The effect of the establishment of mandatory professional registration (the SKJ) on the professionality of youth care

Universiteit Utrecht

Jasmijn Becker (9790810)

Supervisor: Marcel Hoogenboom

Social Policy and Public Health

Abstract

In the early 2000s, it was asserted that youth care policy needed an overall revision to enhance its professionality. This led to the introduction of the Youth Law. One of the consequences of the Youth Law was the establishment of mandatory professional registration, which is maintained by an organization called the SKJ. The objective of the establishment of the SKJ is to increase the professionality, however, no research has been conducted on whether this has reached its outcome. This research intended to fill this gap. Therefore, the following research question was formulated *"What are the effects of mandatory professional registration (the SKJ) on the professionality of youth care?"*. To examine the professionality of YC, an existing framework on the professionality of YPs was used (Berger & Zwikker, 2010). The methods employed to examine this research question were a document analysis and interview questions. The document analysis provided background information on the SKJ and was used to add value to the questionnaire. In addition, the interviews served as a method to question YPs on their experience with the SKJ and its effect on their professionality. Furthermore, YPs were also questioned on their perspective of their professionality.

The interviews revealed that there were positive effects of the SKJ on the professionality of YC. For instance, the mandatory aspect of engaging in training and further education had an incentive effect in some cases. Furthermore, the availability of guidelines was considered valuable by all respondents. However, there also seems to be potential for improvement in the methods employed for reflection and in the working method of the EVC program. In addition, professionals named the consultation with other colleagues as an important component of their work which was not included as a characteristic of the framework employed.

Therefore, this research indicates that further research on the establishment of the SKJ and the professionality of YC could be considered valuable.

Glossary

Term	Definition
Chamber of the SKJ	The SKJ has divided the position of youth professionals into three positions. Professionals can register in one of the three chambers: youth and family professional, educator and psychologist.
Compulsory framework	Care in the compulsory framework is always deployed by a court judge, whereas parents are obligated to accept this form of help. This always concerns youth protection or youth probation.
Decentralization	When "decentralization" is mentioned in this study, it refers to the decentralization of youth care from the government to municipalities in 2015. This was part of the implementation of the Youth Law.
EVC-traject	A course that professionals can follow if they do not meet the registration requirements to become youth and family professionals of the SKJ, in order to still obtain their SKJ registration.
Mandatory professional registration (MPR)	Professional registration is mandatory when you are required by law to register to practice the profession.
Voluntary professional registration	Professional registration is voluntary when professionals or practitioners can choose to register for professional registration, without being required by law.
Peer consultation	In peer consultation, a group of colleagues meets regularly to methodically assess, guide and learn from each other's experiences performing professional tasks.

Professional registration	Register in which practitioners of a certain profession are registered and whose purpose is to promote and maintain the quality of professional practice.
SKJ	The professional register for professionals in the youth care sector.
SKJ points	For attending training or continuing education and doing reflection, you are assigned points by the SKJ. After five years, you need a certain number of points to re-register.
Youth care (YC)	The umbrella term for the different types of youth care. These types are youth support, youth protection and youth probation.
Youth Law	The Youth Law replaced the law on youth care in 2015. The Youth Law brought significant changes to youth care, including decentralization and the introduction of mandatory professional registration for youth professionals.
Youth probation	Youth probation is a combination of counselling and supervision for young people who have been in contact with the police or the school attendance officer after the age of 12 and have received an official report before turning 18.
Youth professional (YP)	Professionals working in youth care.
Youth protection	Youth protection is a measure imposed by the court when the healthy and safe development of a child or adolescent is threatened and voluntary help is not sufficient.
Youth support	Care for psychological problems, mental disability and parenting problems

Table of contents

1. Introduction

1.1 Problem statement

In 2004, a toddler named Savanna died due to systematic abuse by her mother and stepfather while she was under the supervision of youth care (Verheij, 2011; Meijers, 2021). After the tragic death of Savanna, the responsible YP was brought before a judge in a criminal court (Van de Vijver, 2013). This was highly unusual, as she was the first YP ever to be brought before a tribunal, as the guardian of a client. The trial examined whether she had been negligent in counselling Savanna. The judge ruled that the YP did not handle according to what could be expected, but was acquitted due to the lack of causality between the professional's omission and Savanna's death. The case of Savanna caused commotion and gained media attention (Janssens, 2006).

Not only the case of Savanna but also other tragic cases involving child abuse, where questions arose about the professional handling of YPs, generated significant media attention in the early 2000s. Examples include the "girl of Nulde" (*meisje van Nulde),* who died from abuse and the "case of Roermond" in which six children died after their father set fire to the house (Nu.nl, 2002; NOS; 2011).

Therefore, it was asserted that youth care policy needed an overall revision to enhance its professionality, which lead to the introduction of the Youth Law (Besluit jeugdwet, 2022). The Youth Law brought significant changes to the YC sector, one of which involved mandating that YPs register in a professional register *(beroepsregister)*, to demonstrate that they have the qualifications that are necessary to practice their profession (Besluit jeugdwet, 2022; SKJ, n.d-b). Introducing mandatory professional registration (MPR) is part of a larger international trend, which is the increase of regulations as part of the *juridification* of the health sector (Magnussen & Brandt, 2014; Put & Van Assche, 2013). To date, no research has been conducted on the influence of MPR on YC. However, this is worth examining for different reasons. As MPR was

established to increase the professionality of YC, it is relevant to evaluate whether this outcome was achieved (HBO-raad et al., 2007). Furthermore, the implementation of MPR involves consequences for YPs, for instance YPs must demonstrate that they meet expected requirements by submitting evidence for engaging in education and reflection. In addition, it also involves consequences for YC, as it is expected in many professions in YC to be professional registered. It is relevant to further explore these consequences and the effectiveness of MPR, even more because of the issues that are currently prevalent in YC, such as personnel shortages, high administrative pressure, high workload and waiting lists for youth (Algemene Rekenkamer, 2023; FNV Zorg & Welzijn & Pointer, 2021). These reasons lead to the following research question: "*What are the effects of mandatory professional registration (the SKJ) on the professionality of youth care?*".

1.2 An explanation of the SKJ

1.2.1. The establishment of the Youth Law

The introduction of professional registration was part of the Youth Law, that was introduced in 2015. The aim of this law was to "simplify the youth system and make it more efficient and effective" (Eerste Kamer, 2013). The introduction of the Youth Law brought significant changes in the YC sector. One change that occurred was the decentralization of the responsibility of YC from the government to municipalities. Another consequence was that the terminology in the YC sector changed. All individuals working in YC are now referred to as "youth professionals" (YPs) (SKJ, 2022). In addition, YC became the umbrella term for the three different types of care for youth, these are: (1) youth support (*jeugdhulp*), (2) youth protection (*jeugdbescherming*) and (3) youth probation *(jeugdreclassering)* (NJji, 2021). Youth support includes care for psychological problems, mental disability and parenting problems. This form of care is voluntary, which means that youth and parents can choose to seek or accept this form of help (Verkroost, 2019). As opposed to youth support, both youth protection and

youth probation are compulsory. Youth protection is deployed by a court judge when a child's healthy and safety development is threatened (Bakker, 2022). Youth probation is a combination of counselling and supervision for youth starting from the age of twelve, who have been in contact with the police or the compulsory education officer before their 18th birthday and have received an official report.

1.2.2. The establishment of the SKJ

Another change that resulted from the Youth Law is the establishment of professional registration, to which YPs must register to demonstrate that they meet the set requirements (Besluit jeugdwet, 2022; SKJ, n.d-b.). The MPR for YPs is set up and maintained by an independent organisation called the SKJ, which stands for Foundation for Professional Registration Youth *(Stichting Kwaliteitsregister Jeugd)*. Being registered in the SKJ allows YPs to practice specific parts of their profession. The objective of the SKJ is to maintain and to advance the quality of a professional practice (SKJ, 2022). The SKJ has divided the profession of YP into three professions or into three *chambers*: the youth and family professional for which you must obtain a degree in a University of Applied Sciences and the pedagogue and the psychologist, for which you must obtain a university degree (SKJ, n.d.-a). In 2022, there were approximately 60,000 registered YPs, of which 80% were youth and family professionals, 12% were pedagogues and 6% were psychologists (SKJ, 2022b).

