, a first meeting is held. The purpose of the 24-hour rule is to avoid hospitalization in as many cases as possible. In non-emergency crises there typically will be a different time perspective, and it will therefore rarely be possible or necessary to the same degree be possible to plan and hold the first meeting within 24 hours. Still, one should strive for quickly getting contact to the citizen and/or family, when the citizen has been offered an Open Dialogue course, so that they feel that their concern is being taken seriously and prioritized. It is also important that there is a clear and simple timeframe for the implementation of the action in relation to maintaining the motivation of the citizen to engage in the effort.

The original idea behind the rapid aid principle may therefore be predominantly applied to the treatment psychiatry and emergency crises, but should also be complied with in social psychiatry, as far as it is possible.

The social networking perspective implies that the family and other networks of the citizen, as well as private as the professional, is actively involved in the effort and in the network meetings. By involving network of the citizen, you mobilize support for the citizen, but you also provide to get network resources enabled. The network often has far more resources than we think, which can and should be utilised.

Flexibility and mobility must ensure that the efforts to the citizen are always organized flexibly according to the specific and/or changing needs of the citizen. Therefore, it is important to continuously discuss with the citizen, who should attend the network meetings, where the network meetings should take place and when the network meetings should take place. It is also important that there is flexibility regarding discussing various support options. However, the effort is carried out - with permission – as starting point in surroundings known by the citizen and the closest relatives.

Responsibility implies that the network team in the planning and holding of an Open Dialogue course assumes the responsibility of ensuring the best setting for the meeting (for example, those invited the network meetings, also those who have the acting skills and time to seriously engage in the process) that the effort is initiated and that any decisions are only decided at the network meetings and are well founded. It is also the responsibility of the network team to secure the organizational support and the right expectation vote so that the effort has a natural progress (and helps the citizen).

Psychological continuity is about continuity and coherence. The principle must ensure that the network-the work team (at least one in the team) follows the citizen throughout the process. There must be continuity from meeting to meeting, which ensures that stories and descriptions in one conversation are "included" to the next etc. Psychological continuity is also important in relation to transition from one offer to the next or in collaboration with other systems. It creates predictability and security for the citizen.

Tolerance for uncertainty should ensure that the network team does not go to the network meetings as experts with biased ideas about what the citizen's crisis is and is caused by, and what the solution is, thus setting an agenda for the content of the network meeting. If you do, you do not work Open Dialogue

oriented. The starting point should instead be that it is the citizen himself and the network that is the experts in relation to the life of the citizen, not the team. The network team has knowledge and can make that knowledge available, if the citizen and the network want it, but it must not be exploited to pull things over the head of the citizen and the network. That is why it works to take a non-knowing and investigative position and make room for the different opinions appearing at the network meetings. By giving room for dialogue, participants in the network meetings together investigate the problem and what can be done about it. This is how opportunities and resources are discovered and developed.

It is not without difficulties for the network team and the other professional participants to have to abandon the expert role and be non-solution oriented. It is a demanding process. Most often, the professionals will just get used to go in as experts with solutions on behalf of the citizen. The citizen and the private network will also be used that it is the professionals that come with the solutions, not them themselves. Therefore, they will also be on uncertain grounds. Situations can occur where, at a network meeting, nothing can be decided or agreed upon except that there is need for a new meeting. It can also create uncertainty and frustration that the network meeting has not provided any solutions or options that can subsequently be launched. Uncertainty among participants is thus an inevitable and natural part of network meetings and after network meetings. Although this uncertainty can be difficult to handle, it is important that the network team can tolerate the uncertainty and help citizens and networks tolerate the uncertainty at the network meeting and after the network meeting.

Dialogue is pervasive to the Open Dialogue approach and is not something that is continually added during the process. Dialogue is and should be the focal point of the conversation at the network meetings and the ongoing contact with the citizen. By promoting dialogue among the citizen and their network the idea Is to enable change. The dialogue should facilitate that citizen and citizens' networks are given the opportunity to discover and build resources by talking together, so the citizen achieves increased shopping power in his own life.

The ongoing contact with the citizen through dialogue must ensure that the citizen is involved and is heard at all stages of the process. That the conversation at the network meeting will be dialogue-based requires that you listen (investigating) to the statements of others, you relate to what it is that the other really says and relate to what is being said based on a questioning, wondering and exploratory approach in which an attempt to put your own thoughts and ideas are attempted aside is made. Statements from them everyone must be respected, heard and included. No one has a patent on the truth. Instead, in the dialogue there is created room for several different statements that are tried to be included in a new understanding. It is important not to interpret the statements of either the citizen or the network.

4.2.2 Open dialogue in this project
The above describes background and basic principles of Open Dialogue. Open dialogue arose in the treatment psychiatry, where it served as an approach to meeting with the individual citizen, primarily in the context of acute crises.

Open Dialogue has henceforth been used in many other contexts in various customised versions, depending on the context and depending on the desires and opportunities in relation to the scope and the range of effort. Open Dialogue in the most comprehensive version can thus be used as an approach that is introduced into an entire organization (or across organizations) as the way to meet the citizen and network. Open Dialogue in a more limited form - as a method - can be used as an offer to the citizen besides other offers. These different versions provide different requirements for organization, management and competence development. And between the two versions there exist of course several intermediate routes with different requirements and customisation options.

In connection with present project, Open Dialogue is conducted based on the seven basic principles, but the framework and wishes of the method test have defined a few conditions as specified below:

- Open Dialogue is described in this project as a method. There is disagreement among professionals, if Open dialogue must always be perceived as an approach that professionals meet the citizen with, in all contexts - or whether it is possible to make Open Dialogue manual and methodise Open Dialogue. The basis for the project has been to try Open Dialogue as a method and with the help of the preparation of a manual. Therefore, Open Dialogue is called a method in the reporting of the project - but results of the project and its discussions are constantly related to the tension between Open Dialogue as an approach or method.

- The method testing explicitly focuses on holding network meetings. The manual thus describes organizing an Open Dialogue process as a process that is about planning, conducting and ending network meetings. Project competence development has also focused primarily on networking meetings.

- The principle of quick assistance must be adapted to the municipal context and a target group that not necessarily has emergency crises. The principle thus becomes relatively and a question of whether those involved are concerned, the help is perceived as timely.

- The inclusion criteria of the project define a target group that does not necessarily have emergency crises, or who immediately experience the need for networking meetings. Thus, an extensive motivational work is expected.

4.3 Manual[13]
Open Dialogue is a well-tested approach with clear base principles, but it has previously only been manualized in limited form. It has also been a basic prerequisite for the method testing in this project, and thus for the preparation of the manual that the focus is on the holding of network meetings. The ambition of the manual has thus been to provide the practitioners that must work with Open Dialogue a concrete and actionable suggestion on how the process in an Open Dialogue course can be organized and organized in accordance with the Open Dialogue basic principles.

Open dialogue as an approach has a nature, which hampers an unambiguous description of, how you as a professional must act in a process, because it is a basic prerequisite for an Open Dialogue course that it must be adapted to the individual citizen. The intention has therefore been to identify the phases and core elements that are pervasive to the process across various efforts. With this starting point, the ambition is to ensure a uniform process for the individual Open Dialogue course, but not uniform content.

Specifically, in the manual there is set up some guidelines - supported by checklists, help questions and tools – for the process that the employees and the citizens together are a part of through an Open Dialogue course. Conversely, the contents of a process will not be controlled in a predefined direction, but naturally come along in the process - based on the wishes and needs of the citizen and their network.

The manual describes the purpose and method from starting the process to holding network meetings and completion of the course.

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[13] The description below broadly reproduces the text of the manual: Open Dialogue. Part II – manual. https://socialstyrelsen.dk/udgivelser/metodemanual-for-aben-dialog

4.3.1 Flow model

In the process of converting the Open Dialog method into a manual, Rambøll has prepared a flow model that provides an overview of the phases of an Open Dialogue course.

Figure 1: Flow Model for Procedure in Open Dialogue course[14]
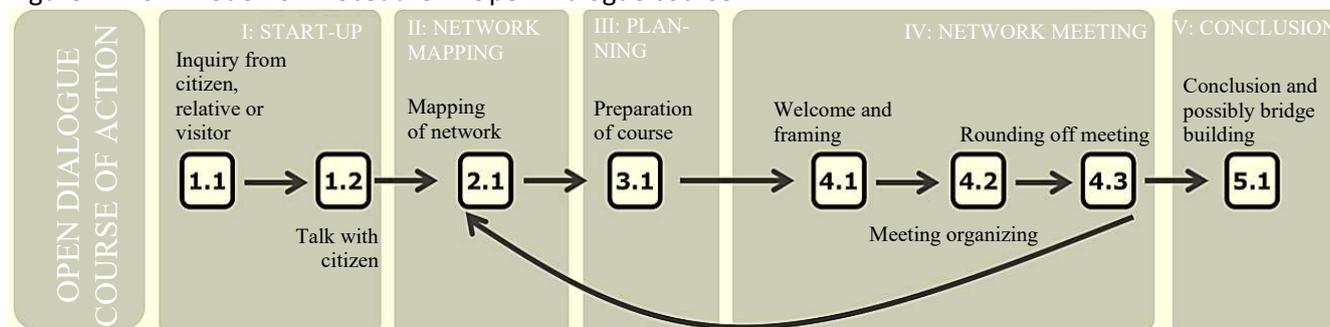
4.3.2 Concepts from the manual

The manual operates with a few concepts that will also be used in the evaluation. These concepts are briefly presented below.

Concept	Explanation
The citizen	The person who has been visited and included in the Open Dialogue course.
The private network	Covers relatives of the citizen. The private network covers among other things family, boyfriend/girlfriend, friends, neighbours, but can otherwise be anyone, if the citizen considers them as part of their private network. So, as such, there exist no set criteria for who can (and cannot) be part of the private network.
The professional network	Covers people, whose jobs make them part of the professional networks of the citizen. It could for example, be the social worker, the case worker from the job center, the psychologist, the teacher and more.
Network Meeting	The meetings where citizens, networks and the professional team meet and hold dialogical conversations.
The professional team/network team	The team responsible for organizing network meetings and managing meeting pro-process. The professional team follows the citizen throughout the course of action and consists (as a minimum) of two persons: • One coordinator and meeting leader (describes two functions that typically – but not necessarily – will be taken care of by the same fellow employee). The coordinator is a contact person who follows the citizen for the whole process. Primary task of the coordinator is to plan or arrange network meetings, through card-networking and ongoing contact with the citizen. The task of the meeting management is to lead and manage the meeting process rather than manage the content or outcome of the meeting. In

[14] The figure is an adapted version of the figure in the method description of the project: Open Dialogue. Part I - About the approach. The numbers refer to the sections in the manual: Open Dialogue. Part II – manual

	addition, the meeting chair is also included in the reflective conversation • One reflector.[15] The task of the reflector is to listen to what is said by the participants at the network meeting and while listening, one has gathered the various thoughts inside the head and openings that appear

The manual states that it cannot be alone as a basis for implementing Open Dialogue, but it is a prerequisite for using the manual that one has undergone a course preparation in Open Dialogue. This is described in the following section.

4.4 Training of employees

The project's competency program is briefly described here and elaborated below in the section on Implementation, where the certification process is also reviewed.

Aarhus Municipality Development Unit in the Social Administration (then CSU, Center for Social Affairs Professional Development) has served as the project's competence provider.[16] The Competence Program for the employees involved has consisted of:

• Four seminars with a total of nine teaching days
• Supervision and sparring in five groups with 90 hours for each group divided into 20 supervisors over just under three years. There have been demands from the competence supplier that the attendants had to attend all supervision from the time they began to serve as meeting-leaders.

Key themes of the seminars are thinking and practice around:

• clarify the network • meeting the citizen and his or her network as equals and 'experts' in their own lives • using language of the citizen, but also being present and seeing, hearing and understanding, both softly and the unsaid • to enter into dialogue - and dialogue about dialogues - with the citizen and his network • to 'use oneself', be present and have time • to watch for processes, the many 'voices' of the network, and to be in the uncertainty • as meeting leader, to have a look at the resources and opportunities of the citizen and the network • the importance and potential of the network as a coordinating and collaborative field of practice • working with reflexive processes • The role of the meeting leader as host and opportunity creator • the 'new' and different role of the professionals in meeting with the citizen and the network

Supervision is designed as follows:

• **The form** is based on the form of the network meeting, so that the supervisor controls the process and is responsible for the framework just like the chair of a network meeting. The use of reflective conversations. • Supervision is made up of **three stages**:   • An initial phase where the supervisor and participants find the supervision theme

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[15] In the manual, the term reflector is used, but since the project employees have most often used the term reflector, it is that used in the evaluation
[16] The following is based on the program of the competence supplier for the delivery as well as later descriptions.

- Theme supervision, which, based on the form of the network meeting, creates dialogue about the theme
- Final phase, where the working method is reviewed and agreements are made on exercises, literature and plans for next time.
- **Case supervision** using video recording network meetings of the project. It or the project employees who brought a video recording explain why that recording is chosen and which points of attention they are particularly concerned about. Supervisor frames how to talk about the video afterwards. The way that is spoken must again be strived to be within the Open Dialogue approach, so that it simultaneously functions as practice. Followed by a dialogue on: What can we learn at the general level? What a theory can we relate to this? Are there any essences that we can extract? And what does this look like relation to the manual and fidelity form?
- Some **progression** is expected to happen over the three years that the supervision takes place, so that the supervision along the way will shift the focus from being primarily rehearsal space for agreed functions to take basis in specific network meetings through the use of video

4.4.1 Knowledge sharing and sparring

The Open Dialogue staff has had several project-specific forums for knowledge sharing and sparring in addition to supervision. The National Board of Health and Welfare has thus held a number of network meetings through the project period, where there has been a focus on implementation support, information about the evaluation and the exchange of experience between the municipalities. The National Board of Social Services also has established an IT platform (Podio), where the National Board of Health, the municipalities, the competence provider and the evaluator have exchanged information and experience.

Finally, the municipalities themselves have, to a greater or lesser extent, established forums where Open Dialogue-the employees can exchange experience with testing the method and the project as such.

4.5 Framework for progress

An Open Dialogue course is in the project the term for the period from the first meeting with the citizen, and until the citizen together with the Open Dialogue staff decides that no more network meetings should be held. A course consists of at least two network meetings and there is no upper limit to the number of meetings in one course.

4.6 Inclusion criteria

The National Board of Social Services has defined the target group for the test as citizens with severe mental disorders. The specific inclusion criteria can be found in the box below.

Target group for testing of Open Dialogue

- **Age:** over 18 years
- **Gender:** Men and women
- **Language :** Minimum functional Danish (also for the network)
- **Diagnosis:** The citizen has the diagnostic spectrum F20-29 in ICD-10 (Schizophrenic spectrum)
- **History:** During the past two years, the citizen has had contact with psychiatry (hospitalization, district psychiatry, etc.)
- VUM (Adult Investigation Method)
    - In the VUM, the citizen is assessed to have one or more of the following problems: anxiety, de-depression or changed perception of reality
    - The citizen is assessed in VUM, themes 8, 9 and 10 (Societal life, Social life and Health), for 2 or 3 (moderate or severe problem)

- The overall assessment of the citizen is assessed in VUM to be at C or D (moderate problem or problem)

4.7 Current Audience

In total, 152 citizens have agreed to participate in the Open Dialogue test. 103 citizens have had one Open Dialogue, namely two or more meetings. 49 citizens are not included in the evaluation because they have not had two network meetings at the end of the project, for 18 of these apply that they have expired of the project. For example, the reasons why citizens have expired are because the citizen has no desire or profits for holding networking meetings, the citizen is sceptical about being recorded on video, the citizen has moved away from the municipality or the citizen is nervous about the confrontation with the family.

Of the 103 citizens included in the evaluation, 58% are men and 42% are women. As can be seen of the figure below, 37 of the 103 citizens in the age group are 25-34 years. The rest of the participants distributes fairly evenly over the other age groups.

Figure 2: Age of the citizens
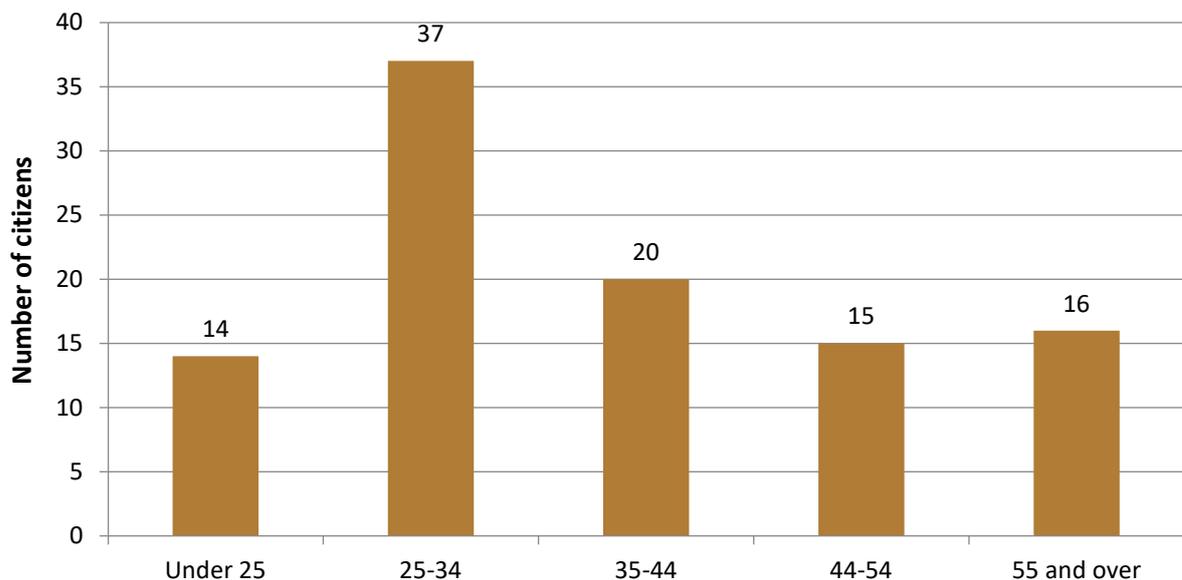
Including in the project is the latest reassessment of the citizens' diagnosis within F20-29 of the ICD-10 listed. The majority of the 103 citizens (69%) are diagnosed with schizophrenia, while single-te citizens have been diagnosed with schizotypal mental illness, paranoid psychosis (chronic, persistent) or schizo affective psychosis.

5 Implementation

The implementation evaluation should make it possible for the citizens who participated in the project to have been exposed to Open Dialogue. This corresponds to step 2 in the Contribution Analysis: it is ensured that the implementation model is followed. The evaluation is based on the effort theories that are prepared for organization and management and competence development respectively.

This chapter contains the following:
• An explanation of the extent to which factors of supposed relevance to the implementation have been present across the municipalities - and what significance they have had
• An explanation of the degree to which the method has been implemented with fidelity.

Sections 5.2 and 5.3 describe the implementation in the five project municipalities through the project period. The sections cover the two themes: organization and management, as well as competencies.

Section 5.4 describes the assessment of method fidelity from the competency provider through a certification process by the Open Dialogue employees, as well as assessment of fidelity after each network meeting by the open Dialogue employees.

5.1 Data Sources
Data for monitoring and evaluation of implementation are based on the following sources:

Table 1: Data basis implementation

Data source	Time	Data
Individual interviews among project managers	At the start of the project period	Definition of data collection
Questionnaire survey among project managers	At the start, middle and completion of the project period	Status of implementation Central implementation factors
Focus group interview among project managers	At the start, middle and completion of the project period	Follow-up on questionnaire responses
Questionnaire survey among Open Dialogue staff	At the start, middle and completion of the project period	Status of implementation Central implementation factors
Focus group interview among Open Dialogue employees	At completion of the project period	Follow-up on questionnaire responses
Material from supplier	In connection with certification of employees	Description of fidelity measurement and certification process
Questionnaires on fidelity	After each network meeting	Meeting time, place and participants Network team assessment of the meeting
A total of 35 interviews included in 10 case studies	After each network meeting	Citizens, networks and employees experiences with Open Dialogue
Audit	At the end of the project	Audit panel ratings of the degree and

			the results of Open Dialogue based on three cases

5.2 Organization and management

The organization theory and management theory describe the management and organizational conditions, which are presumed to be relevant to ensure a satisfactory implementation.

Figure 3: Performance theory for organization and management

Resources	Activities	Results on short-term (in the project period)	Results on long-term (at end of the project and subsequent - anchoring)
Consistency between values/strategy of the project and the municipality	Preparation of implementation plan etc.		Open Dialogue is tested on the planned number of citizens
Management support on relevant level (in general and professionally)	Citizen involvement in the project planning	Knowledge of Open Dialogue and advantages of the method among citizens, cooperation partners and colleagues	The board in the municipality and at collaborators still back Open Dialogue
Clear project organising with simple role distribution	Dialogue and cooperation with relevant cooperation parties	Support towards Open Dialogue among managers, collaborators and colleagues	Plans of Open Dialogue are included as an integral part of the offer of the municipality
(Management) support from collaborators	Dissemination of knowledge for the project	Completion of Open Dialogue course	Other employees support recruitment for and participation in Open Dialogue
Demand among the citizens	Motivation and recruitment of citizens	Increased work satisfaction	Plans of using Open Dialogue towards other target-groups
Enough salary funding for Open Dialogue employees	Creating good working condition for Open Dialogue employees	Open Dialogue employees can integrate Open Dialogue with other work	Open Dialogue employees are motivated to continue the work
Access to suitable rooms, IT-support opportunity	Documentation		Plans of ongoing monitoring/documentation of results

In general, it is about the specific project organization, consistency between the project and the basic values of the municipality, about knowledge of the method and support from managers, colleagues and

partners, on the basis of recruitment and the demand for it, and the practicalities of carrying out the method.

The following describes assessment the project managers and Open Dialog on whether or not these management and organizational conditions have been present and what it has meant for the implementation of the method. The long-term results are discussed separately in Chapter 7 about focus points for implementation and anchoring.

5.2.1 Project organization

From the start, the framework for the project defined a special project organization with a management committee and a working group. In addition, the municipalities obliged to use a number of tools for support of the implementation. This is primarily an implementation plan, supplemented by plans for different areas of action. Finally, all municipalities had to appoint a project manager. The evaluation has followed the status and significance of these initiatives.

The project organization has been in place

All project municipalities have established a management committee and a project or working group to support the implementation. The groups have been variously composed, but according to pro-the barge managers to a great extent or to some extent functioned as intended.

Three municipalities have prepared an actual implementation plan, the remaining two never have completed the work for various reasons. One of these project managers estimate that a tight implementation plan does not make sense in a testing project like this which requires a high degree of flexibility and adaptability, the other project manager tells us that there is an overall implementation plan which is not adapted to local conditions. The three municipalities that have worked with the plan have to higher, some and lesser extent benefited from it respectively.

All municipalities have drawn up a plan for recruitment, motivation and visitation of the citizen, one risk analysis and a stakeholder analysis. Four municipalities have prepared a communication plan. Overall, the project staff assesses that the plans for recruitment and for communication have been mostly useful.

Project management and plans must play dynamically together

The comments show that the plans are most useful during the start-up period where they help to focus on and discuss various opportunities and challenges. Later there will be a need to revise the plans, and new strategies are constantly being developed based on new experiences – and here it is important that project management and plans come together. In the two municipalities where the implementation plans are prepared in collaboration with the steering committee, the project manager considers the plans have been of great or some degree useful. A project manager elaborates in a focus group interview where-then the plans must be changed along the way and how it requires management involvement:

> [...] all the thoughts we initially made in our implementation plan, the risk-factors, risk analysis and so on, I have had to revitalize them together with the management committee, because they did not keep plugs [...]. You have to look at the implementation plan that one has, much more often than I expected and actually make some pretty big changes. The changes can only come about if the various social partners have been so much into things, after all without being in that they can actually gather together and make some qualified decisions on behalf of the project.

The evaluation thus indicates that plans for implementation must be dynamic and adaptable to really support the implementation. The experiences of the project employees also indicate that the work with changing the plans, so they correspond to the challenges the implementation meets requires leadership involvement and from a management that has adequate knowledge about Open Dialogue.

The project manager collects the threads and acts as a link
At the start of the project, all project municipalities have appointed a project manager, and these indicate that they to a great extent or to some degree consider that their role and responsibilities are clearly defined, and that they have the necessary authority and decision-making competence to implement it. The Open dialogue staff mostly agrees with this.

The answers about the project manager cover very different ways of working, depending on the organising of the individual project municipality, allocation of hours and tasks to the project manager. However, all the project managers say they spend a lot of time drawing attention to the project – and "keeping the pot boiling "- and otherwise they see their main role as the link between different levels and sectors. A project manager says:

> There is such a complexity in the relationship on the managerial level, also because we speak about different sectors there are different competing agendas in general. So as a project manager, you actually have to be pretty good at just having all these actors play together and preferably play for the project.

There is also no doubt among the project managers that the implementation of Open Dialogue moving forward will require a project manager or coordinator who can be a link between practice and management:

I think it is really important that there is the function called forwarding, both one way and the other. Otherwise, I think some decisions would be made, which were too far from the reality that the project staff is in.

5.2.2 Consistency between values

The effort theory reflects a presumption that conformity between values of the project and the municipality will provide the best basis for implementation. The evaluation reveals to what extent this has been the case and what it has meant.

Overall consistency with the values of the municipalities
According to the project managers in the five municipalities, there has been consistency to a high or some degree from the start of the project between basic values and strategy of the project and the municipality within the social field.

Figure 4: Is there a correlation between the project objectives and the other objectives / values that the municipality has for the work in the social field

Number of answers
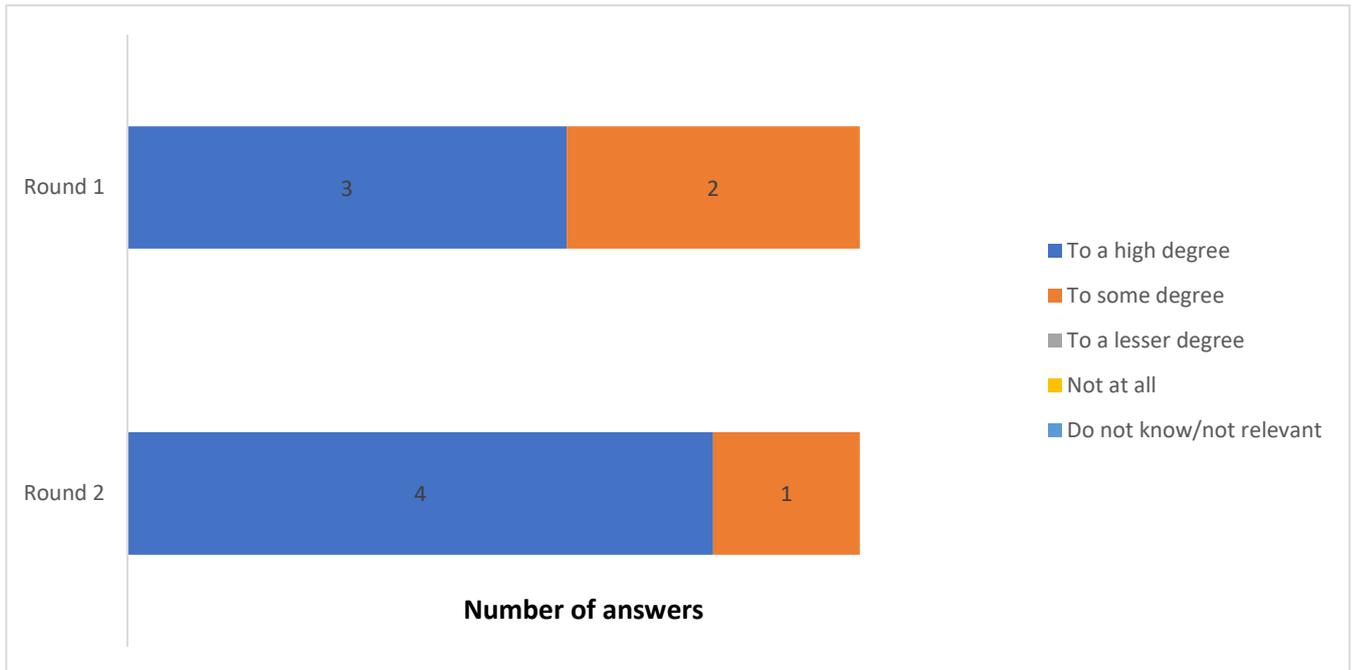
Overall, the connection between the project and the values is about the fact that all the municipalities work recovery-oriented and that Open Dialogue harmonizes nicely with this way of thinking. Recovery values thus underlie the work of the employees who have been involved in the project, and several of the employees talk about how Open Dialogue is completely in line with these values. As an Open Dialogue employee explains it:

> It is the recovery values I think of when I talk about Open Dialogue: Power over own life, be an operator in your own life, it is related to the principle of psychological continuity and quick help principle.

However, throughout the project period it becomes clear that there may well be resistance to an approach, although the values on paper are in agreement.

Open Dialogue can challenge existing culture and professional roles
Open dialogue is in many ways an approach that violates pre-existing culture in the workplace and challenging employees' views on their own role. When the citizen needs and wants get to define a course, some employees will experience a loss of control. A project manager gives an example:

> Among other things, the authority caseworkers have felt shocked that citizens have not invited them along. Because of them being the most important in the case of the citizen. There could not be made new decisions unless the authority case officer was present. So, I think that in our organization there are some who have experienced loss of control compared to having a hand in a civil case because meetings have taken place where there subsequently has been quite a large development for citizens, but they have not been part of it.

Several project managers say that they have tried to take up the resistance. They have invited to theme days in collaboration with the competence provider or employee meetings, where they have asked about the questions and frustrations of colleagues and partners and they have in this way made room for any resistance and entered into a dialogue about it.

However, comments from project managers and staff suggest that it is a continuing work to spread the knowledge of Open Dialogue and the advantages of the method, and that resistance against the method is best combated by the fact that colleagues and partners themselves are educated in or participate in the Open Dialogue. A project manager puts it as follows:

> We have had some challenges with it being citizens of someone else. We struggled with some of the colleagues wanting to be the ones to decide if some should be offered open dialogue or not, because it was their citizens. And that is also a culture. And the fact that they even came to OD training and were actually kicked around a bit or rattled a bit, 'maybe we are professionals of the citizen' and that we can talk about it in that way, have made them become much more bold and dared to let go of control. So I think it has had a huge impact.

The quotes confirm that Open Dialogue requires the development of the professional role. Self-understanding of the employees as experts and as solution-oriented is challenged by an approach, where they have to tolerate uncertainty to a greater extent and experience to a lesser extent control of the effort.

5.2.3 Management support
Management support at the relevant level is also believed to be necessary for a successful implementation. The evaluation examines the presence and significance of this factor in the five municipalities.

Management support is not a constant size
The project managers report from the start of the project about some or a high degree of management support on general and professional level respectively. Midway through the project, one of the project managers estimates that support has declined to a lesser extent.

Figure 5: There is support from the relevant overall management level in the municipality for the offer of Open Dialogue
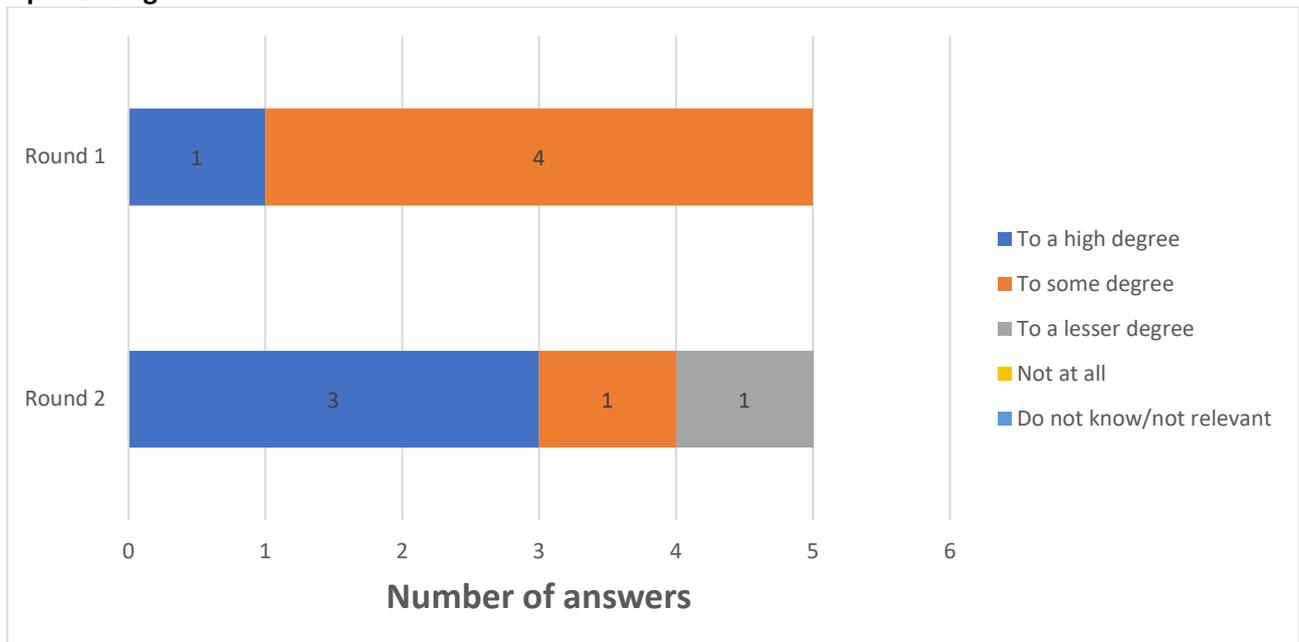
The Open Dialog staff also report some or a high degree of management support from the start of the project (with a single exception), while at mid-term evaluation there are several employees who feel a

lesser degree of management support. At the final evaluation everyone reports to a high or some degree on management support.

Figure 6: Do you have the support of relevant leaders to carry out your work with Open Dialogue
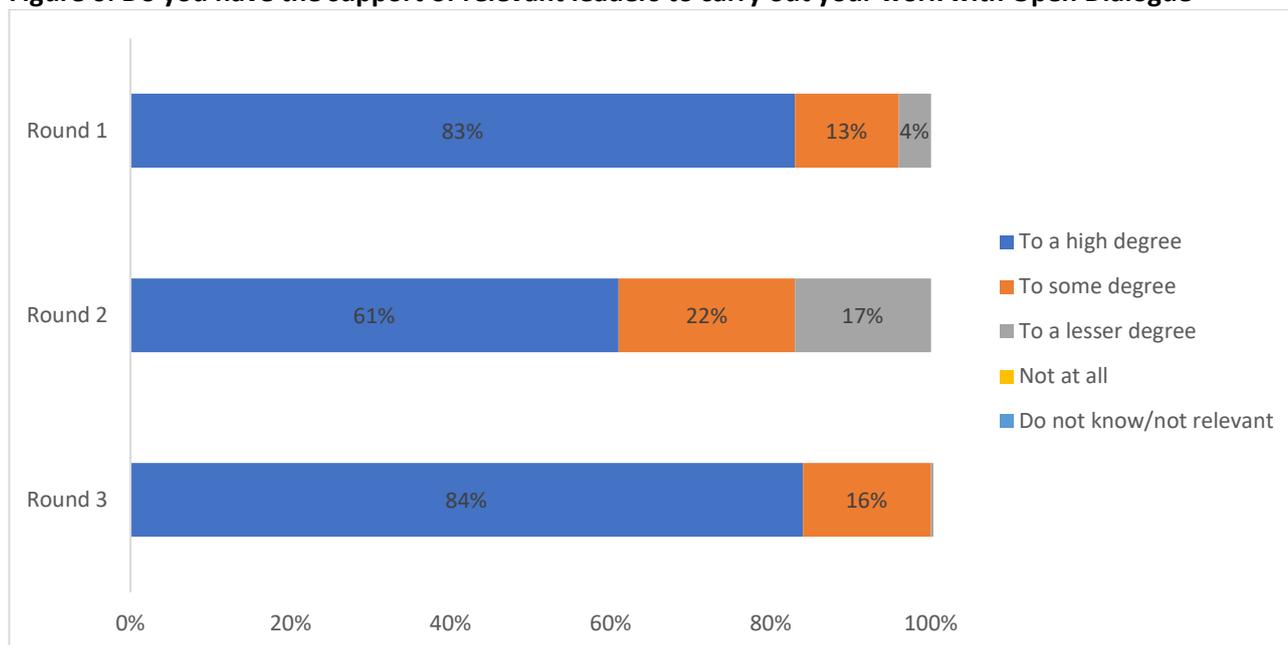
Round 1: N=24, round 2: N=23. round 3: N=19

From the comments and follow-up interviews it appears that the employees of some municipalities have experienced a very high degree of support, in terms of interest and concrete involvement in the project by the management, and in terms of ensuring the opportunity for the employees to spend the time for the project that they needed. In other municipalities, employees have experienced less interest for the project or lack of knowledge and therefore uncertainty about what Open Dialogue can and requires. Finally, organizational changes and leadership changes have shifted focus away from the project in some municipalities. An employee tells how savings and reorganizations have made it difficult for the project manager to access the management in the municipality:

> *If you have to say something, then it was an unfortunate time, because during these last couple of years, well, that is what it has filled ... then we had to dismiss, then we did not have to dismiss, then we are merged and then we need a new leader. There have been so many different things in progress, without any certainty as to what we have ended up in. So I also think they have been busy up there organizing us correctly.*

Thus, management support varies both across municipalities – and throughout the project period. It appears from the above quote and from several comments that the biggest threat compared to leadership backing is organizational change and leadership replacements. It is not surprising that these events affect an implementation process, but the evaluation provides reason to believe that it is particularly important for a method such as Open Dialogue.

Open Dialogue requires management with knowledge of Open Dialogue
Right from the start of the project, some project managers expressed concern that it may be difficult making decisions about Open Dialogue without knowing the method. A project manager thus expresses themselves in a focus group interview:

Professionally, it is important to get the level of leadership. It is going to get a crucial importance. I believe that if we are to succeed properly, then the leaders must be educated. I see a huge challenge in the fact that it is people without the Open Dialogue education who help to organize the anchorage part, because you risk diluting the professionalism.

The theme about the importance of the knowledge of Open Dialogue for the management support is raised again in many comments and discussions. The employees experience that knowledge of the managers about Open Dialogue has a bearing on what conditions they have working with Open Dialogue. Open Dialogue demands, for example, cross-sectoral cooperation, a high degree of flexibility in relation to scheduling network meetings with the right participants, the opportunity to respond quickly, and understanding from colleagues and partners in relation to these conditions. Leaders who seriously need to be able to support an organization that enables Open Dialogue needs to have certain knowledge of the method and the implementation of Open Dialog can therefore be extra vulnerable towards changes that result in shifts in knowledge or commitment of the management towards the method.

