

Uniting Families method

Guide for professionals

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Forewords

I made Uniting Families method first as a final thesis for my familytherapy studies provided by my then employee Oulu City. I was working at Oulu City Immigration services, and we had a lot of familys that had gone through the process of family reunification.

These families faced challenges in their daily lives for which we didn't find the right kind of support.

The idea for the Uniting Families method was born from my need for tailored support and information. I needed concrete tools and structure for my work with refugee families. I sought existing familywork methods but found them to be non suitable. Thus, I decided to develop my own method as a thesis for my family therapy studies, aiming to support refugee families, particularly those who experienced the family reunification process.

Uniting families has been developed mostly with my own time, without additional funding. Whilst I worked at Safe Oulu Project the guidebook got graphically designed and I constructed the first version of the training. Finnish Institutes for Health and Wellfares Paloma-project aided by spreading information and evaluating the method.

I always wanted to translate the whole guidebook into english, but had no funding to do so. Slowly I started to translate the method and as a result is this Uniting Families Guide for Professionals. This is a more condenced version than the one in Finnish, but you can get the general idea from this. If you find this usefull, please spread information to others and kindly give me feedback. I truly hope this method can help us professionals strenghten the wellbeing of refugee families.

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What is Uniting Families method?

- A familywork method designed for the needs of refugee families while in the process of integration
- A preventive or early intervention method
- Culturally sensitive
- Trauma-informed
- Can easily be adapted to interpreter-assisted work
- Strength-based, focusing on improving parenting skills, family unity, and interaction within the family.
- Consists of 7-9 2hour session with the family

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Risk and protective factors for the wellbeing of refugee families

A refugee is defined as an individual who harbors a well-founded fear of persecution due to their origin, religion, nationality, membership in a specific social group, or political beliefs in their homeland. Such individuals have been granted asylum for these reasons.

Refugee families are not a uniform group; they originate from a variety of backgrounds, countries, and situations. Despite their differences, they collectively share the experience of having to leave their homes, countries, and loved ones against their will, and they must work to rebuild their lives in a new and often unfamiliar culture.

Research shows that refugee families encounter numerous risk factors that can jeopardize their functioning and well-being, both as individuals and as a family unit. Common challenges include adapting to new cultural settings, coping with the trauma of forced migration, and managing the psychological stress stemming from past experiences and current efforts to integrate.

Following this, you will find a compilation of risk and protective factors identified in previous research. The Uniting Families method aims to enhance protective factors while mitigating risk factors.

Risk-factors for the well-being of refugee families

Factors related to relationships within the family <ul style="list-style-type: none">• Changes in family dynamics• Changes in family members' roles• Weakened attachments in relationships• Part of a family is still in another country• Mourning lost familymembers• Single parent families	Factors related to relationships outside the family <ul style="list-style-type: none">• Isolation and loneliness• Lack of support from extended family (due to distanse or other reasons)• Missing loved ones• Deceased loved ones• Lack of support from people from the same cultural background	Factors related to the integration process <ul style="list-style-type: none">• Acculturation stress• Differences in the acculturation process• Language challenges• Differences between family and parenting cultures between home country and host country• Relying on authoritarian or passive parenting	Health and mental health factors <ul style="list-style-type: none">• Traumatic experiences• Traumatic symptoms, especially PTSD• Depressive and anxiety symptoms• Disturbing, difficult memories• The feeling of unpredictability and insecurity	Factors related to inclusion and society <ul style="list-style-type: none">• Loss of one's usual socio-economic status• Economic challenges• Stigmatisation as a refugee• Stressful society• Racism and discrimination
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Sources: Eltanamy ym. 2021; Kokkonen 2010; Choummanivong ym. 2014; Wilmsen 2013; Osman 2017; Correa-Velez ym. 2010; Dalgaard ym. 2017; Weine ym. 2004; Enebrink ym. 2022; Atwell ym. 2009; Bergnehr 2018; Fineran & Kohli 2019; Flanagan ym. 2020; Ahmed Haji Omar ym. 2018; Eruyvar ym. 2018; Jongmas ym. 2016; McMichael ym. 2011; Charlwood ym. 2019; Amit ym. 2019; Aujung & In-Sook 2022;