Requirements for the SKJ

To be able to register in the SKJ, a set of requirements must be met. In addition to having a certain degree, professionals have to demonstrate that they are engaged in continuing education and training and that they reflect on their own professional actions (SKJ,-n.d.-a.). Once registered, professionals are credited SKJ points for engaging in training and reflection. After five years, a certain number of SKJ points is required to be qualified for re-registration. Furthermore, professionals are obligated to work according to the professional code and the

professional guidelines, which will be explained later in this study. Additionally, professionals can be held accountable for disciplinary law (SKJ Informatiebank, n.d.-a). The SKJ disciplinary law allows clients or organizations to file complaints against YPs in case they are discontented with the functioning of the professional. The difference between disciplinary law and a complaint is that the measure is imposed on the YP personally, rather than the complaint being made through the organisation for which the organisation is responsible (Berger & Vons, 2014). In 2022, 425 complaints were filed, which is a small increase compared to 2021 and 2020. Of the 425 complaints, 47 were assessed to have at least one grounded component (SKJ, n.d.-b).

1.3 Societal relevance

By researching the professionality of YPs, this research aims to contribute to the quality of YC. It is important that YC is of good quality, as it makes an important contribution to the well-being and safety of children (HBO-raad et al., 2007). In addition, YC can contribute to equity and can prevent problems later in life. To contribute to the quality of YC, this study examines the extent to which the objective of the establishment of the SKJ, which is to increase the professionality of YC, is achieved. Though the effects of disciplinary law have been research, no research has been conducted on all components of the SKJ (Schakmann et al., 2019). Yet, this is relevant to examine as this may lead to recommendations, that can be used to further improve the SKJ. In addition, this study also aims to contribute by gaining further insights into the professionality of YC. This might be useful for organizations working in YC or for future policies on YC.

1.4 Scientific relevance

In addition to being relevant to the field, examining professionality of YC is also relevant to the literature. Though the SKJ was established to increase the professionality and professionalizing of YC is a term often used in YC policy, theories on the professionality of YC in the Netherlands

is limited (VNG; n.d., Tweede Kamer, 2013/2014). Nevertheless, it is relevant to examine theories on professionality, as theories can provide a lens or a perspective to examine a complex matter while providing a comprehensive conceptual understanding of the subject (Reeves et al., 2008). Moreover, the latest studies on the professionality of YC in the Netherlands are dated 2016 or longer ago (Calis, 2016; Berger & Zwikker, 2011). However, as policy and society changes, both the profession as our perspective on professionality change, which makes it necessary to review theories and concepts (Evetts, 2013). Furthermore, given the fact that the establishment of the SKJ can be seen as part of the juridification of the health sector, it is relevant to examine the possible consequences of this concept (Magnussen & Brandt, 2014; Put & Van Assche, 2013).

1.5 Theoretical framework

This section explains the concepts of mandatory professional registration and professionality and discusses theories on these concepts that are relevant to this study.

1.5.1. Mandatory professional registration

A differentiation can be made between voluntary professional registration and MPR, of which the SKJ is an example. In MPR, individuals are required by law to be registered before they can practice certain parts of a profession. With voluntary professional registration, professions may have established a professional register, so that individuals can demonstrate that their services are of high quality. Though the establishment of MPR is relatively new in YC, it was already known in other sectors such as health care, in the form of BIG-registration (Guard, 2006).

The SKJ as part of the juridification of health care

The establishment of the SKJ encompasses a broader trend, which is the juridification of the health care sector (Put & Van Assche, 2013; De Melker, 1999). This is the increased influence of regulation, through the implementation of rules, codes and the introduction of disciplinary

law, as is the case for the SKJ (Magnussen & Brandt, 2014). However, juridification, as defined by Put & Van Assche (2013), consists of two components: the increase of regulations and the increase of mobilization (Weber, 2014).

The increase of regulations

The increase of regulations is the increase of rulemaking between social relations such as citizens, governments and organizations (Put & Van Assche, 2013). Regulation is categorized into formal regulation such as laws or implementing decisions and informal regulation such as internal regulations of organizations. The increase of regulations can be attributed to the development of the welfare state, the rise of regulatory authorities, the growing complexity of society and an instrumentalist view of the law, in which the law is increasingly seen as a means to achieve an end (Parmentier, 2001; Griffiths, 1996). Though juridification is not necessarily part of bureaucracy, in the case of the increase of regulations, it does fit into a bureaucratic approach (Weber, 2014; De Melker, 1999).

The increase of mobilization

The "increase of mobilization" is the increasing appeal of clients or organisations to law and juridical and non-juridical procedures. An example of a non-juridical procedure is a complaint process. The causes that are described for the increase of mobilization include the increased legal skills of the population due to rising education levels, increased social contacts and increasing individualisation.

This study

Although the SKJ can be examined from both perspectives, this study specifically focuses on analysing the effects of the SKJ as "the increase of regulations".

1.5.2. Professionality

The distinction between professionality, professionalism and professionalisation

In literature, different terms referring to professionality such as professionalism and professionalization are sometimes used as interchangeable even though they are not (Hargreaves & Goodson, 1996). Englund (1996) speaks of a "lack of conceptual clarity and consensus". Additionally, confusion occurs when examining studies on professionality in different countries (Horn, 2016). As this research is based on YC in the Netherlands, but is not limited to Dutch theories, a clear conceptualisation of terms is essential. The term "*profession*" distinguishes occupations based on specific criteria (Evetts, 2003; Lundgreen, 2011). The term "*professionalisation*" is used to describe the process in which an occupation becomes a *profession* or the individual development of becoming a professional (Horn, 2016; Nittel, 2011). The term *professionalism* focuses specifically on the broader context of the profession such as salary or status in society (Evans, 2008; Horn, 2016). The last term is *professionality,* which is the "quality of occupational action" (Horn, 2016). Professionality reflects the quality of practice, enabling the distinction between professionals who are qualified from those who are not. As this study examines the quality of occupational action of YPs, the term "professionality" will be employed.

Studies on the professionality of social workers

There have been a few studies on the professionality of YC in the Netherlands. These studies are built upon each other and share the same theory, that emerges from Greenwood (1957) on the professionality of social work. As YC can be considered a part of social work, theories on social work are relevant to studies on YC. Greenwood (1957) examined the professionality of social work by describing what characteristics distinguish highly professionalized professions such as doctors or lawyers from professions that are less professionalized, and conclude what characteristics social work should therefore have as well.

13

Similarly, Kwakman (2003) distinguishes professionalized professions from less professionalized professions. Examples of the characteristics that she identifies are a well-defined area of expertise, a body of knowledge and a professional ideology with reward and sanction systems. However, she also adds the characteristics that professionals on an individual level should have to be professional such as the development of knowledge and skills to improve the quality of work and the competence of the professional.

The professionality of youth professionals

The framework of Berger & Zwikker (2010) shares strong similarities with the theory of Kwakman (2003). The difference, however, is that the framework of Berger & Zwikker is specifically established for YC. Consequently, they added characteristics that YC should have to be more professional. Berger & Zwikker named professionality on the profession as *positional professionality* and professionality on the professional as *substantive professionality*. In addition, they added a type of professionality that combines the professionality of the profession and the individual: professional autonomy. Professionals have professional autonomy if they have the expertise and the authority to make their own decisions and if they can deviate from guidelines and methods, if necessary.

Additional literature on the professionality of YPs

Dutch studies on the professionality of youth are based on the theories of Kwakman (2003) and Berger & Zwikker (2010) (De Swart, 2014; Berger & Stevens, 2011; Van Dam & Vlaar, 2007; Hutschemaekers, Beernink, 2007). However, there is an additional study in the international literature on the professionality of social workers that might be relevant to this study.

Mintzberg on organization designs

To understand how organizations or occupations in organizations are organized, Mintzberg (1983) distinguishes five organizational forms. The organizational forms are distinguished by

a characteristic that describes the way tasks are coordinated. These characteristics are direct supervision, standardization of work, standardization of skills, standardization of outputs and mutual adjustment. According to Mintzberg (1983), specialized professions such as accountants or social workers are characterized by "the standardization of skills" and are therefore categorized in the organizational form "professional bureaucracy," The characteristics of professionals in a professional bureaucracy, as described by Mintzberg (1983), shares similarities with the characteristics of professionality as described by Berger & Zwikker (2010). Examples of these characteristics are a body of knowledge and skills, extensive formal training and a professional association. Furthermore, a professional in a professional bureaucracy has a significant amount of autonomy. In addition, this type of organization is characterised by the fact that the environment is complex but stable. This means that their work is too complex to be rationalized into simple, operating tasks but can be predicted and therefore can be made repetitive and standardized. Even though Mintzberg (1983) mentions that social workers are categorized in the form of professional bureaucracy, he also mentions the fact that professions can eventually be driven to hybrid structures.

This study

While alternatives are possible, the framework of Berger & Zwikker (2010) framework is unique in being a framework specifically for youth professionals. The characteristics of the types of professionality that they distinguish will be discussed further in this study. However, for the understandability of the upcoming paragraphs table 1 provides a short summary.