5.2.4 Knowledge and support among colleagues and cooperation partners
The effort theory shows that knowledge of the colleagues and collaborators about the method and its benefits are assumed to be an important driving force of implementation. The purpose of spreading awareness of the creation of Open Dialogue and the project has partly been to recruit citizens for the project, but it has also been important to spread the knowledge of the method to obtain and maintain an understanding of and support for Open Dialogue among management, colleagues and participants in the network meetings. The evaluation has followed the project staff's efforts to disseminate knowledge and assess the significance of this work.

The starting point of the project municipalities has been different
In some municipalities, there is already some knowledge of Open Dialogue, in some places both on the management level, and among employees, elsewhere only among employees who are already educated in and practicing Open Dialogue. The knowledge is far greatest in one of the municipalities where most employees are already working on or have completed an education in Open Dialogue. In another municipality one individual has an open dialogue education. In these two municipalities, the workers to some extent also have practical experience with Open Dialogue. The employees in the remaining three municipalities have no Open Dialogue training and only little or no experience at all with conducting Open Dialogue.

The comments indicate that it is important, which knowledge there has been towards Open Dialogue from the start of the project. A project manager from a municipality with no prior knowledge of Open Dialogue tells:

> ... with my knowledge compared to some of the hurdles that I think you should include in an evaluation, that is how well does the municipality/part of the municipality that have to do with the citizens know, how well do they actually know about Open Dialogue at all? In our municipality they are all completely green, this means that the people, who sit in the management committee, but also those who sit and have to carry the stories, they actually have to bear quite a lot because everyone is green.

Several comments from employees in the project municipalities with little or no knowledge of Open Dialogue points to the fact that the implementation process in these municipalities is hindered or delayed by the fact that the project municipalities first need to build experience with and disseminate knowledge of

the method, and that the employees who have to do this also start from scratch. This is explained in more detail below.

Dissemination of information is not enough
Most of the project staff report through the project that colleagues and collaborators to a large extent or to some extent have gained knowledge of the offer of Open Dialogue and what the method can do.

However, the comments reveal that it is possible to spread the knowledge of the project, but that it is not the same as having colleagues and partners know what Open Dialogue involves and can see the advantages of the method. A project manager says:

> *Support and recruitment was done primarily by the project staff and their close managers and colleagues. It has been difficult for others to think of Open Dialogue as an option, since it is difficult to understand what it can do if one has not seen /tried it.*

The project employees have learned that in order to ensure the support from colleagues and partners, it is necessary, on the one hand, to share concrete experiences with Open Dialogue, and on the other hand to involve colleagues and partners directly in the practice of the method.

Concrete experiences make a difference
In the municipalities, where there was no knowledge of Open Dialogue from the beginning, the project staff stood completely on bare ground in regards to the dissemination:

> *I have read through what we said on our roadshow, and I really understand that some thought 'that you just do with each other, but not with the citizens that live here'. We were not OD educated, had no qualifications to explain to our colleagues, no experience to draw on, no good stories, nothing.*

Even in the municipalities that already knew about Open Dialogue, there is recognition that it was also difficult to get the message across before they had more concrete experience:

> *To me it seems that we can see a development ... [...]. After we had started with having Open Dialogue and especially at one of our housing offers, where the most severe at that end sit, we managed to have OD and had some good experiences and stories about it, they began to latch on to a great extent.*

Citizens spread good stories
The project employees find that one of the strongest ways of communicating the benefits of Open Dialogue is spreading the good stories, preferably with the help of citizen stories. Positive experiences of the citizens "sell" well. An employee says:

> *At first, it was a little difficult to sell Open Dialogue, but only when citizens began to meet, and they began to talk about their good experience, it became a bit easier.*

In several municipalities, they have used this approach quite deliberately for recruitment purposes. The employees have thus produced short videos, clipped together by interviews with citizens and participants from the network, which tells very briefly what was good about Open Dialogue and what they got out of it.

The employees say that when the citizens themselves spread the good stories about Open Dialogue, it supports the motivation of other citizens and promotes demand for Open Dialogue from the citizens. Of

the interviews conducted towards the end of the project, both employees and several citizens mention that citizens begin to hear about Open Dialogue from other citizens, and that it makes them demand Open Dialogue. A citizen uses the phrase that Open Dialogue is a "closed little world that has not come out well enough yet", but that once the citizens hear about and get to try Open Dialogue, you will have a problem of being able to meet the many requests for network meetings:

> *I think Open Dialogue gets a problem in two to three months. Because once you have tried Open Dialogue, then you want more 'and more' and more '. If it were up to me, one had open Dialogue every two to three weeks.*

Demand of the citizens ultimately makes it easier to convince colleagues and collaborators that the citizen should be included in the Open Dialogue:

> For us, it makes a difference that the citizens demand it. Citizens who are going to resource courses in the job center call me and say, 'hey, I am going to this meeting and I thought about if you could come along and then we could agree that we kept it as an Open Dialogue meeting, because it has been nice the other times' [...]. And when it comes from citizens, then it is just very difficult as a professional to say that we do not want anything to do with it.

Attending networking meetings paves the way

The employees also say that concrete participation in networking meetings is a powerful way to create understanding of Open Dialogue. It reoccurs in many of the comments, colleagues and collaborators can only really see the benefits of Open Dialogue once they have participated in one or more networking meetings and experienced what is happening. A project manager puts it as follows:

> After all, we have entered into agreements and contracts to get it started in the treatment psychiatry. We have AGREED UPON and made leaflets about how they should do it. And we have been outside and told about it. Not a damn thing happened before they had tried to sit in a meeting and experience what it was. It is also an experience. Neither did they ask to join an Open Dialogue meeting, but we just showed them it and then it just moved.

In a municipality, the employees have successfully used the approach in contexts other than network meetings with citizens, to give management specific experience with Open Dialogue. The project manager writes:

> *[We have] used OD at the management committee meeting and with the center manager, so they quickly got understanding and experience with OD. They have subsequently supported the proliferation and implementation, as well as shown cooperation and risk appetite.*

It recurs in the comments from the employees that concrete experiences of colleagues, collaborators and management of the section with Open Dialogue ensure a higher degree of support for recruiting citizens and work of employees with Open Dialogue in general. These experiences are elaborated on in the following section.

Education for all?

Training of multiple employees in Open Dialogue is considered by the participants to spread the knowledge. Throughout the project, there are many discussions of what it means to be in it some municipalities are many more employees with an Open Dialogue education than in others. There are also discussions about the importance of employees having undergone various training indications. However, the main message

seems to be that the implementation of Open Dialogue is greater chances of succeeding, the greater the knowledge of the benefits of the method, both among managers and staff workers - and this is not just done through information, but rather through education and participation in Open Dialogue.

Several project managers also comment on the importance of continuing to spread awareness of both through information and through execution - there must be enough culture carriers to carry the method through restructuring and other challenges.

5.2.5 Cross-collaboration
Open Dialogue invites collaboration across sectors and entities, and the effort theory also defines dialogue and collaboration with relevant partners as a central activity. Especially, the method description highlights the cooperation between the municipality (the social psychiatry) and the region (the treatment psychiatry).[17]

From the start of the project there has been a focus on the dialogue with a few partners, both in relation to the recruitment of citizens and in relation to the participation of professional networks of the citizens in network meetings. The primary partners have been various entities in the regional psychiatry (various departments, forensic psychiatry, OPUS), the authority departments and employment departments of the municipalities and finally, specific housing and housing support services in the municipality. The evaluation has followed, how the collaboration has turned out and what significance it has had.

Support for cooperation
From the start of the project, all the project managers or other representative of the project are in contact with the regional psychiatry, the municipal authority department and the employment department. Several places are the project managers also in contact with, for example, drug centers and criminal justice services. The project managers have used a lot of effort to inform and make agreements with cooperation partners, and that there has been good support for most municipalities:

> At least I think some of the support has shown up when you come and go turns to and say we would like to get in your group or department and tell you something about open dialogue, because we would like to work with you around it, so the feedback that it is fine and we get a deal made. That it does not say that 'we do not have time for', and ' we do not really know either'. I think there has been good leadership support for us, and that has meant a lot.

The projects have entered into different types of agreements with partners and the agreements have been both written and oral. However, the results show that not so much has come out of the agreements afterwards.

Missing references
Midway through the project, one project manager reports that the collaboration with the regional psychiatry works to a large extent satisfactory, one responds to some degree satisfactorily, while three project managers respond to a lesser extent satisfactory. The comments show that the projects still meet with good will and that the cooperation has in several cases become closer, but the regional psychiatry does not refer citizens to the project.

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[17] The National Board of Social Services 2014: Open Dialogue. Part I - About the Access, p. 2.

Compared to other cooperation partners, the picture is generally the same midway through the project. There are predominantly positive relations, but the project managers report only some or less degree of satisfactory cooperation and tells that it does not result in referrals by citizens to the project.

Thus, at the end of the project, the project managers answer questions about the partners knowledge and support towards recruitment:

Figure 7: Partnership knowledge and support for recruitment
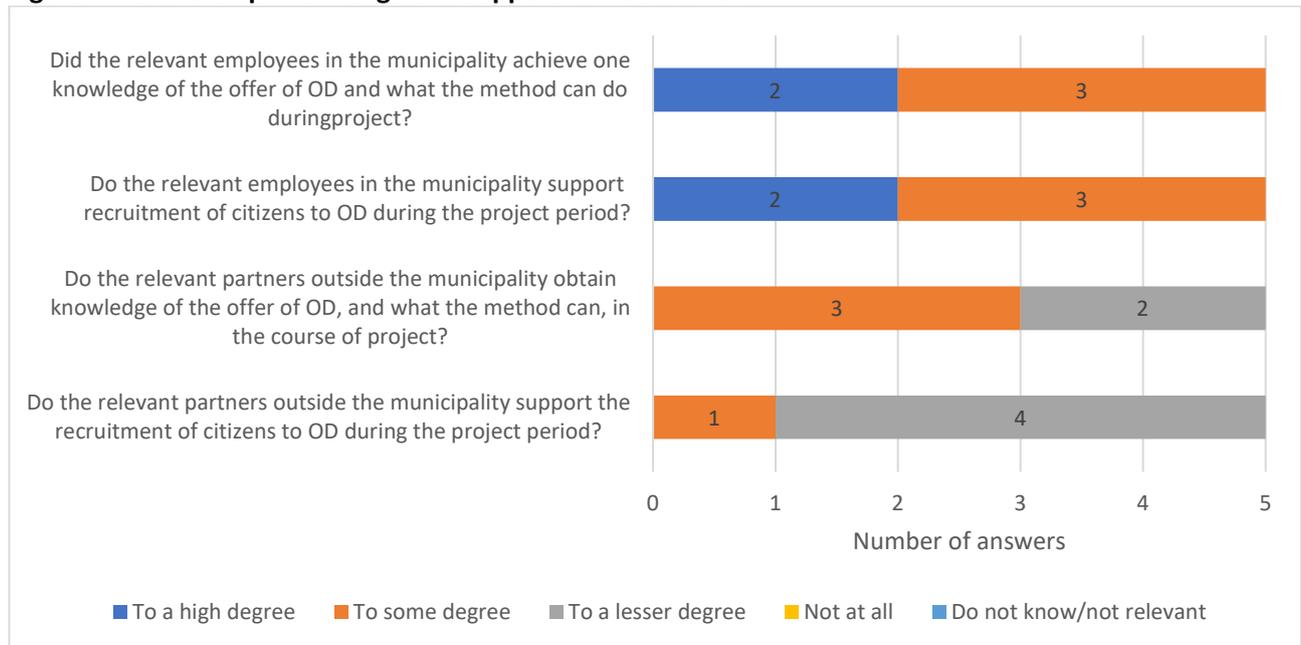
Round 3: N= 5

Mostly, the comments also indicate that where the collaboration has stopped the most is in connection with recruitment. The project managers indicate different reasons for the lack of referral: Lack of knowledge of what Open Dialogue can do, lack of interest, lack of leadership support, busy everyday life, staff replacements and fears that the citizen cannot handle the Open Dialogue. The recruitment issues are discussed in more detail in section 5.2.6.

Willingness to attend network meetings
In relation to the cooperation around network meetings, the comments indicate that in most cases there has been willingness from the side of professional network to attend the network meetings, when they were invited. However, there are also comments that indicate a lack of will to go to the meetings. A count of how many have participated from the regional psychiatry shows moreover, relatively rarely there are participants from here (see section 6.2.4). Comments around this topic suggest that the citizens rarely express a desire to invite professional network in addition to the closest partners in the social psychiatry.

5.2.6 The recruitment basis
Demand for a method is both about desire and motivation of managers and employees for a given method and about need of the citizens for the method and thus the recruitment basis. The evaluation has examined the recruitment basis and its importance for implementation of Open Dialogue.

Inclusion criteria limit recruitment base
The project municipalities stated in the original project application, how many citizens they expect could be part of the project. However, already at the start of the project, the participants in the five municipalities

saw challenges in achieving the goals they had set for the number of citizens in the project. One of the reasons are very project specific: The inclusion criteria for the project narrowed the target group to a greater extent than the project municipalities had expected and made the visit to the Open Dialogue processes more difficult.

Inclusion criteria and extensive documentation of the project have made it difficult to recruit. First and foremost, the VUM report has constituted an organizational barrier, with several municipalities has not implemented VUM, and it has therefore taken time to get the citizens investigated in relation to the inclusion criteria. Obtaining a diagnosis has also been an obstacle. Finally, the evaluation requirements of consent declaration, questionnaire completion and video recording workshop meetings have according to the Open Dialogue staff prevented several citizens from saying yes to participating.

Target group with many challenges
The project has defined a target group with extensive difficulties and often with long illnesses behind him. According to the Open Dialog staff, this group has been difficult to motivate. It often takes time and many citizens need to be contacted because some say no. Some Citizens cannot see what they can use Open Dialog at all. For other citizens can Open Dialogue seem big and overwhelming because they have to involve a group of people, some of them like them may not have been in contact for long or where relationships are complicated. At the end of the project answers three project managers that they have succeeded to some extent in recruiting what was expected number of citizens, while two respond to a lesser degree.

The project has thus created a situation where the employees have had to motivate and recruit a group of disadvantaged citizens in a short time. In previous sections we have explained how the degree of leadership support and collaboration has affected the opportunities for recruiting citizens to Open Dialogue. In the following, project managers and employees talk about other factors that can hamper motivation and recruitment of citizens for Open Dialogue.

The Citizens rarely have acute problems
The project staff comments indicate that many of the citizens they are trying to recruiters, have been "in the system" for many years and they have no acute issues that do that they themselves feel a need for Open Dialogue. An employee says:

> We are in a project where some people say they would like to be part of it, but without them thinking that there are the very major complications, conflicts or difficulties in their lives. Quite a few of those who have said yes thanks here in [the municipality] are people who have had the diagnosis for many years and are retired and there you can well notice that many of them find some rental where it is okay.

Another employee talks about the experience that precisely the acute issues are one good starting point for holding network meetings:

> If there is an acute problem for the citizen or his/her network, then it is there, they are super motivated for an Open Dialogue meeting. You could say that the citizens, we try to motivate because they fit into the target audience but have nothing acute that they are difficult. It can take a long time; it can take months to get them started.

The citizens have sparse contact with private networks

The project employees also say that it can be problematic to recruit citizens in the defined target-group for a method that involves a private network that they may have very sparse contact to. A project manager says the following:

Some of those who live in residential properties have not been used to using their private network. For some of them it is a great thing to have to start inviting other adults, whom they said goodbye to many years ago to meet some of the requirements in our project. Because that's what we want; motivate resources in the private networks ... [...] Many of our citizens ... they do not have any.

The employees protect the citizens

Finally, the project staff explain that colleagues and collaborators have omitted to refer, because they have been in doubt whether the citizen could "endure" Open Dialogue. In several cases, employees there assessed that a citizen could not accommodate more new people around him or that the citizen-clean should be spared for further efforts. A project employee tells:

> We have often come across contacts who have said that they [the citizens] were too bad-The citizen has been sheltered by the story of their contact person. We have often been promised some citizens in cooperation with the OPUS department of our region, where we have gone "empty handed home". This has happened several times. There is often an arsenal of professionals around a citizen who has slowed down, for various reasons, often in an attempt to spare the citizen for "too much".

However, in line with the previous sections on knowledge of the method, this position is remedied by the fact that employees gain experience and hear the good stories about Open Dialogue and the method's results - also among the project's defined target group.

Recruitment requires motivation

Overall, employees report that the recruit of citizens for the project has required comprehensive motivational work.

The case studies of the project show that, to some extent, citizens have been "persuaded" to participate in Open dialogue. Open dialogue staff and citizens themselves have said in the interviews that Citizens often participated because employees thought they should. A citizen tells:

> I would not say I was pressured into it, but [the coordinator] many times ask if you do not want Open Dialogue. The problem is just that I did not know who to invite or what the purpose was with it.

Coordinator of the citizen also tells himself how he asked the citizen many times. Hesitate-the holder considers that the meetings work much better, when the citizens initially have a starting point, they would like to address:

> I think, you can feel, when it is citizens, who come out and present Open Dialogue, who have some things that they would like to talk to anyone about. You can clearly see that, and then it goes quickly. It is something else, when you go out and sell something, 'do you not have something, you want to talk to someone about?', then it may well become a slightly pseudo-like encounter - it does not become as concerned in that way.

That the citizens have entered the Open Dialogue project without a theme for the meetings, an open dialogue employee thinks it has meant that the citizens have not invited quite a lot of people to their meetings. The Open Dialogue employee believes that the "small meetings" with only the citizen and the contact person may work, but it may feel a little constructed and for the project fault.

Is the motivational work part of Open Dialogue?
The above-mentioned Open Dialogue employee looks forward to no longer having to motivate citizens, as they have had to in the project. Another Open Dialogue employee imagines being in line with this, the yield could possibly be greater, among citizens who take the initiative themselves to Open Dialogue based on a current need.

The evaluation cannot determine if this is true, but the results show that it is successful to create development among some of the citizens, who are part of the project, despite the initially limited target group and the extensive need for motivational work. Motivational work can neither be said to be contrary with the principles of Open Dialogue, if needs of the citizen are always at the center. By nature of the case, it can be difficult for a citizen to have a need for something that they do not really know about, so part of the motivational work is about to show the citizen, what Open Dialogue is. The project has shown that specific experience with Open Dialogue is more compelling than pure information. In several municipalities you also started as fast as possible to hold network meetings or smaller "trial meetings", to quickly show the citizen how the conversation happens and how the reflection is, and thus make it less scary and abstract. This experience is elaborated in a later section about the network meetings.

5.2.7 Open the Dialogue employees' working conditions
Several organizational factors in addition to the aforementioned have to support work of Open Dialogue employees with Open Dialog, including salaries for Open Dialog-employees, so they have been redeemed from their usual work during the hours, they have been employed with Open Dialogue. The following describes working conditions of the employees and their importance for the implementation.

Differences between municipalities
Apparently, it has varied between the project municipalities, how much vend the individual workers have had, how clearly defined their tasks have been, and what it has meant their colleagues. Initially, for example, a quarter of employees say that to a lesser degree is clear to them, how they should solve the project tasks in accordance with their other duties, while the others correspond to a great or some degree. However, at completion of the project, it is to some or high extent, clear to everyone. Clarity around the project staff work assignments affect not only the project employees, but also the colleagues and ultimately their support for the project.

Clarity about tasks is important for support
Uncertainty about assignments can mean that even colleagues do not know exactly what project involves in relation to their work tasks, or that they experience that they are getting more work done because of the project. The project municipalities have largely succeeded in organizing work, so that the colleagues of the project staff did not get much extra work.

Figure 8: Can your colleagues lift your previous work tasks, without them having given more work overall.
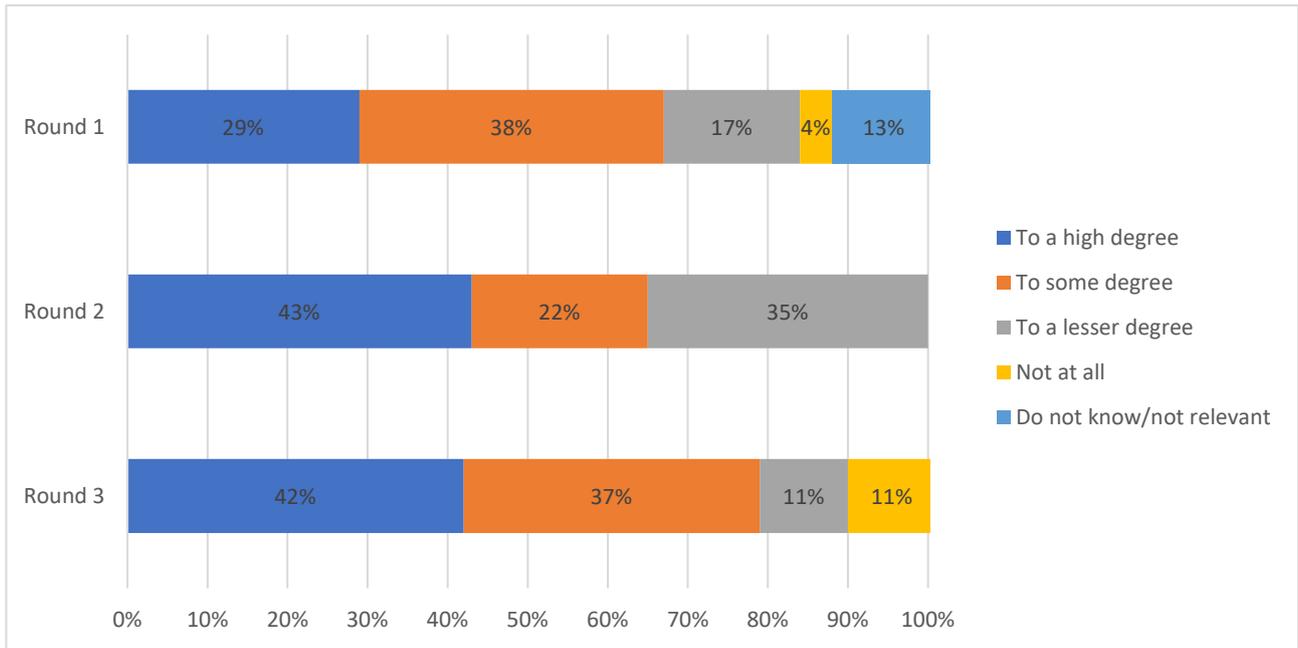
Round 1: N=24, round 2: N=23, round 3: N=19

Additionally, the Open Dialogue employees predominately report, but not completely, support from their colleagues during the project time.

Figure 9: Do you estimate that your colleagues support the testing of OD
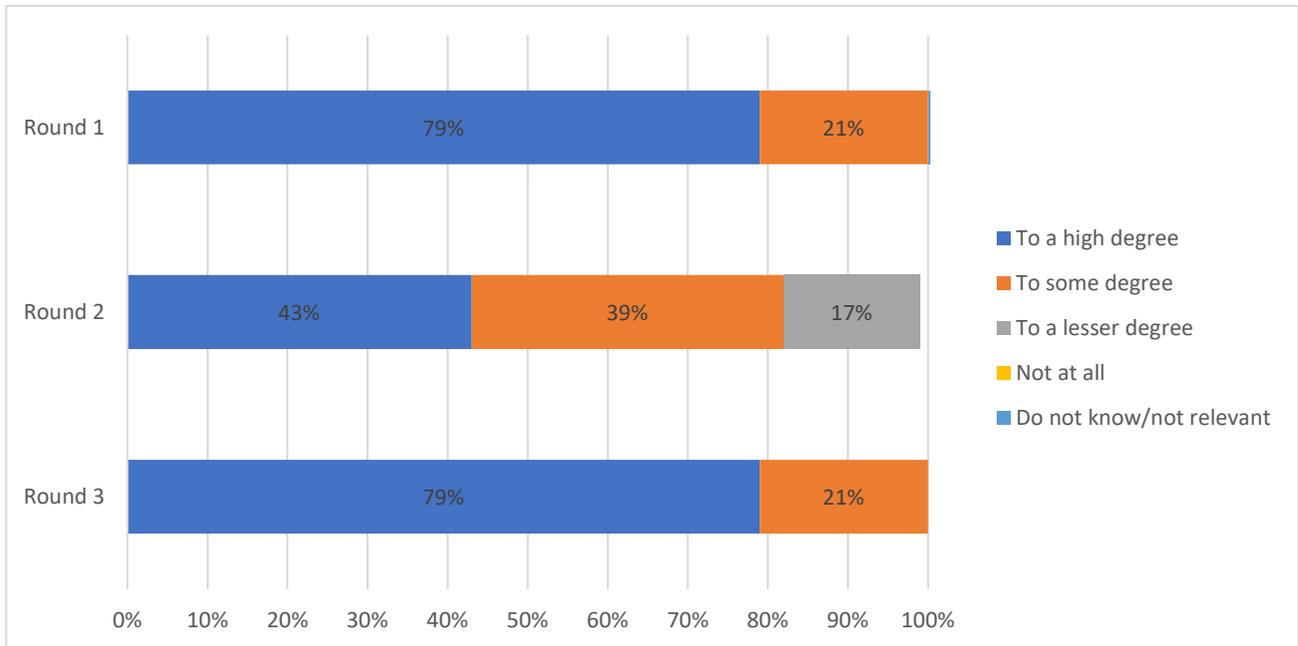
Round 1: N=24, round 2: N=23, round 3: N=19

The comments indicate that the above conditions are connected, for example:

> It is very well organized in my workplace and with nice freedom and flexibility that my project colleague and I can plan our time, so we can both create project work and all the

conversations and take care of the other basic work. The workplace has gotten hours "for us". It is a significant factor in relation to our colleagues and their support. There IS time. We talk about it regularly at meetings, so it is present for everyone. Our colleagues help us a lot with motivational work and participation in meetings. Without them, we could not do it.

Need rooms, time and flexible calendars
Other comments talk about project staff that has had a harder time getting time to work with Open Dialogue, because they also had to take on some of the ordinary tasks.

Individual Open Dialogue employees say that they have had difficulty getting office space with calmness to work with Open Dialogue. They emphasize the importance of rooms or an area that is earmarked Open Dialogue, to ensure working peace and to delineate work with Open Dialogue from other work functions.

The employees in the project generally state that they have had good working conditions to abide by network meetings, visiting citizens, etc., but because of changing working hours, vacations and so on have been difficult to plan the meetings. Several mention that they find it difficult in terms of resources to find two colleagues beside themselves to attend the meeting; and points out that it significantly increases logistics challenges, when they find time in each other's calendars to hold the meeting. This has an impact on how quickly the network meetings can come into being - a problem, which is further discussed in Chapter 6 about results of the method test.

5.3 Competences

The performance theory for competences describes the presumed conditions to ensure a satisfactory skill development and implementation of the Open Dialogue work.

Figure 10: Performance theory for competence development, Open Dialogue

Resources	Activities	Results on short-term (in the project period)	Results on long-term (at the end of the project)
Employees, who are motivated to work with Open Dialogue	Training in OD (seminars)	The Open Dialogue employees find what they have learned useful	The municipalities have an appropriate number of educated employees
Employees who can acquire new knowledge on a sufficiently level	Supervision and sparring	The Open Dialogue employees feel ready to complete network meetings	The Open Dialogue employees are motivated to continue the work
Opportunities to communicate and exchange experiences about the OD-work	Exchange of experience	The Open Dialogue employees certified	Other employees are interested in getting Open Dialogue competences
Manual	Practice Open Dialogue	The Open Dialogue employees complete network meetings	

In general, it is about motivation and preparedness of the employees in relation to perform Open Dialogue, their education and supervision and the development that it entails to be part of the competence development and testing of the method.

5.3.1 Open dialogue and motivation of Dialog employees

The contribution theory it appears that the employees should, as a starting point, be able to acquire new knowledge at a sufficiently high level. From the project managers' discussions during a group interview, it goes without saying that at least some municipalities have emphasized that the employees either had one medium long education, or they are what they call education and development ready. At the same time, it has been desired that the employees had some practice experience. The following table shows educational background of Open Dialog staff at the start of the project:

Table 2: Educational background of the Open Dialogue employees

Background	Social worker	Pedagogues or socio pedagogue	Occupational therapist	Nurse	Other
Amount	4	10	6	1	3

Motivation of the employees keeps the project going

Employee motivation to work with Open Dialogue has been examined through questions about their confidence in the method and their assessment of how citizens perceive the method. Employees have since the beginning of the project had great confidence that Open Dialog will raise the quality of their work, and this conviction keeps the project going:

Figure 11: Do you think that you will increase the quality of your work with the citizens
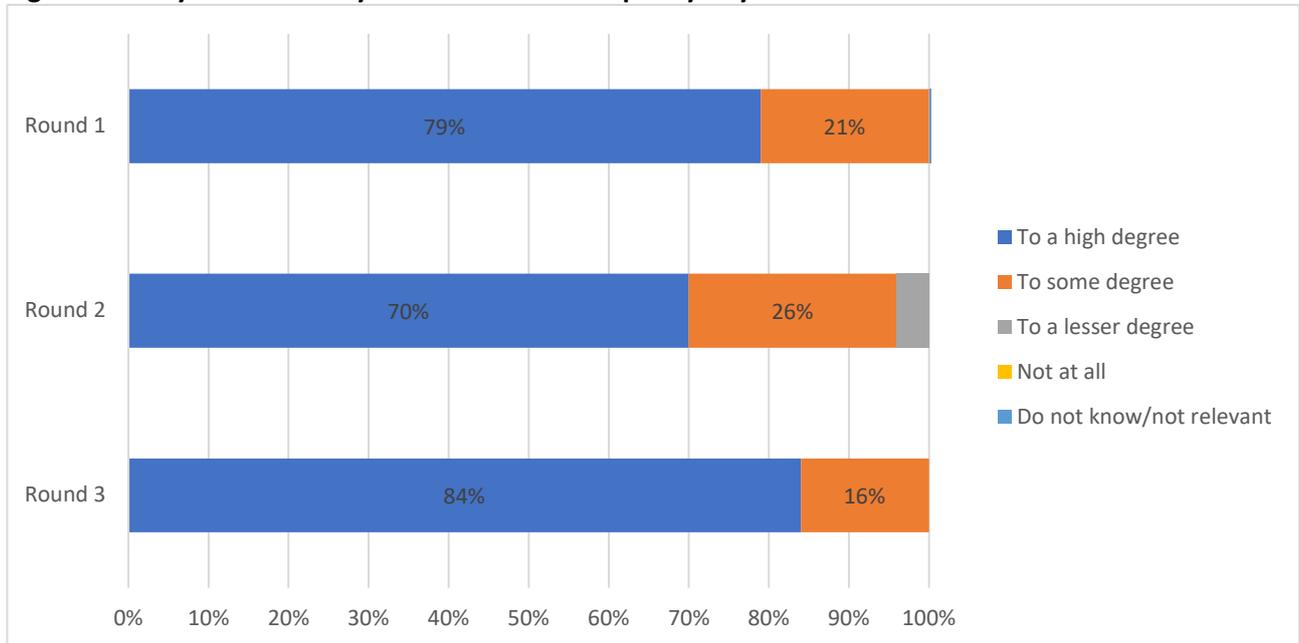
Round 1: N=24, round 2: N=23, round 3: N=19

At the start of the project and in the mid-term, all employees assess that the citizens to some or high degree think it is good that they use Open Dialogue. At the end of the project, the workers assesses the different experience of network participants of Open Dialogue as follows:

Figure 12: OD employees 'assessment of the OD of experience of the network participants
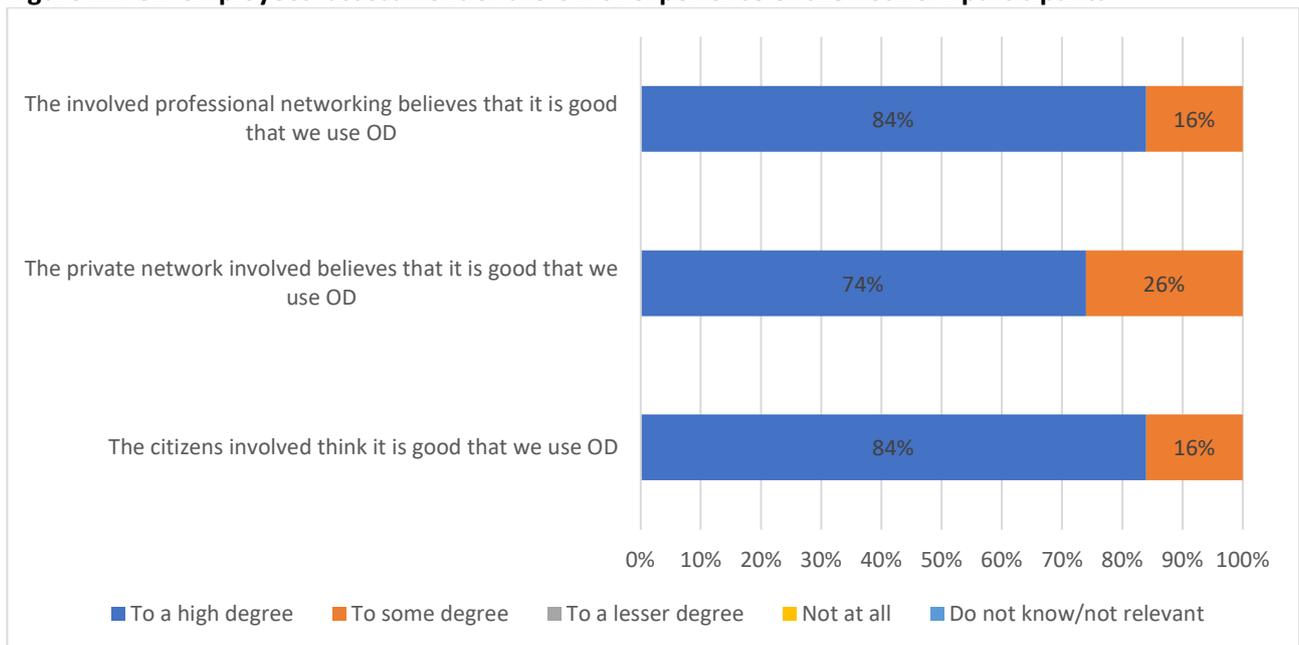
Round 3: N=19

5.3.2 Skill development of Open Dialogue employees

From 2014-2016, the Open Dialog employees have followed the competency development program for Open Dialogue (described in section 4.4). 27 employees have followed the original competency development program. Along the way some of these have, stepped out or gone away from the project due to new work, leave, etc. In 2015 five employees have started in the project (in four of the five municipalities) as compensation for discontinued project employees.

The competence provider developed a competency program for the five new employees. The competence program of the new employees has consisted of two introductory days. Before, the new project staff have had to read manual and literature from previous seminars, been foal at minimum two network meetings, discussed the process with colleagues and watched a video of a network meeting. The five new employees also followed the remaining teaching days and supervision.

Satisfactory benefits from the teaching

Employees have assessed the benefits of teaching at the seminars - both overall and the individual elements. In general, employees assess a satisfactory yield from the teaching:

Figure 13: Has the teaching provided you with a satisfactory background for being able to perform OD
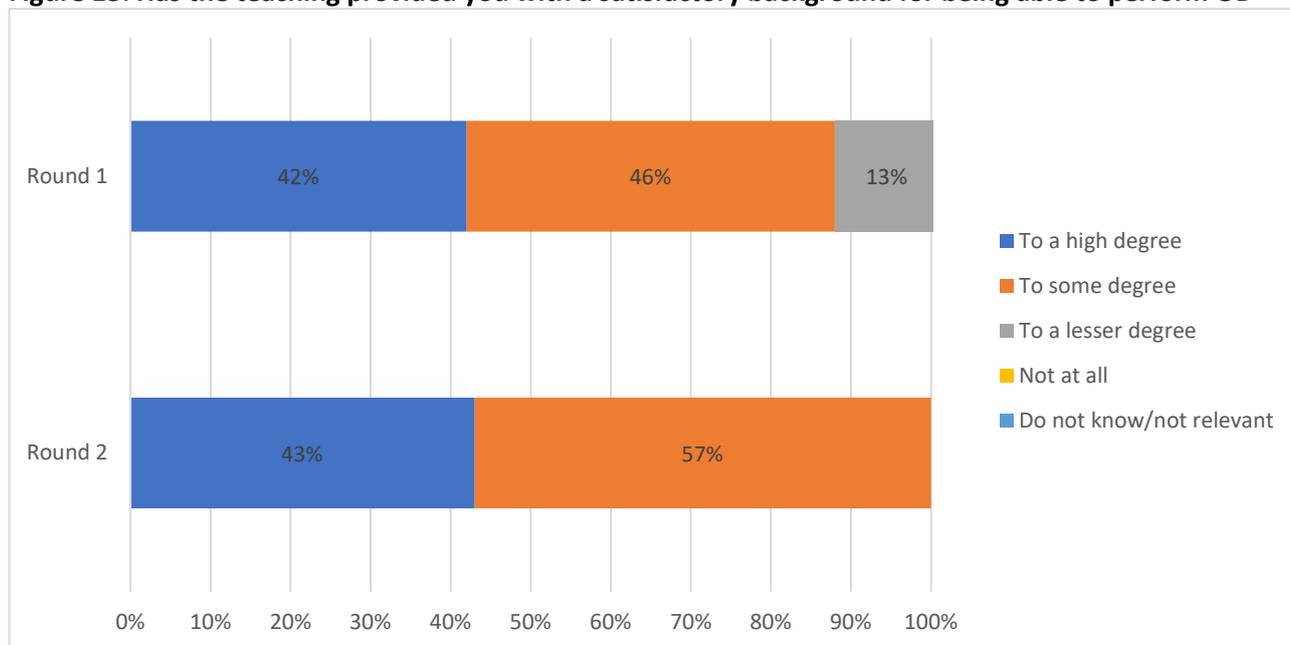
Round 1: N=24, round 2: N=23

The assessment of the individual elements of teaching thus looks like this midway through the project:

Figure 14: Assessment of teaching by the OD employees. Did the teaching contribute to that you...

