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EDITORIAL

In this issue of the *Journal of Social Intervention: Theory and Practice* we once again present a wide variety of articles. We have contributions in the areas of current theory and ongoing research, and we present a paper in the Student's Work section. Some of these articles elaborate on themes that have been discussed previously in the Journal. The Journal has regularly published on volunteer work (2013/4; 2011/2). In this issue we discuss for the first time the possibility that paid work may displace volunteer work in the future. Our archives contain many contributions on the Theory of Presence (2012/4; 2009/1-2; 2007/1), but in this issue we describe a study in which the Theory of Presence is seen as one way to concretize quality of care aims from a care-ethical perspective. The final article in this issue is on a topic that has not been discussed in this Journal previously: the conceptualization of interprofessional work inspired by Hannah Arendt's line of thinking.

We open this issue with an article by Angela Kok-Van Meer, Peter Leisink, Jo Thijssen and Sascha Hoogeveen, all working at Utrecht University, the Utrecht University School of Governance and the Department of Methodology and Statistics. In their article, Kok-Van Meer *et al.* focus on a subject that is interesting not only for the Netherlands, but also for many other Western countries dealing with an increasing need for volunteers. Kok-Van Meer *et al.* examined role overload theory: does the increasing labour participation rate of certain categories of workers correspond to a decline of

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participation in volunteer work? The results of their research provide only limited support for the role overload theory: the secondary data analysis shows that various role loads are associated with differences in participation in volunteer work. However, while a higher number of contractual work hours and hours spent on work-related training are negatively associated with volunteer work, care for children living at home is positively associated with volunteering.

The second contribution is by Esther Kuis, a PhD student in the field of care ethics at the University of Humanistic Studies, Anja Knoope, lecturer at Inholland University of Applied Sciences, and Anne Goossensen, Professor of Care-Ethical Aspects of Informal Care Giving at the University of Humanistic Studies, the Netherlands. The Theory of Presence (ToP), developed by Andries Baart, is a popular theory used by practitioners as well as scientists, and often discussed in this Journal (see 2012/4 for the latest discussion). However, Kuis *et al.* state that there are still several unresolved issues in the process of operationalizing the theoretical description of ToP to presence as a usable innovation concept. In their experimental pilot study the authors examined the following research question: to what extent can more clarity be found on: (a) the conceptualization of ToP from a change management perspective; (b) the impact of various learning contexts to teach ToP; (c) the assessment of results of educational programmes; and (d) core elements of the individual learning processes involved in ToP? Five educational programmes for care givers were developed, based on five different learning contexts (Ruijters, 2006), and the care givers' learning processes were followed.

We conclude this issue with a contribution by Jóhannes Miðskarð, assistant professor at the University of the Faroe Islands, and Joop Berding, researcher at Rotterdam University of Applied Sciences. The authors investigate the relevance of Hannah Arendt's line of thinking for interprofessional work, i.e. when people of different professions collaborate. Arendt is well known for the distinctions she makes between labour, work and action in the active domain and between thinking, willing and judging in the contemplative domain. Miðskarð and Berding discuss the relevance of each of these six human approaches to dealing with experiences for interprofessional work. The outcome of their investigation points in the direction of the importance of Arendt's concept of action for interprofessional work on the basis of continuous discussion in order to achieve an "enlarged mentality" in this field.

Following the publication of papers by students Myrna Derksen (4/2013) and Jen van Horen (1/2014), Birgit Hoogenberk was offered the opportunity of publishing her article in the Students' Work section. She is a former student of Social Work at HU University of Applied Sciences

Utrecht. Students' papers appearing in the Journal are not peer-reviewed. Rather, these papers are published in consultation with the editor-in-chief and the managing editor, and students have the opportunity to make some amendments before finalizing their article for publication. All three students won one of the 2013 HU University of Applied Sciences Utrecht best article awards. In her winning article, Hoogenberk discusses the implementation of loss counselling as part of social support for refugees in the Netherlands. Social support from VluchtelingenWerk [the Refugee Council], focuses on helping clients deal effectively with personal problems that could hinder their integration. This subject deserves attention, because VluchtelingenWerk's target group consists of people who have suffered great losses. Hoogenberk states that current working methods leave no scope for loss counselling, partly due to the lack of methodological tools.

This issue concludes with our regular book review and News from Higher Social Education sections.

We review two books in this issue. Frans Brinkman discusses *Verder met kwartiermaken – naar de verwelkoming van het verschil* [Blazing a wider trail – accepting and embracing differences], written by Doortje Kal, Rutger Post and Jean Pierre Wilken. Josje van der Linden, a member of our editorial board, discusses *De stille krachten van de verzorgingsstaat. Geschiedenis en toekomst van sociaal-culturele professionals* [The silent forces of the welfare state. History and future of socio-cultural professionals], written by Marcel Spierts.

In the News from Higher Social Education section, Toon Voorham discusses Stichting De Nationale Denktank [the National Think Tank Foundation]. This foundation is searching for solutions to major social issues in the Netherlands by devising innovative and inspiring approaches. The current members of the think tank accepted the following challenge: how can we structure Dutch healthcare so that support structures deliver real social value, so that people function independently as long as possible, and that they take individual responsibility?

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