Table 1

Characteristics on professionality

Concept	Characteristics
Positional professionality	A body of knowledge

	A professional association
	A professional code
	Disciplinary law
	Market access
	Study program access
	A recognized domain of expertise
Substantive professionality	Further education and training
	Self-reflection
	Evaluation by others
Professional autonomy	Decision-making authority
	Deviation from guidelines and methods

1.6 This study

This study aims to assess the influence of the establishment of the SKJ on YC. Furthermore, it aims to examine how YPs perceive their own professionality, to examine to what extent the framework of Berger & Zwikker is a compatible framework to explore the professionality of YPs. This is examined by answering the following subquestions.

1) What is the impact of the SKJ on the professionality of YC, as reflected in the framework of Berger & Zwikker (2010)?

2) What can we learn about the professionality of YC from the perspectives of youth professionals?

1.7 Expected outcome

As the establishment of the SKJ can be seen as a case study in the juridification of the health care sector, possible consequences based on earlier studies on the consequences of juridification are described. We might expect the establishment of the SKJ to have the following consequences: a clear delineation of the responsibility of the professional, more legal security and protection for the professional and the client, defensive conduct, which is doing nothing

or making the wrong choice due to the fear of incorrect action or complaints, deresponsibility, which is hiding behind the argument that one is not to do anything more than is strictly required by regulation, more administrative work, more guidance through detailed methods and a decrease in autonomy (Put & Van Assche, 2013; Berger & Vons, 2014).

2. Methods

This chapter outlines the methods employed to answer the research question "*What are the effects of professional registration on the professionality of youth care*?".

2.1 Research design

Qualitative research

The research method employed in this study is qualitative of nature. Considering the limited existing knowledge on the subject, qualitative research emerges as the preferred method for this study (Stebbins, 2001). In addition, this is the preferred methodology for exploring underlying reasons, or to uncover "structures of meaning" (Busetto et al., 2020; Borsca & Willig, 2021).

The methods employed to answer the first sub-question

The research method to answer the first sub-question consisted of a document analysis and interviews. A document analysis was undertaken to explore for each concept of the framework of Berger & Zwikker (2010), whether the establishment SKJ has had an influence. This is a method for reviewing documents that have been recorded without the intervention of researchers (Bowen, 2009). It is often used to add value to constructing the interviews, as was the case for this study. An example to clarify in what way it added value to constructing the interviews is as follows. One of the concepts of Berger & Zwikker's (2010) framework is "the profession has a professional association" (p. 38). The document analysis revealed that the profession of the YP has a professional association. Consequently, an interview question was formulated to examine to what extent the existence of a professional association contributed to the professionality of the YP, according to the YP. Interview questions are conducted as they are the preferred method to question experiences and to explore underlying reasons (Borsca & Willig, 2020). As the questions for this sub-question concern the framework of Berger & Zwikker (2010), all formulated interview questions are based on their theory (see appendix 1).

The interview questions were semi-structured, as this provides the opportunity to explore themes or responses further (Burgess, 2002). Both the research methods document analysis as conducting interviews were employed for each concept of the framework.

The methods employed to answer the second sub-question

The second sub-question examined the professionality of YC, through the perspective of the YPs. To answer this sub-question, only interviews were conducted. The questions that were formulated to answer this sub-question, were based on the theory of Horn (2016), which states that professionality concerns the quality of work. Therefore, YPs were questioned about their quality of work (see appendix 1).

2.2 Data sample

The data sample of this study consists of 15 respondents. These were recruited using multiple methods. Initially, a LinkedIn message was posted (see appendix 2) to recruit potential participants, resulting in two respondents. Additionally, the colleagues or contacts of YPs in the personal network were approached, which resulted in ten more respondents. During the data collection process, three additional respondents were obtained through a snowball sampling technique (Sedgwick, 2013). Respondents were contacted via email, which included detailed information about the interview and the purpose of the study (see appendix 3). To be able to examine the impact of the SKJ, participants were gathered who have experience in the field of YC before the establishment of the SKJ and after the establishment of the SKJ. Additionally, a small number of respondents who entered the field of YC during the implementation of the SKJ were also included. In addition, a diverse group of YPs was gathered, which will be elaborated on later in this chapter.

2.3 Pilot study

To assess the questionnaire's effectiveness, a pilot study was conducted. The pilot study serves to identify any potential flaws or complexities in the research instrument (Van Teijlingen & Hundley, 2002). This step is considered crucial in social science as it enhances the likelihood of successful outcomes. After the pilot study was conducted, the questionnaire was revised. In the questionnaire it was assumed that YPs are familiar with all developments regarding the introduction of the SKJ. However, a bit more clarification proved desirable. This was, for instance, reflected in the fact that in the original questionnaire, the YP would be asked whether he or she noticed a difference in the fact that the professional code became mandatory with the introduction of the SKJ. However, that question assumes that the YP is aware of both the professional code and the fact that it became mandatory with the introduction of the SKJ, which is not necessarily the case. Therefore, in the updated questionnaire, it was asked whether the respondent was familiar with the professional code and, if yes, to what extent and whether the profession makes use of the professional code in their work.

2.4 Data analysis

All interviews were conducted online via Microsoft Teams and were approximately 60 minutes. Although Microsoft Teams includes a transcribe feature, it is error prone and unfamiliar with jargon. Therefore, all interviews were replayed and corrected by the researcher. Subsequently, the interviews were coded using excel, as coding helps identify patterns in collected data (Miles et al., 2014). The coding process involved two stages. In the first round of coding, the codes were based on Berger & Zwikker's concepts and a code named "unclassified" was added, for data that did not fit within their framework. The second round of coding that was employed, was "in vivo coding", a method that is appropriate for all qualitative studies (Saldana, 2013). In vivo coding, short phrases from the participants own language are used as codes. Though

this method was valuable to become more familiar with the data, it did not reveal all the patterns (Guest & McLellan, 2003). However, categorizing data is not necessarily an end in itself but rather a means to discover ideas and establish connections (Richards & Richards, 1995). As a consequence, thematic analysis was applied. In thematic analysis, preferably the full transcripts, are used to systematically organize and categorize the dataset into themes to reveal patterns (Bram & Clarke, 2012). Finally, a second and third round of the thematic analysis captured the essence of the transcripts.

2.5 Ethical considerations

Ethical considerations are essential for this study for multiple reasons. First, this study involves professionals who work with a vulnerable target group. These professionals are questioned about their perspective on their own professionality, which necessitates a comfortable and safe environment. Moreover, this study involves a target group that is prone to media attention. Among other reasons, this is because they work with a vulnerable target group and because they are the implementers of government policies and therefore society is critical and has high expectations (NOS, 2023; Lipsky, 2010). To ensure that YPs felt that they could speak freely, they were informed that the results would be processed anonymously and that the transcripts would only be viewed by the author. Furthermore, they were asked to consent to the recording of the interviews with a guarantee that the recording would be deleted once the interviews had been transcribed. The transcripts are only read by the researcher and kept on a secured disk of an organization, where only the researcher can access them. Lastly, the study was sent to the respondents before it was published so that they could confirm that their identity remains anonymous.

2.6 An introduction on the respondents

A diverse sample of respondents was included, as the work that YPs do can vary widely (see appendix 4). Respondents were gathered from both the voluntary and the compulsory framework, as the work is different for YPs who work with youth who can choose to receive counselling and youth who cannot (see glossary).

Furthermore, work differs between YPs who work directly with youth and YPs who do not. For instance, you can work indirectly with youth by advising or mentoring YPs who work directly with youth. There are also YPs who work in organizations and have direct colleagues, or YPs who work are self-employed. Lastly, as respondents are recruited for having experience with YC before and after the establishment of the SKJ, it must be mentioned that all of the respondents have much experience.

<center>**3. Results**</center>

This chapter describes the impact of the SKJ on the professionality of YC by describing the influence of the SKJ on all concepts of Berger & Zwikker's framework.

3.1 The impact of the SKJ on the professionality as reflected in the framework

First, an answer is given to the first sub question which is "what is the impact of the SKJ on the professionality of YC, as reflected in the framework of Berger & Zwikker (2010)?