	To a high degree	To some degree	To a lesser degree
Has been given certainty in working with relationship and networking	30%	61%	9%
Have gained an understanding of reflecting	43%	52%	4%
Have gained a good understanding of yourself in the role of network meeting moderator	35%	65%	
Can identify the needs of the citizen	43%	43%	4%
Has gained theoretical knowledge of relation and network work	30%	61%	9%

Legend: ■ To a high degree ■ To some degree ■ To a lesser degree ■ Not at all ■ Do not know/not relevant

Round 2: N=23

Starting point of employees is important for assessing dividends

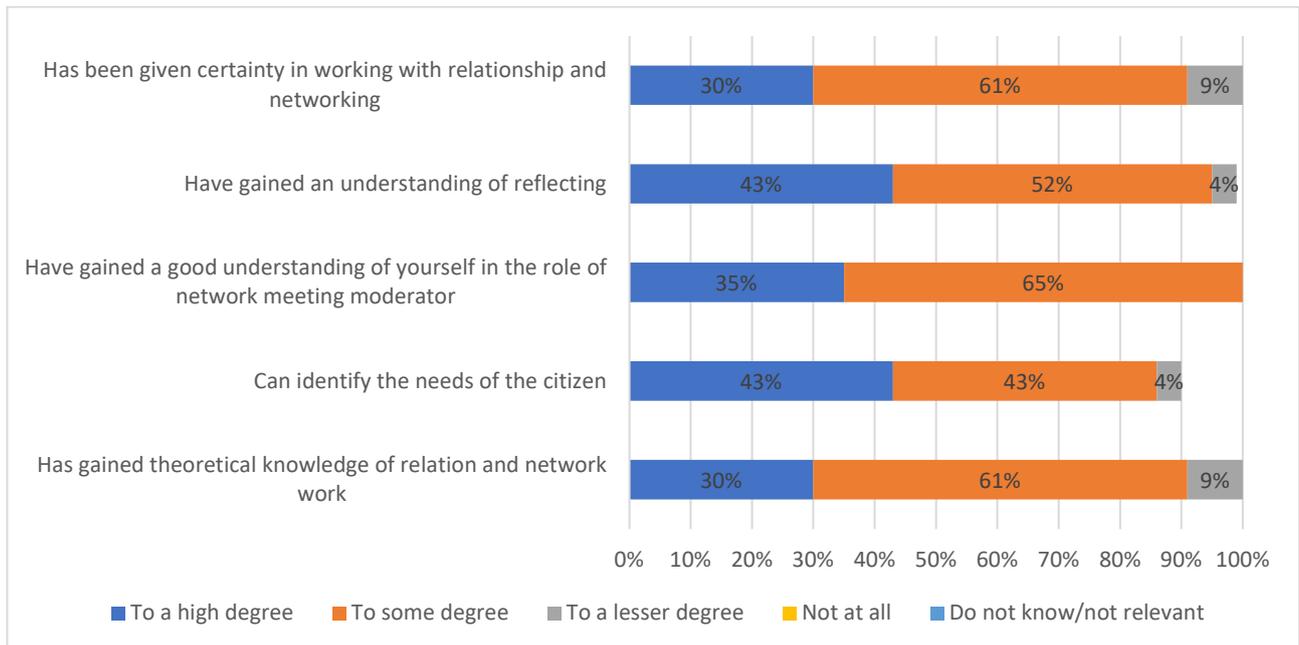There was a great deal of variation in the employees' knowledge of Open Dialogue before they started the competence development course. As described in chapter 5 on implementation, there was a much higher degree of knowledge in two of the project municipalities than the other three - and in the two municipalities more employees already had an education in Open Dialogue. From comments by the employees it appears that they in terms of their different starting points assesses the teaching a little differently. There is predominantly satisfaction, but some miss higher level, because they are already educated – while others think that they have had difficulty of getting the basic understanding, because some of the rest had it already and thus set the level. Some employees respond that they have arrived to later in the project, and therefore they feel lack of teaching. From several comments it appears that the employees estimate that there are so many facets in Open Dialogue that they always can always get better at it – and can therefore only answer that the teaching to some extent has provided a satisfactory background.

Supervision is crucial to the development of competence

The employees participated in supervision during the period 2014-2016. Supervision has happened in five groups across municipalities. When the certification process is included, each group has received 100 hours of supervision. The employees generally consider supervision positive:

Figure 15: Has supervision and sparring been useful to you
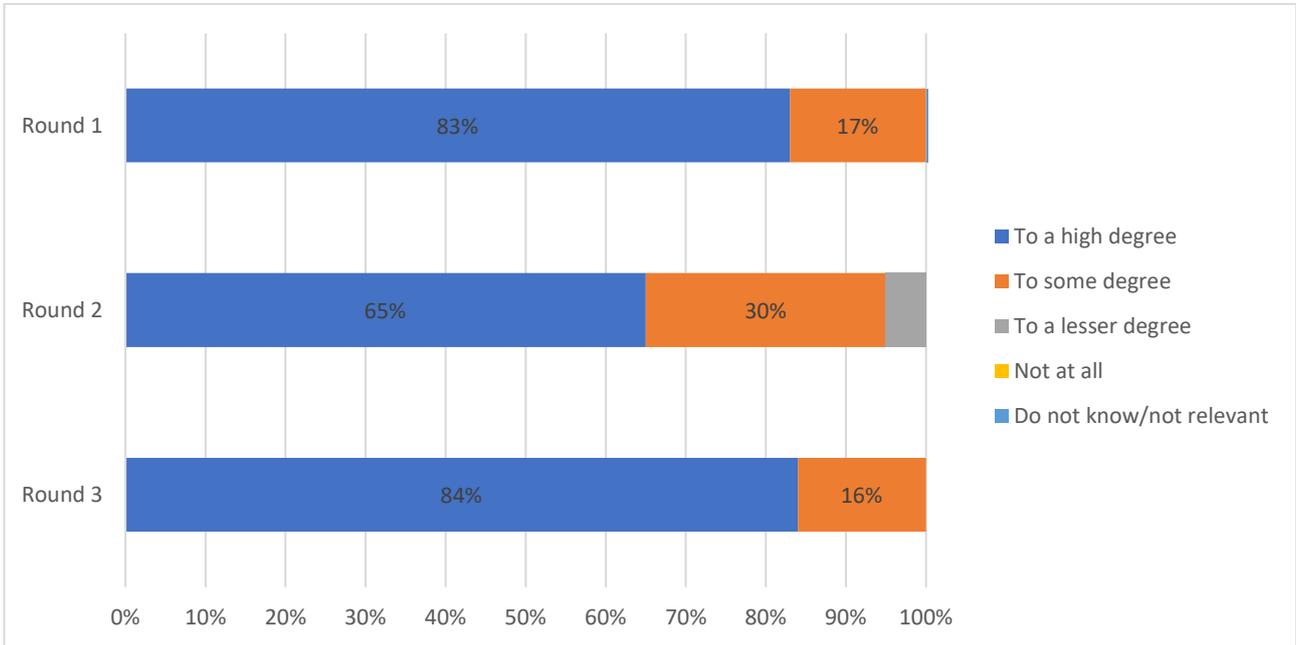
Round 1: N=24, round 2: N=23. round 3: N=19

In the comments on the second round, some employees reply that they are new to the project, and therefore have not received much supervision and sparring. At the end of the project the employees assess the individual elements of the supervision as follow:
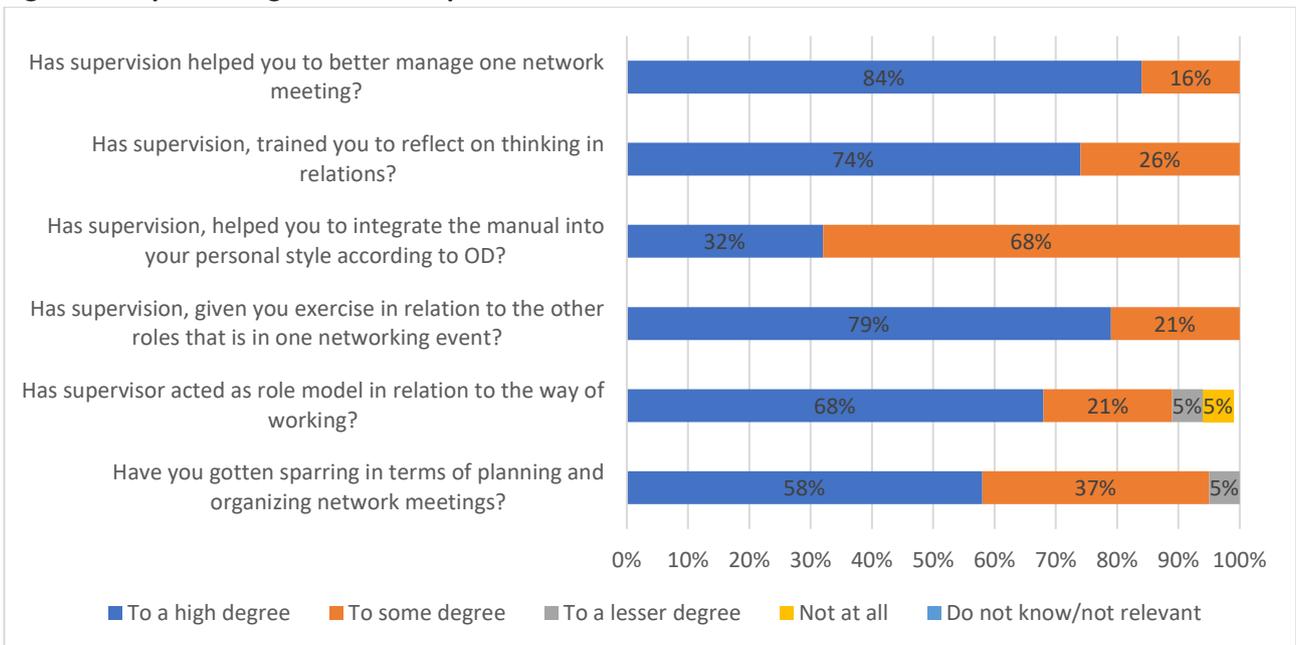
Figure 16: Open Dialogue staff on supervision

Round 3: N=19

The comments indicate that the employees have benefited greatly from the supervision – several mentions that supervision is essential in order to train, maintain and expand their Open dialogue skills. Supervision is linked to the practical experience of network meetings in a way, so the seminars cannot succeed in the same way. As an employee describes it:

> So, I think supervision is absolutely crucial ... it first gave me an actual picture of what it was when we got our hands on it and were in network meetings with the citizen; first then it became so vivid to me. … The theory is so airy and difficult to grasp, 'what is this?' So, it was actually the first time that we really got going, I think it got such a life for me.

Again, the individual employee's starting point may have significance. A single employee thus considers that because she has the two-year education and has previously practiced Open Dialogue, the supervision has not been crucial. Other employees describe that it has been difficult to come later in the project because they lacked part of the supervision.

Additionally, one employee describes that there has not always been full compliance between supervision and manual. It also appears from the above figure that the question of supervision has helped the employee integrate the manual into the employee's personal style, it is questions that few answer to a great extent.

Video footage contributes to learning
At the end of the project, 18 out of 19 employees responded that the use of video recording Workshops in supervision have greatly contributed to the learning, and a single person responds to some degree. The comments show that the employees have experienced seeing themselves and others in the role of chairperson as very active. It's also a majority (16 of 19 replies), who believe that the certification process has greatly contributed to their learning about Open Dialogue. The comments show that those who do not rate highly explain it with having Open Dialogue education in advance.

The overall competency program is useful
Overall, the Open Dialogue staff believes that they can use what they have learned in the project competency program in their everyday lives.

Figure 17: Is what you learn in the competency program about OD useful in your everyday life
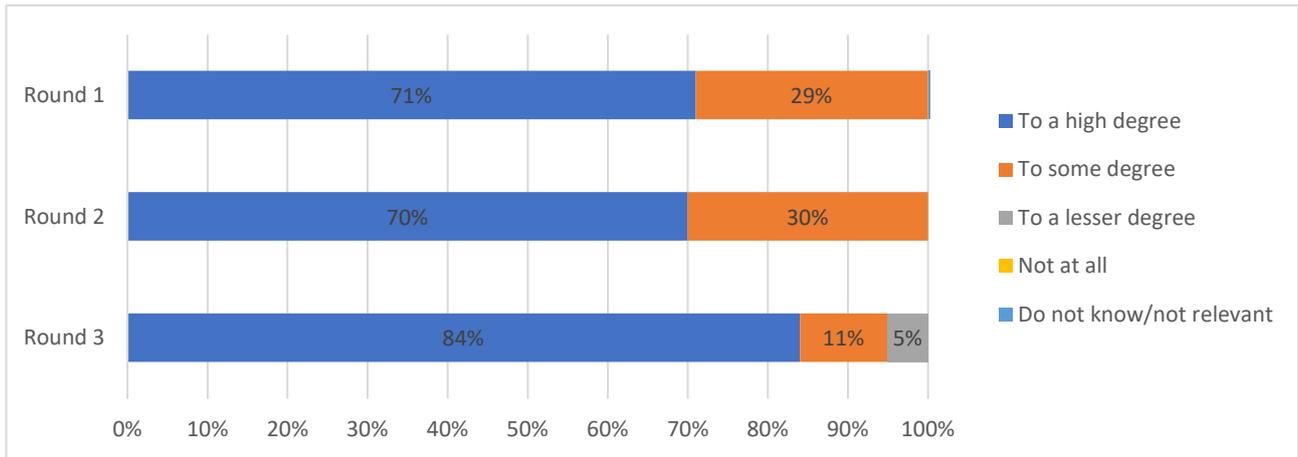
Round 1: N=24, round 2: N=23, round 3: N=19

The person who answers to a lesser extent in the third round of the survey also comments here his answer that he had the education in advance and that the competency program therefore did not provide new knowledge.

5.3.3 Preparedness of Open Dialogue employees

Competence development, in combination with the holding of network meetings, is expected to result in that the Open Dialog employees become more familiar with and better able to perform Open dialogue. The Employees have been asked about how confident they are with the project, and how ready they are to perform Open Dialogue.

Readiness grows throughout the project period

Open Dialog staff's readiness to perform Open Dialogue is growing as expected through project.

Figure 18: All in all, you feel able to complete a OD course
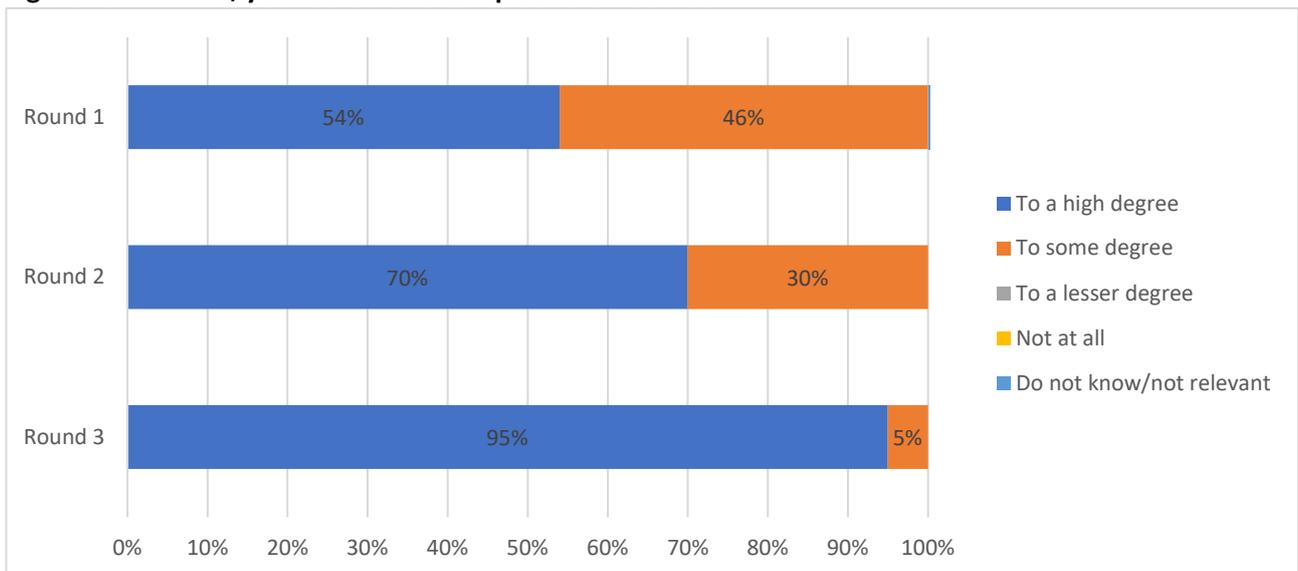
Round 1: N=24, round 2: N=23, round 3: N=19

At the end of the project, employees have been asked more in-depth about their competencies compared to various Open Dialogue roles.

Figure 19: Do the OD employees feel able to perform functions in OD
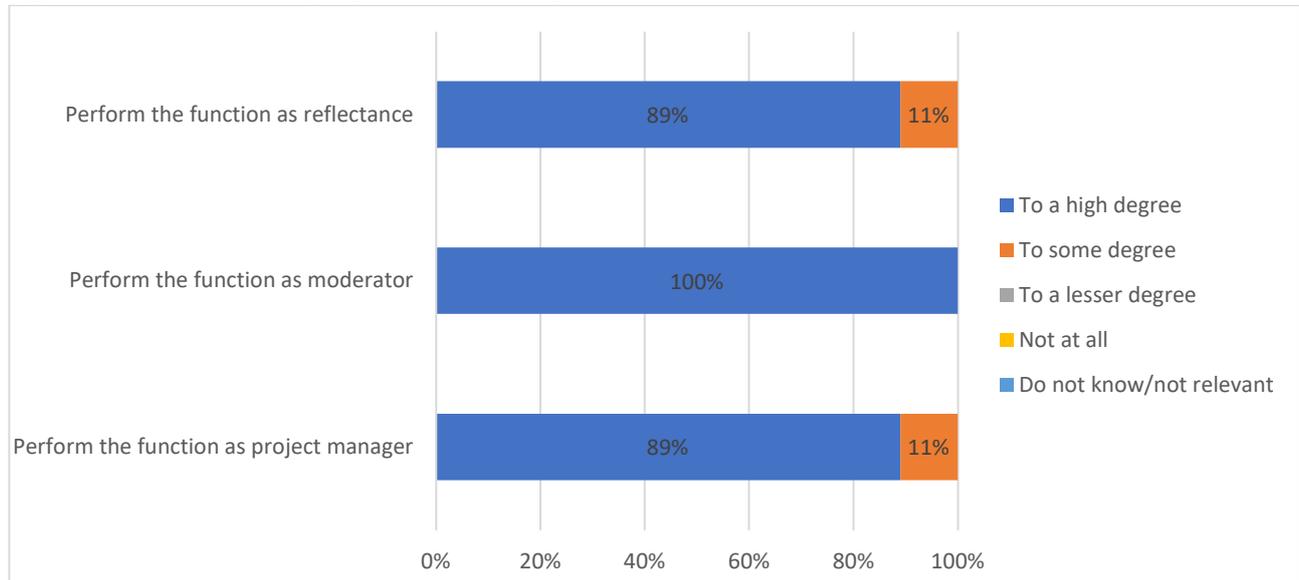
Round 3: N=19

The employees feel very much capable of performing the function as moderator, and that is closely related to the fact that it is the role that has been the most focused and the role the employees have been certified in relation. Majority of employees, however, feel able to perform the other functions.

The manual becomes less important
The confidentiality of the manual also grows throughout the project period.

Figure 20: Are you familiar with the manual on OD, which has been prepared in connection with the project
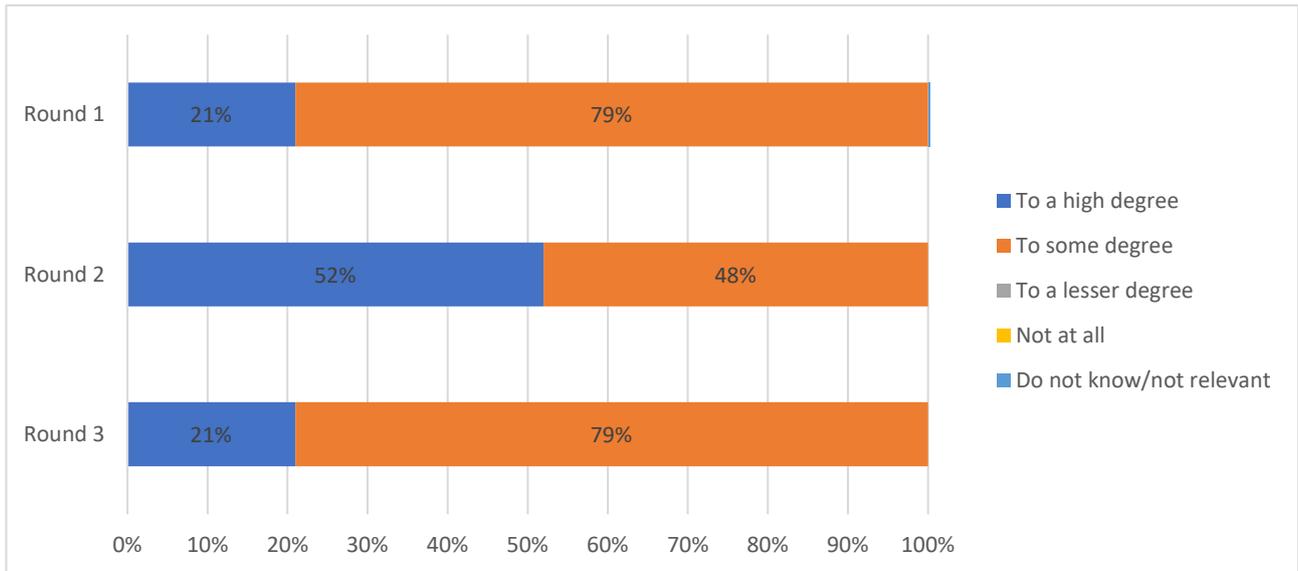
However, at the same time as confidentiality increases, the usefulness of assessment of the employees decreases.

Figure 21: Do you consider that the manual is a useful tool for you
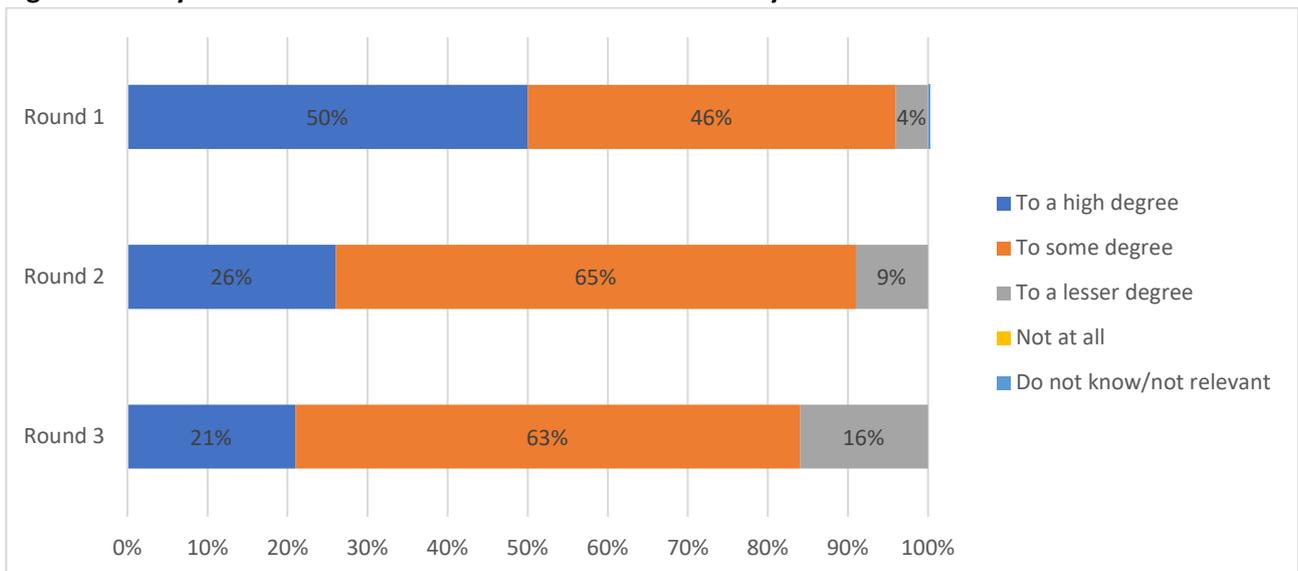
The Open Dialog staff describes that they initially used the manual, when they prepared for network meetings, for example key words of the manual in relation to what you say as a meeting manager and reflective. From the comments it appears that the manual is used differently at the start and end of the project:

> The [manual] was good at first. We do not use it anymore and have not done it for a long time. Sometimes you look it up, so in that way it is good as a reference just to get some inputs, but we are not using it now.

Another employee describes how the employees with time become detached and find their own style:

> Because I think, you find your own form in it, thus the words that are in my mouth, it may not be certain that it is precisely those that are in the manual ... but I have used it as inspiration.

In addition, an employee tells us that there are things in the manual that have not worked for them, for example at the closure of the meetings and in this context the supervision has been important:

> And then I would say that there are some things that have been a little incomprehensible. There are some things in the end that you must give a summary of the meeting or make collection at the meeting. I remember that we discussed a lot and tried it out in a couple of meetings, but it came to seem wrong. Understand the way that we suddenly sat and said, 'now we have talked about this and we reached agreement and this and that'. We sat and made some conclusions at the meeting, after which we talked with supervisors about what, who said it was more like a cover of which topics we had been on. And it may well be clearer in the manual.

Several employees believe that the manual in no way can be left alone and that it is the supervision, which can be used for actual learning and for clarifying doubts.

5.3.4 Open the development of Dialog employees
Comments and discussions of the Open Dialogue employees throughout the project time period indicate that the competence development process, and the performance of Open Dialogue are about more than just acquiring knowledge and apply it - it is a professional development process that employees undergo.

The work with Open Dialogue increases job satisfaction
The Employees thus generally expressed that it has been of great importance for them to work with Open Dialogue. Confidence of the employees in the method and its results are reflected in their work satisfaction. Thus, 79% of employees state that they have greatly experienced increased work joy during the project period, and the remaining answers to some extent. All surveyed workers are highly motivated to work with Open Dialogue after the end of the project period.

One of the few who were initially unconvinced of the potential of Open Dialogue tells that her scepticism about the method has turned around to her viewing Open Dialogue as a hugely rewarding process for the citizens:

> I have been really sceptical since I started this. This, I need to say. But with all these tremendously positive ... [...]. I really believe that it is moving. It has just been such a respectful, appreciative way of meeting people.

Challenging the professional role of employees
An Open Dialogue employee interviewed during the first year of the project experiences at this time that there is a major development process to be in when learning Open Dialogue. The concerned person highlights that he and the colleagues have figured out how reflection, if possible is more difficult to learn

than the role of meeting leader. He experiences that education has challenged his perception of the professional role and that it requires practice not having to define the subject and stand with the solution:

> Where I, who in the past had thought that it needed to be fixed and talked about. But be open about how can we talk about it. Is it something people want to talk about? In that way not having ideas of what would be good to talk about.

Often, the employees mention how it gives them job satisfaction to work with openness, based on where the citizens are. Not on a pre-set agenda, but based on the idea that the citizens can be responsible for:

> *Responsibility - I think that is crucial to how happy I have become with working on this. Because citizens are allowed to take responsibility for their own life, even if it is difficult.*

The project employees describe that Open Dialogue is about the way of being, also beyond the network meeting. It is described that Open Dialog makes one happy with one's work, because one "becomes the proper person that you want to be ":

> *The framework is set to be proper, there is room to listen and involve everyone and to have time. There are a lot of what we otherwise miss around, which is a prerequisite to make proper Open Dialogue [...]. And then all of it - not just network furniture -there - but the way you go out and meet people otherwise, you cannot help but ask some other questions. You do not have an agenda, but just listen.*

Open Dialogue is included in other context
Open Dialogue thus becomes an approach to meeting people in everyday life. A fellow employee describes an example of a new and constructive openness to a relative:

> *Something OD inspired me to compared to a citizen who had a mother, where we had many problems with her interfering was to invite her to the whole staff group - and I hadn't had that idea before - that she came in and told us everything, what she knew and thought we could do. It is all over the place one uses it.*

An Open Dialogue employee tells during an interview that the other citizens that she works as a housing support worker for may notice a change:

> *In fact, there are several of my other citizens in my regular work, who have commented on the fact that they actually experience that I have become more curious than I have been. And I have no doubt at all that this is about what I got with this project.*

The competence development and testing of the project gives impetus

It has often been a theme during an interview with the Open Dialogue staff, how the competence development of the team relates to the two-year training in Open Dialogue, which has been offered for a few years in Denmark. The employees describe the two types of education with benefits and disadvantages. The competence development of the project has the advantage that the employees get to try the method right away, and they highlight it as positive that they "get thrown into it". At the same time,

competency program of the project lacks more teaching in the theoretical background for Open Dialogue in relation to the two-year education. Conversely, the employees say that the long education lacks the testing of Open Dialogue in practice. An employee describes the difference:

I think this project training that was so much more actionable one way or another. This is also the mood of the project staff, and its style, which is just as planned, becomes much more actionable: now we go, and we try some of it and it will be enough. [..] Where the long education, it provides more professional ballast, more depth, calmer and more time.

5.4 Method fidelity

The competence provider has supported fidelity through teaching and supervision, as well as through a certification process. The following describes the certification process first and its findings, then the Open Dialogue staff's own assessment of fidelity.

5.4.1 Certification of Open Dialogue staff

Certification of Open Dialogue staff takes place on two levels:

Level 1: Open Dialog employees are certified at Level 1 once they have participated in the first and second seminar (or, for the new employees, the two introductory days), and at least 15 hours of sparring / supervision.

Level 2: Certification of Open Dialogue staff at level 2 is done through an assessment of the employee in the role of chair of a network meeting. The Fidelity of Open Dialogue the network meeting must be measured in relation to the type of Open Dialogue that is being tested in the project. To this purpose has DEFACTUM in collaboration with the competence supplier (the professional team) prepared an assessment form that contains a few questions that are used to assess the practice of Open Dialogue.

The form is filled based om a video recording of a network meeting. The form is completed by two supervisors in Open Dialogue and should be used to assess whether the meeting chair in question sufficiently follow the manual and practice the kind of Open Dialogue that the project tests. Each meeting chair is certified using the form.

The procedure is as follows:

- 2.5 hours are allocated for certification. Two supervisors are present and carry out certificating the ring.
- The project employee to be certified brings a video of own choice, where the concerned has been the chair of the meeting. The project employee explains why this specific video is selected, what he / she is concerned about in relation to the meeting and what role he / she may want, the others are talking
- The supervisor sets the framework for the process.
- The video is watched. Supervisors fill out an assessment form along the way and receive 10 min. to complete the completion afterwards (without talking together). The group pauses or gets time to think about what they have seen.
- The group reflects on the situation, while the project employee to be certified listens.
- The project employee to be certified is interviewed about what he/ she has heard and seen. What made an impression?

- The two supervisors talk to each other about what they have seen and heard and relate it to their filling out the fidelity form. They end the conversation with whether the project participant is certified right or not, based on the criteria described below. If the project participant not certified, special attention is paid to what needs to be worked on.
- The project employee, who is to be certified, tells about the experience and what he/she has to heard in regarding conversation of supervisors.
- The process is rounded off with the entire group.

The assessment form consists of 13 questions that deal with framing and start of the network meeting of the meeting leader, facilitation of Open Dialogue by the meeting leader at the meeting, framing and use of reflective conversation of the team by the meeting leader, as well as rounding off the meeting. Supervisors must assess whether the chairperson performs these activities satisfactorily. For that the chairperson can pass, the two supervisors must agree to be able to answer yes to:

- At least 1 of 2 questions in relation to frame setting and start
- At least 5 of 6 questions related to facilitating dialogue at the meeting
- At least 1 of 2 questions relative to the reflective team
- At least 2 of 3 questions in relation to the rounding of the meeting.

21 Open Dialog employees were certified in the spring of 2015. The five newly hired employees were certified according to individual processes in September-November 2015. In addition, there were two employees, who had followed the competency program but had gone away from the project returned and became certified in Spring and Summer 2016.

5.4.2 Assessment of fidelity
As mentioned in previous sections, the Open Dialog employees consider that they are predominantly familiar with the manual and that they have the necessary skills in practicing Open Dialogue.

They have also been asked to what extent they have used the manual at the start and end of the project.

Figure 22: Assessment of use of the manual at project completion
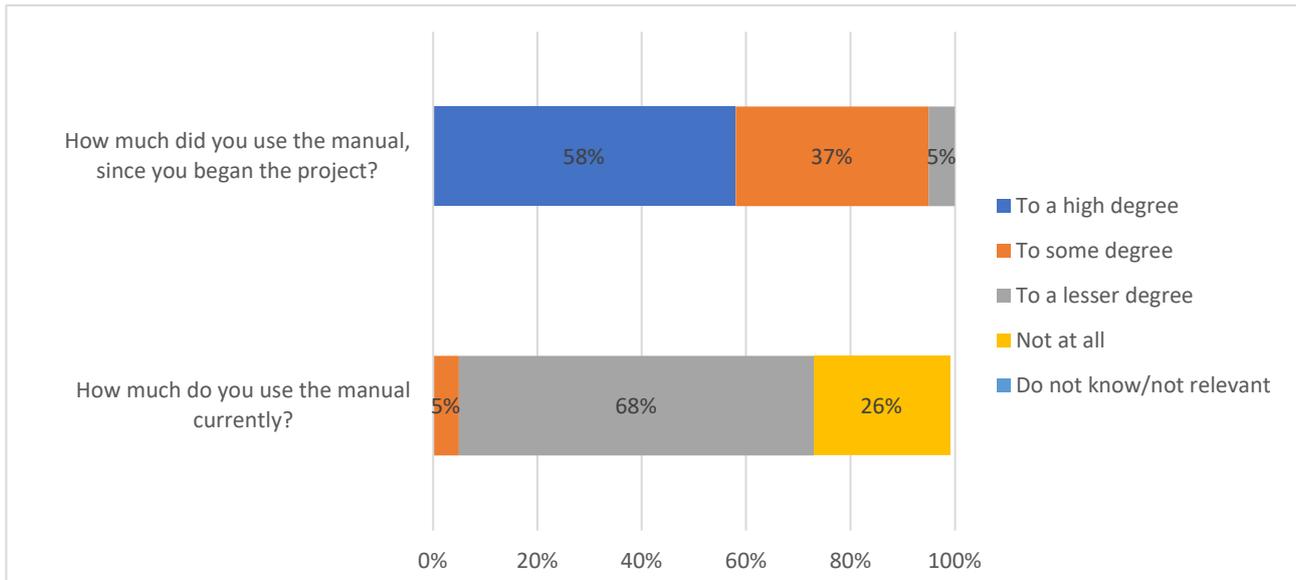
Round 3: N=19

The comments elaborate where the manual has been initially used extensively in the preparation of the network workshop meeting, along the way it gets the characteristic of a reference book. Several employees assess that the manual gets a seat in the back of the head, but as an employee you find your own style. That employees have used the manual less as the project progressed, and they have gained more experience with holding network meetings harmonizes with the description of the manual as an action guide.

Moreover, the Open Dialogue employees have completed a form after each network meeting, where they have assessed the degree of fidelity at the network meeting. They have related to the presence and the quality of several key Open Dialogue elements and has given a total assessment of the degree of Open Dialogue at the network meeting.

In 259 cases (88%), employees rate a high degree of Open Dialogue at the network meeting. In other cases they respond to some degree. When self-assessment by the employees is compared with the successful certification through the professional team fidelity assessment, as described in the above, a high degree of fidelity can be found in the project.

5.5 Implementation evaluation – collection

The evaluation of the implementation of Open Dialogue in the project largely draws a picture of the municipalities having followed the implementation models in relation to organization, management and competency development. However, there are also obstacles that have made parts of the implementation difficult. The organization of network meetings according to the principles of Open Dialogue is, according to professional team of the competency supplier and assessments by project employees, occurred with a high degree of fidelity.

The main implementation experiences of the project, which may be relevant to others, such as may wish to implement Open Dialog, can be summarized as follows:

- Open Dialogue as a method or approach will harmonize nicely with the values of most municipalities in relation to recovery thinking. However, there may well be scepticism or more or less hidden resistance to Open Dialogue Network meetings, to the particular meeting style and to letting go citizens are included in the open processes.

- Any scepticism about the method may be due to a lack of knowledge of Open Dialogue and the benefits of network meetings. Municipalities have experienced that dissemination of knowledge of the method through thematic meetings and the like is challenging before having concrete experience to pass on. Attendance at specific networking meetings creates greater support from colleagues and partners

- Knowledge and support for the method among colleagues is essential. Both in terms of securing understanding of Open Dialog employees' changed tasks, but also to ensure support recruiting and motivating citizens to hold networking meetings.

- Lack of motivation among citizens in the project's defined target group is reported: Many of the most disadvantaged citizens have very little or very little contact with their networks and rarely have acute issues that they want addressed in network meetings. Testing the method "in the small" turns out to increase motivation.

- Project requirement for documentation (filling out forms, recording video, etc.) has created barriers for some citizens. Establishment of VUM investigations and collection of diagnosis, which has been a requirement in the project, has also been time consuming.

- The municipalities have continuously worked to ensure management support at relevant levels. The places where municipalities report about lack of leadership support, it is about shortages in terms of recruitment and support for the network meetings. In these respects, there is a need for management support in regional psychiatry and internally in the municipality, among other things in the areas of government and employment.

- The project municipalities have been committed to a special project organization (with the steering committee, working group and project manager) and devising a variety of implementation tools. The municipality says that they would, to some extent, use these or similar tools if they should implement in normal operation, but that the tools only work proper degree of management involvement. A key factor for implementation is a coordinator function like the project managers in the project, as this function must be a link between praxis and management.

- There are implementation related benefits of having managers know about Open Dialogue, and the benefits increase, if managers actively participate in networking meetings. Management support is also strengthened by the fact that managers are trained in the method, which reduces the risk of decisions being made that discourage Open Dialogue. The Municipalities emphasize that one of the largest risks to implementation of Open Dialogue are management and staff replacements.

- There has not been a high degree of citizen involvement in the planning of the project, because the frames were determined in advance. However, several project employees mention the role of citizens in spreading the interest in the method as an important resource. When the good stories about Open

Dialogue occur, then the citizen is the best at conveying convincingly to other citizens and to professionals and private collaboration partners.

- The strong focus of the project on holding network meetings is a driving force for implementation. The learning of the Open Dialog staff is optimized through experience, and citizens and networks, including managers' understanding and support for the method, are promoted by that they have experiences with networking meetings.

- The project employees have been very confident in the method and report that they have benefited teaching. However, supervision and sparring are crucial to the development of skills, since it is through supervision, including case supervision with the use of video, that Open Dialogue employees become smarter and develop their own skills. The manual plays an important role. The role of guiding action in relation to planning and holding the Open Dialogue network meetings. The manual is used less and less as employees gain experience and confidentiality of holding network meetings

- The project employees are motivated to work with the method going forward. They report that it challenges the professional role of meeting citizens with the openness of the Open Dialogue adds up. They are experiencing a professional development process as well as increased job satisfaction.

- The implementation evaluation makes it probable that the competency development program, in combination with nation with the holding of actual network meetings, has been sufficient to make Open Dialogue employees are able to hold network meetings according to the principles of Open Dialogue with a satisfactory degree of fidelity.

6 Results of the Method Test

In the previous chapter we have highlighted the extent to which it has succeeded in securing implementing Open Dialogue through organization, leadership and competence development. The Implementation evaluation has been based on the input theories that have been prepared for respectively organising and management and competence development, as well as in fidelity monitoring. The Implementation evaluation is likely that the citizens who participated in the project have been exposed to Open dialogue.

In this chapter, we present the results of the method test, that is, the citizen focused effort. The theory of action for the civil action is shown in the figure below. [18]

Figure 23: Action theory civic action, Open Dialogue

Resources	Activities	Results on short-term	Results on short-term	Results on long-term
	Motivation. Citizen meets as collaborator	The citizen experiences coherence and continuity in the action		Everyday life functions better Physical well-being Participation in local community
	Start-up, including appointment of coordinator	The citizen experiences being taken seriously and prioritised	The citizen feels seen and heard	Actor in own life Experience of dignity
Organising and management	Wishes, needs and challenges are examined Network mapping	The citizen experiences to have influence on the course		Experience of being able to make more competent decisions
Competence development of OD-employees	Cooperation with citizen around planning of the network meeting	The citizen experiences non-judgemental language and equality in the room	The citizen and the network experience opportunity (room) for new courses of action	Better interaction in private and professional network
	Invitation to and expectation vote in relation to network	The citizen gains confidence and dares tell in own way and express need		Education work
	Network meetings with the correct participants and held according to OD-principles	New ways to talk together and new understanding of the situation	The citizen and the network experience a new cohesion	Reduction in consumption of health-care services

At the far left of the figure, you will see the implementation themes that have been discussed above chapter, namely the organizational and managerial frameworks for the practice of Open Dialogue as well as competence development of the employees. As shown in the figure above, these themes should be understood as resources for the Open Dialogue effort that targets the citizens that can take place.

The activities constitute the specific practice of Open Dialogue, as described in the manual. The monitoring of these is partly covered by the fidelity monitoring, which must document that Open Dialogue employees frame Open Dialogue course based on the seven principles, as they are described in the manual. However,

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[18] At the start of the project, DEFACTUM, in collaboration with an expert panel, a detailed response prepared theory belonging to underlying professional assumptions. The evaluation is organized based on the detailed action-theory, which is presented here in a simplified and clearer version

the special nature of the method makes it difficult to separate the fidelity monitoring of the performance of Open Dialogue from the evaluation of the results. E.g. if citizens tell that they have had the opportunity to express their needs, and that they feel seen and heard, these statements are both indicative of the success of the Open Dialogue employee in carrying out the activities related to Open Dialogue and an indication of the effect Open dialogue has on the citizen.

This chapter will thus be about how citizens, employees and networks experience that the method has been carried out (activities and short-term results) and what it has resulted in citizen and the network (short- and long-term results).

The chapter contributes to steps 2, 3 and 4 of Contribution Analysis, as described in Section 3.1.2:

Step 2: Ensure that the action theory of implementation theory is followed: the analysis experiences of activities of the citizens, the employees and the network. and short-term results must – together with the implementation evaluation – help determine the extent to which it is successful to perform Open Dialogue and the sub-elements of the method. The analysis of activities of the method contributes to nuance the fidelity assessment, by providing knowledge of the challenges that implementation activities of Open - Dialogue involve and by identifying focal points for the practice of the method.

Step 3: Collecting and analysing data that can confirm or corroborate (probable)
The theory of urgency: The quantitative and qualitative data collected document the development of citizens, and their analysis is used to confirm or disconfirm that Open Dialog brings with the expected changes for the citizen.

Step 4: Other influencing variables are monitored, and their possible contributions recognized:
The data collected adds knowledge of other possible factors that influence the results, which can be used in the last step of Contribution Analysis.

Experience by the Citizens and Network Members of Open Dialogue Programs and short-term results are collected through questionnaires after all network meetings and interviews with 10 committees-tea citizens, their networks and Open Dialogue staff. Of these 10 case descriptions, three have been the subject of an audit process in which an expert panel has assessed development of the citizens concerned, and to what extent this is due to the fact that they have been included in Open Dialogue courses of the project. Thus, discussions in the Audit panel are based on only three selected cases but involve broad experience with the target group and with Open Dialogue from the panel participants. Discussions from the panel are used in the evaluation to support the analysis of contribution of Open Dialogue to development of the citizens. (Contribution Analysis) and to put the analysis of the evaluation results into perspective. The overall analysis of whether Open Dialog can be attributed to an independent contribution to the citizens development, is done in section 6.6.

The chapter contains the following:
- A presentation of citizens, network and Open Dialogue employees' experience of meta-its performance and the audit panel's discussions of these themes
- A presentation of citizens, network and Open Dialog staff's assessments of short-term results of the method and the audit panel's discussions of these themes
- A presentation of citizens' overall satisfaction with and assessment of their benefits from the course

- A description of the results of the pre- and post-measurement of development of the citizens as an indicator on the long-term results of the method
- An overall effect evaluation with an assessment of the extent to which the results can be attributed Open dialogue and / or elements of this and discuss what other factors can affect the results.

6.1 Data sources

Data on performance and results of the method are based on the following sources:

Table 3: Data basis, performance and results

data Source	Time	data
Master forms for citizens	When recruiting for the project	Background and contextual factors
Self-Reporting Questionnaires for citizens (MHRM and WHO-5	At the start and end of the course	Development of citizen
Questionnaire Survey (CSQ)	After the process	Satisfaction with the process by the citizens
Questionnaires on fidelity	After each network meeting	Meeting time, place and participants Assessment of the meeting by the OD team
Network questionnaires from citizens and networks	After each network meeting	Assessment of the meeting by participants
A total of 35 interviews included in 10 case studies	When the citizen has had at least two network meetings	Experience of citizen, network and employee with Open Dialogue
Audit process	At the end of the project	Assessment by the Audit panel on the degree and the results of Open Dialogue based on three cases

6.2 Assessment of performance of the method

The assessment of the execution of the method relates to which degree, networks and Open Dialogue employees, have succeeded in implementing Open Dialogue according to citizens, the seven principles and the manual. The following is chronologically structured according to the Open Dialogue process, as described in the manual (see flow model in section 4.3.1): Start-up of the Open Dialogue processes, network mapping, scheduling of the network meetings, the network meeting participants, organizing the network meetings and closing/following up on the network meetings.

6.2.1 Starting the Open Dialogue Programs

The initial motivational work
Open Dialogue emerged as an offer to citizens in emergency crises, where the needs of the citizen meant one quick start-up, scheduling and network meeting within 24 hours. Flow model of the manual for this project shows that the process is initiated by contacting from citizen, relatives or visitors (p. 1). In the project, however, the circumstances have been such that The Open Dialogue staff has increasingly sought

after and has motivated citizens to be included in the Open Dialogue processes, including giving consent and participating in the evaluation. These project conditions have provided a framework for how Open Dialogue has started. In the explanatory text this has also been taken into account with this formulation (p. 3):

> Before the launch of an Open Dialogue process there can be a non-negligible work of examination/motivation, before the citizen says yes to the offer to be included in a process. However, the process itself starts, when the citizen has accepted the offer and signed the declaration of consent. The process prior to the actual Open Dialogue courses is therefore not included in this manual.

In chapter 5 about implementation it is described, how motivational work has taken time and that it to a certain extent has been about persuading citizens in target group of the project to test Open dialogue. Thus, the testing of Open Dialogue in this project has thus meant considerable motivation work. It therefore differs from the original model in West Lapland, where Open Dialogue principles are generally guiding the approach in crisis situations.

The audit panel discusses these terms for the Open Dialogue test. They believe that on the one hand it means that in some cases that an Open Dialogue course is initiated more for the sake of the project than for the sake of the citizen, but also that on the other hand it is perfectly OK to motivate the citizen and also to hold the first network meetings as "warm up" and then hold meetings, where needs of the citizen have become clearer. However, this requires the employees to be continuously aware of the processes in the course to return to all seven principles and ensure to bring them all into play.

Quick help as relative principle

As mentioned, instructions from the manual only start after the process of motivation, when the citizen has given consent to enter an Open Dialogue process. In the description of the start-up phase of the process there is in addition to the continuous focus on meeting the citizen as a partner and cover the wishes and needs of the citizen, focus on rapid response and on the appointment of a coordinator.

The manual operationalizes the principle of quick assistance in the start-up phase as follows (p. 3):

When the citizen is approached for the effort, it is important to make contact as soon as possible to the citizen and/or his/her family to initiate a dialogue with the citizen. In this way you signal seriousness in your inquiry from the beginning. A quick start-up and contact with the citizen can also help maintain the motivation of the citizen to be part of an Open Dialogue.

In the project, the Open Dialog staff has stated how quickly the process happened in the first phases. Below is the registration of the time period from the citizen for the first time hears about Open Dialogue and till the first network meeting is held.

Figure 24: Time from citizen hearing about Open Dialogue till first networking meeting
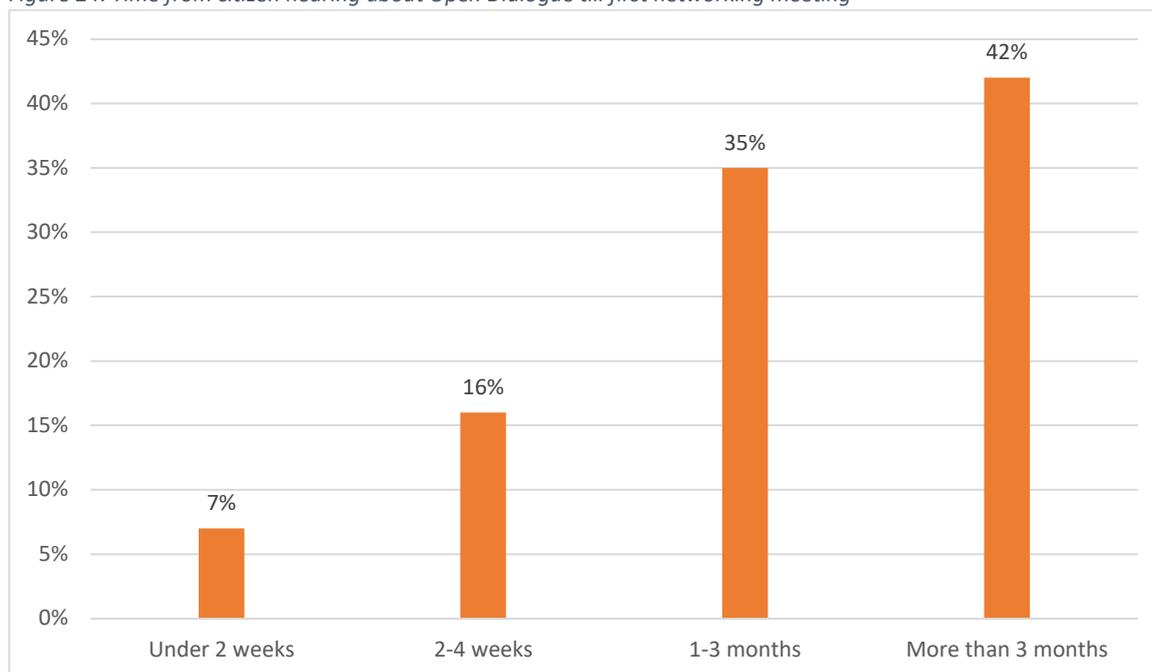
N= 95

The records show that in most cases (77%) more than one month has passed since the citizen was first told about the opportunity to participate in an Open Dialogue course to when first meeting was held. 42% of the citizens have experienced that there has passed more than three months. For 16% (corresponding to 15 citizens) the process lasted 2-4 weeks, while for 7% (7 citizens) the process lasted under two weeks, from them hearing about Open Dialogue to first meeting held. Reservation must be made for the registrations been challenging, since citizens can have their first talk about Open Dialogue in many contexts and to varying degrees. But we nevertheless see that process may be relatively long from a citizen hearing about Open Dialogue to the first network meeting being held.

In the time between the first contact and the first meeting, the Open Dialog employees have in cooperation with the citizen examined needs of the citizen, made network mapping, scheduled the meeting and invited participants. Thus, there can be many reasons why the process takes months. Several Open Dialogue employees express that the principle of speed is important, while at the same time much also depends on what is possible in regard to scheduling meetings.

It is evident from interviews with citizens and employees that it may also be in accordance with the need of the citizen that a certain amount of time goes into planning. Sometimes the citizen has had to consider who to join for a long time, and in that way many months can pass before the meeting turns into something, explains employees and citizens. Several of the interviewed citizens also tell that it took them a long time at all to decide that they would try Open Dialogue.

Speed is described by several of the employees and by the audit panel as a relative principle that is difficult to concretize. In the kind of process, which the project involves, the audit panel discusses, how it is more about a response need rather than the original 24 hour-principle, this means speed becomes a matter of discovering and responding to needs of the citizen as they arise. The panel calls it "exploiting open windows

from a network-oriented perspective". We return to the issue of speed in the section on planning network meetings.

The role of the coordinator in the start of the OD course
As part of the start-up phase, a coordinator is always appointed for the citizen in the project, but responsibility of the coordinator and their relation to the citizen has not appeared quite unambiguously in the project. The manual defines the role of the coordinator as follows (p. 3):

> A coordinator is appointed in consultation with the citizen, who is the regular professional in the municipality in the course of the citizen and who can follow the citizen across the systems that the citizen is involved with.

A recurring discussion was about whether the coordinator should know the citizen well and be close to the citizen in everyday life, to have greater opportunity to discover needs and openings, as well as to ensure continuity and coherence, or whether the coordinator should be foreign to the citizen in order to approach the planning of the Open Dialogue process openly. When in many cases, it is the coordinator, who is meeting leader [19] at the network meetings it can especially provide one advantage of being outsiders, so that one can take a non-knowing position to a greater extent.

Appointment of the coordinator has been done differently in the projects of the five municipalities. In three municipalities the coordinator has often been a contact person or housing assistance worker for the citizen in advance, while in two of the five municipalities the interviews suggest that one basically ensures that the coordinator does not know the citizen thoroughly and does not cooperate with the citizen on a daily basis, however, without it being a firm principle. In general, citizens seem to have been given a coordinator, "as it falls naturally, "as one employee puts it. When you know the citizen on a daily basis, you have to work with not mixing things up, several of the employees explain. The advantage of being outsiders is mentioned during several interviews, for example:

> So, I really think there is something positive about coming and not knowing much. And then that is also what you are used to.

The role of the coordinator in the Open Dialogue process is discussed again in later sections.

6.2.2 Network mapping
In connection with the start-up phase, the manual clarifies one of the first steps in Open Dialogue process as follows (p. 4):

> As part of the initial contact with the citizen, private and professional networks of the citizen are also attempted to be mapped. The mapping must identify relevant persons in the network that the citizen is surrounded by, which are important in the life of the citizen, and thus potentially relevant to involve in network meetings.

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[19] According to the records from the network meetings this is the case for 47% of the meetings.

Initial network mapping

The manual contains tools and templates for network overview and network maps. The registrations from the network team shows that prior to first network meeting of the citizen, network overview on 57% of cases (corresponding to 58 of the first network meetings) and network cards in 56% of cases (57 of the first network meetings) is prepared. Almost every time, the network overview and network card is prepared in collaboration with the citizen (a single time network overview is not prepared in collaboration with citizen).

The manual suggests that the tools described should be used, but apparently it is only in just over half of the processes that a network overview and network maps have been prepared prior to that first network meeting.

A project employee tells during an interview that it is a relatively long time they spend preparing the network overview and she is considering how to solve this resource challenge. In a future work with Open Dialogue, the employee does not believe that they can spend a similar amount of time on this part of the process. Conversely, it is also through this work that they figure out what resources are in the network. The employee contemplates that it might help, if the citizen knows Open Dialogue as an offer, and thus starts a process with some wishes for themes and who should be invited.

The Audit Panel notes the importance of the network perspective always being present in the Open Dialogue process, but in their opinion, there should be freedom in regards to what kinds of tools one uses and that a blank paper can work just fine. The two tools the manual offers are as mentioned used in approximately half the cases. The evaluation cannot determine whether and how the network mapping is done in the other cases.

Ongoing network mapping

The continuous work with the network mapping is described in the manual as a central part of the Open Dialogue process. It appears that the coordinator in collaboration with the citizen "has the responsibility to continually map and involve significant individuals from the network of the citizen" (p.6). Also, the Audit Panel highlights the importance of ongoing network mapping and demand a clearer insight into whether there is worked continuously on network mapping in the three courses, they go through. [20] The audit panel discusses the risk that lack of work that network mapping may entail that the opportunity to expand the network participation is not sufficiently opened.

There are no statements as to whether the mapping of the network has been continuously collected in the course of the citizens. Interview with Open Dialog staff, however, shows examples of there not being worked with the network mapping between the meetings. With reservations that it has not been explicit focus on the ongoing network mapping in the evaluation, the results point out the fact that the project did not work as much with the network mapping as the manual sets the stage for.

6.2.3 Schedule the network meetings

According to the manual, planning the network meetings entail an explanation of the practical terms in connection with the network meetings, this means, who should be invited to the meetings where they must be held and when. The planning must be done in collaboration with the citizen and be characterized

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[20] The audit panel would among other things want to have seen any network overview and network map in regard to the ongoing case courses. However, these are not obtained as part of the evaluation.

by flexibility and mobility towards the citizen, so that the course is adapted to specific or changeable needs of the citizen.

Collaboration with the citizen

According to the Open Dialog staff, the network meetings have mostly been planned together with the citizen. Based on 296 responses of surveys of fidelity, employees respond that this to a large extent (91%) or to some extent (8%) has happened. In four cases (1%) they respond that this happens to a lesser extent.

Citizens were also asked after each network meeting to answer whether they had contributed with planning the network meeting, for example, where it was held and who was invited. The figure below shows the response distribution:

Figure 25: Have you helped plan the network meeting, for example, where it is held and who is invited
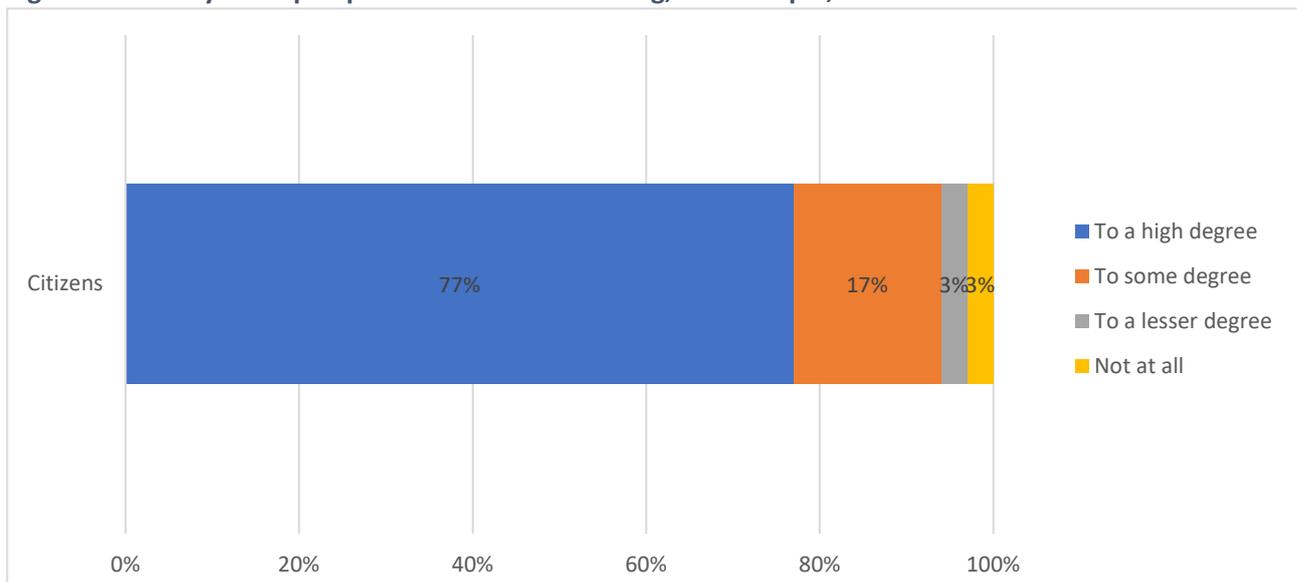
N=313

The vast majority of times the citizens have responded that they have contributed with planning the network meetings to high extent or some extent. For 3% of the meetings, citizens respond less (i.e. 10 citizen responses), and a similar number of times, the citizens reply that they have not participated at all in planning the network meeting. Thus, citizens respond a little less favourably to their involvement in the scheduling of the meetings than the Open Dialogue staff does, but the answers do testify predominantly about an experience of high degree of collaboration.

The interviews with employees show that it was normal practice for the coordinator to have met the citizen before the network meeting, to clarify needs and wants. This part of the planning of the meetings has been in line with what the manual sets out. A case example illustrates how this process can proceed:

Case example of planning for the meeting

A case citizen says that he typically in collaboration with his support contact persons have found out that it would be a good idea to hold another meeting. Then the support contact persons contacted the Open Dialogue team to plan the meeting.

> *We have thought that the problem that is here could be interesting to come through OD. And then typically it is my contact person, who has started presenting it for the OD [team] and then they have subsequently contacted me to set-up a preliminary meeting.*

Invitation of network participants

The interviewed citizens have generally experienced being involved in the invitation of the participants to the network meetings. There is a difference between whether citizens want to get involved in the invitation of participants and in the planning of: "The administrative", as a citizen in one of the case examples below describes it:

Case examples of collaboration around invitation

Example 1
In this example, the citizen and the coordinator explains how they have worked together to formulate a written invitation. The citizen describes how he said what was to be said, and then the coordinator helped him write it, "so it sounded nice". They have also provided a leaflet about the project and about Open Dialogue to the participants. The citizen let the coordinator be in charge of the invitation by e-mail to among others, the job center employee. The citizen would like to hand over the invitations to the private network participants and to people in the professional network, whom the citizen felt closer to.

Example 2
The citizen in this example explains that she did not want to be in charge of the invitation herself. She has a positive experience of her being involved in planning the meetings to the extent that she wished:

> *Well, it was not me, who had to send out letters, and that was fine, because I should not interfere in that. But I have contributed in deciding what it should be about, who will join. I have been allowed to decide what I wanted to decide and fortunately did not account for all the administrative. In fact, I think it has been super.*

The case examples show how the wishes of the citizens for the cooperation on the invitations have been different and sometimes the citizens have refused to participate in the planning of the meetings and have left this to their coordinator. Other case examples also show that the citizens in some cases increasingly get involved in scheduling the network meetings during the Open Dialogue process.

The location of the network meeting

Part of the flexibility principle in Open Dialogue is about mobility: whether the meeting should be held where it makes the most sense for the citizen and the network. The manual shows that coordinator, after agreeing with the citizen, who from the network participates in the network meeting, initiates a dialogue with the citizen about where the network meeting should be held. Furthermore it appears from the manual (p. 9):

The dialogue can open for the network meeting to be held in the citizen's own home or other the place, for example with the citizen's parents, at the citizen's educational institution, meadow or in the municipality's premises. It is important that the networking meeting is held somewhere, where the citizen and people from the citizen's private network feel safe and comfortable.

Figure 26: Places where network meetings have been held
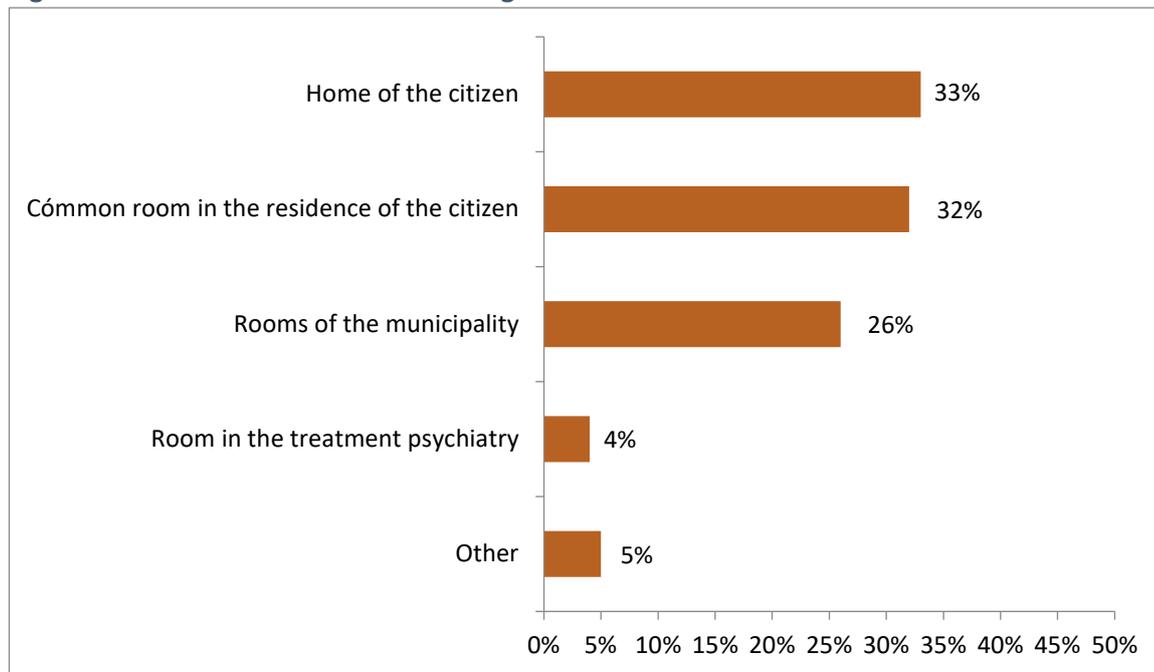
N = 217

It appears that one third of the meetings were held in what Open Dialogue staff has registered as home of the citizen, a third in a common room in the residence of the citizen and a quarter in what is registered as municipal rooms. A small portion, 4%, is held in a room at psychiatric hospital.[21] The following case examples illustrate different needs in relation to meeting locations:

Case examples of meeting locations

Example 1
One of the case citizens, who has had about five meetings in its Open Dialogue program, says that it makes a big difference to him that the meetings have not been located in an office, but that they have been homely and safe environments. That makes it "less tight and official," the citizen explains. Although they have been several participants each time, the citizen has experienced that the meetings have been more relaxed than regular meetings, since they were home at home with his parents, and been more flexible if a break was needed.

Example 2
One of the case citizens has held his relatively many meetings in one of the social psychiatry rooms close to the residential facility of the citizen. The citizen says that it is good that the meetings are held at a neutral place and appreciates being able to go undisturbed from the meetings.

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The audit panel establishes that the cases they are reviewing do not indicate, whether they together with the citizen have properly taken into account the location of the meeting every single time, or whether a meeting-place is used, because it is practical for employees, and whether it automatically is held at the same place as last time. From other contexts the panel has experience with citizens or patients just not wanting network meetings to be held in municipal or regional premises. The panel believes that it is important to examine the wishes and needs of the citizen in relation to the meeting place prior to each network meeting.

One of the project workers says that she has often been the moderator in one of the residential offers, where there is a suitable room with a small sofa group with table, which has worked well. They have also regularly used another room, which according to the worker also worked fine. The worker says that it for her is more important to hold the meeting than the framework for the meeting is completely correct.

Another case example study shows that the Open Dialogue workers do a lot to adapt to wishes of the citizen.

Case example of changing meeting room

An employee cites an example of a citizen protesting against the network meeting, as they need to get going. When they talk to the citizen about the resistance to the meeting, it turns out that the citizen does not like the room they are in. In collaboration with the citizen, they find another room at the residence offer and the meeting is completed.

The example does not show whether the citizen in the planning of the meeting has been helped to think of the location of the meeting. Data from the records of where the meetings were held, along with statements from workers and participants indicate that there has been a focus on having the network meetings, when planning has otherwise made it possible, and that the venue sometimes subordinate this.[22]

Speed and flexibility during the Open Dialogue process
As mentioned in the section on the start-up phase, Open Dialogue entails a principle of quick help, however the concept of speed is best defined by the needs of the citizen. After every meeting the citizens have been asked if they assess if it went fast enough from the meeting was planned until it was held. 60% answer to a great extent and 33% answer to some extent to this question, while the citizens a few times answer to a lesser extent (5%) or not at all (2%). Thus, there are isolated cases where many have had the experience that it was not fast enough to have the meeting.

The project employees say that in some cases it has been easy to assemble the network, while there can also be major logistical challenges in getting people to the network meeting. As described in the implementation chapter, several employees have also mentioned the challenges by getting calendars of the employees to go up. One employee mentions that the changing working hours among the Open Dialogue staff have meant that it has taken three to four weeks to set up a meeting, which can be inappropriate for the citizen. The employee thinks that it should take a few days to set up a meeting. During the interviews,

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several citizens expressed that they understand well that it can take a long time to get the network meetings scheduled. However, for the citizens, it can be important that the meeting is held when the citizen is ready. One citizen says that maybe he will "become insecure, do speculation and get cold feet", if he has to wait too long for the meeting is being held. The following case examples illustrate how citizens' experiences also characterized by the cooperation with the coordinator between the meetings.

Case examples of time from pre-meeting to network meeting

Example 1
One of the case-makers tells of his experience of going too long from the presumption to the net-the workshop is held:.

> I think if I ask for a meeting and you then take a meeting where you talking about these things that it should go fairly quickly, preferably within a few weeks. And it has not always happened. It may take a month or two sometimes. The I think maybe just long enough time.

The citizen proposes an additional meeting, shortly before the network meeting, to follow up on citizen agreements. clean wishes for the meeting. In this case, it is about the framework of the meeting where the citizen does not want to stay at the center as much as the Open Dialogue form suggests. The citizen believes that they had agreed to this at the hearing, but since the network meeting is held about two months after, assures the citizen that the Open Dialogue employees have forgotten the agreement.

Example 2
In another municipality, there is an example with a citizen who even demands an extra meeting with the coordinator immediately before the network meeting. This is what the citizen needs, and the coordinator, who is also the citizen's contact person in the housing offer, gets it arranged. They do not take a hole on the themes of the network meeting at this extra meeting, but they talk about the framework, and about what is going to happen at the network meeting, says the coordinator.

The above examples illustrate that speed is not just a matter of days, weeks or months, but whether the citizen feels met, where the citizen is - whether there is response to immediate needs, which may arise with the individual citizen. In Example 2 above, it was possible to meet the citizen's desire to have a chat with the coordinator immediately before the network meeting. As one project employee describes it, the timing can be very central because the citizen "has an opinion" that the meeting should be held now.

The role of the coordinator between the network meetings
The planning of the network meetings is thus also about how Open Dialogue is best organized so that during the process of listening to and taking into account where the citizen is in his/her considerations. The coordinator in the second example above is also the citizen's contact person at the residential offer, while the coordinator in the first example does not cooperate with the citizen on a daily basis, and thus only the citizen knows about the Open Dialogue project. The question is whether the cooperation between the citizen and the coordinator is counteracted by the coordinator not being close to the citizen during the planning phase between the network meetings and that the coordinator thereby gets harder with the immediate response.

As mentioned earlier, it is different if the coordinator is appointed among one of the employees, who knows the citizen on a daily basis as a housing assistance worker, contact person or similar, or is an employee, who does not know the citizen. Interviewed project employees and also the audit panel assesses that there may be advantages to the coordinator not knowing the citizen in advance, as one then goes to the planning of the meetings with an open approach, for example in regards to whom the citizen can invite to the meetings. This can counteract the risk of the coordinator being biased on what the citizen's problem is and can help avoid it, the audit panel denotes a "tunnel vision" in relation to what can be done to a citizen. A bid to secure the openness may thus be that the coordinator is external to the citizen. This however, should be compared with the fact that the coordinator may also see the citizen along the way and manages to respond to the needs of the citizen, which is supported by the fact that there is collaboration between citizen and coordinator in addition to the network meetings.

In any case, the planning requires openness and flexibility in relation to what can be talked about how and with whom. As mentioned earlier, the method description of the project describes[23] that the flexibility in these areas must be present throughout the Open Dialogue process. The audit panel will address the principle of flexibility on the occasion that in one of the cases they undergo several meetings with mother, father and contact person in the same place and in the same way. In the course of the process, they cannot assess from the material, how the meeting frames along the way are addressed with the citizen and the network, but they point out the importance of the principle of flexibility is continuously involved.

6.2.4 Network Meeting Attendees

As stated in the manual, the network mapping and planning with the citizen lead to network meetings when needed and with the people the citizen has need is present. This section presents who participated in the project network meetings, and what citizens and Open Dialog staff think about the circle of participants. These results and the audit panel's deliberations contribute to a discussion of what the right participant circle wants say and how the theme seems to be handled in this project context.

The typical circle of participants

Records of 291 network meetings show that an average of 5.6 people participated in one network meeting. 90% of the meetings were from 4-7 participants. The typical meeting involved one citizen, 1-3 people from the private and / or professional network and 2-3 Open Dialog-employees who have joined the network team.

The records also show that in 83 cases (28% of the network meetings) been invited participants to a networking meeting that was unable or unwilling to attend. Reasons The parts, which are continuously registered by the Open Dialogue team, are of a different nature. Before that Private networks are often cited for practical reasons such as work and illness and sometimes student party, relocation and the like as a reason to reject the invitation. Moreover, reasons for missing out on reasons for lack of profits or that the private network person does not want or are interested in attending, and several times no meeting has been sent to the meeting. What regarding the professional network participants who are invited but do not participate, Open Dialog-The team often recorded practical circumstances such as illness, vacation and course as the cause. In addition, an acute circumstance is mentioned in the professional's own direction and that there is no custom to have contact with the citizen. Here, too, there are no shows where no cancellations are sent.

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[23] Open Dialogue. Part I – About the Approach. The National Board of Social Services. April 2014.

Private network involvement

The network forms from 296 meetings show that 264 times a participant has been registered from the private networks of the citizens. This means that on average 0.9 persons from private networks of the citizen per meeting. In practice, there have been network meetings with one or more people from the private network and meetings without private network participation. The registrations from the network meetings show that it is mainly the closest family who attended the network meetings.

Figure 27: Participants from private networks of the citizens

Category	Percentage
Mother	38%
Father	21%
Siblings	17%
Spouse/partner	8%
Friends	7%
Grandparents	4%
Son/Daughter	2%
Other	3%
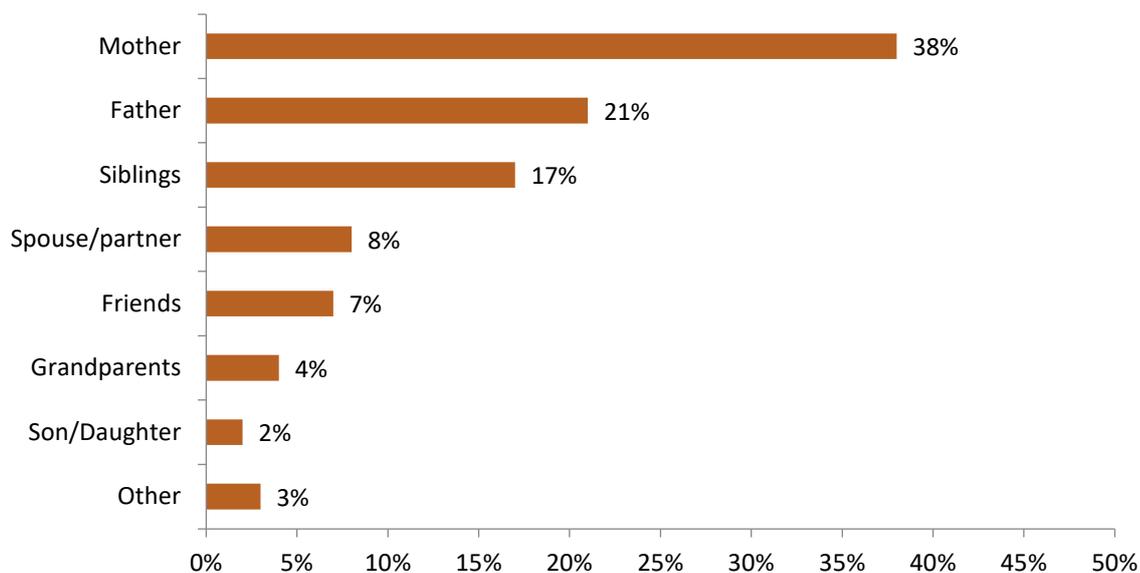
N=264

The Open Dialogue staff has experienced that citizens are pleasantly surprised at how their private networks wants to line up for the network meetings and would travel far to participate. In many cases, Open Dialogue staff has also adjusted meetings to the private network, for example, by moving the meeting home to someone from the private network, who would travel poorly on their own.

The most frequent representatives from the private network of the citizen are mother, father and siblings.[24] In the 10 courses, which are included in the case studies, it is also mainly the immediate family that is invited to attend the meetings, as in the course below

Case example of the immediate family participating as a private network

One of the case citizens states that she in collaboration with the coordinator concluded to hold the network meetings with mother and father separately, where the mother and father each brought their new partners to the meetings. The citizen and the parents say that they appreciate the meetings and the way it has been done. From the citizen it sounds like Open Dialogue has provided a better opportunity to talk about a concern about housing situation of the citizen, than other conversations have:

I think it is different because ... It is harder to talk about when you just sit. It is a bit easier in Open Dialogue, because you are asked, 'What do you think and do you have something to say and so on '.

In addition to the parents, the sister of the citizen attends one of the network meetings. During the interview the citizen does not comment on whether other persons from her private network have been considered. As a professional network, contact persons of the citizen from the residential offer participation alternate. During the interview, the citizen mentions that she has not assessed that other professionals have had to attend.

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[24] Parents also include adoptive parents and step-parents, for example "father's wife" or "mother's boyfriend"

In the three cases that the audit panel looks at, mainly the immediate family participates. The panel discusses whether Open Dialogue employees are constantly searching for the possibility of other private networks participants at the network meetings - it could be neighbours at the place of residence, friends or others. An Open Dialogue course differs from a family therapeutic approach in an open and flexible approach to the network meetings and the circle of participants; it is stated at the audit meeting. The panel again takes reservations to the fact that they cannot see from the material, how the planning of these meetings have occurred, but they want to draw attention to the importance of an open and flexible perspective on the network, where it is continuously tested whether it might be relevant to expand the circle of network participants.