3.1.1. Positional professionality

<center>**Body of knowledge, the professional code and disciplinary law**</center>

A body of knowledge exists in a profession when there is an availability of transferable theoretical knowledge and practically applicable methods, tools and techniques about the effectiveness of the provided help (Berger & Zwikker, 2010). For the SKJ, the methods, tools and techniques of the provided help are "the guidelines youth support and youth protection" (Richtlijnen jeugdhulp en jeugdbescherming, n.d.). These consist of work cards *(werkkaarten)* that are based on scientific knowledge and include additional information, step-by-step plans and other forms of guidance on specific subjects that vary from ADHD to identifying trauma-related problems. The guidelines are established by the profession and were published in 2015, the same year that the SKJ was established (Dijkstra, 2015). Professionals are obligated by the SKJ to work in accordance with these guidelines (SKJ, n.d.). De Swart concluded that there was too little evidence-based knowledge in YC (De Swart, 2014). With the introduction of the guidelines, that seems to have changed. The respondents have noticed an increase in the number of guidelines available since the introduction of the SKJ. Respondents describe the guidelines as very useful, additional foundations to do your work well. Moreover, it is mentioned that

relying on guidelines ensures a more uniform working method among YPs. For instance, R4 states the following:

"Because those clients do relate to us and we are all different people. [....]. So, everybody is also very dependent on who they have across from them. [...] We are all also still people in our positions, so I think these guidelines are very good and helpful that we are still heading in the same direction."

The professional code

A professional code is a professional ideology that provides guidelines for the professional conduct of professionals and outlines an ethical framework for making decisions and justifying them (Berger & Zwikker, 2010). Although a professional code existed for some positions within the YP profession before the SKJ, adherence to the professional code has only been mandatory since the introduction of the SKJ. Moreover, since the introduction of the SKJ, there is a uniform professional code for all three positions of the YP (the youth and family professional, the pedagogue and the psychologist). Though part of the respondents was already utilizing a professional code before the introduction of the SKJ, others have adopted it since its implementation.

The majority of the YPs actively utilize the professional code. They employ it in various situations, such as difficult decisions, potential complaints, conflicting viewpoints among professionals, explaining norms and values of the profession to clients or non-professionals, and when developing competence profiles. However, there is also a minority that makes limited use of the professional code, in which reasons vary. On the one hand, it is said that the professional code is mainly for complex situations and that they encounter few complex situations. On the other hand, it is said that acting according to the professional code states the obvious and therefore usage is not considered necessary.

Disciplinary law

The interviewed YPs all generally support the existence of disciplinary law. They emphasize the value of an external complaints' procedure and the importance of accountability for mistakes in YC. Furthermore, disciplinary law prevents professionals from seeking employment elsewhere, in case mistakes were made in their current organisation. Moreover, disciplinary law protects the position of the client and can serve as legal protection for the professional. However, respondents provide varied perspectives on the impact of disciplinary law on their work or the work of their colleagues. Some YPs note that its effects differ within YC, and that it has an effect particularly in complex or divorce-related cases. This conclusion is in accordance with earlier research on disciplinary law (Schakmann et al., 2019). Among the respondents, the amount of awareness of disciplinary law is higher among self-employed YPs and the YPs working in the compulsory framework. For example, R7 says

"I barely notice an impact of the disciplinary law on the way we do our work".

Whereas R1 says:

""When I look at, for example divorce and custody cases, well there is really one complaint after another for colleagues. [....]. You definitely see that people are really more careful there. It definitely has an impact, yes."

This is not surprising, as complaints are also more common in the compulsory framework than in the voluntary framework (Schakmann et al., 2019). While none of the respondents directly mention a direct influence of the establishment of disciplinary law on their work methods, some note an effect of the disciplinary law on the working methods of their colleagues. R6 states the following:

What you do notice a little bit is that the, oh there might be a complaint, causes professionals to get nervous and start bending over backwards to avoid a complaint [..]. For example, we shouldn't be too adamant because there might be a complaint.

All respondents emphasize the importance of proper reporting, careful decision-making and the importance of collaboration with colleagues. Part of the interviewed YPs express that the implementation of disciplinary law contributes to their perceived autonomy because the responsibility is with you and your actions instead of your employer.

Control of market access

According to Berger & Zwikker (2010), a profession has control of market access if there is a professional register that contains criteria that a professional must meet to practice a profession, as is the case for the SKJ. However, if you cannot obtain the SKJ registration because you do not meet the set requirements, there is still an opportunity: you can complete the EVC program (SKJ, n.d.-b). The EVC program allows individuals, depending on their situation, to still obtain a SKJ registration by following additional education, for example. Some of the respondents expressed their concerns regarding the fact that you have to complete the EVC program, in case you have the right diploma but lack recent experience with youth. They describe the EVC program (see glossary) as "expensive, tough and time-consuming". Moreover, it is emphasized that other working experiences can still be relevant and promising candidates may be disregarded or overlooked. The sustainability of this requirement is questioned due to personnel shortages in YC. Some of the respondents mention that there are YC organizations that are willing to assist individuals with completing the EVC program.

Furthermore, on the concept of market access, some of the respondents mention that in certain instances such as YPs who are self-employed, the municipality requires YPs to register for one or more additional quality marks that are not nationally acknowledged or legally required[1]. This situation generates confusion regarding the role of SKJ and imposes an added administrative burden, as each quality mark organization has its criteria.

Recognition of the domain of expertise

Claiming the domain of expertise is about making clear what tasks YPs are accountable for. The SKJ has made this clear by drafting the Youth Quality Framework *(Kwaliteitskader Jeugd),* which clarifies the situations in which SKJ-registered professionals are needed and in which situations are not (Berger & Zwikker, 2010). All respondents confirm that SKJ registration is necessary to work in the sector. However, a few respondents mentioned the contrasting fact that direct client contact is required for re-registration with the SKJ, but that there are professions within the profession of YP that primarily involve contact with other YPs and little to no direct client contact, but still require SKJ registration. Moreover, it may be questioned whether the title SKJ is societal recognized.

Professional association

Professionals can organize themselves into specific professional groups to expand their knowledge and skills and represent the interests of the profession (Berger & Zwikker, 2010). The professional associations of the YP provide added value to the profession through the established body of knowledge (SKJ, n.d.-a). Among the respondents, the majority is not a member of a professional association. A few respondents say they did not consciously choose

---

[1] Because youth care was decentralized to municipalities in 2015, municipalities can impose requirements on the conditions that youth professionals must meet to be funded.

to not become a member, but simply never did. There are also some respondents who say they do not see the added value of membership. Of the respondents who are a member of a professional association, opinions vary. The respondents who are members due to an obligation of the municipality do not perceive its added value. As opposed to the respondents who are members of their own initiative that acknowledge the benefits, such as staying updated on relevant knowledge or accessing legal expenses insurance.

In addition, there appears to be a lack of clarity about the difference between a professional association, professional organizations and the SKJ, since these were frequently interchanged by the respondents in the interviews. Moreover, the added value of a professional organization, as opposed to a professional association, was emphasized because it focuses on a more specific area of knowledge such as the promoting expertise addressing domestic violence and child abuse.

Study program access

In a professionalized profession, the profession has control over and access to the content of the study programme to become a professional (Berger & Zwikker, 2010). Though the document analysis does not provide full clarity on whether the SKJ has an impact on the content and accessibility of the study program, it does show that the professional code is part of the YP education curriculum (BPSW, n.d.). This was confirmed during the interviews. However, since the majority of YPs professionals had completed their studies prior to the introduction of the SKJ, this aspect was not addressed in the interviews.

3.1.2. Substantive professionality

Further education and training

All interviewed respondents already engaged in further education before the establishment of the SKJ. However, the establishment of the SKJ has brought a few significant consequences. Some respondents mention that the compulsory element of following further education and training is seen as an additional recognition that training and continuing education are integral parts of the work of YPs. In addition, several YPs mention that making training and continuing education mandatory has a stimulating effect, as it ensures that YPs allocate dedicated time for professional development despite their busy work schedules. Furthermore, a few respondents mention the SKJ's accreditation process adds a quality label on the training courses that are approved, assisting YPs in selecting quality programs. Lastly, some of the respondents mention that the SKJ's introduction has given YPs more autonomy in choosing their preferred training and areas for further growth, reducing dependence on the trainings that are offered by the organization. For instance, there a few respondents that indicated that they work or have worked in organizations where little training is organized, which makes the mandatory aspect of the SKJ more valuable. R2 says the following about this:

"Well at the municipality we often have courses that are not really focused on youth. That is regardless, the municipality is still not aware of that even after eight years what kind of task they have and what the SKJ means to them."

Furthermore, whether internal trainings are accredited for SKJ points seems to differ among organizations. In addition, multiple YPs mention that not all training courses that they wish to attend qualify for SKJ points. Therefore, a few respondents mention not attending trainings that are relevant to their work but following fewer compatible courses instead to obtain SKJ points.

Additionally, there are also professionals who attend non-accredited trainings in addition to those for SKJ points because trainings contribute to the quality of their work. However, there are also a few respondents who experience no issues with the accreditation system of the SKJ.