Professional network involvement

It seems that from the network forms from 296 meetings that 412 times a participant has been registered from the professional network of the citizens. That means, an average of 1.4 persons from the professional network of the citizen attend per meeting. Here, too, the average covers that sometimes several people from the professional network of the citizen have participated and sometimes none. The records from the network meetings show that it is mainly housing assistance or (support) contact person of the citizen who attended the network meetings.[25]

Figure 28: Participants from the citizens' professional networks
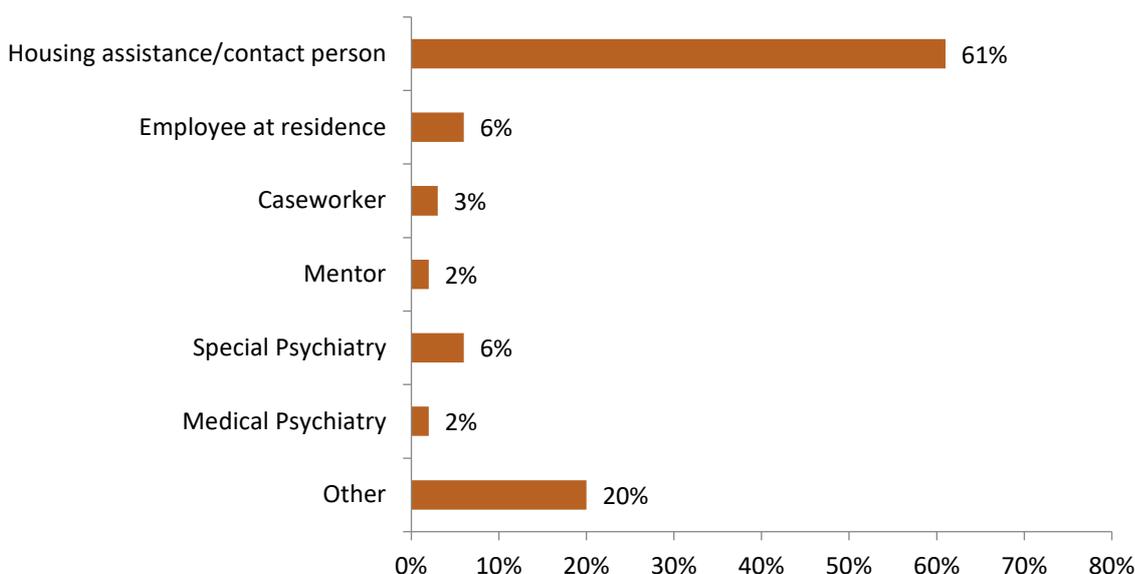
N=412

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[25] The relatively broad category Other includes several types of professional network participants, such as abuse consultant, manager, therapist, coordinator, consultant, family member contact person, as well as examples that the project employees have registered themselves as part of the professional network of the citizens.

The professional network has thus often consisted of employees closest to the citizen in social psychiatry. Housing assistance employees or contact persons make up 61% of the professional network participants.[26]

The records of the project show that from municipal and regional network meeting participants, 14% are regionally employed, corresponding to 51 times a regional employed person has been included as professional network of the citizen. [27] The cooperation does not seem to have been as strong as initially envisioned in the project, cf .the discussion about the collaboration in the chapter on implementation, section 5.2.5

Also in connection with the collection of data for the case studies, several employees mention, how they encounter scepticism in regional psychiatry – scepticism that, among other things is about the fact that citizens "cannot withstand" or are "too vulnerable" to attend network meetings of this nature. As one employee says:

> There are several of those we work with from the district who say, 'This right here is not good for the people with schizophrenia, and they should not be involved. ' And several who had actually said yes, but who then came back after talking with the district nurse and had been told that it was not something they should attend. It was challenging.

Several times, however, it is also mentioned that during the project period a positive development occurred, where professionals from the regional treatment psychiatry become more positive about the project. However, the work is challenged by resource issues. For example, an employee tells:

> So, we had one from the district psychiatry who said it was, unfortunately, one of the last meetings she could attend in this way, because they were challenged by savings, but she had prioritized that it was important for her to come. In fact, she had been given a bit more leverage in how to distribute and use her time.

The project staff say that the scepticism they encounter with the regional professionals, in some cases is also related to the fact that treatment psychiatry has started a course, for example by OPUS, which regional employees believe does the same for the citizen, which the municipality will achieve with Open Dialogue. Thus, in these cases, a form of competition to be responsible for what is considered meaningful to the citizen.

In one of the municipalities collaboration has been established across the municipality and region at planning of the project. An employee from the regional psychiatry, who participates as a meeting-leader in the project has been redeemed. They thereby get a reminder that there several important persons in a course of the citizen, this employee assesses:

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[26] Together with employees from the residential services and those, who are registered as "mentor" that in some cases are also employees in a housing offer, employees who are close to the citizen on a daily basis make up about 70% of the participants. In addition, the participants, who for example are registered as "coordinator" that now is included in the Other category.

[27] 354 times is registered that the professional network (in addition to the network team) is municipal or regional employed. 86% of these are thus municipal employees.

> *I don't know ... if you wanted to close more about oneself and your own organising, organization, if you did not now have that collaboration through the project. I could well fear that one would. Forget a little that there are some other important people, who must also be included.*

In relation to the presentation in the method description, it can be found that cooperation of the project employees with regional professionals has been challenged by scepticism, resource constraints and competition to do the best possible for the patients/citizens. There are differences between the municipal projects and also cases, where the cooperation has developed positively during the project period. Furthermore, increased cooperation is experienced in the case, where there has been a concrete collaboration with the region about acquiring an employee.

Considerations of the participants on Participant Circle
The project employees often indicate that the best meetings are those, where there are both private and professionals, as they foster insight and collaboration. It is emphasized that the professionals get something out of seeing, how the citizen speaks to the private network. Resources are emerging that the professional participants may not have seen, and also ideas for what can help the citizen. The case below shows an example of this type of experience providing ideas to several relevant network participants.

Case study of considerations about several from the professional networks
The interviewed housing support employee has been the only professional network participant in network meetings of this case citizen. The housing support employee sees it as an advantage, if also the general practitioner of the citizen attends a network meeting:

Her own doctor would also have gotten a completely different picture of [the citizen] if she now for example had helped such a meeting, in relation to also evaluate on everything else [...]. So, I just think again that it would be good to see a bigger image of what the [citizen] also contains. After all, a doctor sees her shortly, when you are inside such a consultation.

As can be seen, there is a relatively narrow representation of the professional network in the network meetings in the project. For example, the records do not show that a general practitioner attended a network meeting. This is evident from interviews with citizens and project employees that the citizens often did not want to invite other people than the closest professionals from the social psychiatry with as professional network.

However, in one of the following case examples, it is the case that the citizen wants more professionals, but the coordinator does not immediately find it relevant. The case examples illustrate how the question of who is going to attend the network meetings is about very different things.

Case examples of how many people will attend the network meeting

Example 1
Family members, support contact persons attended five network meetings of this citizen and at one meeting a specialist from the regional psychiatry. The coordinator says that she at the beginning of the course of the citizen advises the citizen to limit the professional network, so there not too many people at the meeting. The citizen basically wants their doctor and their chiropractor to join the meeting. These people are not invited. The coordinator, who is also chair of the citizen's meetings, however, says during the subsequent interview that there might well have been more at the meeting.

Example 2
This citizen held a network meeting with a total of eight participants. She invites four people from her private network and her housing support. The citizen says that she based on the Open Dialogue folder, had understood it that way that it is good to be many at the network meeting. Therefore, she invites the four closest from her private network, who are affected by her situation. Later she finds out the fact that she does not have to bring so many. Based on her reading of the folder about Open Dialogue, she has from the word "meeting" thought that two would be too few. The citizen thinks, they were too many for the meeting. She suggests that it is exemplified in the material that it is up to one's self, how many people you want to bring to the meeting:

> If it should have been optimal for me, then it would have been optimal to know that it was not necessary to gather the whole city to ... It may well be that I had gathered them all anyway, all eight people, because for some things that were the most relevant all five have to be informed. But just that I had known that you can settle for two. It would have been optimal just to have known it.

The citizens define relevant circle of participants

In the vast majority of cases, however, it seems that the employees in the project have paid close attention to let the citizens decide, who should attend the meetings. It appears from several of the cases, that the security of the citizen and own wishes have been paramount in relation to who they have wanted join their network meetings. A citizen tells how he or she due to security does not want the nurse from the outpatient psychiatry to participate and if the new psychologist of the citizen must attend, it depends on whether the citizen feels comfortable with this person:

> Well, I would not feel well with inviting the nurse, because we are just not on good terms. I am not really comfortable with her ... But I have to start with psychologist, and if I get comfortable with her, I might possibly invite her.

In the project manual it is pointed out that the citizen decides, but also in a repetitive process before each network meeting the coordinator goes into dialogue with the citizen about the circle of participants (p.8):

It is the citizen who decides which people from the network are invited to participate-give at the individual network meeting. However, the coordinator must ensure that the correct support-tea and help opportunities are present at network meetings and must be able to deal with the citizen if the coordinator considers that other persons in the network could be relevant to involve in the network meeting given the citizen's challenges and needs.

In the project, the security of the citizen has been taken seriously, and apparently it has been added great emphasis on decision of the citizen on who should attend. It is not clear from the results of evaluation, to which extent and how there has been "negotiation" from the side of the coordinator compared to the network, but there seems to be less emphasis on "negotiating" with the citizen about expanding the network than the manual suggests.

A project employee says that she has done a lot in the course, she has been involved in the project, very rarely has experienced that there has been a municipal case manager and only occasionally one therapist from the psychiatry. The employee makes the thought that citizens probably initially think of the family and the closest professional network. The regional employees are probably the next in the ranks of the citizens, and only then come caseworkers and others. "We have done it, we have been able to come to and which has made sense, " the employee says, which also signifies the first phase of the Open Dialogue test for a "pioneer phase", where the citizens must experience Open Dialogue, and this may be best done with the nearest network.

Can the circle of participants be too narrow?
The audit panel notes how the meetings, they see described seem to work well and benefit the citizens, also even if the meetings can be termed as "small" in relation to network involvement. To which we return are the results of the municipalities' testing of Open Dialogue positively, also even though the circle of participants has often been narrow, i.e. with the immediate family and the closest cooperation partner in social psychiatry. During the test it has been important to get started and just get tested on Open Dialogue.

However, the panel also discusses whether citizens can benefit more from network meetings, if more types of network participants come in than just the contact person/ the resident support worker and the immediate family. The panel considers that it strengthens the contact person's cooperation with the citizen to participate as a professional network. At the same time, it is according to the panel, important with an open network perspective, which may include other professional persons, who may be important to the citizen.

Here again it should be mentioned that the ongoing network mapping is not thoroughly elucidated in the evaluation and the Audit Panel also makes reservations that they have no insight into how the cooperation with the citizens have specifically formed themselves to put together and develop the networks. Still, the panel wants to point out the relevance of this ongoing network work occurring with a flexible and open perspective on, what can be important and stimulating for the citizen. If only the parents and, for example, the contact person attend several meetings, there may be a risk that it causes a feeling of loneliness in the parents, because the network around the citizen appears flimsy. Designation of the Audit Panel is that there may happen a "passive reduction in the relations ". It should be understood that the family and the citizen themselves may need to experience that there are more people around the citizen than the immediate family and contact person/ housing support . One should constantly put the networking thought process at risk, the panel explains, for example, by asking at the network meeting: Why is it only us, who sit here? Are there voices missing?

6.2.5 The Network Meetings
The manual describes three steps in connection with the network meeting: Framing, holding and rounding off the network meeting. Experience of these elements at the network meeting by the citizens, network and the Open Dialogue employees is present in the following.

The framing of the meetings has been strong

The overall framing is about welcoming participants and ensuring a good and safe atmosphere from the start of the meeting and to round up the meeting in a proper way. Participants must preferably be informed about the framework in advance, just like the framework is often reviewed at the meeting. The registrations after each network meeting show that Open Dialogue employees in most cases report that the participants at the meeting were informed what a network meeting is according to the principles of Open Dialogue in advance. 60% thus answer to a large extent to this question, while 39% answer to some extent and 1% to a lesser extent.

Registrations by the participants immediately after each network meeting also overall shows that they have been informed what an Open Dialogue Network meeting is, although there are some, both citizens and private and professional network participants who respond that they only to a lesser extent or not at all have been informed about what an Open Dialogue Network meeting is.

Figure 29: Have you explained what an Open Dialogue Network meeting is prior to today's meeting
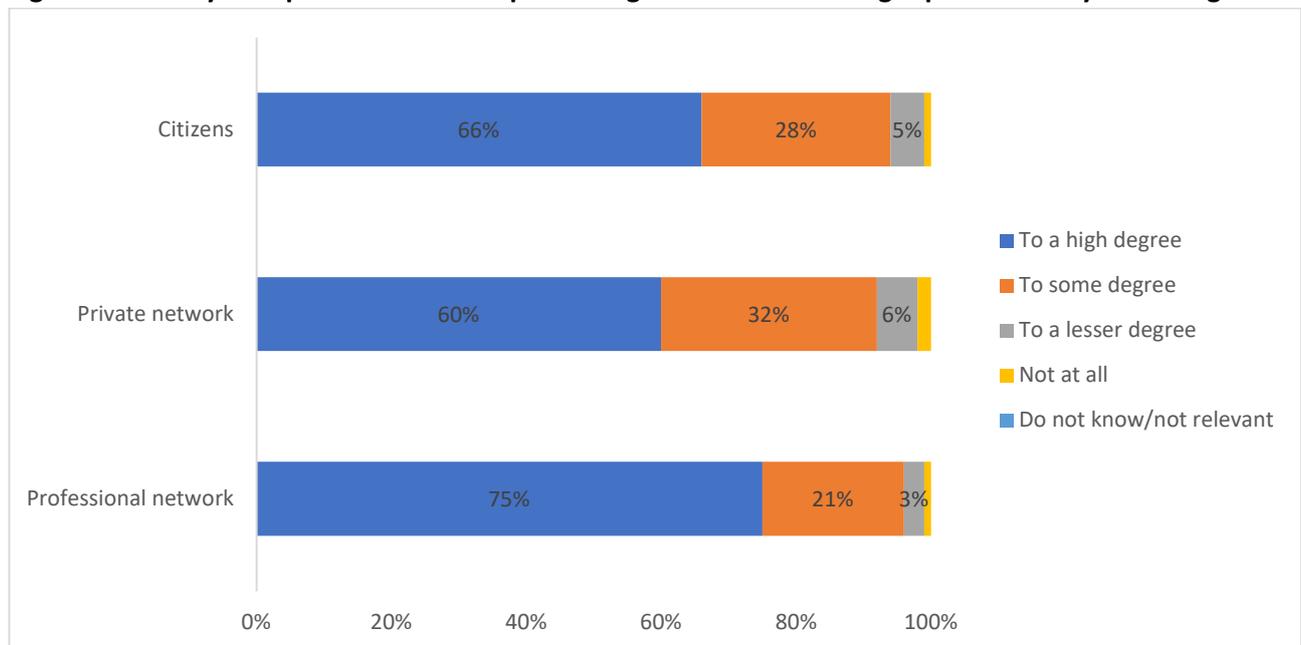
Citizen: N=314, private network: N=302, professional network N=447

In relation to whether the meeting has started well, more than 90% of participants say that it is to a great extent, and some answer to some extent.

The majority of the participants also find that the meeting ended in a good way. In total, answer above 90% of all meeting attendees concluded that the meetings were completed to a good or some degree.

During the interviews, most of the interviewees say that the meetings are well set, and that, for example, they explain who has what roles at the meeting.

In general, the setting of the meetings seems to have been strong, which is also noted by the audit panel in their review of three Open Dialogue courses. It is stated that "playbook" of the meetings seems to have been followed.

Case example of a strong framework for the network meeting

In one of the examples from the case processes, both individuals in the citizen's network team must be replaced in the middle of the process as the two employees leave their positions and Open for different reasons Dialog project. The new network team continues the meeting in a way that ensures continuity seems assured and participants continue to rate the meetings positively. The contact says about the successful change of employees.

> That it is the form that somehow carries through, or means that it can continue. But of course the shape is also the two new ones that take on the same roles on themselves. So, they can be recognized 100% on the link that ... well they do just that same as [the former network team] did.

A meeting form to get used to

Several citizens say that they need to get used to the meeting form. A citizen tells that she and the participants from her private network just had to figure out what it was about, but then that was fine.

> So, it really worked very well. But the first meeting there it was just like we needed to find out what it was really about.

Citizens say that even though they have seen a leaflet and been informed by the coordinator, what a net-workshop meeting is, then it is difficult to imagine Open Dialogue before trying it. A mother says that she had probably been presented with Open Dialogue prior to the meeting, but that she could not imagine it, before she tried it:

It was presented nicely enough, but one must experience it before it makes sense. It was not like I thought, 'wonder what that is?' And yet I did not really know, what it was until we started it. I was not unsure or uncomfortable or felt, 'Puha, what is the deal with that?' It's just hard to describe what it is for one experience.

Several citizens say that with the experience of several network meetings they get used to the form.

Case example of how the meetings get better over time

One of the case citizens tells of his experience that it is difficult to get used to the meeting style beginning:

The last two meetings I've had, it's been the best [...]. Here we got talking about a whole lot compared to the first meetings ... I think you just have to get started in order to find out what exactly is going on.

Similarly, the private network feels that the citizen does not seem completely comfortable for the first time the shape, but that it gets better as the meeting gets underway and that the second meeting is even better.

It is a special form of meeting, says most of the interviews, but all citizens will could get used to it, several of the citizens interviewed, including those who are poorly-basis. As a citizen who also has experience from several meetings, explains:

I think it is so gentle the Open Dialogue form that it is more about habituation case, and just finding security. It may well be that the first meetings will there is not so much benefit from the patient, but I often think that when you if it is bad, then you have to look at things, just be allowed to be in it, to have it bad-

and so that way in that forum could open up more. [...]. That's it, the shape it allows just being allowed to sit and listen - and that's okay, even if it's the citizen or the mentally ill person who is just the main focal point of the person can also be allowed to say, 'well, I don't have anything to say today'. But so get it one is allowed to sit and listen to the others like that. It can also be healing, I think.

The roles of the network team
The network team has defined different roles during the meeting. Thus, one is always part leader and at least two are reflectors that are part of the reflective conversation. The meeting leader can be one of the reflectors.[28]

The manual describes the role of the chairperson as follows (p. 14):

> *As a meeting leader, it is your job to guide the meeting process rather than steering it in the direction of a definite result of the meeting. It is therefore important that the meeting manager goes to the network meeting without an aim of what one wants to achieve. The best conditions to secure this is created by asking open questions and taking a non-knowing position in the dialogue, where you as a meeting leader, do not try to give the answers, but actively listens or asks what the citizen and the other participants think about it.*

A statement by a citizen points out the fact that it may be an advantage that the chairperson does not know the citizen in advance, because then there is someone asking the "stupid questions":

> *And that is fine [...]. Where we are aware of what kind of buttons that we definitely should not press. She does not know that, so all of those buttons are pressed ... so it is really good that it is that. But, if you go into the Open Dialogue project as it has been in my world, then it is also due to some problems, it can be difficult to deal with, the family in between, or those it is about, not because it goes into hard knots quickly. And it is so nice that you can bring some external, who are not involved in it and who can ask these stupid questions.*

In one of the project municipalities, an employee explains that they have tried to prioritize that the meeting manager has not had any special knowledge of the citizen, just to be curious and inquiring and not biased. From another municipality, the employees tell that before start of the project they had many talks about the roles, including whether the meeting manager could more easily ask open questions, if you did not have an understanding of the citizen. They concluded that while the coordinator could advantageously be someone who knows the citizen, it would be best to come from outside and be meeting leader and reflector. As a meeting leader and reflector, you can thereby ask questions that you may not want to ask if you know the citizen too well.

The reflective conversation
In this test, the network meetings must include at least one reflective conversation. The manual describes the reflective conversation thus (p. 15-16):

> *The reflective conversation must always occur and appear at a network meeting. The purpose is to support the dialogue by openly nourishing it through reflection over what the team has heard [...]. The reflective conversation must ensure that the participants receive the opportunity to listen to what the network team has heard, and what thoughts it has sparked. The conversation during the network meeting thus takes a turn, where the participants become the listeners, while the network team is the speaker. The reflections of the network*

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[28] According to the records from the network meetings, this has been the case in 36% of the meetings.

*team should be short and not last more than 5-10 minutes. Subsequently, participants should
have opportunity to comment on what they have heard [...]. Be aware that the reflection the
network team can appear several times at a network meeting.*

The records after each network meeting show that all the meetings have been concluded reflective
conversations. At 69% of the meetings, one reflective conversation was made, on the remaining meetings
have included 2-3 reflective conversations, once however four.

Many participants experience that reflective conversation is special, but it is rewarding. Again it requires
some getting used to. A citizen says:

It may seem a little artificial in a way that you sit right next to it[...]. At least I have a little trouble with that
and many times you want to break in and say, 'it was not exactly like that, it hung together'. You do not
have to. That is how it occurs, and that is fine too, but I'm not used to it. For me, it was very new, it was
kind of weird ... but I really think it worked fine, seen from my angle. You just have to get used to it.

Rounding off the network meeting
Rounding off the network meeting is also an important part of the framework statement. The manual says
the following on rounding off the network meeting (p. 17):

> *The purpose of the rounding is to summarize the network meeting in a good and proper
> manner. Here it is important to avoid the temptation to find immediate solutions. It is
> important to ensure that everyone leaves the meeting with a common understanding of what
> is agreed upon and that everyone is aware, if they have a task ahead of a possible next
> networking meeting [...]. All decisions made on the basis of the dialogue at the network
> meeting must happen in transparency at the meeting, and it may be a good idea to make
> written agreements in a summary/ a collection document, which is subsequently sent to the
> citizen – and with the acceptance / approval of the citizen also to the other participants.*

As mentioned earlier, the registrations after each network meeting show that the vast majority meetings
have been rounded up in a good way. There are also examples that citizens during the process can find it
difficult to open up for difficult topics. A citizen says it can be difficult, when a meeting has to end, and it is
slightly open when you go home:

All of a sudden, then we might have been around the table once, I think, and crisscrossing. And so like,
'well, now we need to stop too'. And this of course she [meeting leader] has to, or 'round off', it is called.
But it was just like, if it had been opened to ... [...]. There had been a lot of frustration that, also for the
family and something like that, and where we then had the opportunity to have them out this day there.

The interview was conducted before the citizen's course was completed, and this is shown in the interview
with the coordinator, that there is a dialogue in progress with the citizen about the next network meeting
where can address the difficult issues again.

Making agreements at the network meeting
The records show that far from always appointments are made at the network meetings, and that they are
rarely written down.

Figure 30: Appointments at the network meeting
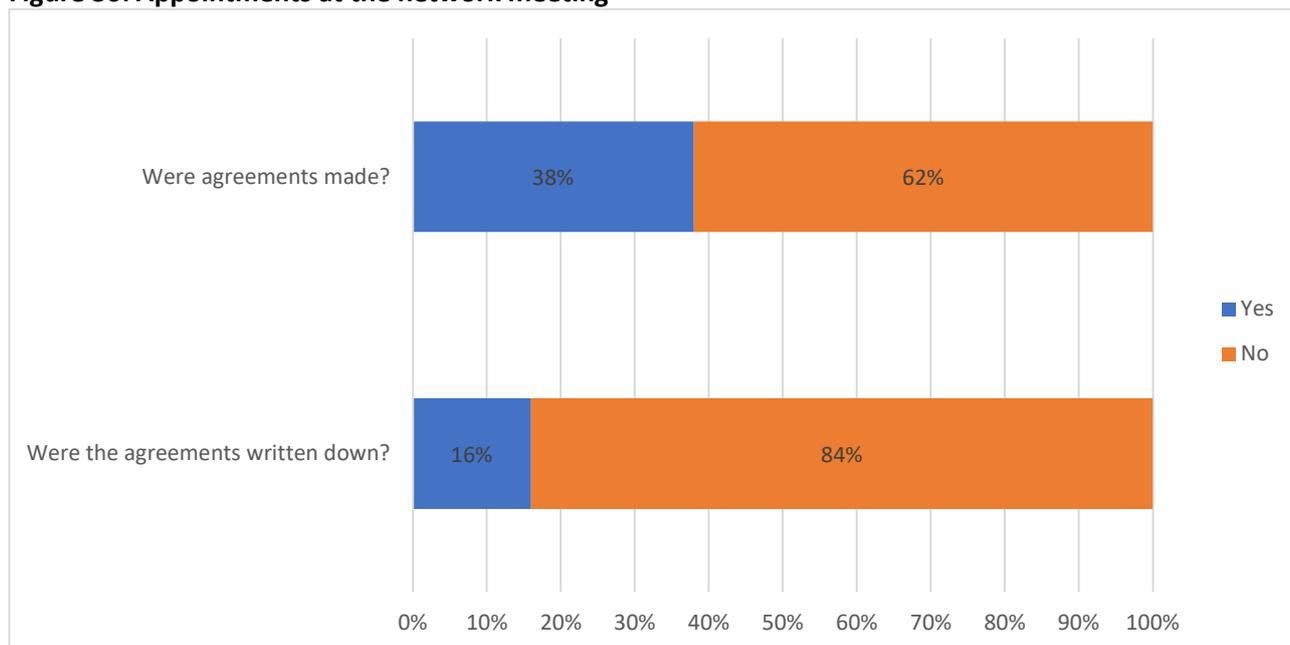
Agreements made: N=296, agreements written down: N=113

At 113 out of 296 meetings, agreements have been made and in 18 cases the agreements have been written down. According to the manual, it is proposals and not requirements that agreements are made and that these are written down. It is evident from some of the cases that there have been problems in following up on things that have been discussed at the network meetings. The manual writes in connection with the presentation of the flow model (p. 1-2):

> It is also important to emphasize that the model has a built-in circular dynamic, which implies that after each network meeting (Phase IV) it is assessed by the citizen, the network and the network team if there is a need to adjust the composition of the network(phase II), undertake new activities related to future planning (phase III), arrange a new network meeting (Phase IV), or whether it makes sense to continue the course, and/ or whether one is nearing completion (phase V). It gives the model a circular learned nature, where the process is continuously adjusted to current needs and wishes of the citizen.

However, there are not many directions or descriptions of this work between the network-meetings. The following section reviews instructions in the manual regarding the end of overall Open Dialogue courses and how this has been handled in the project.

6.2.6 Follow-up and completion of the Open Dialogue process
The manual describes that the network team should be included in ongoing dialogue with the citizen in relation to assess, whether the process is nearing completion, or new meetings are needed (p. 18).

The evaluation has had focus on the preparation and organising of network meetings and does not provide much knowledge of how this ongoing dialogue on completion of the process is conducted. The records of the Open Dialogue employees show that a relatively large proportion of the citizens end their Open Dialogue course because the project stops.[29] Others quit due to relocation, other changes in the daily life because they have gotten better, or have become worse and can no longer manage Open Dialogue. Some indicate that they do not feel that Open Dialogue can provide them more.

As mentioned, it is not clear, how the process led to the decision that Open Dialog effort must stop has taken place, as is how it is not clear, how summarization is between the meetings. According to the manual, it is part of the role of the coordinator to be in dialogue continuously with the citizen about the Open Dialogue process and following the citizen across systems, the citizen is involved. There are statements from citizens and Open Dialogue staff that point to this process has sometimes been difficult or unsatisfactory. This issue is highlighted in the next section on continuity and coherence of the effort.

6.3 Assessment of results of the method

In this section, the focus is shifted from assessments of activities of the method to assessments of results of the method, cf. the insertion theory. As described earlier, it can be difficult to discern precisely between the assessments of activities and results, as the activities associated with Open Dialogue is also being judged on whether they have been performed according to the needs of the citizen, and are get the citizen to feel like a collaboration partner and to feel seen and heard. The following will thus build upon, but also in some cases overlap with the assessment of activities of the method.

We present the experience of the citizens, the network and the Open Dialogue staff on the results of being involved in an Open Dialogue course under five headings that brings together the elements, the theory of effort identify as results in the short term: continuity and coherence, the experience of the citizen, the dialogue, the network and (room for) new opportunities for action. Audit panel discussions are included as contribution to analysis and nuance of the results.

6.3.1 Continuity and consistency
According to the theory of effort, the meeting with Open Dialogue must make the citizen experience coherence and continuity of effort. However, the question of coherence and psychological continuity, however, appears ambiguous in the project. The definition of manual of a coordinator does not create clarity, where to a large extent the coordinator must establish coherence with the other professionals, who work with the citizen, or whether the primary task is to establish psychological continuity in the Open Dialogue process, i.e. from meeting to meeting.

Continuity in the Open Dialogue-course
Several of the Open Dialogue employees explain that psychological continuity for them is about them taking the citizen seriously, ensuring that they are asked if there should be one more meeting and planning it with the citizen. As described, the employees have done a great deal of listening to the wishes and needs of the citizens. However, there are also examples of the follow-up being problematic. A few citizen cases illustrate some of the difficulties:

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[29] However, some of these continue their Open Dialogue course in the municipality after the project has ceased.

Case examples of failure to follow up on the network meeting

Example 1
The citizen tells positively about the network meetings: About having gotten a better understanding in the family and with the social worker from the job center. But the citizen is also demanding that there is collected at the network meetings to ensure that you do not fall back into old patterns. The project employee, who has been a coordinator for the citizen, explains how it can be difficult to ensure that those who attend the network meetings now also follow up on the things talked about at the meetings, especially when the citizen lives in their own apartment, and the coordinator does not have to deal with the citizen over the network meetings:

It can be a little difficult when it is citizens who live in their own apartment and are very independent. In terms of coordinating, we have had these conversations with [the citizen], when we had to plan meeting number two. But, it is not part of the OD form that you have to check up on the professionals, whether they are doing what they need to. Of course, it comes up at the meetings, if things have not worked out completely. There is an expectation that if something has been agreed upon that they each practice it, when they walk from there. We do not call the professionals a week after.

Example 2
At networking meetings of this citizen, parents and employees from the housing offer of the citizen. The employee at the housing offer of the citizen, who has participated as a professional network, without having to do with the Open Dialogue project, finds it unclear, which of the project members who are now coordinator for the citizen, as it has apparently changed in the process. The citizen and the parents both say that at a networking meeting they expressed a great desire to gather professionals from the citizen's two treatment sites at a networking meeting. However, this wish is not granted. One of the parents says:

> *We just got the understanding that we would try to bring together some of the therapists that [the citizen] had. In order to make an Open Dialogue meeting with all of them. When a year had passed, I contacted the coordinator and she said there was trouble gathering them and then we never heard from it again.*

The parents say that they were initially very satisfied with the form and outcome of the network meetings, but they are left with a negative experience that the coordinator has not managed to coordinate adequately.

As described earlier, there have been different practices regarding, whether the coordinator has to do with the citizen daily or not, and various things that speaks for and against this. The first of the above case examples indicate that there may be a problem with follow-up, when the coordinator is not dealing with the citizen daily.

The second example fuzziness is seen about who the coordinator is. It should be pointed out that this stands for itself, since the data material generally shows that the project employees have followed the instructions on appointing a coordinator, who follows the citizen from meeting to meeting. The citizens also generally have a certainty about, who is their coordinator. That part of psychological continuity seems to be adhered to. In cases where the network team has to change due to staff replacements, there are examples of how much you have of the transfer to a new coordinator and to continue the process, if the citizen has had a desire for it.

Coherence with other efforts
However, in relation to other efforts, the evaluation raises several questions. As described, there has been a relatively narrow representation of the professional network at the project network meetings. As described earlier, the involvement of the professional network, included by employees from the regional treatment psychiatry, not as strong, which is included in the municipal project descriptions and in the method description. In Example 2 above lacks a follow-up to the network meeting, as wishes of the citizen and parents to integrate other professionals are not met. The case is reviewed by the audit panel who calls this "a failure" in relation to need of the parents and the citizen for coordination and mutual understanding. The panel discusses how managerial and organizational obstacles in this and in other cases probably contribute to the employees in the project not being able to "prick" other professionals "on the shoulder" and ask them to attend network meetings.

As mentioned, the interviews with the employees and with several of the citizens show that the narrow representation of professional network for some citizens are due to the fact that the citizens have not wanted to get more from their professional network or have asked for greater degree of consistency. For example, a citizen says it is fine that only her housing support has attended the network meetings. The answer of the citizen is reproduced: "Was it coordinated with other professionals? Or is it isolated from everything from the other thing that happens around you? ":

> No, I really do not think so. After all, now my housing support was included, so that way then it really was ... then it was not isolated. But that is also what the context was, you might say. That we could talk a little further about it at our conversations and something like that. But otherwise, there were no other therapists, who were in on this way. But, I do not really think, it was relevant.

The example can thus illustrate that the citizen does not demand a greater degree of coherence with other inserted, but as mentioned in previous sections on network participants it can be discussed, whether the network perspective has been tried brought into play, and thus the opportunity to create greater consistency of the overall effort.

Responsibility for follow-up
Another issue in relation to follow-up and context is about responsibility. As discussed above, responsibilities of the coordinator may be unclear, and it can among other things be related to the coordinator has no competence to ensure follow-up on agreements as in the first example above, where the Open Dialogue employee points out that they cannot "check up on the professional "after a network meeting. From an interview with an Open Dialogue employee, how Open Dialogue staff in some cases expected the network meeting itself should ensure a greater degree of responsibility sharing and consistency in the effort, but that experience is that it does not always happen:

> *The meeting itself has an effect, but if a change between the meetings must happen ...It was something we discovered. For our colleagues who also did not know Open Dialogue, they had joined as contact persons and guests, and then they went out and thought that they had then nothing more, they should have done in that regard. But we sat as Open Dialogue people and the citizen sat and thought that we now had talked about something, which laid up a lot to changes in the effort. But, we did not talk about whether they would go out and do something different, until we see you next time. I just thought that they were lucky that they had realized by now that they must do something else. But they did not. They had realized that something else was needed. But since it was us, there were coordinators, so that was probably something we did. It is this confusion, when something is a project, and some do not know anything like that. So, it was not enough that the meeting was good enough. It also*

> *requires that someone who take responsibility for wanting to be one part of the process of change.*

The network meeting itself may be positive, but whether it will lead to changes in the approach with the professional network afterwards is thus another matter. The same employee tells that the experiences have made them to articulate the question of responsibility more clearly:

> *We have sometimes started to ask. if there are anyone, who sit with an expectation of others to actually go out and do something. That is how we approached it. To ask, 'there is an expectation that some will do something different next time we see each other that someone is acting on something, some sit with an expectation of themselves?'.*

What can be included from the network meeting?
Another theme regarding follow-up and context is about what the professional network participants can bring along with them from a network meeting. A job center employee, who has participated in two network meetings in the project, experiences that network meetings contribute to her work with the citizens: She gets an insight into how they feel and what a change will be for the individual citizen. The Job Center employee wants to prioritize Open Dialogue meetings in the future. Although they cannot replace decision meetings, they supplement them with something significant. However, that is important, the participant from the job center believes that what is discussed at the meeting can be used outside the meeting. It is therefore important that they can take a note on the Open Dialogue meeting, so that can contribute to their work, where they have a duty of note. The first time the job center employee was for a network meeting, she took note of the meeting, but at a later meeting with another citizen she got to know that the meeting was "outside note". It does not work quite well with the way of the job center of working, the job center employee explains:

> *So, in relation to our practice, then I would say that it makes really good sense that it will be written down, if there is anything relevant to the case. If it is a theme, which is called jobs and education, then I think it makes really perfect sense to write it down, especially because the job centers have a great change of employees, and there is a big change of case workers, so if anyone has to have anything out of this here in relation to the future of the citizen, then I think it gives really perfect sense to write it down. Of course, if it is information that is not relevant to the case at all, then it may well not make sense to make a big summary of it, but when the job center has attended such a meeting, then I think it should be noted.*

The job center employee says that it will be an advantage to be able to take the things from the network meetings in another context:

> It is not a forum, where the job center has to go in and make decisions. It is not what, I would think in this project. It does not mean that one cannot take the things that were talked about at that meeting, and then move on to another meeting in other frameworks.

This and the previous sections show that there has been a focus within the project framework to ensure psychological continuity through the appointment of a coordinator and the organization of network meetings based on the instructions of the manual. In terms of coherence and coordination, the network perspective is not always in play. Often, it is desire of the citizen that only the closest professional people in social psychiatry join network meetings. Open Dialogue competences of the employees and their mandate to ensure participation and follow-up of the professional network participants, however, network participants also influence the degree to which they bring the network perspective into play and thus on the degree of coordination and coherence.

6.3.2 Experience of the citizen

The theory of effort illustrates that the citizens, who participate in the Open Dialogue test must experience that be taken seriously and prioritized, to have influence on the process and to feel seen and heard. From earlier sections it appears that the citizens have overwhelmingly felt that they have influence on the scheduling of the network meetings. The following confirms this.

Citizens feel seen and heard

Citizens were asked after each network meeting, whether at the meeting they talked about what they wanted to talk about. In 97% of the cases, the citizens respond that this to a great extent or to some extent has occurred. Quite a few times, 2% and 1% (7 and 2 citizen responses respectively)of the citizens respond less or not at all.

Figure 29: Did you talk about what you would like to talk about
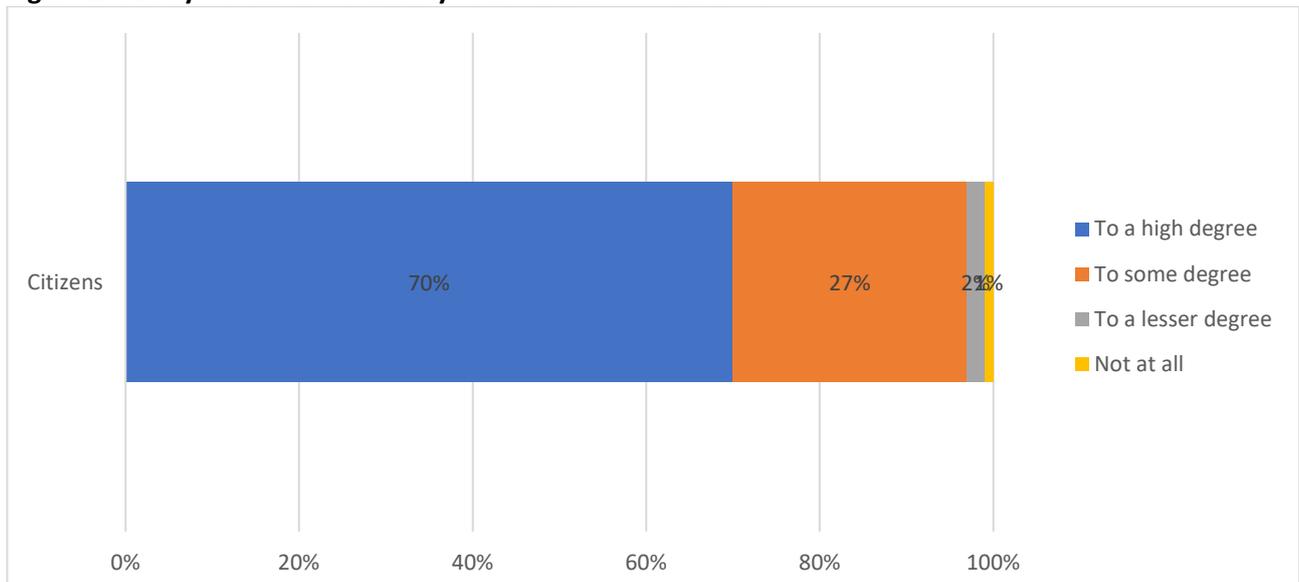
N=313

The interviews with the citizens show that they have generally experienced that they have been listened to them in the process and that they have been seen and heard. The following case examples illustrate the experience of the citizens of having an impact on the process and being taken seriously and prioritized:

Case examples of experiencing being seen and heard

<u>Example 1</u>
One citizen says that he has largely determined, what is going to happen at the network meetings. Among other things, it is important you point out who you are going with, this citizen says:

> *I think it is good to mix it up a bit. One from the family, the partner, one from the staff group and 1-2 from the outside, who are part of the treatment. It gives confidence to say, 'You have to go, you have to go .. '. It gives you the confidence to decide who you want to join. And the fact that you decide yourself gives me an incredible amount. Then, I can choose and ask and choose as I like, and I choose the ones I like, the ones I speak well with and the ones, who knows me well, who can help me, and who can talk about me in third person.*

The citizen explains how security comes gradually when you discover that you are being met, and that you decide what is being talked about:

> *You may be a little reluctant to start with Open Dialogue - so now I have to explain my situation to strangers about how I feel and that can be transgressive. But on the other hand, it is also very rewarding, once you get started talking. Because, after all, it is not dangerous. It does not matter, whether you have anxiety, paranoia, bad thoughts or problems in the family, you know that you can talk to some people who just sit and talk about what they hear. If it was me who had the money and was in the municipality, I would give five million DKK to Open Dialogue. Because, it is like going to a psychologist, but it is easier in a way, because you control what you want to talk about and to what extent you do it.*

<u>Example 2</u>
Another one of the case citizens says that he finds it important and reassuring that you are allowed to start telling at the meeting:

> *If there was one of them, you had invited, it would probably feel strange compared to if it was me who started. It just gives extra security that you are allowed to say something first.*

The examples show that it can give the citizen confidence to be the initiator of the meeting. There are however, also several examples of citizens, who do not want to start the meetings and therefore choose to involve the network initially. A citizen, for example, tells how she sent the question about the theme of the meeting to the other participants:

I started by saying that I do not like that thing with me being in focus immediately. So I asked the others, 'What do you want to talk about?'.

Balance between security and opportunities
A citizen is asked if that was her agenda at the meeting and if she was asked about some things, she did not want to say anything about. This citizen says you are not always prepared for the questions that come and that she has experienced that she "was a bit exposed in some ways. " However, the citizen concludes that it is also good:

> *So, it was a bit uncomfortable in a way, but on the other hand that is also the way it works, is it not. Because, if I only had to talk about it, or we all only have to talk about it, which we are able to talk about, then there is no scam in it. So it is also important that you touch upon some of these delicate subjects.*

Experience of the citizens of the network meetings is generally positive. The above quote illustrates a theme that the audit panel repeatedly discusses, namely how to balance that the citizen and the network experience security, while creating opportunities through network meetings. Something new can occur, when participants are noticed through the network meeting become aware of each other's perspectives. The question of openings and opportunities through Open Dialogue we return to. First, the results of establishing dialogue on the network meeting.

6.3.3 The network meeting dialogue

Dialogue is the focal point of the conversation at the network meetings and the ongoing contact with the citizen. The dialogue between the citizen and his or her network is the way through which changes become possible. Dialogue in Open Dialogue is closely related to the principle of tolerance for uncertainty that requires Open Dialog employees to take a non-knowledgeable and examining position and give room to the different attitudes that appear in the network meeting. In the theory of effort, this is formulated as the citizen experiencing non-judgmental language, freedom of prejudice and equality in the room and thereby gain confidence and dare to express themselves in their own way.

The network meetings are characterized by dialogue

Almost all participants, 99% of citizens as well as private and professional network members answer immediately after the network meeting that they had experienced a good dialogue at the meeting - with room for different attitudes and expressions.

Figure 30: There was good dialogue at the meeting - with room for different attitudes and modes of expressions
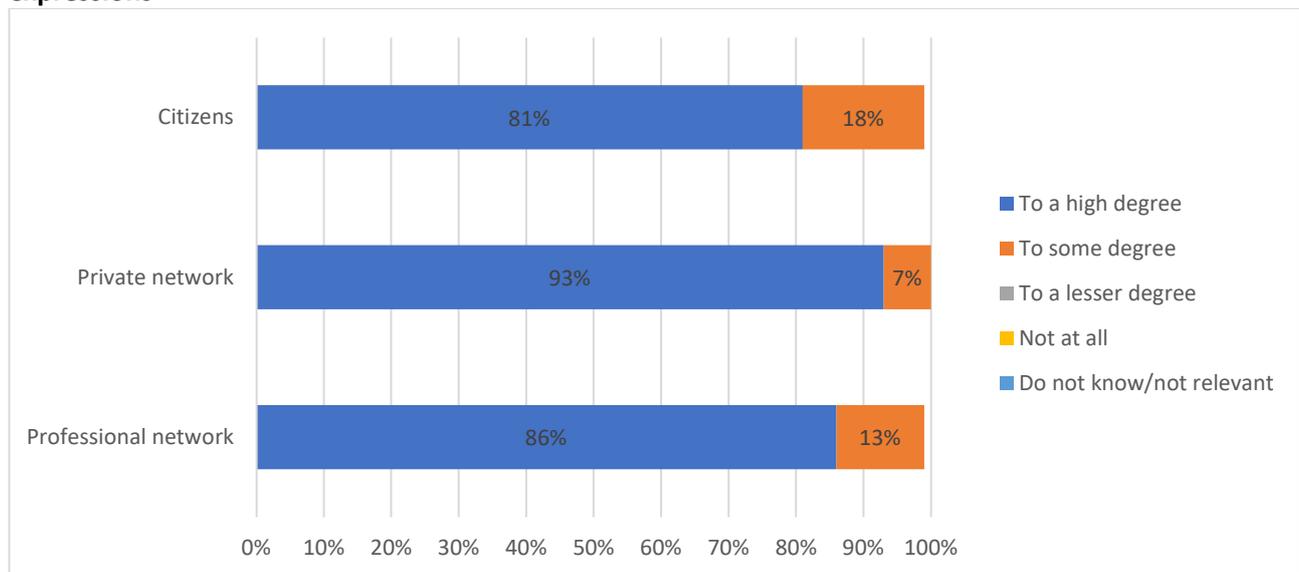
Citizen: N=311, private network: N=302, professional network: N=448

Almost everyone involved in the project seems to appreciate the conversation, which is supported by the interviews. A contact person for one of the citizens who has been involved in the project, believes that Open Dialogue has given the citizen more words because the citizen has been allowed to sit and not be interrupted and allowed to "stay in a tale" about the things that are difficult. One Citizen says that for some people in her private network it has meant something that time has been set aside for each, where the others do not interrupt.

For many citizens, the non-judgmental language and the way the meeting is managed make a difference in relation to the kind of conversations one can have at home. Both citizens and networks talk about one

"decency" in the conversation at the network meeting. One of contact person of the case citizens say, how in the course of the citizen, the moderator "looks after the citizen" in a way that the citizen succeeds by telling their private network about sexual abuse that the network had no knowledge to.

The form of the meeting leads to listening more and in a different way, describes many interviewers. Here is a housing support worker:

> At least, I feel that it makes you listen in a completely different way, when you can not only comment, when you feel like it yourself. Then you hear things a little more to the end, and maybe get some nuances that one would not otherwise have included.

In addition, a project employee points out that what is important occurs because one does not seek solutions:

> The principles make it important. When you do not have an agenda and desire to solve things for the citizen. When you are not looking for anything special, you come sometimes to the core of what is important.

Dialogue as a form can be challenging

However, some of the citizens, private and professional network participants involved do not reach an understanding of the form of the meeting. Some have even talked about having this experience, while others have referred to other professional network participants who do not reach an understanding of, why the meeting should be held in this way, as it should - without agenda and on the basis of an inquiry and open approach. The interviews show that the majority of opponents and sceptics change the experience of the network meeting, when they have tried it. Below an example is seen that there may be resistance towards Open Dialogue and that it may take a long time, before the citizen to take the shape of the meeting.

Case example that dialogue can be difficult

One of the case citizens describes that he and his parents cannot understand what is to come of the network meetings, and that they do not understand the "set up" of the meetings. It appears that the parents want to see that the problems of the citizen are dealt with "so professionally". The citizen finds the "anxiety provoking" of having to talk about very personal matters at meetings, where he does not know the representative from the regional psychiatry and the reflectors as well.

However, despite its scepticism, the citizen is beginning to demand more net-work meetings. The citizen says that he has experienced that he has been heard and that it is good to talk about the things

As the example shows, the Open Dialogue form may seem strange to the citizen and the network. To the parents in this process appear so critical of Open Dialogue, causing a consideration at the audit panel on, whether the Open Dialogue employees succeed in generating recognition for perspective of the parents on problems of the citizen. The panel discusses how contradictions should be involved in a network meeting, so polyphony and dialogue can occur.

In relation to the scepticism, which the citizens and parents have, the audit panel is in that in some cases may be necessary to organise meetings, where you initially did not get that far in the dialogue, as it can "warm up the citizen" and give the citizen and the network an experience of what a network meeting is. In addition, the citizen can subsequently use the Open Dialogue form, which is important to the citizen. During the interviews, the employees describe several examples that contradictions and resistance can change shape during the network meeting. A project employee tells for example, when relatives are "met with arms crossed" but the welcoming and open approach creates a change in them that can be read fairly quickly in their body language.

The reflective conversation
The reflective conversation and the special form of the meeting, where one only talks with the moderator and not with each other, many of the participants find, as said habituation requires. But, it is also what provides yields, several of the citizens say. A citizen describes how it reflects conversation helps them to listen:

> *It seems strange, when they are working on it, but when they finish it, it gets easier.*

And one citizen talks about the benefits of the reflective conversation:

> *I am not very good with words ... [...]. I like that two sit who just listen to the conversation, and then hear what they have been thinking. I think that is very cool [...]. There will be a response to how it is perceived almost immediately. I like that [...]. Then they talk about something, you do not think that you have said, and then get it through it that way ... getting your own words back. I like that sometimes.*

The conversation can change
Midway through the project, the evaluators received an unsolicited letter from a citizen in the project. The citizen writes about a crucial episode at a network meeting. It affected her perception of self:

> *At first, I feel the old resistance in me, as they start talking about me that I have a great importance for them. I can remember, I thought, they must say that. I do not exactly know how it happens in the conversation, but I can feel a warmth in my body, yes, I can feel a warmth between us. A feeling I have NEVER experienced before. I feel loved. And I feel I am worth it. The two who are in charge of the conversation also notices it, and comments on it later in their dialogue, where we should sit and listen.*

> *I could write a lot more about, what I got out of Open Dialogue. It has changed my thinking in relation to the fact that I AM worthy to be loved. I have got more courage to be alone. The greatest gift of them all is, I AM WORTH IT! Thanks.*

It appears that the network meetings in this form, they have been held in this project are experienced positively by the participants. The citizens have seen and heard. The form requires adaptation, but it is also through it, the dialogue can arise and the individual citizen can benefit from it in his own way.

6.3.4 The Network
Open Dialogue not only aims to give the citizen an experience of being seen and heard, but also on creating benefits in the network and changes in the relations between the citizen and the network. The theory of

effort has operationalized these goals as new ways of talking together, new understanding of the situation and an experience of a new cohesion.

New ways of talking together
The following case examples show that citizen and networks talk together in a different way, – and that it is changing their way of being together.

Case examples of other ways of talking and being together

Example 1
One of the case citizens says that the network meetings have made it more comfortable for them to be together as a family:

> So, it has contributed in the way that we can get the things to each other. [...]. And might not be either, gets so emotional that we just cannot take it in, another says. So, it gives a whole different opportunity for an insight into each other that you can actually use for something, and take to heart, and take in. And a lot of the unspecified, so there is in everyday life that it appears, and thereby it becomes more comfortable to be together.

For the parents, the network meetings have been crucial for them to have talked about some difficult things in the family. "We would not have gotten there, where we could talk about this without Open Dialogue ", it is described by the parents who also say that it is some of what has "moved most for them " compared to the things, they have been offered:

> It has been difficult, but it moves and shakes, and it also makes that we together with [the citizen] also gets to talk about some other things, or something that is important. So there I am very grateful that we got that project.

Example 2
In another one of the investigated cases it appears that the relations between the citizen and the parents have been more clarified through the discussions at the network meetings. One of the parents says that they still have trouble talking about emotions, but they feel that they now have a better sense of when the citizen is having it difficult, and they have made agreements, when they have to talk about it, and let the citizen be. They experience that the citizen has gained more courage in life.

> It has also given [the citizen] some opportunities to better manage the way, he is together with us.

At one of the network meetings, the citizen included a job center employee. The citizen tells that the job center has gained a different understanding of his situation, and that it gets infected their subsequent meetings:

> I have had to spend a lot less time and energy on practical things compared to social adviser course and something like that, simply because there have been some agreements, we have been able to. And there has been a better understanding of the situation. [...]. Typically one problem is for many social workers that they do not have a very good insight into, how the

situation seems. [...] But, I think that these conversations through Open Dialogue have helped them get a better idea of how my situation is and could therefore act better.

One of the housing support staff estimates that Open Dialogue has resulted in the citizen being more concerned with the people around them, for example, the citizen has got his psychologist and the housing support staff to work closer together. The housing benefit worker says:

And I think it is positive that such a person has not had trust to himself or others that after these meetings he actually begins to have a little more confidence to collaboration partners and the professional network. So that in itself is a big deal.

Greater understanding of situation of the citizen
The examples show that Open Dialogue give rise to new ways of speaking together and new understanding, so in the private network as well as in professional network of the citizen. To unify the network and establish dialogue aims to create this greater shared understanding in the network. From the questionnaires, which the participants have filled in after each networking meeting, it appears that citizen in 98% of the cases that they believe; the meeting has given the participants a greater common understanding situation of the citizen. Respectively, 98% and 97% of the private and professional network participants faced with an experience of having an increased understanding of the citizen's situation.

Figure 31: Do you think that today's meeting has given you who attended a greater shared understanding of the citizen's situation
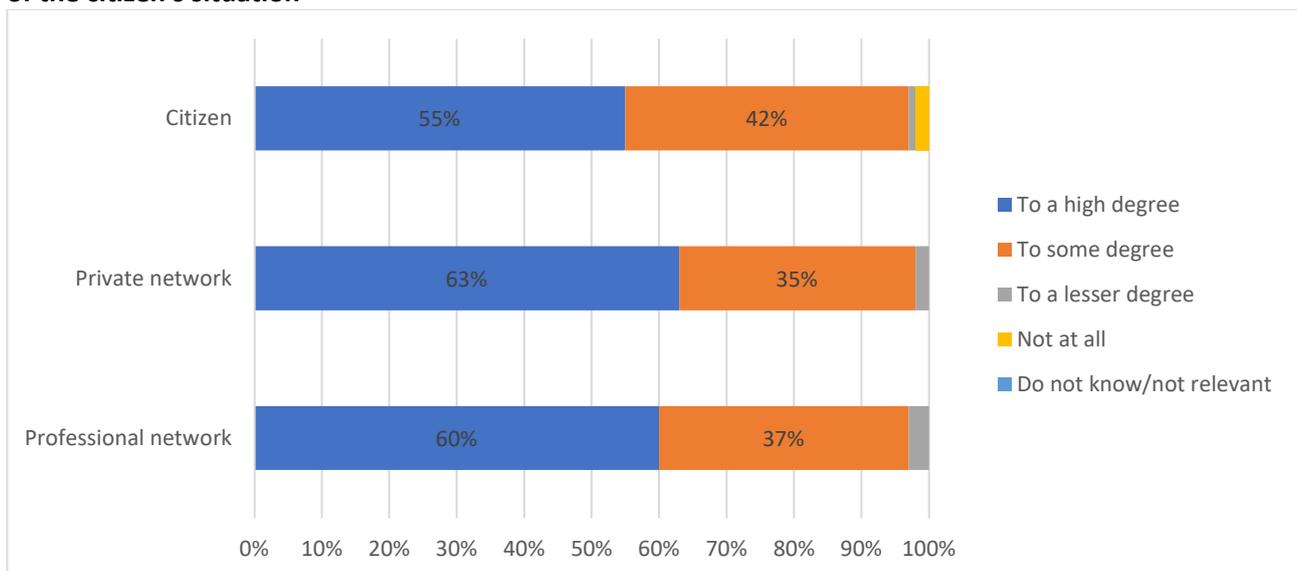
Citizen: N=310, private network: N=301, professional network: N=447

A citizen puts these words on:

It works 100 times better compared to all the other rubbish the municipalities have had running for the last several years ... So, I honestly just thought that everyone who had the smallest problems, of one kind or another, as such should have offered Open Dialogue. Because I think it could make a really big difference that, you could just create some more understanding towards each other.

Also housing support staff and contact persons interviewed in connection with the case studies tell that they gain a greater understanding by participating in network meetings. To gain knowledge of the family

through the network meetings "provides a much better chance of understanding," for example a housing support worker says. Similarly, an Open Dialogue employee believes that network meetings, which in relation to housing support work, creates a different understanding between those around one citizen:

When running as a housing assistance, you are very much alone on all the cases. So that you have Open Dialogue meetings and is part of the network, which means that the responsibility is spread widely and become a common thing, and there is visibility into what kind of support you must provide, and what some others need to ... [...] Just the understanding that you get from someone else's challenge should call for new professional considerations next time, you visit them. Or that a relative or other cooperative partner highlights something that, for example, has been a really good way to go, could inspire that you need to talk to the citizen, 'whether it is this the way, we should try to go together? I had not thought of that, but if that is that is what you want, then I would like to go with you '

Changed relations
The interviews include several stories about relationships that change after network meetings. E.g.; A citizen who has not seen his father for three years, but who through an Open Dialogue process creates room for their different understandings of her situation, so that they now see each other; A citizen who previously could not cooperate with the ex-wife regarding the children, but who can now text and make agreements without them having to go around a third party, as they have done for several years; A citizen, who has not seen his siblings for many years, but who invite them to network meetings one after the other and creates a common understanding of how they can talk together without the citizen becoming violent and siblings rejecting him.

Thus, new understandings and changed relationships often arise. As described earlier, the participants in the network meetings are often the closest family and social psychiatry staff; and it is the matter of whether the benefit of the increased understanding can be broadened to a larger network, one discussion we return to in the end.

6.3.5 (Room for) new options
The heading of this section reflects that it is difficult to define what it really is, Open Dialogue results in. It is not the purpose of Open Dialogue to create change here and now, as there is in the project methodology description (see section 4.2.1 of this report):

> *By promoting the dialogue among the citizen and his or her network is the idea that one enables change. The dialogue should facilitate the citizen and network of the citizen get the opportunity to discover and build resources by talking together, then the citizen achieves increased empowerment in one's own life.*

At the start of the project, as the theory of effort for the citizen-oriented action was prepared by DEFAC-TUM and a number of Open Dialogue experts went on a lengthy discussion of how it lets itself formulate that Open Dialogue enables change, when it at the same time is not a success criteria that someone has to act differently and seek solutions. The wording ended as follows: "The citizen and the network is experiencing opportunities (room) for new opportunities of action".

Experiencing new opportunities
In the attempt to operationalize this goal, participants were asked the question: "Has the meeting today given you an experience that there are new opportunities?" after each network meeting. The answers from the citizens and the network are distributed as follows:

Figure 32: Has the meeting today given you an experience that there are new opportunities
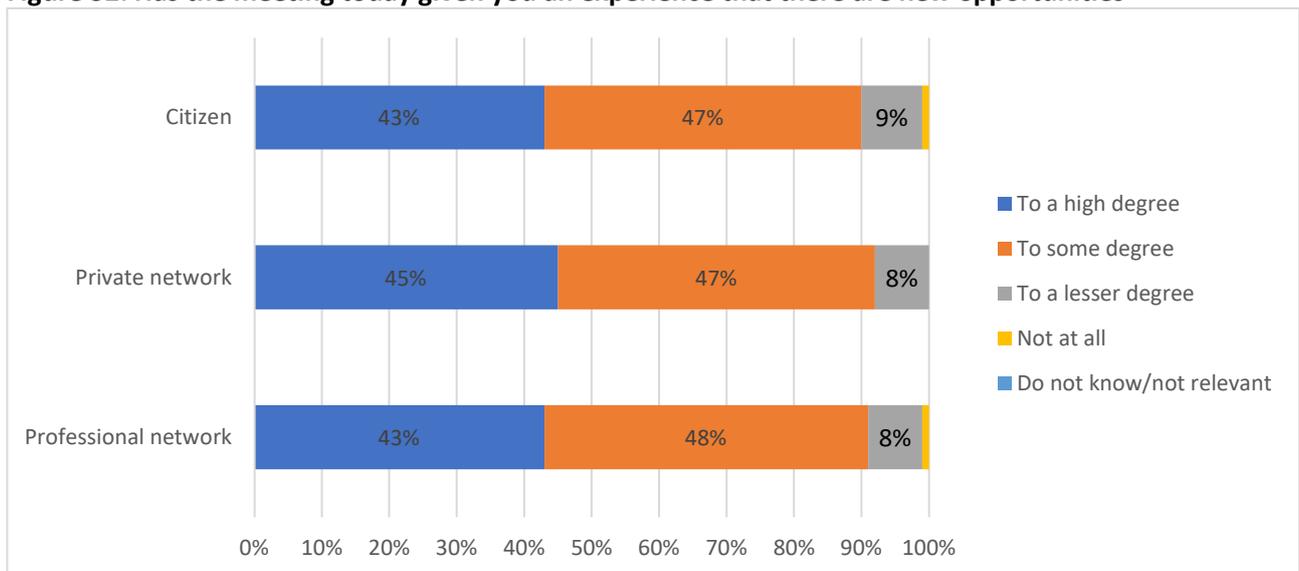
Citizen: N=311, private network: N=302, professional network: N=446

Although, a large majority answer the question to a great extent or to some extent, the answers are some of the least positive, which is obtained in the evaluation of the test of Open Dialogue. Every ten times, after the meeting, the citizens have replied to a lesser extent or no experience of there being new opportunities, and for private and professional network participants it luckily applies to respectively 8% and 9% of the responses. Thus, the dialogue at the network meeting does not necessarily result in an experience of changes right after a network meeting. It can be assumed that new opportunities will be of a character that emerges in the long term through dialogue and understanding in the network, and this can explain that some of the participants do not immediately face an experience of there being new opportunities just after a network meeting.

Can Open Dialogue Improve Citizen Help?
In the evaluation, an attempt was made to capture a possible experience of change by asking the participants, whether they think Open Dialog-Network meetings can help improve the citizen's help, immediately after the network meeting. Overall there is answered positively on this, although there are still some citizens (7%), who respond to a lesser degree or not at all on the question. The private and professional network participants generally respond positively, only 3% and 2% respectively answer the question negatively.

Figure 33: Do you think this type of meeting can help improve the citizen's help?
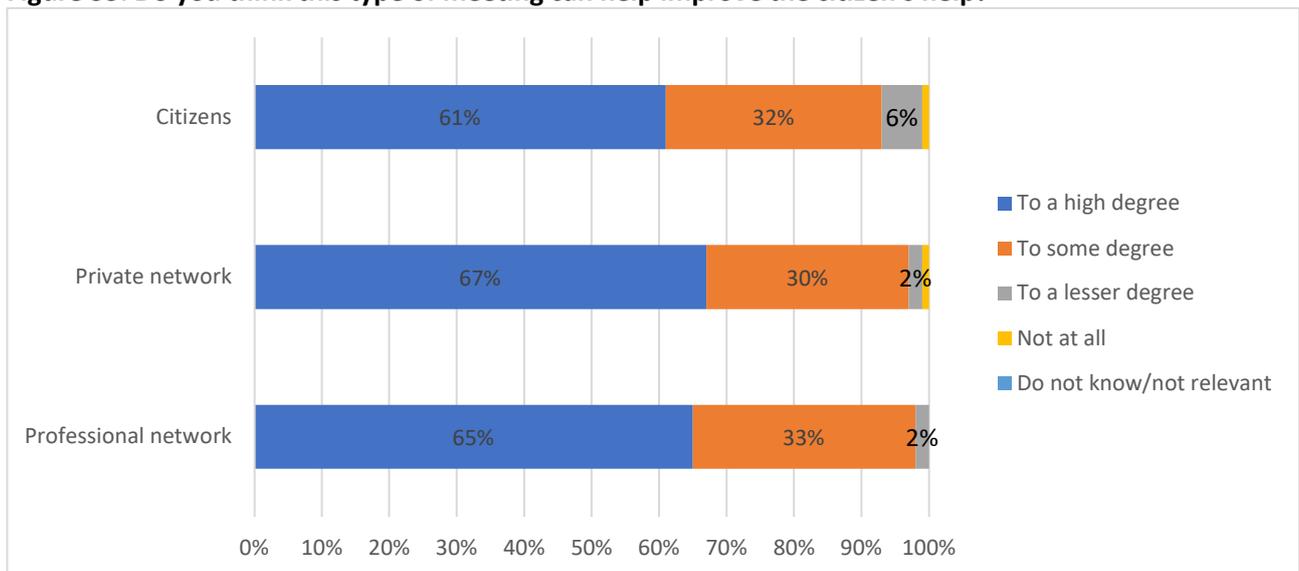
Thus, some citizens in the project do not consider that they have benefited from Open Dialogue, based on the parameters used in the evaluation, in which the citizens are asked at the end of the network meeting. However, most citizens, network participants, and Open Dialogue employees assess, however, the method and its contribution to changes for the citizen.

This picture is built in the next sections, which present the citizens' satisfaction with the Open Dialogue, after their Open Dialogue course, and their development in relation to well-being and recovery has ended.

6.4 Citizens' satisfaction with Open Dialogue, CSQ

Citizens who have completed the Open Dialogue course have been asked to fill out a questionnaire that measures their satisfaction with the course. The questionnaire is a standardized instruction, which is used to measure the satisfaction of a given treatment. The questions are thus not specifically aimed at Open Dialogue, but ask for perception of the citizen on the quality of treatment. Therefore, the results do not say anything directly about which aspects of Open Dialogue, the citizen has gained the most, or what it is especially about Open Dialogue that they consider to have made a difference, but they provide an overall picture of how citizens themselves assess their yield from the course. In the following, responses of the citizens are presented and their analysis is included in the overall assessment of the effect of the method in Section 6.6.

81 out of 103 citizens answered the CSQ questionnaire (79%). The figures below show the answer distribution on the questions in the CSQ form.

Figure 34: Overall how satisfied you are with the treatment[30] you received
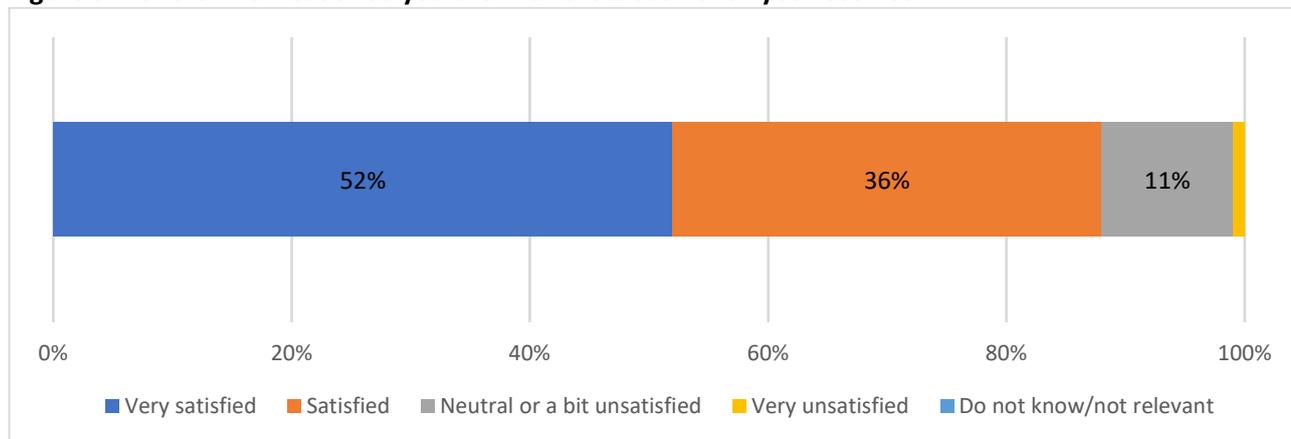
N=81

Figure 35: How would you rate the quality of the treatment you have received
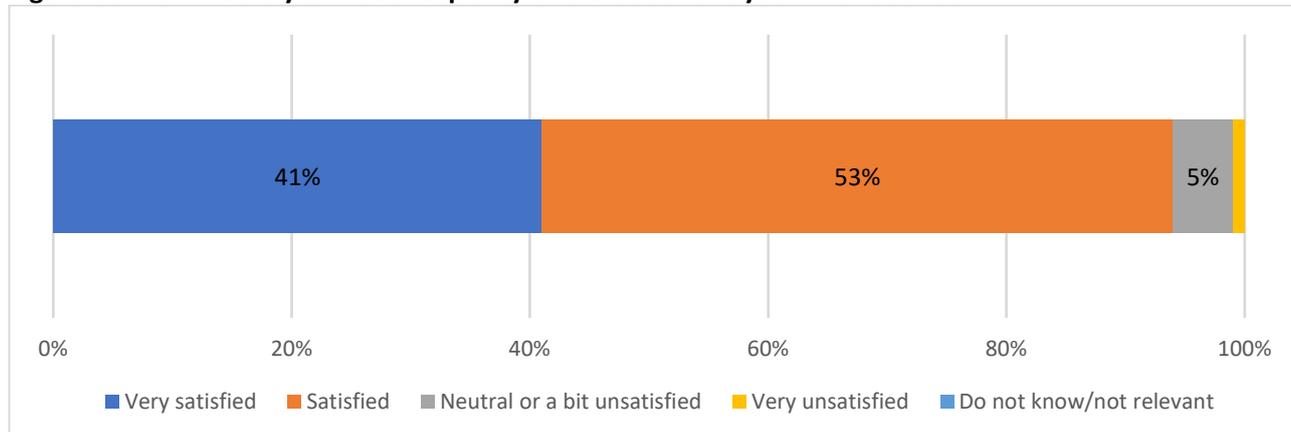
N=81

Figure 36: You got the help you wanted

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[30] The questionnaire uses the word treatment. Citizens have been told, as an introduction to their response that treatment in this case should be understood as Open Dialogue progress.
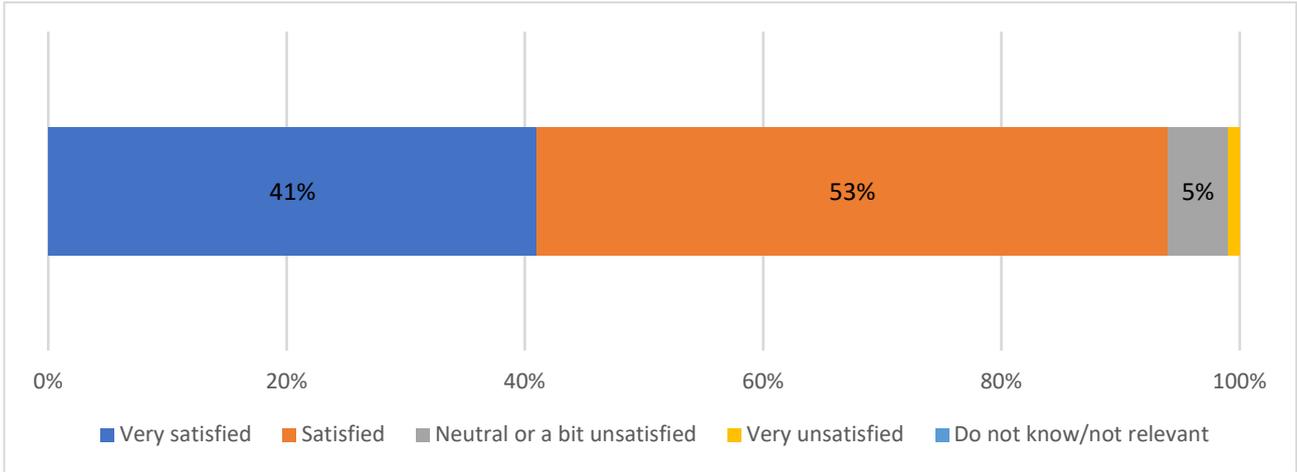
N=80

Figure 37: To what extent have we been able to meet your needs
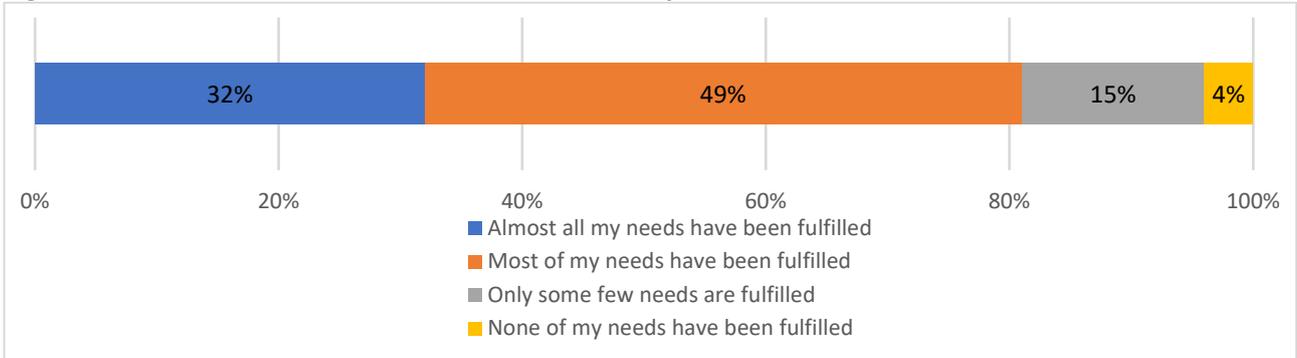
N=78

Figure 40: Would you recommend our treatment to a friend in need of similar help
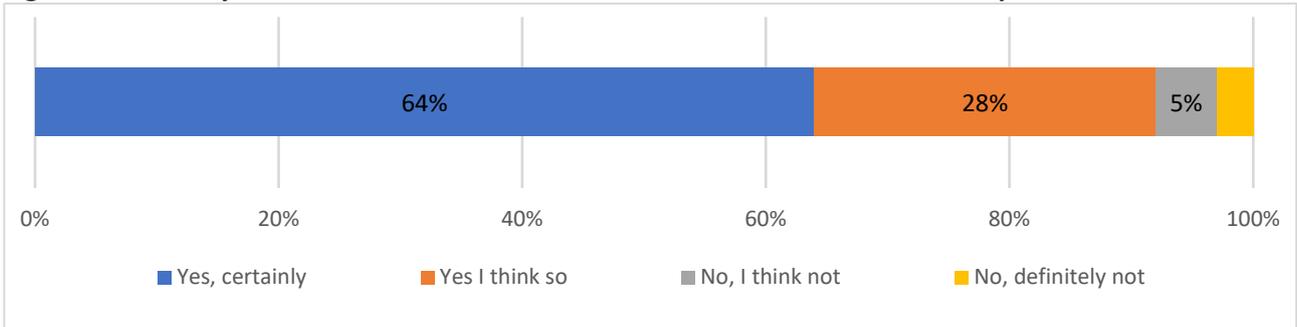
N=81

Figure 41: How satisfied are you with the help you received
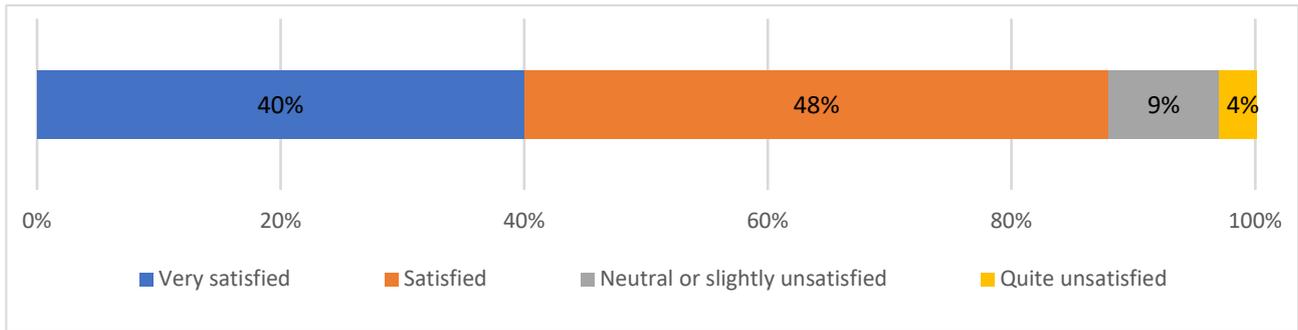
N=81

Figure 38: Has the treatment you received helped you manage your problems more effectively
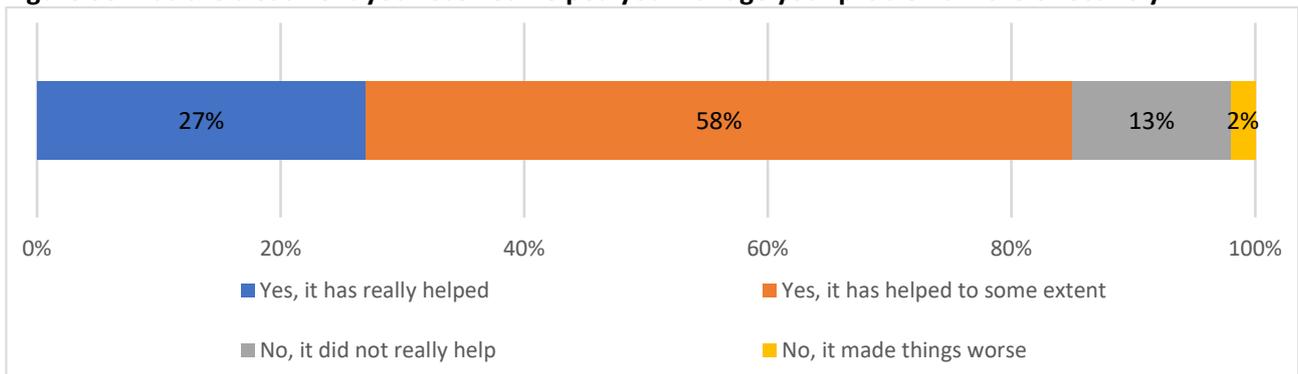
N=79

Figure 39: If you needed help again, you would return to us
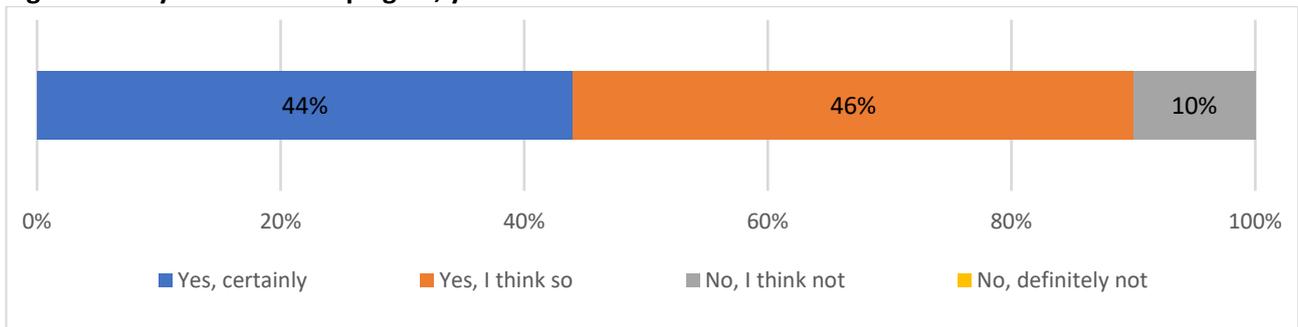
N=79

88% were satisfied, or very satisfied with the treatment they received. 94% of citizens have rated the quality of the treatment to be excellent or good. 93% have answered that, overall, or certainly they got the help they wanted.