Reflection

According to the framework of Berger & Zwikker (2010), professionals reflect on themselves and are evaluated through feedback from others. YPs are obligated to engage in reflective practices to fulfil the re-registration requirements set by the SKJ. Among the YPs interviewed, the preferred method of reflection is peer consultation *(intervisie)*. Several respondents described the fact that the SKJ requires you to do self-reflection as encouraging. They mention that in the past it was sometimes overlooked by them or by colleagues because they did not make time for peer consultation in their hectic work schedule. Moreover, some respondents mentioned that the introduction of the SKJ made clear how often a YP should do peer reflection. All respondents describe peer reflection as a very valuable addition to the work. R6 mentions:

Everyone then takes turns with the team to bring in a case that we discuss together. And, we arranged it so that we do one case and then we do a methodology or a new treatment protocol or something like that that we then discuss it with each other. So, it has and that's kind of nice, that way you get to know your team you, you get some new insights into cases in which you are sometimes getting a bit stuck or you get some information about a certain topic. Which assistance or which protocols you can best use. So, it really contributes to that. Yes.

Other reasons mentioned is that it serves as a platform for regular reflection and collaboration, enabling professionals to deepen their self-awareness, which is seen as an important part of the work, to seek support from peers, gain fresh perspectives, and receive valuable guidance for enhancing their practice.

However, the majority of respondents see opportunities for improvement in the way in which YPs must provide evidence to the SKJ that proper peer consultation is practised. The way YPs must demonstrate that they engage in peer reflection varies by profession. Pedagogues and psychologists provide a peer reflection statement, in which they declare they meet the requirements of peer consultation and that they have practiced the peer reflection (SKJ, 2022-c). However, youth and family professionals can only use a peer reflection statement if they have a peer consultation supervisor who is registered in a supervisor register. In case they do not have a registered peer consultation supervisor, they are expected to submit a "learning report" to the SKJ, which is a report in which they reflect on themselves. Several respondents expressed criticisms regarding this method of report writing and its purpose. For instance, multiple YPs mention the lack of clarity regarding the suitable format for reporting reflection, making it challenging for professionals to determine the appropriate choice. Furthermore, the process of writing a learning report is described as time-consuming without clear benefits for the professionals themselves, as the SKJ's method of reporting does not match their preferred way on how to take notes of their peer reflection. Some argue that describing personal reflections to the SKJ feels inappropriate, as reflection is highly personal. R14 states:

"Peer reflection is really about you and why you do certain things and the challenges you encounter. It can be related to your professional role, but it can also involve personal experiences from the past, such as a divorce or anything else. You reflect on these experiences and how they impact your work as a professional, and then you share that with someone behind a screen. I have no idea if they actually read it, but you have to provide substance. I find that very strange, and I'm not alone in feeling this way."

Though all respondents acknowledge the importance of peer reflection, most of them also mention other forms of self-reflection and evaluation and coordination with professionals that contribute to their work. On self-reflection, for example, multiple professionals mention that they basically reflect on themselves throughout the whole day, since that is "inherent" in their profession. R6 states:

I find that self-reflection is necessary, to better understand yourself. And therefore, to see what is happening in the contact with the client. So, imagine I am talking to the client and I feel a certain irritation coming to me, at the beginning I really thought, what is this? Why am I feeling irritated? Now by now I know what makes me irritated, which doesn't even always say anything about the client or myself, but that it's what happens in the interaction with each other. So, I think self-reflection has as an impact on your work that it is deepening for your work. Because if you start to understand yourself more, [...] then that has an effect.

3.1.3. Professional autonomy

Decision-making authority

A professional experiences decision-making authority if he or she has the freedom to make decisions, based on what they think is best for the client (Berger & Zwikker, 2010). Though all respondents acknowledge having the expertise to do so, their reasons vary widely. A few respondents name their education or the experience they have acquired as the ground of their expertise. Another reason mentioned is that the profession is now based more on a "body of knowledge", which makes them feel more expert than before. It is also mentioned that respondents feel expert because they know well what their expertise is and what they can better refer to another YP for. One respondent also mentioned that the organisation where this

professional works is very professionally organised. Moreover, it is mentioned that respondents feel expert because they can approach other YPs if they are not.

A small number of respondents mentioned the role of the SKJ when they were asked about their expertise. These respondents indicated that with the establishment of the SKJ, there was a stronger emphasis on the autonomy of the professional, as the responsibility lies with your actions. R5 for example, said this on this subject:

"But actually, over the years you notice that your expertise does not actually change substantively but that your position itself became different. And maybe also more professional. And there is also something about being able to say "I am an independent professional", which can also strengthen your own actions. Yes, I think that's how it worked out for me. Whereas before I learned a lot more on the employer, I do not now. I am getting that insight now. I think that is how it is. Back then it was just really convenient, if you knew there was a complaint or something, you would go to the complaints committee and then your team leader would go with you and he or she would do the talking or stand up for you or it was a justified complaint, that is also allowed. Now you stand there alone, so now you have to rely much more on your own compass, yes. And that is actually good too.

The freedom to deviate from guidelines and methods

The professional experiences the freedom to deviate from guidelines and methods if he or she has the freedom to be able to deviate from guidelines and methods when the situation calls for it (Berger & Zwikker, 2010). While conducting the interviews, it turned out that deviating from guidelines and methods is a concept that can be interpreted in several ways. For instance, it can refer to the "guidelines youth support and youth protection", but also to the guidelines that are drafted by the organisation. Therefore, the answers given by the respondents varied.

For example, regarding the influence of the SKJ, some respondents mentioned that before the establishment of the SKJ, there used to be fewer guidelines and methods to deviate from, leaving more room for individual interpretation. It was also indicated that guidelines differ from rules for a reason. Since the profession of the YP is about customisation, professionals said that deviating from guidelines and methods, or thinking out of the box is part of the job in some cases. Some professionals added that if deviating from guidelines is better for the client, then they do so. There were also respondents who do not recall genuinely deviating from guidelines and methods, as the guidelines provide room to deviate. The respondents who work for the Child Care and Protection Board mentioned that the nature of their profession makes deviating from guidelines, as established by the profession, very limited. Furthermore, there were also respondents who mentioned that, when you deviate from guidelines, you have to make sure that you report very secure and that it is wise to consult other YPs.

3.2 The perspective of youth professionals on their professionality

This subsection answers the second subquestion, which is: "what can we learn about the professionality of YC from the perspectives of youth professionals?".

3.2.1. Measuring the quality of work

First, YPs were asked about the methods to assess their quality of work. All respondents consistently emphasized the difficulty of measuring the quality of their work. Some respondents mentioned that it is measured based on numerical data of their managers, but also mention the difficulty of expressing their work in quantifiable terms. Others mentioned client satisfaction surveys as a method, but also said that assessing the well-being of children through surveys can be complex. Interestingly, multiple YPs highlighted the effectiveness of measuring quality by letting other YPs watch YPs do their work.

3.2.2. Ensuring the quality of work

When YPs were asked about how they ensure quality of work, several answers were given. Some YPs indicated that they ensure quality by putting the client first. Other YPs indicated that are continuously engaged in their professional development, for instance by engaging in training. Others indicated that they ensure quality by knowing where their expertise is and is not. There were also YPs who indicated that they are very concerned with whether what is being done matches the objective. Although YPs gave very different answers in response to this question, there was interestingly, one method that was mentioned by all of the respondents. Every YP emphasized the importance of involving other YPs as an integral part of their method to maintain quality. For instance, R9 states:

So, it's not like I think now, "Oh, I have that SKJ registration and I've taken trainings. I know everything or something." No, that's certainly not the case. No, I actually find it very valuable when other colleagues and behavioural experts or lawyers, read along and give feedback or think along.

In addition, R8 mentions:

"Well that you always do that in consultation. So, actually that's what I've always applied to myself and how I've learnt how to do it, that it should be that you should just never do that alone."

The respondents name very various both formal and informal methods to collaborate with other professionals. These vary from evaluating with YP with whom they once studied or with whom they used to work, in weekly case discussions, their partner, multidisciplinary consultations, coordinating with a behavioural specialist and or a lawyer and setting up branch associations.

Therefore, it seems that it can be concluded that the consultation or collaboration with other YPs makes an important contribution to their work.

4. Discussion

4.1 Main findings

From the interviews with the respondents, it seems to be concluded that the interviewed YPs consider themselves professional in their work. Furthermore, most components of the SKJ seem to contribute to the professionality of YPs, as established by Berger & Zwikker. However, there also seem to be components of the professionality of YPs that are not included in their framework. A possible explanation lies in the theory of Mintzberg (1983).

Mintzberg (1983) and Berger & Zwikker (2010) have some common ground. Both compare YC to professions that are far professionalized such as doctors or accountants, mentioning that a professional is professionalized if it includes features of professionality such as guidelines, a body of knowledge, skills and training. The introduction of the SKJ, seems to be part of professionalizing YC through a bureaucratic perspective, in the fact that it fits well into the theory of professional bureaucratization. In addition, it can be seen as a form of the increase of juridification and therefore it can be seen as a bureaucratic approach (Weber, 2014).

However, there seems to be reasons to consider the professionality of YP through another perspective. YPs also seem to attach value on other methods to ensure the quality of their work. Furthermore, there are reasons to doubt whether you can compare the YP profession with professions such as lawyers or doctors. As respondents mention, every case and every client are unique and therefore every client needs a unique approach. Moreover, as also mentioned by respondents, you are dependent on the YP handling your case. Both arguments result in little room for standardization. Therefore, there is reason to doubt whether YC should be seen as a stable environment as stated by Mintzberg, but more as non-predictable, as is the case for a dynamic environment. Furthermore, respondents mention, when describing their own professionality, that consulting with other colleagues is also an important component of their work. Hence, it could be considered that, as Mintzberg predicted, YC might have grown into a

hybrid variant of both professional bureaucracy as adhocracy. Adhocracy is characterized by the nature of the work being such complex and dynamic that each output is unique. Therefore, the organization needs highly trained experts and they must combine their talents to form multidisciplinary teams. Because of the unique output in an adhocracy, the organization depends on mutual adjustment.

Therefore, this study seems to give reason to examine a more adhocrative perspective on the professionality of YC. Although there is currently no known research on an adhocratic perspective of professionality in YC, there seems to be some potential for a more adhocratic approach in YC. For instance, the Child Care and Protection Board introduced self-managing teams instead of having a team manager, which matches the adhocrative approach.

4.2 Recommendations

Respondents seemed to be mostly positive on the different aspects of the SKJ, such as the increase in available knowledge and the guidelines, the obligation to engage in reflection and further education. However, according to the respondents, there is some potential for improvement. The requirement most often mentioned is the method of report writing for the component reflection. According to the respondents, the formats are hard to find, it is a time-consuming process and they expressed their doubts on whether the SKJ should be able to read their reflection reports. Furthermore, concerns were expressed on the complexity of the EVC programme in combination with the current personnel shortages in YC. In addition, it might be considered to further examine the training accreditation system, as experiences with it varied among respondents.

4.3 Similarities and differences with the expected outcome

It was frequently mentioned that the introduction of the SKJ has led to more guidelines for the professional, to more legal certainty for both the client and the professional, that it leads to more

administrative work for the professional. However, there were also expected outcomes outlined that do not seem to match the experience of the respondents. For example, respondents do not seem to experience defensive conduct or de-responsibility and respondents experience an increase in autonomy rather than a decrease in autonomy. Although the SKJ can be seen as part of juridification, there is reason to doubt whether the effects of juridification also apply to the effects of SKJ and for MPR in general.

4.4 Strengths and limitations of the research

To increase the validity of the research, interview questions were based on a theoretical framework (Leung, 2015). Furthermore, an effort was made to gather a diverse group of respondents. These were interviewed until data saturation was achieved which means that probably no new information would be revealed if there were more respondents involved in the study (Guest et al., 2006). In addition, validity was increased by using data triangulation which means that multiple methods are applied to examine the data through different perspectives (Bowen, 2009). However, generalizability can be questioned in this study. This is common in qualitative research, as this method aims to explore detailed information and underlying reasons and therefore tends to use data from a relatively small number of participants (Borsca & Willig, 2021). Consequently, many of the respondents have much experience in YC, which also makes this study less generalizable for all YPs. Therefore, drawing conclusions based on this study can be challenging.

4.5 Conclusion

This study aimed to formulate an answer to the question: "*What are the effects of professional registration on the professionality of youth care*?". Based on this study, it seems that the establishment of the SKJ has had positive effects on the professionality of youth care. However, there are also requirements that do not seem to contribute to their professionality, that must be further examined. Finally, this study indicates that further research on the professionality of YC would contribute, as YPs mention the formal and informal collaboration and consultation as an important part of their professionality.

4.6 Interdisciplinarity

As most problems are often multifaceted, which means that they often have multiple causes and determining factors, it is important to have knowledge of multiple disciplines (Menken, et al., 2016). Furthermore, this provides different perspectives. Research on YC necessitates an interdisciplinary approach, because of the multifaced problems that are present in this field and the fact that increasing the quality of YC is too complex to be dealt with by a single discipline (Newell et al., 2001). This study combines multiple disciplines as examining the influence of public policy and examining YC as a social issue is part of the sociological discipline. Furthermore, the theoretical framework on the professionality of a profession can be seen as a form of organizational psychology.

5. Bibliography

Algemene Rekenkamer. (2023). *Georganiseerde onmacht*. https://www.rekenkamer.nl/publicaties/rapporten/2023/04/13/georganiseerde -onmacht

Bakker, R. (2022). CBS Begrippenlijst. Centraal Bureau voor de Statistiek. https://www.cbs.nl/nl-nl/longread/rapportages/2022/jeugdhulp-2021/begrippenlijst#:~:text=jeugdbescherming%20en%20jeugdreclassering.-,Jeugdbescherming,of%20%27onder%20voogdij%20geplaatst%27.

Beernink, H. A. (2007). Professionalisering (Master's thesis, University of Twente).

Berger, M., & Stevens, R. (2011). Begrippenkader Dossiers Professionalisering. Utrecht: Nederlands.

Berger, M., & Vons, W. (2014). Jeugdzorg versterkt door professionalisering en beroepsregistratie: terugblik op een succesvolle kwaliteitsimpuls.

Berger, M., & Zwikker, N. (2010). Professionalisering van de jeugdzorg. Jeugd en Co Kennis, 4(2), 38-48.

Besluit Jeugdwet. (2022b, August 1). Overheid.nl | Wettenbank. https://wetten.overheid.nl/BWBR0035779/2022-08-01

Boer, R. de, & Bruning, M. R. (2018). Eerste evaluatie Jeugdwet vanuit juridisch perspectief. Tijdschrift Voor Familie- En Jeugdrecht, 2018(7/8), 206-214. Retrieved from https://hdl.handle.net/1887/66079

Borcsa, M., & Willig, C. (2021). Qualitative Research Methods in Mental Health: Innovative and Collaborative Approaches. Springer.

Bowen, G. A. (2009). Document analysis as a qualitative research method. Qualitative research journal, 9(2), 27-40.

BPSW. (n.d.). Beroepscode voor de Jeugd- en Gezinsprofessional. https://skjeugd.nl/wp-content/uploads/2017/12/Beroepscode-jeugd-en-gezinsprofessionals.pdf

Braun, V., & Clarke, V. (2012). Thematic analysis. American Psychological Association.

Brodkin, E. Z. (2012). Reflections on street-level bureaucracy: past, present, and future.

Burgess, R. G. (2002). In the field: An introduction to field research (Vol. 8). Routledge.

Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. Neurological Research and practice, 2, 1-10.

Calis, M. (2016). Beducht voor tucht: Professionalisering jeugdzorg. Jeugd en Co, 10(3), 10-14.

De Melker, R. A. (1999). De invloed van juridisering op de huisarts-patientrelatie. HUISARTS EN WETENSCHAP, 42(12).

De Swart, J. (2014). Jeugdzorg speelbal van beleidsmakers en proefschriftschrijvers: Vergroten van professionaliteit is de beste ontwikkeling. Jeugdbeleid, 8, 51-54.

Dijkstra, I. (2015). Nieuwe richtlijnen voor jeugdhulp en jeugdbescherming. GZ-Psychologie, 7(7), 15-17.

Eerste Kamer. (2013). Besluit Jeugdwet. Eerste Kamer Der Staten-Generaal. https://www.eerstekamer.nl/wetsvoorstel/33684_jeugdwet

Englund, T. (1996). Are professional teachers a good thing. In I. F. Goodson, & A. Hargreaves   (Eds.), Teachers' Professional Lives (pp. 75–87). London: Falmer Pres.

Evans, Linda. 2008. "Professionalism, Professionality and the Development of Education Professionals." British Journal of Educational Studies 56 (1): 20–38.

Evans, T., & Harris, J. (2004). Street-level bureaucracy, social work and the (exaggerated) death of discretion. The British journal of social work, 34(6), 871-895

Evetts, J. (2013). Professionalism: Value and ideology. Current sociology, 61(5-6), 778-796.

Evetts, Julia. 2003. "The Sociological Analysis of Professionalism: Occupational Change in the Modern World." International Sociology 18 (2): 395 415.10.1177/0268580903018002005

FNV Zorg & Welzijn & Pointer. (2021). Administratiedruk in de jeugdzorg. https://www.fnv.nl/nieuwsbericht/sectornieuws/zorg-welzijn/2021/09/administratiedruk-jeugdzorg-woekert-voort-ondanks

Giard, R. W. M. (2006). Medisch tuchtrecht: duidelijke bestaansredenen, onzeker nut. Nederlands tijdschrift voor geneeskunde, 150(51), 2830.