The question that citizens have answered least favourably is about whether Open Dialogue has catered to the needs of the citizen. 81% have answered that most or almost all of their needs have been fulfilled. That means that a fifth (19%) has responded that only a few or none of their needs have been met. It is not surprising that this question is answered the least positive, since it can hardly be described as a realistic goal of Open Dialogue that it satisfies all citizens need.

93% have answered yes, definitely or yes, I think, to the question of whether they would recommend the treatment (Open Dialogue) to a friend in need of similar help. 88% of respondents have been either satisfied or very satisfied with the help they received. 90% have either responded that they think or they would definitely return if they needed help again.

Citizens thus consider themselves very satisfied with the Open Dialogue programs. This satisfaction, of course, cannot be described as a result, as there is only one measurement and not some comparative basis, but the answers largely indicate that the citizens have experienced having benefited from participating in Open Dialogue. The next section presents the development of citizens measured using two standardized questionnaires.

6.5 Quantitative measurement of development

This section presents the results of a pre- and post-measurement to document, what is happening to citizens who have tried Open Dialogue.

The report presents pre- and post-measurements concerning the development of the citizens. Baseline measurement has been implemented once the citizens have given their consent to participate in the project, prior to that first network meeting. When the process is completed, a final measurement is made. Before and the measurement for this evaluation is based on 94 citizens.

Table 4: Overview of indicators, measuring instruments and measurement times

Indicators	Measuring instruments	Measuring time
Degree of recovery	MHRM	Baseline and completion
Well-being / mental health	WHO-5	Baseline and completion

Two evaluation instruments have been used in the evaluation: MHRM and WHO-5, which capture different aspects of citizens' development:
MHRM, which measures the degree of recovery in relation to severe mental disordersWHO-5, a measure of well-being focused on mental health.

All 94 citizens answered the two questionnaires both at baseline and at the final survey.

Reading guide for analysis
This section presents the results of a pre- and post-measurement. Using Cohen's D the magnitude of the development is analysed, it is understood as the difference that can be observed in the two measurements. Where it makes sense, clinical significance is taken into account with reference to the levels of development, as the authors of the measuring tools define, or as used in previous studies. The table provides a reading guide to the mentioned concepts.[31]

Table 5: Reading Guide for Analysis

Concept	Explanation and application
The size of the development	Used to assess the size of an observed difference between two averages. Is based on averages and standard deviations and are therefore mainly applied to group effects
Clinical significance	Relates to the question of how big / important a given difference is in the clinical sense. This means, how much the individual moves in regards to clinically determined difficulties. Clinical Significance Is used most often on the individual. These are usually subjectively determined levels of development.

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[31] See discussion of the concepts and their application in the following: Ellis, PD (2010): The Essential Guide to Effect Sizes: An Introduction to Statistical Power, Meta-Analysis and the Interpretation of Research Results. United Kingdom: Cambridge University Press. Peterson, L. (2008): "Clinical" Significance: "Clinical" Significance and "Practical" Significance are NOT the Same Things. Online Submission, Paper presented at the Annual Meeting of the Southwest Educational Research Association(New Orleans, LA, Feb. 7, 2008)

6.5.1 Data basis and waiver

The data base for pre- and post-measurement consists of the 103 citizens who have had two or more meetings in the project. There are replies to the forms MHRM and WHO-5 for 94 citizens. All 94 have given consent to participate in the evaluation.

59% of the pre- and post-survey participants are men and 41% are women. As it is apparent from the figure below 35 of the 94 citizens are in the pre- and post-survey in the age group 25-34 years. The rest of the participants are fairly evenly distributed over the other age groups.

Figure 40: Age of the citizens
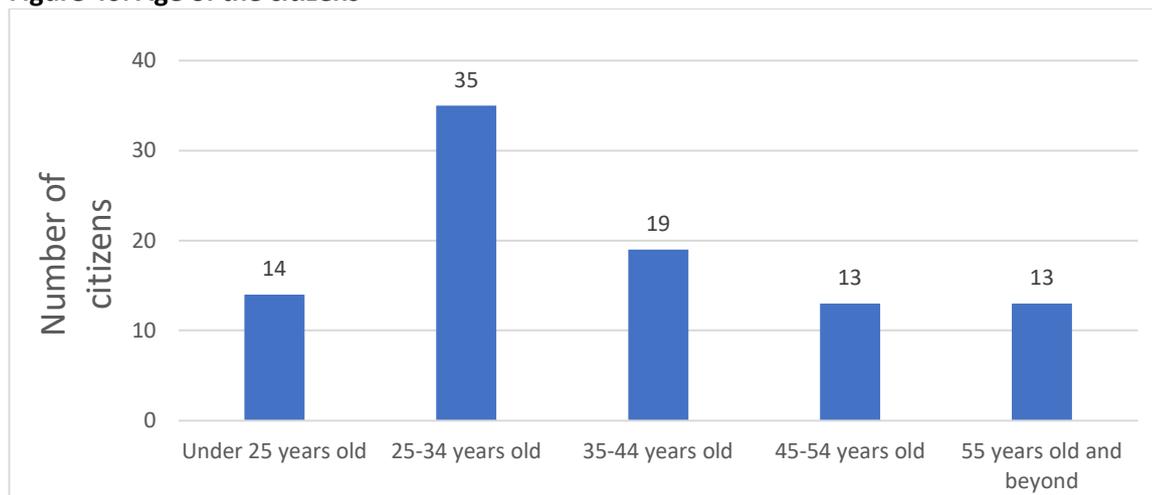
At inclusion in the project is the latest reassessment of diagnosis of the citizens within F20-29 of the ICD-10 listed. The majority (69%) are diagnosed with schizophrenia, while some citizens have the diagnosis schizotypal mental disorder, paranoid psychosis (chronic, persistent) or schizoaffective psychosis. Age distribution and diagnosis do not differ significantly from the overall data basis (103 citizens), see section 4.7.

6.5.2 MHRM

MHRM is a questionnaire designed to measure recovery in people with severe mental disorders. The questionnaire is completed by the citizen himself and it consists of 30 statements, all of which are rated on a 5-point scale. Twenty-eight of the statements fall into seven categories, each with its own theme: overcoming stagnancy, strengthening the self, learning and new self-understanding, basic level of functioning, general well-being, new opportunities and excess/ commitment. The remaining two statement measures whether religious and/ or spiritual beliefs play a role in the recovery process. An overall point score for MHRM is calculated, which theoretically can range from 0 to 120. The higher the score is, the higher the level of recovery.

At the baseline measurement, the 94 citizens had an average MHRM score of 67.3. In an American context the average score across different groups of people with mental disorders is 80 points.[32] The figure below shows development in MHRM scores for the citizens.

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[32] Bullock, WA (2005): Mental Health Recovery Measure (MHRM). In: Campbell-Order, T. et al. (Prepared by) Measuring the Promise: A Compendium of Recovery Measures. Volume II. The Evaluation Center @ HSRI: Cambridge, MA.

Figure 41: Development from baseline to completion measured by MHRM
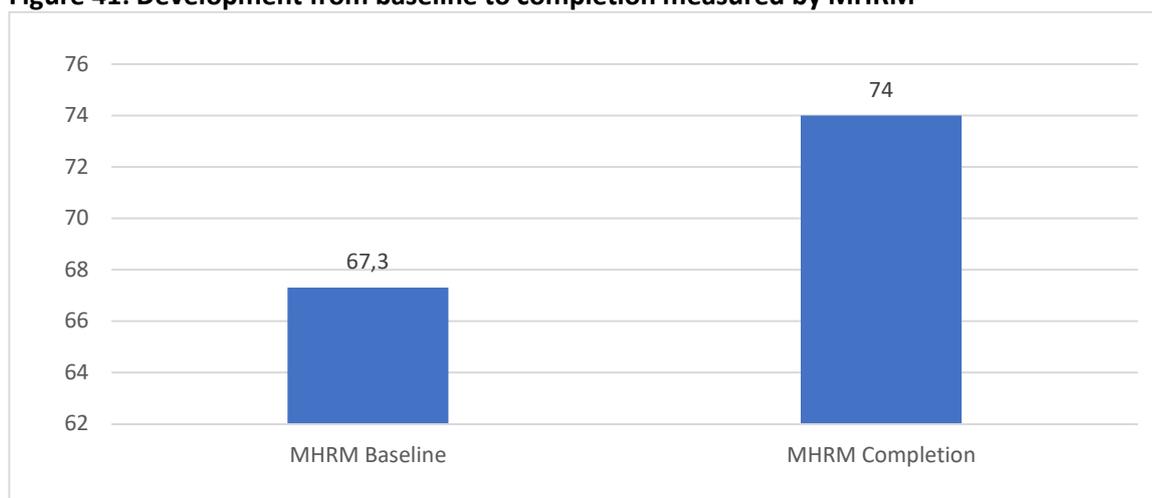
At the completion measurement, the average score is 74.0 points. That means the citizens on average have seen a positive development of 6.7 points on the MHRM scale from baseline to completion. The size of the development can be assessed using Cohen's D[33], which is a measure of where the big difference between two averages is (here at baseline and end). Cohen's D is for MHRM-the measurements calculated at 0.41, which corresponds to a small development, cf. the chart below.

Table 6: Interpretation of development size at Cohen's D[34]

Size of effect	Interpreting
0,2-0,5	Little development
0,5-0,8	Medium development
0,8 -	Great development

The authors of the questionnaire consider a 10-point change on the MHRM scale as an expression for a clinically significant change.[35] 35 out of the 94 citizens (37%) have at the closing survey had a positive development on MHRM that can be considered clinically significant.

6.5.3 WHO-5

WHO-5 is a goal for well-being with an emphasis on mental health. It is a questionnaire with five questions that the citizen fills out at baseline and end. The questions are about, how the citizen has felt comfortable over the past two weeks, and thus they measure the degree of positive experiences for the citizen. The WHO-5 score is graded from 0 to 100, the higher the score, the better the well-being. The position on the scale is considered based on the following standards:

0-35: There may be a high risk of depression or stress
36-50: There may be a risk of depression or stress
Over 50: There is no immediate risk of depression or stress.

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[33] Cohen, J. (1988): Statistical Power Analysis for the Behavioural Sciences. Second ed. Lawrence Erlbaum Associates
[34] Ibid. Where Cohen's D is generally referred to as a measure of effect size, we here refer to Cohen's D as a measure of magnitude on a development. This is because we do not have to do with power calculations, as if we were operating with a control group
[35] Bodine, MN (2013): Validation of the Mental Health Recovery Measure as a Clinical Assessment. Theses and dissertations. Paper 27. University of Toledo

The average ranking on the scale of the population is 68 points. At start in the Open Dialogue project, citizens had an average ranking in WHO-5 of 44.6. At the end of the survey, the 94 citizens scored an average of 51.8. The figure below shows the development from baseline to end measurement.

Figure 42: Development from baseline to completion measured by WHO-5
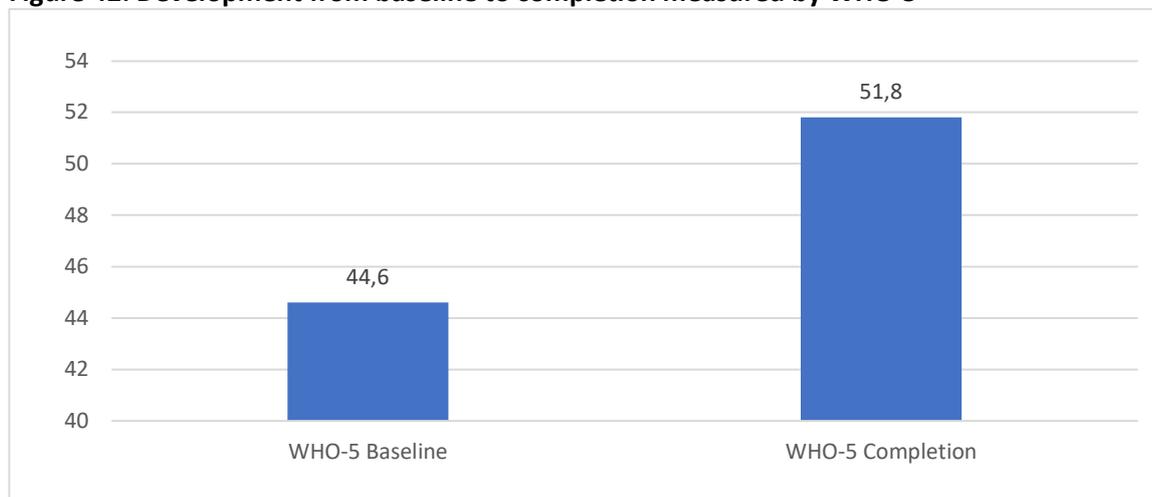
The 94 citizens on average have moved 7.2 points in the positive direction. Thus, there is a positive, but little development in mental well-being of the citizens in the Open Dialogue project. The size of the development between baseline and termination measurement can be calculated to 0.32 using Cohen's D. According to the chart above, it can be considered a small development.

According to the National Board of Social Services, an increase (or decrease) of 10 points is considered as a clinically significant difference.[36] 44 out of the 94 citizens have had a positive development that can be considered clinically significant - this corresponds to 47%.

There is a statistically significant (positive) correlation between the development measured on MHRM and on WHO-5 it is the same citizens that are developing positively on the two measuring instruments.

6.5.4 Crossing the background/ course factors and results
The previous sections show the results of the pre- and post-measurement of the participants, who have had two or more Open Dialogue meetings. In this section, the results are nuanced using analyses of whether respectively the number of meetings and the citizen's level at baseline has an importance on the results.

A test of the correlation between the baseline measurement for MHRM and WHO-5 respectively shows that there is a significant correlation between output level of MHRM of the citizen and the development of this goal. The correlation is negative, which means that citizens with the lowest output level on the scale develop most in relation to the degree of recovery.[37]

The same test shows a significant negative correlation between the initial level of the citizen and development on WHO-5. This means that in relation to well-being, it is also the citizens with the lowest output level that develops most.

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[36] Guide to the well-being index WHO-5. Danish Health Authority..
http://sundhedsstyrelsen.dk/~/media/874C7A337C5F4450B55476CA535461E3.ashx
[37] A correlation test has been conducted with Pearson's R

The test shows a positive significant correlation between the number of meetings and developments in WHO-5. There is no significant correlation between the number of meetings and developments in MHRM. This means that more meetings the citizen has had, the greater the development is seen in relation to well-being. By contrast, the number of meetings does not appear to have any bearing on the development of the degree of recovery.

6.6 Overall Impact Assessment

In this section, results of the studies regarding the method are analysed in an overall effect evaluation. The impact evaluation follows the principles of Contribution Analysis, where at this stage in the analysis is about finding out if and to what extent the implementation model of the method has been followed, to what degree the expected results have occurred, thus making the results likely an effect of the method.

6.6.1 The implementation model has been followed

As stated in Chapter 5 about implementation, they have organizational and managerial prerequisites predominantly facilitated implementation. The Open Dialogue employees have in most of the project municipalities had favourable conditions for performing work with Open Dialogue. However, there have been differences between the municipalities in relation to the scope of the project, thus to what extent it has been possible to cooperate with and obtain support from relevant parties within or outside the municipality, and to what extent there has been high-level management support. Across the municipalities, three points of attention can also be identified, where the implementation has apparently had difficult conditions.

- As a starting point, open dialogue must be offered when the citizen has needs, and the process must be started as soon as possible. The project has meant that the employees needed to recruit citizens to Open Dialogue, and that has resulted in a great deal of motivational work. Motivational work does not contradict the principles of Open Dialogue, but it cannot be denied that to get citizens to the project in some cases have meant that could not have been the needs of the citizen who has defined the start time of the course. The evaluation asks whether these circumstances may have in some cases discouraged Open Dialogue principle of flexibility and the opportunities for immediate response.

- The employees in the project generally state that they have had good working conditions to hold the network meetings, visit citizens and so on, but because of changing work times, vacations and so on can be difficult to schedule meetings. It can be both difficult to find two colleagues besides themselves to attend the meeting in terms of resources and difficult to get together professional and private network and get everyone's calendars to match up. It is difficult to see how these logistical challenges are best addressed, but it is important to acknowledge that it requires favourable terms and, for example, cross-sectorial management support, if there is to be an opportunity to live up to the principle of speed and hold meetings within a reasonable time horizon. In the project, in some cases months have passed from first contact to the first meeting, and it questions whether citizens have been met with immediate response.

- Collaboration with parties within or outside the municipalities has not always worked optimally. There are mentioned several reasons for this: various coffers, lack of coordination, weak management support and resistance against the method. There is no denying that there is a connection between these circumstances and the fact that the involvement of the professional networks, especially from the treatment psychiatry, has not been large. The evaluation raises the

question of whether these circumstances may have limited the potential inherent in the network perspective.

In addition, the implementation evaluation can make it probable that the skills development program in combination with the holding of network meetings has been enough to make Open Dialogue employees able to hold network meetings according to the principles of Open Dialogue. The certification of the Open Dialogue employees has shown that all the project employees have acquired Open Dialogue skills to a degree that they have been able to implement network meetings with a satisfactory degree of fidelity. The overall consideration is that in the project has succeeded in creating Open Dialogue at the network meetings.

The description and analysis on assessments by the citizens, the network and employees of activities and results of the method indicate that it is successful to make citizens feel they have influence on planning and progress and that they will be seen and heard. It is succeeded in creating the correct framed network meetings characterized by dialogue. It has succeeded in making changes in ways of speaking together on and in networking relations.

However, across the municipalities, three points of attention can be identified in relation to the assessments of fidelity:

- The certification is aimed at the competence to and hold network meeting of Open Dialogue employees and it is also the organization of network meetings that the employees have evaluated with a high degree of satisfaction. Of the assessments by the citizens, networks and employees, it appears that the preparation and setting of the meetings has lived up to instructions of the manual. However, the evaluation does not provide much knowledge about what is available between meetings and whether this process has lived up to the principles of Open Dialogue. However, it appears from the interviews that in some cases there have been problems with follow-up to the meetings, and the evaluation thus raises a number of questions as to whether there have been adequately worked on network mapping as a continuous process, and who has been responsible for follow-up and how this process has been conducted.

- The above focuses attention on the coordinator and the role of the coordinator. This appears ambiguous in the evaluation and it is difficult to determine to what extent the coordinators have filled their roles. The evaluation reveals different attitudes about whether a known or unknown coordinator best fulfils the role, and there appear advantages and disadvantages of both positions. A well-known coordinator is most likely to be close to and responding to the needs of the citizen, and on ensuring follow-up and continuity, while an unknown, in planning and in the role of moderator have better prerequisites for consuming a non-knowledgeable position. Regardless of this issue, however, the evaluation suggests that there is explicit focus on who is responsible for ensuring continuity and coherence and how this best done.

- The implementation evaluation shows that Open Dialogue employees have used the manual less and less during the project. As the interviews show, it is a natural process that the more experienced and competent the employees become, the less they need to rely on the manual. Open Dialogue is a method that each employee acquires and makes it his or her own. However, there is a risk that this will not promote the fidelity. Thus, the evaluation can question whether employees remember adequately to return to the seven principles throughout the courses. For example, working with network mapping is not enough and exploring the needs of the citizen in

relation to whom, where and when at the start of the meeting, the network perspective and the flexibility and mobility must be continuously worked on in the courses.

The points of attention point out areas, where it can be doubted that the implementation has succeeded to the fullest. The evaluation supports, how it can even be very difficult to get Open dialogue to unfold. Structures that inhibit cross-sectoral work and organizational, which makes the opportunity to react quickly and flexibly difficult, can inhibit this process. The same can resistance against the very different way of meeting the citizen of the method, and in fact, difficulties of the citizens and employees in looking beyond and exceed the way the things usually work. The audit panel talks about how the citizen is "used to slowness" and perhaps rarely expresses the need for quick response. And how the employees may be hampered by "tunnel vision" in relation to what is possible, and what the possibilities are in terms of seriously putting the network perspective at risk.

However, despite these difficulties, it has succeeded in creating results for the citizens in the project. In the next section, the development of the citizens and their assessment in the discussion of, whether the theory of chance of the method can be confirmed.

6.6.2 Citizens have developed
From the description and analysis of the pre- and post-measurement it appears that some of the citizens have developed positively during the period, they entered Open Dialogue.

The overall (long-term) goal of the effort has greater degree of clinical and/or social recovery. The theory of effort describes several aspects, which may denote a higher degree of recovery, for example that everyday life works better, and the citizen experiences himself as an actor in his own life. In addition, better interaction is included in the network, a decline in health care benefit consumption and an increase in attachment to education and/or work as long-term goals.

The evaluation of the project involves an analysis of the financial consequences of the method, including changes in relation to healthcare benefits and employment - these results are described in chapter 8. The other results have been examined through a quantitative pre- and post-survey of citizen-one's well-being and degree of recovery, presented in Section 6.5.

It is debatable how well the instruments used are in relation to demonstrating the development of Citizens in an Open Dialogue course can go through. The different needs of the citizens, the output level and wishes probably would have a great influence on how a given development will express. Of course, it is desirable that Open Dialogue, regardless of the diversity of citizens will result in higher levels of recovery and well-being, but it is not certain that these goals can be captured by simple instruments across citizens.

Despite this the results of the pre- and post-measurement show an average small effect on both measuring instruments. Respectively 37% (recovery) and 47% (well-being) of the citizens have developed in a degree so that it can be described as clinically significant.
The theory of change can thus be confirmed to some extent. The theory of effort has made methodological goals for Open Dialogue clearer - the short-term results. The evaluation suggests that it has succeeded in achieving these results for a large part of the citizens. Some of the citizens also undergo a development that can be read on the measuring instruments used. The analyses show that it is the citizens in particular who have the worst output level of the measuring instruments that develop positively.

The next section discusses the extent to how likely it is for Open Dialogue to have contributed to development of the citizens.

6.6.3 Impact Probability

The question of whether development of the citizens is because they have participated in Open Dialogue cannot be answered unequivocally. However, there are clear indicators that Open Dialogue, as performed in this project for a large part of the citizens have resulted in precisely the very methodological results, which the theory of effort describes: They have experienced having influence, being seen and heard, and they have experienced new ways to talk together and changes in their network relations. Thus, data supports that the method has made an independent contribution to these short-term results and that they can be considered an effect of just the Open Dialogue effort.

Compared to the more general goals for recovery and well-being, it is more difficult to assess whether development of the citizens is a direct result of participation in Open Dialogue. However, it is very likely that experience of the citizens of being seen and heard, and their experience of improved relations will have an influence on their general condition and thus also on the aspects of the measuring instrument register. It is therefore likely that the method has provided an independent contribution the recovery process of the citizens. However, it is not possible based on the evaluation to decide to what extent the development is due to Open Dialogue, and what other factors influence developments.

A contact person describes part of this problem as she is asked if it is Open Dialogue that has contributed to recovery of the citizen, or whether it is other things. The employee answers how difficult it is to assess this:

> *... Because while [the citizen] enters the Open Dialogue, he is affiliated with the [outpatient treatment offer] and therefore they make a little regulation of the medicine and so on. And if [the citizen] can just suddenly manage a job and so on, steer his car and more, then there are some who will say, 'Well, that is because he has been regulated his medicine ', and some would say that 'it is because, he has found some tranquillity [through Open Dialogue] '. Well, I can't tell, and I don't know either.*

Discussions of the audit panel point in the same direction. For two of the cases in particular, the panel assesses explicitly that the meetings with private networks of the citizens have contributed something positive and thus to recovery of the citizens, but they also assess that for all three cases have the other offers that the citizens have received, probably also contributed to their improvement. Also, this is how it should be, the panel assesses that the measures hopefully have a justification: OPUS, the support of the housing offer, the resource course, psychologist, dietitian and other initiatives also help these citizens in a recovery process. The panel discusses that a recovery process is a complex interplay of many factors, which often occurs over a longer period than measured in this project.

The evaluation thus makes it likely that in most cases Open Dialogue will lead to the short-term results and in some cases contributes to the long-term results. Of course, it cannot be denied that other factors influence the development of citizens. But the assessments by the citizens, the network, and the employees show that Open Dialogue can do something special and differ from both other treatment options and from other types of network meetings. Open Dialogue has a unique inviting form, where the needs of the citizen are taken seriously and where all perspectives are put into play in way that is not seen in the professional systems otherwise.

6.6.4 Revision of theory of effort?

The original theory of effort can thus be largely confirmed. The implementation model has been followed extensively and the short-term results are widely present while the long-term results are achieved for some of the citizens. The citizens who initially score worst on the measuring instruments used, shows the greatest degree of development. It's not possible to determine what other factors influence whether the citizens benefit from Open Dialogue.

However, based on the above points of attention, there is evidence to focus on some elements of the theory of effort, and the issues they pose in a further operation and anchoring in the method, and when new players must implement Open Dialogue. These elements are discussed further in the next chapter on focal points for the implementation and anchoring of Open Dialogue.

7 Focus points for implementation and promotion anchoring

During the project period, the employees in the five project municipalities relied on the goal of anchoring the effort going forward, in the form of the long-term results of efforts the lines of organization and management and skills development respectively. They have, among other things questioned whether they would continue the method and what target group they would like to offer the method to.

Through the evaluation, they have also considered the factors that have contributed, respectively and hampered the implementation in their municipality and how Open Dialogue is going best can be implemented and anchored.

This chapter contains:

- A presentation of the municipalities' assessment of the conditions for the anchoring
- Proposals by the municipalities for adaptation/ expansion of the target group
- A discussion of focus points for implementation and anchoring of Open Dialogue based on the results of the evaluation
- A discussion of focal points in relation to the method's execution.

7.1 Data Sources
Data on anchoring and adaptation are based on the following sources.

Table 7: Data sources anchoring and customization

Data Source	Time	Data
Questionnaire survey among project managers	At the end of the project period.	Municipal plans for anchoring
Focus group interview among project-leaders	At the start of the project period, middle and completion	Follow-up on questionnaire responses savings
Questionnaire survey among Open Dialogue staff	At the start of the project period, middle and end.	Municipal plans for anchoring
Focus group interview among Open Dialogue employees	At the end of the project period	Follow-up on questionnaire responses savings

7.2 Anchoring in the project municipalities
7.2.1 Management support for the continuation of Open Dialogue
Three of the five municipalities report backing to management and plans to continue Open Dialogue as an offer in the municipality. In the other two municipalities, it is at the time of the closing evaluation, not yet clarified, whether Open Dialogue will be continued as an offer. In a municipality, it is assessed that the offer of Open Dialogue will only be for a single housing offer, while one of the municipalities is in the process of planning continuation; a work is ongoing work on educating more people in Open Dialogue and spreading the method further in the municipality.

7.2.2 Knowledge and support among colleagues
All municipalities believe that the relevant employees of the municipality have achieved to some extent knowledge of the method and supported the recruitment of citizens during the project period. Some municipalities assess to a high degree and others to some degree. Where they have experienced only some degree of support, the project managers tell that there have been few key people, who have backed up or that support, and recruitment has primarily been done by project employees and their closest colleagues. It

has been difficult for others to think of Open Dialogue as an option because they have not tried it. However, support has risen within the last project year, because knowledge to the method has been increased.

7.2.3 Knowledge and support among partners
The municipalities report only some or less knowledge to and support from relevant collaboration partners outside the municipality at the end of the project. One municipality says that it is about the fact that only a few citizens have invited network participants from outside. Other municipalities tell that collaboration partners outside the municipality practice Open Dialogue or other therapies, which they prefer.

7.2.4 Competencies and motivation
All Open Dialogue employees indicate that they are highly motivated to continue working with the method after the end of the project period. None of the municipalities have at the project period discontinue enough trained Open Dialogue employees to drive the progress forward, but there are plans for training or the peer training of several people.

7.2.5 Documentation
The project has set extensive documentation requirements for the employees and the citizens and it has provided challenges. Despite this, two of three project managers in the municipalities that are planning to continue that they will establish a system for documentation of experiences and results with Open Dialogue. The last project manager does not yet know, if it is planned in her municipality.

According to the project managers, some degree of monitoring and documentation will be needed, both for need for direct feedback on experiences and benefits, and for a monitoring of activities that can be used to examine the economic aspects and consequences. This last part fills a lot. The project managers are convinced that Open Dialogue can answer, but "evidence" is lacking.

7.3 Target-group
The project employees have been asked if the municipality plans to extend the offer to one broader target group, and to assess which target groups Open Dialogue could also be relevant to.

It is important to emphasize that this evaluation can only evaluate the results of the Open Dialogue, which the municipalities have practiced towards the target group that has been included in the project. The evaluation cannot show, which target groups Open Dialogue is otherwise suitable for. Thus, the following is based solely on employee assessments.

The three municipalities, which have plans for continuation, will expand the target group. As previously described during the project process, there has been criticism of the narrow target group and of the target group was diagnosis based. One of the municipal project staff states that they have been bounded by the project, but should not be as follows:

> *Going forward, I think it will be completely silly to make it diagnostically dependent. I do not think it has anything to do with diagnoses at all. I also know, and I also hear that you can use it on a family, where there is no psychiatric diagnosis inside, but where it is common family therapy purpose, the abuse area or whatever. I think it is applicable, but it is clear that we have become limited.*

From the answers by the project managers, it also appears that the municipalities in the future will rather offer Open Dialogue to Citizens in Specific Offers than Depending on Specific Diagnoses. For example, one

municipality will offer Open Dialogue to all citizens in a specific housing offer, another to recipients of benefits according to section 85 of the Social Services Act. Some project employees estimate that Open Dialogue will be relevant to all target groups within the psychiatry.

In relation to subsequent assessment of the potential target group by municipalities, two project managers have a direct advice:

> I want to advise them that where they start with Open Dialogue, that's where there is energy to it. They need to take the low hanging fruits first. And it doesn't need-necessarily being the easier part of the target audience. It can easily be the heavier part. And then I would probably say to them, 'Shit a little on the evaluation when you have to begin. You have to start and give them some experiences with it. You should be able to strike. when the citizen says, 'now I am ready for it' '.

> *A lighter target group ensures that you get started faster. I have experience with that the good stories spread. Therefore, easier to start with (a lighter audience), we especially had the younger citizens.*

The two quotes are consistent with some of the points from the implementation evaluation: Partly, it promotes the implementation and practice of the method to start with some of the citizens, who are motivated and clear, this is also in accordance with focus of Open Dialogue on it being needs of the citizen that determine when Open Dialogue is relevant. Partly that it applies to get started with creating good stories because many, both citizens, colleagues and collaborative parties, who are best convinced of the benefits of the method, when they can see and feel the results.

7.4 Organizing the effort
In the project, Open Dialogue has existed as an offer alongside other offers and has not had to replace other efforts. In addition, there has been a project organization around implementation and practicing the method. This organization will not continue in the municipalities where the method becomes part of daily operation. At the end of the project it is not determined how the organization is, but the project managers have good suggestions and advice for the organization around anchoring and by implementation of Open Dialogue by municipalities.

First and foremost, several project managers believe that a municipal anchoring of Open Dialogue – or implementation in a new municipality – will require a coordinating person to ensure collection of experiences and knowledge/support across levels and in relation to the use of competencies. It is necessary to have control with the maintenance of competences through supervision and sparring and eventual training of several employees. In addition, the coordinator must be able to communicate and translate between practitioners and managers. Several point to the fact that it can be an advantage that the coordinator has the Open Dialogue education, because it is difficult to understand the "philosophy" behind Open Dialogue without this knowledge. In fact, several people think it is also a good idea, if the organization has leaders with the education, because it will ensure a far greater insight and better opportunities to implement and anchor the method. In any case, it is important that there are several employees, who have an Open Dialogue education and high-level competences, so they can be "culture bearers", and so that employees can spar and exchange experiences among each other. A project manager says:

> *Well, I say they need someone who coordinates it. I say that they have to be more, who educate themselves at the same time. So, you do not feel that you are a solitary island that*

has to lift all this stuff that we have been talking about. But you have a partner you can spare with.

In addition, the project managers discuss how Open Dialogue will partly replace other efforts in the municipality. A project manager says:

Now it is agreed in the project that it does not replace anything else, but when we are operating Open Dialogue at our place, then Open Dialogue meetings will replace other effort. We are not going to replace a § 85, but I think it is realistic to make some agreement that the week you have a meeting, where you invite section 85 to join, you also do not get face-to-face time in the home – unless there is something very special. Because, we do not get more money by doing Open Dialogue. So that is how we started talking about, at least at our place, where we can do this so it can go into operation?

In this context, the project managers talk about, what it them is the citizen gets, rather than for example face-to-face time at home outside the home, and how it can make a greater profit from the overall effort. A project manager says that in her municipality, the housing grants have estimated that when they start a new housing support relation with an Open Dialogue meeting, then they save the two to three months of work, because they get so much knowledge together with the citizen and the network for the first time. Already there they create some very important collaborative relationships that would have taken them more months to get, if they had just done as they used to, in the form of driving out and meeting the citizen for half an hour or an hour in the house of the citizen. The project manager continues that although it is extra resources, they use the first time, then this way of organizing Open Dialogue can pay off in the long run.

7.5 Cooperation with internal and external parties
The above is a positive story of how Open Dialogue can kick-start the collaboration with and around the citizen. The previous descriptions of results also show a wide range of examples on the fact that cooperation with and around the citizen benefits from Open Dialogue. Still, the evaluation shows that cooperation with, especially with the municipal parties is far from being achieved in the project. The project managers have different suggestions for causes and solutions in relation to this problem.

First, several project managers believe that financial barriers have significance. One project manager talks about another project, where the responsibility even financially, was equally distributed between the municipality and the region, and it made a world of difference that both parties in this way had ownership. The project manager believes that some of the things that make it difficult in the project are for example that the regional psychiatry feels that they have to contribute something, but at the same time they do not have anything to say, because they are not part of the planning. Of course, there is one from the region in the committee, the project manager continues, but they do not have enough influence, or there are not enough finances in it for them.

Another project manager adds that in addition to the economic barriers, the legislative also exist. She says:

Our challenge, after all, it is barriers that are purely economic. We can agree about much, and we are also together with the regional psychiatry in the Open Dialogue project and over to visit the psychiatry house in Silkeborg. But it all comes back to how it is that we must bind ourselves together financially, and how we legislatively can connect with each other. Where I sit, it is the directors and managers, who are very, very strict on legal and regulatory matters, so we cannot make some table arrangements to try some of the things or such things. So that is how we get some cooperation agreements, which actually hold up in in the

district court, I was about to say. And it also depends on the financial part of it. And there are some challenges there.

Finally, there are the more structural obstacles that deal with the degree of flexibility, the organization allows. A project manager is asked if you in the future could imagine that a print interview could be made in collaboration with the municipality and based on Open Dialogue. She replies:

> *Well, it could easily, if it could fit in. But the challenge is not necessarily that they will not. The challenge is that they call in Thursday and say that there is discharge tomorrow at thirteen. I cannot find two project employees as well as a network that can meet up at the hospital until the next day at thirteen. It can be a challenge.*

The project has not involved much professional regional networking. According to Employees, the citizens have rarely invited them, but the above also indicates that there can be other obstacles to the networking perspective of Open Dialogue being given favourable conditions. The evaluation, of course, cannot show whether another organization had resulted in better results, but according to several project managers, it may be considered whether implementing Open Dialogue can advantageously be based on greater shared responsibility between parties in the municipality and between municipalities and regional parties.

7.6 The range of Open Dialogue

However, a project manager does not believe that the above challenges need to impede implementation of Open Dialogue. It is also about deciding how open dialogue should be offered, and what the range of the offer should be. If there is thus no breeding ground and support to implement Open Dialogue in an entire municipality – or across the municipality and region – you can start in one housing offer, or in another relevant delimited unit. The project manager says:

> *I come to think of it as not a requirement that you have the region and all sorts of other partners to decide on Open Dialogue. Thus, in principle, it can be done as a living offering and say that we want Open Dialogue. So, it may well be that all the people sitting around do not want to, but we want to, then there are many ways to work with it. Then you must see how far you can reach with collaboration partners. But I think that for municipalities that must begin, then it must not depend on whether you have all partners, because then you need to start with yourself. That is how I imagine it.*

The project managers talk about the fact that it is just an advantage that it is decided that Open Dialogue is used in specific contexts, for example when moving into a housing offer, and that this is used as something completely natural. A project employee says they have been working to identify the specific places where they work in accordance with Open Dialogue, so it becomes part of the culture to articulate it to future citizens by saying "this is how it is with us". So, it becomes one natural part of what the citizen encounters. Another employee adds:

We have talked about also having that naturalness in relation to it, because it becomes very big for the citizen. With this, 'do you want' an Open Dialogue course?'. Huha that must be thought about. Instead of just taking it as a given... 'that is the way we are doing it here.' Not to make it bigger than it is. That it is a different way to hold meetings.

The evaluation has previously raised the question of what it means that the citizen does not choose Open Dialogue, or starts a course exactly when needed, but to some extent is "persuaded" to it and how this can be reconciled with the principles of Open Dialogue. The above proposals to allow Open Dialogue to be the

natural method for certain events, raises the same issue. The evaluation cannot answer what is most right. It is clear that Open Dialogue must be based on the needs of the citizen, but there are benefits that the method becomes what you always do. Both because it can become a natural part of efforts of the citizen, and because it will ensure that employees get started and get tested on Open Dialogue. The evaluation has shown that the project has to a high degree succeeded in holding network meetings and that this may be due to precisely the requirement that courses should be initiated. Employees, citizens and networks have "been pushed into it" and have gained experience in the practice and knowledge of the advantages of the method.

This fact is elaborated on in the next section on competencies.

7.7 Competences among employees

The project staff discusses the future anchoring – or an implementation in a new municipality - will require a certain number of trained employees. Of course, it will depend on how far the implementation and effort should reach, how many employees must be educated, but there should be opportunity for internal experience exchange and sparring, and there is no excessive loss of knowledge in the case of staff replacements.

As mentioned in the implementation evaluation, some project managers may wish there were Open Dialogue competences present at several levels in the municipality, and that, for example managers were educated. One project manager expresses concern that it is people without the Open dialogue training that helps to organize the anchoring part. She fears that it will dilute the professionalism. She does not think that the implementation of Open Dialogue is about taking a new method into use, but about a far more pervasive cultural change.

Discussing the scope of the method shows that for some project managers it also makes sense to think on a smaller scale - and for example, start by implementing Open Dialogue in a housing offer, where employees and managers are trained in Open Dialogue.

It is discussed whether the competences should preferably be extended to as many employees as possible, or whether it is an advantage to have a team of competent employees who only have a bit of contact with the individual citizens, but otherwise the main purpose is to hold network meetings according to the principles of Open Dialogue. This discussion builds on the considerations as to whether the chairperson should preferably be unknown and whether the chairperson and coordinator should be the same. As mentioned earlier, there are different opinions on this. The discussion also revolves around what level of Open dialogue that employees need to be able to master.

The employees in the project have all completed the training planned specifically for this project. Some of the employees also have additional two-year Open Dialogue training. During the project the advantages and disadvantages of the two trainings is discussed. In the two-year one theory fills a lot, while the training of the project focuses a lot on praxis, and the project has also required one rapid turnover of training into practice. It is agreed that the training from the project has provided good ballast in regard to getting started quickly with Open Dialogue. The big emphasis on supervision and use of video recordings, and the requirement to be a chairperson rather quickly, has figuratively gotten the employees beyond the ramp. However, some of the staff misses more theoretical depth, and this topic also fills in questions of anchoring. The question is, whether training from the project is sufficient to carry out open dialogue and develop the competencies going forward, both with those who are educated and with other employees. Several municipalities speak of peer training, but is aware of the risk of diluting professionalism, if competency development is done only as peer training from the employees with focus on the practical skills and not so much theoretical ballast - or when it becomes peer training of peer trained. This issue

arises from the discussion of, whether the employees in the project have too quickly abandoned the manual, and in some cases forgot to continually return to the seven principles. A project manager says it is also about holding on to supervision:

> *I also sit and think that thing with peer training, I like it, but you have come a long way as an organization and as an Open Dialogue practitioner, before it makes sense to start talking about peer training. I have one year of education now; I cannot peer train anyone. [...]. I'm just thinking that it requires something of the organization to be able to do peer training, e.g. supervision.*

Finally, a comment from a project manager points out that it is also about utilizing the competences that are already in progress and build on them. She says:

> *In terms of where to go with it, I think it makes sense it is where there is good energy. This is because of many of our colleagues in social psychiatry being trained in something similar. There are small elements of Open Dialogue everywhere. So, I think one of the things you can help yourself with, is to see, what it is, they really do a lot in advance, and how we can play each other excellently. So, we can start talking about it being similar to Open Dialogue, and what the deal is with it? And could you do something with it to make it look a bit more alike?*

The question of competences and how these are best utilized, and the other questions about organization, collaboration and reach must be seen in relation to how it is ensured that Open Dialogue is performed in accordance with the principles of the method. The next section summarizes the points of evaluation, the evaluation raises in relation to the implementation of the method.

7.8 Considerations for future actors
7.8.1 Methodological considerations
The analysis of activities and results of the method identifies points of attention in relation to the execution of the method. The evaluation gives no reason to change in the theory of effort for the citizen-oriented efforts but point out the elements and issues that future actors must pay particular attention to and consider when implementing the method. It is about:

Role of the coordinator: The considerations here involve a position on whether it is the coordinator, who has the overall responsibility to ensure continuity and coherence, and if so, which mandate, the rope coordinator has for this. Considerations must also include a position on whether the coordinator must be known or unknown to the citizen and whether the coordinator must be able to act as a meeting chair for the individual citizen, or this function is best performed by an-the.

Follow-up: In the context of the above considerations, the theme of follow-up discussed. How is follow-up after meetings ensured? These include considerations of writing and what can be taken from a network meeting for use in other contexts.

The Network Perspective: The considerations here must be about whether the best conditions are created for involving the network perspective. It is both about organizational initiatives and about exploring and challenging existing culture and tenacity in relation to how things used to be, and what is possible.

Flexibility: The possibilities of flexibility need to be considered, and it must be discussed how the organising best can support the principles of flexibility and mobility, so that it is less practical matters that determine where, when and with whom a network meeting can be held.

Quick Help: Principle of Quick Help in Open Dialogue needs to be translated to make sense in the reality that the method is implemented in. It makes sense to operate with the concept of "response-court "and in doing so, consider how Open Dialogue can be organized as an offering that can be started when needed.

The process: The project focused explicitly on the network meetings and less on the Open Dialogue between and outside the meetings. The evaluation reveals some of the consequences of this approach, including lack of coherence with other efforts and a narrower network perspective. A future actor must consider whether Open Dialogue is primarily thought of as network meetings or whether access should be present and guide the entire course of the citizen. This issue is addressed in the next section.

7.8.2 Considerations in relation to the scope of Open Dialogue

The following addresses the considerations of municipalities or other actors, who are considering implementing Open Dialogue, must be involved in planning the implementation of Open Dialogue. The very basic question is what the scope of Open Dialogue should be with the actor. Various – and in some cases connected – elements must be included in this consideration:

Audience: Which Target-group should be offered to Open Dialogue? The project gives no directions in relation to what other target groups Open Dialogue could be suitable for, but the employees assess to a large extent that the target group can be made wider than in the project. They also assess that it may be advantageous to start with a lighter target group, or at least let the motivation of the citizens be controlling on who gets the offer in the first place. However, the evaluation shows that it is especially the citizens who start with the worst starting point of the measuring instruments used that develop positively.

Areas: What areas should Open Dialogue be introduced in? Several employees suggest that Open Dialogue is not offered to specific diagnostic target groups, but rather to citizens who are eligible for certain benefits, or for all citizens of a specific housing offer.

Offer or Access: Should Open Dialogue be an Offer or Approach? In close connection with above, it must be considered whether Open Dialogue is an offer to the individual citizen, or an approach, which is used as something quite natural in certain contexts. The evaluation cannot answer what is the most right (it is clear Open Dialogue must be based on needs of the citizen), but there are also benefits to the method being what one always does. Both because it can become a natural part of the citizen's efforts and because it will ensure that employees get started with and get tested Open Dialogue.

Method or culture change: Should Open Dialogue focus on the network meetings or define the whole way to meet the citizen? Open Dialogue is considered by many professionals as an approach rather than a method. This means Open Dialogue is seen as a set of principles that define the way employees meet the citizen and enter relation with the citizen and the network. In the project a certain form of Open Dialogue, where the network meetings have been turning point has been tested. Of course, this question does not need to be an either/or, but highlights that future actors should consider whether they see Open Dialogue as a method, with explicit focus at the network meetings, or to a greater extent as a cultural change in relation to the way to meet the citizen on in all contexts.

Competencies: The above considerations will have an impact on how many Open Dialogue employees who are needed, and whether it is a matter of educating a limited number of employees to work with Open Dialogue, or whether everyone should be educated in or have knowledge to the method. The evaluation shows that knowledge of the method and its benefits is a driving force in the implementation, and this knowledge should of course be considered. In relation to this, it must be considered whether leaders should also be trained in the method.

The above-mentioned considerations will have a major impact on how each municipality best organizes the implementation and operation of Open Dialogue. The implementation evaluation points to several driving forces for implementation: Management support, collaboration, knowledge and support method, organising, so the employees get the right working conditions and competence development of the employees. However, what is the right model for cooperation will for example depend on the choices that an actor makes in relation to the scope of the method. A delimited form of Open Dialogue at a Single Residential Offer sets other requirements for collaboration with external parties than Open Dialogue as collaboration between municipality and region in connection with printing conversations.

Thus, a future actor must relate to what scope Open Dialogue should have with them and then consider what organizational conditions can support the path towards this goal.

8 Economic consequences

This chapter highlights the financial implications of implementing and using Open Dialogue. Descriptions and analyses are based on data collected in the specific project as well as register data.

Extent and length of the effort also vary for each citizen, since the method test of Open Dialogue was conducted without a control group, this makes it very difficult to carry out meaningful data analysis. The following must therefore be read with several reservations as explained in the end.

This chapter contains:
- A presentation of the approach and the data basis for the description of the financial consequences
- A cost assessment in relation to the implementation and operation of Open Dialogue as well as for citizens one's consumption of healthcare
- An analysis of labour market attachment based on register data
- An overall assessment of the results, their use and limitations

8.1 The approach to economic evaluation
The financial impact of the effort is analysed from a cost perspective. First and, above all, include implementation and operating costs in the form of hours spent in connection with the Open Dialogue processes in the cost assessment. The assessment is based on data collected in the actual project, but it is also discussed what costs are likely to be in a future implementation and operation of Open Dialogue by the municipality.

Additionally, health care costs are included for the citizens who have entered Open Dialogue course. As a basis for this, resource consumption and costs are mapped with somatic and psychiatric bed days, somatic and psychiatric outpatient visits, defined daily doses of prescription drugs; antipsychotics, anxiolytics, hypnotics, antidepressants and psychostimulants. The extent and cost of bed days and outpatient visits are taken from the country patient registry and prescription drugs are taken from the drug statistics register. Prices have been adjusted according to the net price index with price year 2015 and with a discount rate of 3%.

An analysis has also been made of labour market connection, where information is obtained from the register DREAM. As only a few of the included citizens are self-sufficient, it is not relevant to make an economic analysis of lost earnings. Instead, an analysis of the changes is made in work-related activity.

8.2 Data basis
The analysis of the economic consequences is based on the ongoing documentation of costs for implementation and operation, budget for costs for competence development and in a register made by the municipalities at the end of the project. The data collection is related to the citizens, included in the power measurement, i.e. citizens with minimum of two network meetings and completed questionnaires at baseline and completion, in total 94 citizens. Table contains one overview of data sources.

Table 8: Overview of data sources, economic evaluation

Source of Data	Time	Data
Implementation Interview	At project start	Qualitative demarcation of implementation and operational costs
Skills budget winding	Ongoing	Competence Development Award
OD employees' hourly record	Ongoing	Spent hours for implementation and operation
Fidelity Schedule of the coordinator	After each network meeting	Participation and hours of other professional groups
Register Drag	End of project	Health services Employment status

8.3 Cost Analysis

The cost analysis involves a calculation of the associated resource consumption per capita. citizen of connection with the implementation and operation of Open Dialog in the method test. In addition, an estimation of resource consumption and costs associated with citizens' consumption of health care services.

In the calculation of resource consumption per completed process is distinguished between implementation the costs and operating costs. Implementation costs are limited to the costs that are solely for implementation and not for method testing (e.g. implementation support, evaluation, etc.).

The following sections explain what costs are included in the calculations and the results of the calculations of the implementation and operating costs of the project and the federal resource consumption for healthcare.

8.3.1 Implementation costs

The Implementation costs are limited to costs associated with competency development of the employees who performed Open Dialogue during the project period – a total of 28 employees. Other expenses associated with the implementation – for example, salary of the project manager, any additional meetings and hours for management, cross-collaboration, preparation of info material and holding information meetings for the purpose of recruitment in the individual municipality – is not registered as it is not possible to assess which of these activities is project specific, and which will be necessary for a given municipality that wants to implement Open Dialogue. Of course, a municipality will have to allocate funds for this work, but the scope will depend on the organization of the specific municipality, existing workflows, the need for information and more.

Table shows what specific costs are included in the calculation and price for the individual activities.

Table 9: Implementation costs

Activity	Description	Price in DKK
Supplier benefits	Seminar stay	209,518
	Seminar - teaching and coordination	383,900
	Theme days	179,600
	Supervision	678,000
	Administration, etc.	324,000
	Materials for participants	15,000
	Seminar days and theme days	31,441
Open Dialogue staff participation	Hourly rate calculated at DKK 354.07[38]	
	100 hours of supervision	920,582
	Hourly rate calculated at DKK 354.07	
Preparation of teaching and supervision by the Open Dialogue employees	5430 hours	1,922,600
	Hourly rate calculated at DKK 354.07.	
Total		4,664,642

All costs for supervision and participation in supervision are counted as implementation costs. It can be discussed, if the costs of supervision at some point in the process should be included in operating costs instead, as it is advisable to continue the supervision also in operation. However, it has not been possible to determine, where the boundary between implementation and operation had to be put, which is why supervision is only seen as an implementation cost.

The Open Dialog staff have recorded how many through a questionnaire every week during the course hours they have spent preparing for teaching and supervision. These hours can be added together for a total of 5430 hours, as shown in the table.

The amounts in the table above are totalled to DKK 4,664,642, which is the total implementation cost of Open Dialogue. There are 94 citizens participating in Open Dialogue performance metrics, and that means that the implementation cost per Citizen in Open Dialogue is $ 49,624. This amount is included in the overall cost assessment.

As can be seen, implementation costs are calculated based on competence development of all the OD staff and only include the 94 citizens, who are included in the evaluation. This means that the implementation cost per citizen becomes relatively high. It is important to be aware that for a municipality that wants to implement Open Dialogue, the implementation costs per Citizens fall by completion of several Open Dialogue courses, as the cost of skills development and more is distributed among more citizens.

8.3.2 Operating costs

Operating costs are limited to costs directly related to visitation and ongoing motivation of citizens as well as preparation and execution of Open Dialogue. Other expenses connected with the operation – for example for salary of the project manager, any extra meetings and hours for management, cross collaboration, preparation of info material and organization of information meetings for the purpose of recruitment in each municipality are not registered – as it is not possible to assess, which of these activities are project specific and which will be necessary for a given municipality that wants to implement Open Dialogue.

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[38] The hourly rate is calculated based on salary rates from fldnet.dk for the group Pedagogy incl. social worker. It is counted1418 full-time hours per year. An overhead of 20% has been added to the calculated hourly wage

Cost of premises and possible care is not included.
Cost of transport of employees and citizens are also not included.

Costs for evaluation of the courses are not included. In the project, the documentation requirement has been extensive and the Open Dialogue employees have used a lot of time clarifying, whether the citizen belongs to the target group (VUM assessment and clarification of diagnosis), obtaining consent for evaluation, continuous data collection and so on. This time is not counted in the total costs, since a municipality that wants to implement and operate Open Dialogue, probably will not impose such extensive requirements on the documentation. Municipalities that want to implement Open Dialogue should therefore consider, how they will document the effort and estimate the cost thereof themselves.

Finally - as mentioned under implementation costs - supervision does not count in operating costs. However, a given municipality that wants to implement Open Dialogue will have to budget with supervision as a continuous cost.

The included operating costs are related to the citizens who have completed a course (minimum two network meetings) and included in the pre-post survey. Costs associated with motivation of citizens not included in the evaluation is not included.

Table 10: Operating costs

Activity	Description	Price in DKK
Motivation of citizens	Average cost per citizen associated with motivation	2,656.96
Preparation of network meetings	Time spent for each OD employee to schedule network meetings and ongoing collaboration with citizens on network mapping, etc., on an ongoing basis motivation of citizens, incl. Possibly. transport time for conversations with the citizen	3,614.43
Network meetings	Time consumption for participants in network meetings - both Open Dialogue employees and professional networks	5,696.91
Total		11,968.3

Motivation of citizens
All Open Dialogue staff completed a questionnaire, where they each week have stated, how many hours they spent motivating new citizens to participate in an Open Dialogue-progress. All the records concerning the citizens included in the pre-post survey are posted together into a sum that is subsequently divided by the number of citizens included in the pre-post measurement. In this way, the time spent on motivation per citizen. By multiplying the calculated hourly rate for Open Dialogue employees, the cost of motivation per citizen is found.

Preparation of network meetings
The OD employees also have their weekly time usage on preparation of the network meetings via the survey. The registration concerns only the preparation of the network meetings, including planning, ongoing cooperation with the citizen and more, but not the actual participation in the network meetings. All records regarding the citizen who are included in the pre-post survey, is added up to a sum which is divided by the number of citizens in the pre-post surveys to find the time consumed for preparation per.

citizen. Then the cost of preparation of network meetings per. Citizen is found by multiplying by the calculated hourly rate.

Network meetings
For each network meeting, a total cost is calculated in the following way: Information about the people who participated in the first network meeting of the citizen concerned has been collected via the fidelity survey. The number of different professionals, who participated in the first network meeting, is merged across the citizens. After that, the average duration of hours of the first network meeting of the citizen is calculated. Via fldnet.dk an hourly rate incl. 20% overhead for each subject is calculated. Thereafter, the total price for first network meeting of the citizens is calculated by multiplying the number of each type of professional with the average length of the network meeting and the hourly rate of the professional. These are added together for a total price for all first network meeting of the citizens. The total cost is divided with the number of citizens who have had the first network meeting to find the average price for network meeting 1 per citizen. The same calculations were made for network meeting 2-9 (no citizens have had 10 network meetings). Then the price per citizen for each individual network meeting is calculated by adding the price of network meeting 1-x together, depending on how many network meetings the individual citizen has had.

The total operating costs per citizen is then calculated by adding costs to motivation per citizen, costs of preparing network meetings per citizen and costs of network meetings per citizen together - a total of DKK 11,968.3. This amount is included in the overall cost estimate

8.3.3 Consumption of health services
In the calculation of consumption of health services, there is looked descriptively on the last 90 days before the first meeting of the citizen and the 90 days after the first meeting of the citizen. Since the number of meetings and the duration of the course of events varies, it is decided that evaluation is made for everyone in this period, knowing that the citizens have several meetings in and/or after this period. The optimal would be to evaluate on time before the first meeting and after the last meeting – but since a large part of the courses have only been completed by the end of the project (last half of 2016), a sufficient follow-up period cannot be established with available registry data without sorting these citizens. Already included relatively few citizens in the analysis compared to obtain statistical power, and a further reduction is therefore not desirable.

All costs are price-year adjusted, so it is calculated in 2015 DKKK. In addition, a discount rate of 3% is used. Since psychiatry does not use DRG rates, the cost is calculated for one admission to psychiatry at bed day rates. These are already price-year regulated and discounted in raw data, why we have not done this.

T-tests are used between the number of bed days and outpatient visits to somatic and psychiatry and the number of defined daily doses (DDD) for five selected psychotropic drugs during the two periods.

Of the 94 citizens included in the pre- and post-surveys, there are errors in the statements of a citizen, which means that this must be excluded from the registry extract. Two citizens have two admissions at once hospitalization date and same printing date. It is considered that this must be a mistake, why hospitalization with the lowest price is excluded. This does not detract from the results of the analysis.

Table shows that the average resource consumption per citizen of the medication group Antipsychotic is significantly lower in the 90 days after the first meeting than in the 90 days before the first meeting. In addition, there are significantly more bed days in psychiatry after the start of the intervention (barely 2.5 bed days in average). There are no other differences that are significantly different. However, it is possible

that the study may lack statistical power to show any other differences due to the low number of included citizens.

Table 11: Average resource consumption 90 days before and after intervention start

N = 93	90 days before Average (Standard error)		90 days after Average (Standard error)		Difference Average (Standard error)
Number of bed days, somatic	0.04 (0.02)		0.05 (0.02)		0.01 (0.03)
Outpatient visits, somatic	0.46 (0.13)		0.53 (0.18)		0.06 (0.13)
Number of bed days, psychiatry	4.56 (1.49)		6.93 (1.99)		2.37 (1.19) *
Outpatient visits, psychiatry	0.46 (0.13)		0.53 (0.18)		0.06 (0.13)
Prescription Drugs (DDD)					
antipsychotics	28.40 (4.06)		22.32 (3.74)		-6.07 (2.93) *
anxiolytics	2.53 0.77)		1.86 (0.62)		-0.66 (0.54)
hypnotics	6.39 (2.37)		7.33 (3.08)		0.93 (2.18)
antidepressants	27.96 (5.37)		30.85 (6.80)		2.88 (5.97)
Psychostimulant	1.01 (1.01)		1.52 (36)		0.51 (0.38)

* = P <0.05. DDD: Defined daily doses.

8.3.4 Total costs

Table turn over the resource consumption into costs and adds the costs of implementation and operation of Open Dialogue. Here it is seen that the costs of antipsychotic medication are significantly lower in the period of 90 days after the first meeting - here, an average of DKK 370 is saved on the citizen. Additionally, DKK 130 is also saved for outpatient visits to the somatic - this difference is, however not significant.

A comparison of the two tables shows that citizens have been given more antidepressants in the after period, but the cost of medicine has been cheaper. That is because of the medicine is not priced according to the volume of the medication and that different labels of the same type of medicine may be printed.

The same trend is seen in outpatient visits to the somatic. This indicates that the citizens have had several visits where they have received procedures for cheaper DRG tariffs. These differences are not significant.

Table 12: Average costs (2015-DKK) 90 days before and after intervention start

N = 93	90 days before Average (Standard error)		90 days after Average (Standard error)		Difference Average (Standard error)	
Bed days, somatic	555 (296)		1889 (1497)		1334 (1436)	
Outpatient visits, somatic	644 (221)		514 (183)		-130 (126)	
Bed days, psychiatry	16 036 (5262)		24 451 (7051)		8414 (4210) *	
Outpatient visits, psychiatry	644 (221)		862 (370)		218 (232)	
Medicine						
antipsychotics	1658 (299)		1288 (278)		-370 (135) *	
anxiolytics	66 (25)		59 (21)		-6 (15)	
hypnotics	33 (14)		35 (14)		2 (7)	
antidepressants	112 (44)		78 (26)		-34 (38)	
Psychostimulant	85 (85)		113 (97)		27 (20)	
Total healthcare	19 833 (5282)		29 289 (7363)		9456 (4618) *	
Implementation	0		49 624.00 (0.00)		49 624 (0.00)	
operating	0		11 968.31 (3084)		11 968 (3084)	
Total	19 833 (5282)		90 881 (7363)		71 048 (4630) *	

* = P <0.05.

In general, there are higher costs for healthcare in the period after the first meeting than the period before the first meeting. This difference is primarily due to the cost of bed days in mental in the psychiatry. In total, the cost of healthcare is DKK 9456 higher and the difference between the periods is statistically significant.

Including implementation and operating costs, the intervention costs just over DKK 70,000.more in the period of intervention compared to the period without intervention. Several Comments are important in interpreting these results.

- As mentioned earlier, implementation costs are calculated based on implementation of relatively few civilian courses per municipality - more civic programs will mean lower costs per citizen.
- The evaluation gives no knowledge of what efforts the included citizens received before the first network meeting – and whether the Open Dialogue network meetings have replaced other efforts in the project period. Thus, there is no real basis for comparison in assessing, whether Open Dialogue is more expensive or cheaper than other relevant efforts for citizens.
- The comparison of healthcare costs is based on pragmatic reasons in the time period before and immediately after the first network meeting. It is not possible to decide, whether the increase in healthcare costs is related to the intervention, but optimally a study of the development of resource consumption of health services should include the time before and after the entire intervention, that is, after all the network meetings of the residents.
- The comparison of healthcare costs alone shows that costs are rising after the first network meeting. The comparison cannot determine whether it is a good or a bad result – changes in drug consumption can be due to many things, for example higher degree of compliance among the citizens participating in Open Dialogue. And increased numbers of hospitalisation days are obviously a cost to society, but not necessarily a sign that the citizen has become worse, it can also indicate a greater awareness of needs of the citizen. This must be emphasized that the results cannot be used to draw these conclusions - but that it is one possible interpretation of data that nuances the importance of the cost estimation.

8.4 Labour market association study

The purpose of the analyses is to investigate whether there has been a change in relation of the citizen with the labour market in context with participation in OD.

For the study of labour market attachment for the 93 included citizens of OD is used data from the DREAM database. Information is included up to and including week 47, year 2016. For coding of data is based on the description of DREAM Version 36 on April 26, 2016.

DREAM is a progress database that contains weekly information on receiving public services. Only one benefit information for the individual citizen is registered in the register per. week, which is why the database has a ranking of the different service types. For example, a person who has received both cash benefit and sickness benefit during the same week may only be registered with sickness benefit, as this has a higher priority in the database.

Two different analytical approaches are used. Both are based on the time for participation by the citizens in the first network meeting.

In the initial analyses it is calculated how the labour market status of the participants and reception of public services are divided into three different times (individual weeks). The first measurement week is three months before participation in the first meeting (calculated as 13 weeks before the meeting), the second measurement week is the week of participation in the meeting, and the third measurement week is three months after participation in the meeting (calculated as 13 weeks after). From this, it is investigated, whether changes in the distribution has occurred in relation of the participants to the labour market across the three times.

In the next analyses there will also be looked at 13 weeks before and 13 weeks after the citizens participating in first meeting. Opposite to the initial analyses, where there is focused on three individual weeks is the focus in these analyses in all 13 weeks that lie in the period prior to participation of the meeting (subsequently referred to as: pre-period), and on all 13 weeks after attending the meeting, along with the week before the meeting itself (i.e. 14 weeks in total, hereafter referred to as the post-period). In these analyses, it is examined whether total proportion of weeks of the participants with given benefit changes from the pre-period to the post-period.

Nine out of 93 citizens are excluded from the analyses due to missing or invalid information. The analyses are thus based on the remaining 84 persons. In the event of the follow-up period extending one or two weeks longer than the moment, where there is DREAM information, the last DREAM-status of the citizen is used instead.
The DREAM database contains information on many specified service types. It is to these analyses not possible to use the detailed information, as there will be too few observations in many of the categories. The performance types are therefore divided into major main categories for use in the analyses.

For example, non-activated beneficiaries of cash assistance and educational assistance are brought together as one total category, called passive parenting. Educational assistance is provided instead of cash assistance young people under 30 who do not have a vocational qualification education.[39] Similarly, citizens are grouped into activation receiving cash or educational assistance, under the Active Support

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[39] See eventually the following for detailed information on the types of benefits:
https://www.borger.dk/arbejde-dagpenge-ferie

category. Citizens who receive SU or are in assisted employment inform of spare or flexible jobs, is also placed in the active care category since the group considered too small to report for themselves.

Citizens in rehabilitation, job clarification or resource management are grouped together in one group regardless of whether they are enabled or non-enabled. That's because these people are considered to be somewhere else in their attachment to the labour market than the groups divided into passive and active support. There is, however, too few observations to divide into activated and non-activated or the individual, respectively service types.

8.4.1 Single-week perspective

Table 4 shows the percentage of participants in ÅD who received the different types of benefits 13 weeks before the first meeting, the week before the first meeting and 13 weeks after the first meeting.

Table 4: Distribution by benefit groups at the three selected times, measured as a percentage.

	13 weeks before	The week of the first meeting	13 weeks after
Early retirement, state pension	61	63	63
Rehabilitation, clarification of jobs, resources	7	7	8
Passive support (1)	17	14	17
Active support (2)	15	15	12
Total	100	100	100

Statistically significant differences across the weeks have been tested, but none were found at a 5% significance level.
(1) Cash assistance and education assistance - not activated.
(2) SU recipients and spare jobs. Cash and education assistance - in activation. Activation covers guidance and qualification, regular education, and business internship.

It is clear from Table 4, that about three out of five participants in OD received early retirement or State pension - with early retirement as the dominant group - both before, during and after the first network meeting. Approximately every fourteenth was in rehabilitation, job clarification or resource loss at all three times. The portion of passive support fluctuated between 17% (almost one in six people) and 14% (well one in seven people). The share of active support was similarly between15% and 12%.

From the table it is seen that the distribution of citizens among the various benefit groups is relatively stable across the three times. With the specified time horizon, there is no indication of any statistically significant change in relation of the citizens to the labour market around the time of the participation meeting in the first network meeting in OD.

It is important to point out that the above differences show the difference between the proportion of citizens in the individual categories at the individual times – not how many citizens have changed benefit status. Thus, there may well be many more citizens than the equivalent to the percent points that have changed status between the different categories. For example, there will be no registered any change in the size of a given group, if 10 citizens are changed from the group to other categories, but at the same time there are 10 other citizens, who have changed to the group.

8.4.2 Overall pre- and post-period perspective

In Table 5 shows the total number of weeks in the before and after the period of the citizens who participated in OD. That At the same time, we can see how much of these weeks the citizens have received the different together types of services.

Table 5: The total proportion of weeks with a given benefit type in the period before and in the period after first meeting, measured as a percentage.

	The whole period (Week 0-26)	Pre-period (Week 0-12)	Post-period (Week 13-26) #
Number of people	84	84	84
Number of weeks per person	27	13	14
Total number of weeks	2268	1092	1176
The total proportion of weeks (in percent) that citizens received:			
Early retirement, state pension	62	62	63
Rehabilitation, clarification of jobs, resources	7	7	7
Passive support (1)	16	17	15
Active support (2)	14	14	14
Total	100	100	100

 # The after period consists of the week in which the meeting was held and 13 weeks after.
(1) Cash assistance and education assistance - not activated.
(2) SU recipients and spare jobs. Cash and education assistance - in activation. Activation covers guidance and qualification, regular education, and business internship.

From Table 5 it is seen that the participants had a total of 1,092 weeks in the 13 weeks long pre-period and 1,176 weeks in the 14-week post-period. The extra weeks in the post-period are due to as mentioned that the period also includes the week in which the meeting was held.

Additionally, the table shows that the participants overall received an early retirement or State pension on 62% of weeks in the pre-period, corresponding to just three out of five weeks on average. In 7%of the weeks, they were in rehabilitation, job clarification or resource course, which corresponds to every 14 weeks in average. One out of six weeks was with passive financial support and one in seven weeks was with active financial support.

All in all, based on the above statements, there is no indication that changes happen in the citizens' relation to the labour market in the chosen time horizon around participation in the first OD meeting .. It is a relevant question, whether it is realistic to expect significant changes in the citizens' connection to the labour market within the time period used. However, this is not possible based on the project to conclude something about, whether effects can be seen on longer term, since many of the citizens will have too short a follow-up period with the used registry data.

8.5 Overall assessment of financial impact

The cost analysis in relation to the implementation and operation of Open Dialog shows that the implementation costs per citizen amounts to DKK 49,624 and operating costs to DKK 11,968. Immediately these numbers indicate that Open Dialogue is relatively costly to get started. The average operating costs are not as high, but cover large fluctuations depending on the number of network meetings.

The analysis of consumption of health services by the citizens shows additional consumption, primarily in the form of psychiatric bed days, in the period after the first network meeting, compared to the period before the first network meeting. The difference is statistically significant. The consumption of antipsychotics decreases during the period after the first network meeting – this difference is also

statistically significant. Since there is no control group to compare with, it is difficult to deduce conclusions or explanations on these differences.

The analysis of labour market attachment of the citizens does not show changes within the chosen time horizon. However, it is not possible, on this basis, to conclude whether effects can be seen in the longer term.

8.6 Use and Limitations of Results

The assessments of the financial consequences of the method have a number of significant limitations, which should be taken into account in the application of the results. Regarding cost assessment municipalities wishing to implement Open Dialogue must therefore pay attention to the following:

- The calculation of operating and implementation costs depends to a large extent on timesheets of the Open Dialogue employees. These have in some cases been inadequate or are first made awhile after completion of the activities – there can therefore be inaccuracies in these data.
- The time records have been applied to individual citizens - but of course this has quite difficult to delineate this precisely. It has also been difficult for employees to distinguish precisely between activities related to implementation, operation, respectively and evaluation.
- The implementation costs per citizen are calculated on the basis of costs for skills development of all Open Dialogue employees, distributed among the citizens who are included in the evaluation. This means that relatively few citizens have to bear the cost of implementation. There are more citizens, who have had Open Dialogue programs than those who have been included in the evaluation. Going forward, it must be expected that the more citizens that are included in Open Dialogue program in a given municipality, the less the cost of implementation will be per citizen
- The operating costs are calculated as an average per citizen, regardless of the number of network meetings. In ordinary operations, the costs of individual civilian processes will vary, depending on the number of network meetings and the number of network participants

These circumstances indicate that the total cost of the effort – primarily to implementation – may be lower when a municipality subsequently has to implement and put into operation – obviously depending on which competence development is completed, how many Open Dialogue employees are educated, and how many citizens receive an Open Dialogue course.

The assessments of the costs of implementing and operating Open Dialogue have no real comparative basis, since the evaluation does not include data on the previous effort of the citizens or other effort that Open Dialogue can replace.

The analysis of the consumption of health services is based on setting time periods, which are not optimal in regards to the intervention – but only determined on the basis of pragmatic considerations to include all the citizens in the analysis. It is unknown what the difference in health care consumption is due to, and whether there is a connection between this and participation in Open Dialogue.

The same applies to the analysis of labour market attachment – any changes on attachment to the labour market of the citizens will often take longer to break through than the follow-up period that the analyses operate with.

Finally, it is important to note that the economic analysis does not tell whether Open Dialogue can pay off financially. The analysis focuses on costs and has not been able to take into account Open Dialogue, neither in terms of the development measured on the measuring instruments used, or the possible long-term effects of higher rates of recovery. The analysis also does not take into account that Open Dialogue sometimes replaces other efforts, perhaps even streamline other efforts, for example by bringing together several professionals at the same time and by involving the private network in the effort, thereby gaining important knowledge and collaborative relations. The project employees assess that Open Dialogue has great potential in relation to this kind of streamlining – but it has not been possible to include these factors in the economic analysis.

All in all, the analyses should therefore only be indicative and should be included as one element of several decisions to implement Open Dialogue.

Appendix 1: Expert involvement in the evaluation process

DEFACTUM has involved a number of persons of knowledge on different parts of the evaluation that has participated in the initial development of project effort theory, the certification model and audit at the end of the evaluation.

Development of theory of effort

The following experts participated in a workshop in March 2014 on the project's citizen-betting theory and subsequently contributed to the adjustment and qualification of the betting theory.

1. Esper Sørensen, housing offer in Herning Municipality
2. Inger Søndergaard, Aarhus Municipality
3. Astrid Eiterå, formerly Odsherred Municipality and psychiatry in Region Zealand, now independent
4. Iben Pytlick, Faaborg – Midtfyn Municipality
5. Helle Vase, Aarhus Municipality

Sara Lindhart and Martin Sandø also participated from the National Board of Social Services

Development of model for certification

As part of the development of a model for the certification of the Open Dialogue employees, a joint meeting was held with experts from professional team of the competence provider in October 2014. The following people participated in the consultation and subsequent development of the certification process, including the fidelity schedule for assessment of meeting managers.

1. Lone Johansen, former psychiatrist in Region Zealand, now independent
2. Karen Thyrsting, Aarhus Municipality
3. Jane Pedersen, Herning Municipality
4. Jane Ørkeby Gregersen, Odense Municipality
5. Esper Sørensen, housing offer in Herning Municipality

Audit

A number of experts participated in the audit panel, who at an audit meeting in January 2017 reviewed Open Dialogue process of three citizens based on descriptions based on data collected in the case studies.

1. Pernille Jensen, residential offer in the Capital Region of Danmark
2. Janni Sørensen, former day-care in Vejle Municipality, now independent
3. Signe Dolmer, psychiatry in Central Region of Jutland
4. Erik Pedersen, SIND East Jutland
5. Klaus Müller-Nielsen, Child and Youth Psychiatry in the Region of Southern Denmark

In addition to the experts mentioned here, both the professional team of the competence supplier, project managers and project employees at the start of the project contributed to testing and qualifying monitoring forms and questionnaires of the project.

Appendix 2: Overview of the 10 cases

DEFACTUM has conducted 35 interviews as part of 10 case studies. Twice two people are inter-viewed together so that a total of 37 people were interviewed: 10 citizens, eight from private networks, nine from a professional network and 10 Open Dialogue staff. The majority of the interviews are made by telephone, single face to face.

	Gender/Age	Development (MHRM * / WHO-5 **	Satisfaction (CSQ ***)	Quantity meetings	Interviewees ****
1	M / 20-29 years	17/42	Very satisfied	3	Citizen, Private Network: Mother to the friend of the citizen. Professional network: Job Center Employee. OD employee: Coordinator/ meeting leader
2	M / 30-39 years	19/40	Very satisfied	9	Citizen, Private Network: Partner of the citizen. Professional network: Contact person at the residence of the citizen. OD employee: Meeting leader/ reflector
3	F / 20-29 years	18/8	Very satisfied	9	Citizen, Private Network: Parents of the citizen. Professional network: Contact person at the residence of the citizen. OD employee: Coordinator/ reflector
4	M / 40-49 years	4/4	Satisfied	4	Citizen, Private Network: Sister of the citizen. Professional network: Nurse from treatment psychiatry. OD employee: Coordinator/ meeting leader/ reflector (and support consultant)citizen person)
5	F / 30-39 years	25/36	Very satisfied	3	Citizen, Private Network: Father of the citizen. Professional network: Contact person at the residence of the citizen. OD employee: Coordinator / reflector (and Contact person at the residence of the citizen)
6	M / 50-59 years	24 / -8	-	4	Citizen, Private Network: Unable to get into agreement with professional network: Unable to get agreement due to job change. OD-employee: Coordinator/meeting leader/reflector
7	F / 30-39 years	27 / -28	Very satisfied	2	Citizen, Private Network: Not done due to circumstances in the family. Professional network: Housing support of the citizen. OD-employee: Coordinator/reflector
8	M / 20-29 years	-	Very satisfied	5	Citizen, Private Network: Not done due to circumstances in the family. Professional network: Housing support of the citizen. OD-employee: meeting leader/coordinator/reflector:
9	M / 30-39 years	11/20	Satisfied	3	Citizen, Private Network: Mother of the citizen. Professional network: Support contact. OD-employee: Reflector
10	F / 20-29 years	14/20	Satisfied	3	Citizen, Private Network: Mother of the citizen. Professional network: Contact person for

| | | | | | citizen (and coordinator in the OD course). OD employee: Meeting leader/reflector |