Greenwood, E. (1957). Attributes of a profession. Social work, 45-55.

Griffiths, J. (1996). De sociale werking van recht. In De sociale werking van het recht: een

    kennismaking met de rechtssociologie en de rechtsantropologie (pp. 469-513). Ars

    Aequi.

HBO-raad, Mogroep, Movisie, NIP, Nji, NVMW/Phorza, & NVO. (2007, June). Actieplan

    Professionalisering in de Jeugdzorg. www.nji.nl.

Hendriks, A. C. (2016). Tuchtrecht–meer tucht dan recht.

Horn, K. P. (2016). Profession, professionalisation, professionality, professionalism—

    historical and systematic remarks using the example of German teacher

    education. British Journal of Religious Education, 38(2), 130-140.

Hoyle, E., & John, P. (1996). Professional knowledge and professional practice. British

    Journal of Educational Studies, 44(1).

Hutschemaekers, G. (2001). De professionalisering is dood... leve de professionalisering. Het

    beroep in de (geestelijke) gezondheidszorg. Tijdschrift voor

    arbeidsvraagstukken, 17(3), 239-248.

Inspectie Gezondheidszorg en Jeugd. (2021). Kwetsbare kinderen onvoldoende beschermd.

    In https://www.inspectie-jenv.nl/Publicaties/rapporten/2021/07/05/rapport-kwetsbare-

    kinderen-onvoldoende-beschermd.

Janssens, J. (2006). De wereld na Savanna en Rowena. De toekomst van de

    jeugdzorg. Pedagogiek, 26(1), 3-10.

Kamerstuk I 2013/2014, 681011, nr. 68 pg. 1

Karayianni, E. (2018). An European perspective on regulating psychology: A review of the

    European Commission's mutual evaluation of regulated professions. Psichologija, 58,

    125-134.

Kok, M. (2003). Rechtshulp nader onderzocht: Een onderzoek naar de invloed van

    juridisering op de ontwikkelingen in de rechtshulp.

Korsten, A. F. A. (2010). Een korte schets over regelverdichting, overregulering en regeldruk,

    wat kenmerkend is voor juridisering en hoe juridisering te bestrijden.

Kwakman, C. H. E. (2003). Anders leren, beter werken. Hogeschool van Arnhem en

    Nijmegen, Faculteit Gezondheid, Gedrag en Maatschappij.

Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. Journal of family medicine and primary care, 4(3), 324.

Lipsky, M. (2010). Street-level bureaucracy: Dilemmas of the individual in public service. Russell Sage Foundation.

Lundgreen, Peter. 2011. "Pädagogische Professionen. Ausbildung und Profession- alität in historischer Perspektive." Pedagogical Professions. Education and Professionality in an Historical Perspective. Zeitschrift für Pädagogik, Beiheft 57: 9–39.

Magnussen, A. M., & Brandt, L. (2014). Individual rights and prioritization of health care. In Juridification and social citizenship in the welfare state (pp. 102-120). Edward Elgar Publishing.

Meijers, A. (2021). SKJ-tuchtrecht geëvalueerd. Vakblad Sociaal Werk, 22(2), 37-38.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis. SAGE.

Mintzberg, H. (1983). A Note on the Unionization of Professionals from the Perspective of Organization Theory. Industrial Relations Law Journal, 623-634.

Newell, W. H., Wentworth, J., & Sebberson, D. (2001). A theory of interdisciplinary studies. Issues in Interdisciplinary Studies.

Nittel, Dieter. 2011. "Von der Profession zur sozialen Welt pädagogisch Tätiger? Vorarbeiten zu einer komparativ angelegten Empirie pädagogischer Arbeit." [From Profession to a Social World of Pedagogical Practitioners? Preliminary Studies for Comparative Empirical Analyses of Pedagogical Work]." Zeitschrift für Pädagogik, Beiheft 57: 40–59.

NJi. (2021). Help! Wat is het verschil tussen jeugdzorg en jeugdhulp? https://www.nji.nl/sites/default/files/2021-07/Wat-is-het-verschil-tussen-jeugdzorg-en-jeugdhulp-handout.pdf

NOS. (2011, January 13). Hard oordeel over jeugdzorg. https://nos.nl/artikel/211338-hard-oordeel-over-jeugdzorg

NOS. (2023, June 26). Nederland daalt op kinderrechten-ranglijst, "om je te schamen." NOS. https://nos.nl/artikel/2480325-nederland-daalt-op-kinderrechten-ranglijst-om-je-te-schamen

NU.nl. (2002, July 12). Zes kinderen overleden na gezinsdrama in Roermond. https://www.nu.nl/algemeen/53816/zes-kinderen-overleden-na-gezinsdrama-in-roermond.html

Overheid.nl. (2020, July 1). Advocatenwet. Overheid.nl | Wettenbank. https://wetten.overheid.nl/BWBR0002093/2020-07-01

Overheid.nl. (2022, April 1). Wet op de beroepen in de individuele gezondheidszorg. Overheid.nl | Wettenbank. https://wetten.overheid.nl/BWBR0006251/2022-04-01

Parmentier, S. (2001). Het recht van de mensen.-Naar een kwaliteitsvolle verhouding tussen burger, recht en samenleving.

Professionalisering (Jeugd) | VNG. (n.d.). VNG. https://vng.nl/artikelen/professionalisering-jeugd

Put, J., & Van Assche, L. (2013). Juridisering van de zorgsector. Een verkennende begrips-en fenomeenstudie, SWVG-Rapport 11.

Reeves, S., Albert, M., Kuper, A., & Hodges, B. (2008). Why use theories in qualitative research? BMJ, 337(aug07 3), a949. https://doi.org/10.1136/bmj.a949

Richards, T., and L. Richards. 1995. Using hierarchical categories in qualitative data analysis. In Computer-aided qualitative data analysis: Theory, methods, and practice, edited by U. Kelle, 80–95. Thousand Oaks, CA: Sage.

Richtlijnen jeugdhulp en jeugdbescherming. (n.d.). Werkkaarten van richtlijnen jeugdhulp en jeugdbescherming - Richtlijnen jeugdhulp en jeugdbescherming. Richtlijnen Jeugdhulp En Jeugdbescherming. https://richtlijnenjeugdhulp.nl/tools/werkkaarten/

Roes, T., & Heijmans, J. (2004). Professionaliteit vraagt onderhoud. Maatwerk, 5, 183-184.

Saldaña, J. (2013): The coding manual of qualitative researchers (2. ed.). Los Angeles, London, New Delhi.

Schackmann, L. R., Sankatsing, V. D. V., Boer, R. de, Bruning, M. R., & Friele, R. D. (2020).

        Evaluatie 5 jaar tuchtrecht in de jeugdzorg. Utrecht: NIVEL. Retrieved from

        https://hdl.handle.net/1887/3277835

Sedgwick, P. (2013). Snowball sampling. Bmj, 347.

SKJ Informatiebank (n.d.-a) - Wat houdt beroepsregistratie in? SKJ

        Informatiebank. https://informatiebank.skjeugd.nl/vragen/wat-houdt-

        beroepsregistratie-in/

SKJ Informatiebank. (n.d.-b). Hoe ziet de evc-procedure eruit?

        https://informatiebank.skjeugd.nl/vragen/hoe-ziet-de-evc-procedure-eruit-3/

SKJ Informatiebank: (n.d.-c). Wat zijn de missie en visie van SKJ? SKJ

        Informatiebank. https://informatiebank.skjeugd.nl/vragen/missie-en-visie-van-skj/

SKJ. (2016). Kwaliteitskader Jeugd: Toepassen van de norm van de verantwoorde

        werktoedeling in de praktijk. In https://informatiebank.skjeugd.nl/vragen/wat-is-de-

        norm-van-verantwoorde-werktoedeling/. NJi Utrecht.

SKJ. (2022-a). Reglement Professioneel Toezicht 1 november 2022. SKjeugd.nl.

SKJ. (2022-b). SKJ Met een blik op de toekomst. https://skjeugd.nl/wp-content/uploads/SKJ-

        Jaarverslag-2022-Met-een-blik-op-de-toekomst-compressed.pdf

SKJ. (2022-c). Intervisieverklaring. https://informatiebank.skjeugd.nl/wp-

        content/uploads/2022/08/Intervisieverklaring-masters.pdf

SKJ. (n.d.). Professionele standaard - Stichting Kwaliteitsregister Jeugd. SKJ

        Tuchtrecht. https://tuchtrecht.skjeugd.nl/tuchtrecht/over-tuchtrecht/professionele-

        standaard/

Stebbins, R. A. (2001). Exploratory research in the social sciences (Vol. 48). Sage.

Swart, J. (2014). Jeugdzorg speelbal van beleidsmakers en

        proefschriftschrijvers. Jeugdbeleid, 1(8), 51-54.

Teubner, G. (Ed.). (2012). Juridification of social spheres : A comparative analysis in the

        areas ob labor, corporate, antitrust and social welfare law. De Gruyter, Inc..

Tijmensen, L. (2001). De invloed van de professie op de ontwikkeling van professionals. In
      Kessels, J.W.M. & R.F. Poell (eds.). Organiseren van het leren (p. 243-254).
      Groningen: Samson.

Van Andel, T., van de Poel, S., & van Rijn, L. (2016). Toezicht op hulpverlening schiet doel
      voorbij.

Van de Vijver, I.W.O. (2013). De weerbare jeugdzorgprofessional [Masterthesis, University
            of Utrecht]. Retrieved from
            https://studenttheses.uu.nl/bitstream/handle/20.500.12932/15546/De%20weerb
      are%20   jeugdzorgprofessional%21.pdf?sequence=2&isAllowed=y

Van Teijlingen, E., & Hundley, V. (2002). The importance of pilot studies. Nursing Standard
      (through 2013), 16(40), 33.

Verheij, M. (2011). Professionele ongehoorzaamheid. Maatwerk, 12(3), 2-3.

Verkroost, D. (2019). Jeugdhulpverlening 'met zachte drang': duidelijkheid vereist.
      Tijdschrift voor jeugdrecht, 1(1), 17–24.
      https://doi.org/10.5553/tvjr/259035002019001001021

Weber, M. (2014). From Max Weber: Essays in Sociology. In Routledge eBooks.
      https://doi.org/10.4324/9780203759240

Zeijlmans, K., van Yperen, T., & López, M. L. (2020). The level-headed approach on errors
      and mistakes in Dutch child protection: an individual duty or a shared responsibility?.
      In Errors and Mistakes in Child Protection (pp. 75-94). Policy Press.

6. Appendices

Appendix 1:

Theme	Question
General questions	▪ Can you tell me something about your work as a youth professional? • What is your current profession? • What kind of work (as a youth professional) did you do before your current profession? • How long have you been working as a youth professional? • Do you work in an organization, or are you self-employed? • In which chamber of the SKJ are you registered?
Professional association	▪ Are you a member of a professional association? If yes: ▪ When did you become a member of a professional association? ▪ Does being a member of a professional association influence your work? If no: ▪ Have you considered joining a professional association? ▪ What has been your consideration not to join a professional association?
Professional code	▪ Are you familiar with the professional code of your profession? ▪ To what extent are you familiar with the professional code of your profession? ▪ Can you remember when you first heard of the professional code of your profession? ▪ Do you use your profession's professional code in your work?
SKJ logo and SKJ title	▪ Do you use the SKJ title or the SKJ logo in your work? ▪ Do youth professionals in your surroundings make use of the SKJ title or the SKJ logo?
Quality of work	▪ How do you guarantee the quality of the help provide to youth or the work that you do? What steps do you take to ensure that the help you provide or the work that you do is good? ▪ Are there things that you to do contribute to the quality of help provided by other youth professionals or the quality of youth care in general?
Training or further education	▪ Before the introduction of the SKJ, did you take attend training or further education to gain additional knowledge or skills? ▪ What was the reason you did or did not do this? ▪ What impact did you experience from this on your work?

	- Has the introduction of the SKJ changed anything about this? Do you know follow training or further education to gain additional knowledge or skills? - What is the reason you did or did not do this? - What impact did you experience from this on your work?
Self-reflection	- In what way did you reflect on yourself before the introduction of the SKJ? - Did this affect your work? Can you elaborate on this? - Has the introduction of the SKJ changed this? In what way do you now reflect on yourself? - Does this influence your work? Can you elaborate on this?
Evaluation by others	- In what way were your activities evaluated before the introduction of the SKJ? - Did this influence your work? Can you elaborate on this? - In what way are your activities evaluated now? - Does this influence your work? Can you elaborate on this?
Measuring instruments	- Before the introduction of the SKJ, how did you know if you were doing your work well, was there a way or method for this? - Did the introduction of the SKJ influence this? And in what ways do you notice that? - Before the introduction of the SKJ, how did you know if you were not doing your job properly? - Has the introduction of the SKJ influenced this? In what ways do you notice this? - Has this affected your work? And in what way? - Does the fact that the SKJ can impose measures on the youth professional influence your work? If so, in what way? Can you give an example of this?
Expertise	- Before the introduction of the SKJ, were you able to act based on your own expertise according to what you think is best in helping the client? Can you elaborate on this? - Has the introduction of the SKJ had an influence on this? In other words, are you now able to act according to what you think is best in the client's counselling based on your own expertise?
Deviating from guidelines and methods	- Before the introduction of the SKJ, did you experience the freedom to deviate from guidelines and methods when the situation calls for it? Can you elaborate on this? - Did the introduction of the SKJ affect this? In other words, do you now experience the freedom to deviate from guidelines and methods when the situation calls for it? Can you elaborate on this?
Closing	- Are there any consequences of the SKJ that affect your perceived professionality that we have not yet discussed? - Is there anything else you would like to pass on to this research?

Appendix 2:

For my final thesis for the master's degree in Social Policy and Public Health, I am conducting research on the impact of the introduction of mandatory professional registration (the SKJ) on the professionality of youth professionals.

For this, I would like to engage (online) with several youth professionals (youth and family professionals, pedagogues or psychologists) who were already in the profession before 2015, to hear how the SKJ is experienced by them.

Are or do you know someone who would like to make time for this, or would you like to know a bit more about the survey first? I would love to get in touch with you via LinkedIn or via email (jasmijnbecker@gmail.com).

Appendix 3:

Dear (name respondent),

First, I would like to thank you (in advance) for your cooperation in my study. With this research, I hope to contribute to optimizing the profession of the youth professional. I really appreciate that you want to help me with this. Before I explain what the research is about, I will briefly introduce myself. I am Jasmijn and I study Social Policy and Public Health at Utrecht University. In June, I hope to complete the final part of my studies by handing in my thesis. The research I am doing is about the effect of introducing mandatory professional registration (the SKJ) on the professionality of the youth professional. To examine this, I like to speak to youth professionals who are registered in the SKJ and were already in the profession before 2015. To measure professionality, I will ask about your experience and opinion on the different parts of the SKJ and their effects on your work. The survey is in no way intended to test the professionality of youth professionals, but it is about whether you feel the SKJ helps you as a professional. If you have any specific questions about this, I would be happy to clarify. I would like to conduct the interview online via Microsoft Teams. The interview is expected to take an hour. To work out the interview afterwards, it will be recorded. Needless to say, it will be deleted after I have worked out the interview. Finally, I would like to mention that it is not necessary to prepare for the interview. I will only question you on your experience as a professional. I would be like to schedule this interview with you. Could you let me know when this is convenient for you? I will then send a calendar request (with Teams link) for the interview. Thanks again and I look forward to hearing from you!

Greetings,

Jasmijn Becker

Appendix 4:

R	Years of experience in YC	Chamber SKJ	Type of framework	Current organization	Self-employed or organization
R1	15-20 years	Youth and family professional	Both	The care and safety house [region]	Organization
R2	15-20 years	Youth and family professional	Voluntary framework	Municipality*	Organization
R3	5-10 years	Youth and family professional	Voluntary framework	Clinic voor youth support	Self-employed
R4	30-35 years	Youth and family professional	Compulsory framework	Youth Protection [region]	Organization
R5	5-10 years	Psychologist	Voluntary framework	Child and Family Centre	Organization
R6	20-25 years	Youth and family professional	Both	Counselling and foster care	Self-employed
R7	20-25 years	Youth and family professional	Voluntary framework	Youth support organization*	Organization
R8	5-10 years	Youth and family professional	Compulsory framework	Child Care and Protection Board	Organization
R9	5-10 years	Youth and family professional	Compulsory framework	Child Care and Protection Board	Organization
R10	5-10 years	Youth and family professional	Voluntary framework	Therapeutic Riding Centre	Organization
R11	5-10 years	Youth and family professional	Voluntary framework	Counselling and foster care	Self-employed
R12	5-10 years	Youth and family professional	Voluntary framework	Youth support organization*	Organization
R13	15-20 years	Youth and family professional	Compulsory framework	Child Care and Protection Board	Organization
R14	10-15 years	Pedagogue	Voluntary framework	Youth support organization*	Organization
R15	20-25 years	Youth and family professional	Compulsory framework	Child Care and Protection Board	Organization

*Name of organization or municipality is not mentioned to remain anonymous