Protective factors for the well-being of refugee families

Factors related to relationships within the family <ul style="list-style-type: none">• Facing past challenges together• Active communication• Showing warmth and affection• Empathy of parents towards children• Family reunification• Family time together• Professional support	Factors related to relationships outside the family <ul style="list-style-type: none">• Relatives living nearby• Maintaining long-distance relationships with relatives living far away• Sending money to loved ones• Support from people from the same cultural background	Factors related to the integration process <ul style="list-style-type: none">• Information on laws affecting parenting• Open interaction about different cultural values• Maintaining your own culture and religion• Parents teaching children the mother tongue and the history of their homeland• Experiences of connection, mutual support	Health and mental health factors <ul style="list-style-type: none">• Sharing good memories as a family• Good emotional expression within the family• Mutual trust• Sharing experiences• Functioning family relationships• Child-centered interaction and attuned attachment	Factors related to inclusion and society <ul style="list-style-type: none">• Freedom and being able to live in peace• Democratic rights and independence• Community services• Work/Volunteering• Cultural sensitivity and inclusivity of services• Family-centred integration services• Parenting support services
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What does it mean to be trauma-informed?

Having information on the impact of trauma on human thinking, emotions and behaviour, as well as understanding their physiological basis.

Acknowledging possible traumatisation in one's own work and taking it into account when encountering clients.

As an employee, you understand that harmful experiences can affect a person's current functional capacity and well-being.

Helps the customer experience acceptance and safety.



Psychological trauma and traumatization

Psychological trauma is any experience beyond a person's personal tolerance that seriously threatens their existence and safety. It can be a sudden, isolated event or a long-term experience.

Traumatization can happen through what is experienced by oneself or through seeing or hearing about what has happened.

traumatization causes unusually strong reactions that interfere with normal life.

Some people who have experienced traumatic events are traumatized, not all get traumatized.

Trauma that refugees might have faced:

- Domestic experiences: state of war, constant danger to life, violent death of loved ones, torture, imprisonment, etc.
- Events of the escape: violence, abductions, near-misses, etc.
- Events in the home country: traumatic experiences at reception centers, Uncertainty about whether to get a residence permit, racism

Being traumatized can sensitize the brain's alarm center

Amygdala is brains alarm center, it is specialized in detecting danger. In dangerous situations fear activates the defence system. In these case a preson either fights, flights (escapes) or freezes.

Traumatization can sensitize the amygdala so that the feeling of threat can remain on, triggering fear reactions in the mind and body even when there is no reason to do so.

The amygdala assesses safe, ordinary things as dangerous according to the circumstances of the trauma experience, even though there are no longer signs of danger in the present

The so-called trauma trigger can be an everyday situation that in some way reminds us of traumatic experiences from the past



Post-Traumatic Stress Disorder (PTSD)

The three basic symptoms of PTSD are:

1. Re-experiencing (Intrusive memories)

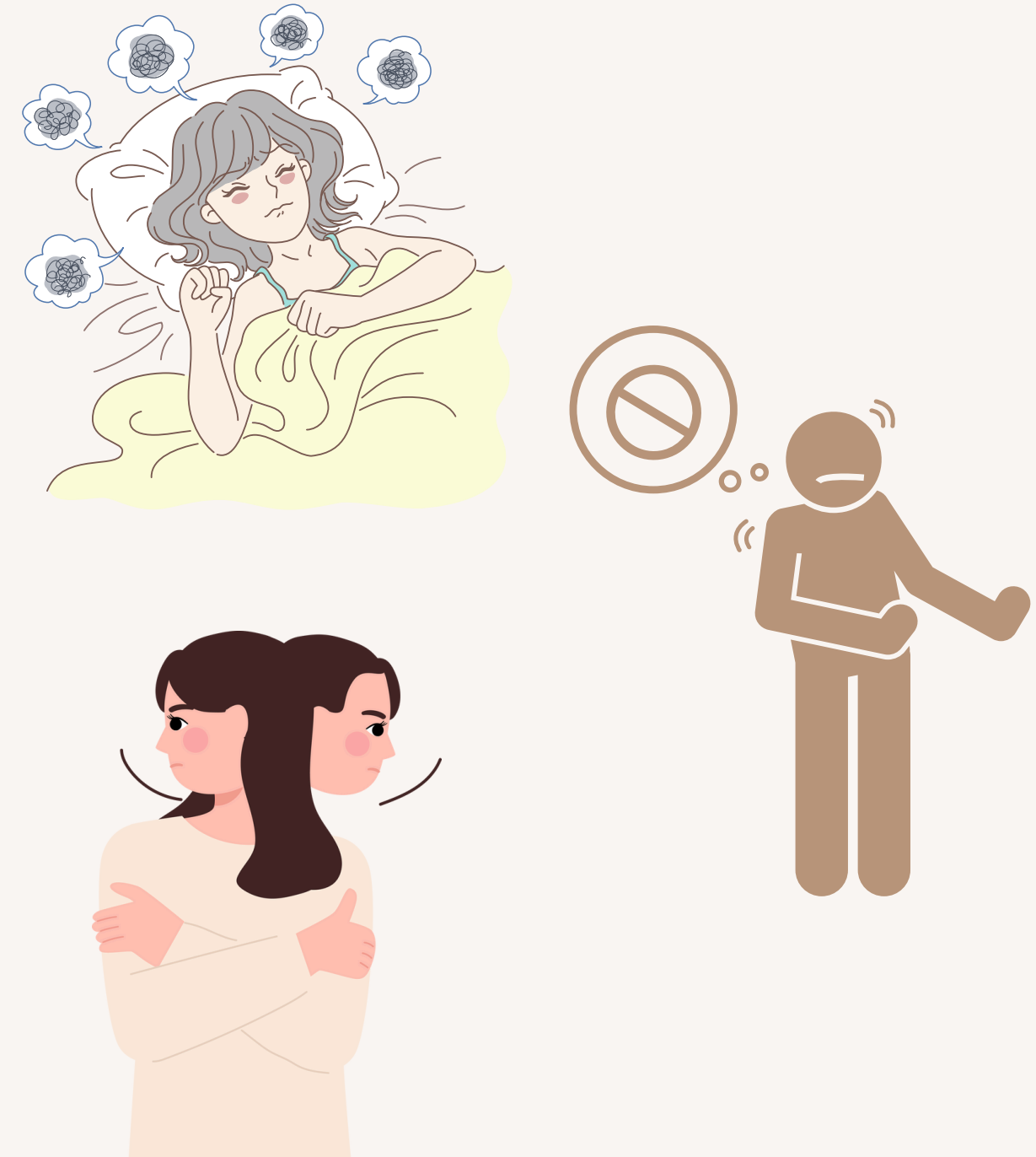
- Flashbacks, nightmares, distressing thoughts that cause the person to relive the trauma

2. Avoidance

- Efforts to avoid reminders of the trauma, such as places, people or activities, leading to emotional numbness or withdrawal

3. Increased arousal (hypervigilance)

- Heightened alertness, difficulty sleeping, irritability, being easily startled, often causing anxiety and trouble focusing



Trauma-sensitive environment

Aims to stabilize daily life and reinforce the individual's resources rather than directly addressing traumatic experiences.

Uniting Family method does not attempt to resolve the possible trauma. It is important that a person has sufficient coping skills before confronting trauma, and such work should be only done by specialised professionals.

Tips to creating a trauma-sensitive environment:

- Promote stability, predictability, and consistency in everyday interactions.
- Explain the steps and processes in the work upfront to provide transparency and security.
- Use the same physical space and interpreter, if possible
- Have a clock visible
- If a client expresses trauma symptoms in the meeting, try bringing their focus to here and now in any possible way (offer a glass of water, talk about thing you can see or sense then and there)
- Stressballs or other object can help clients to stay in the present
- When discussing about the past, be sure to bring the conversation back to the present from time to time
- Don't use past orientated methods if a client feels anxious about them

Interpreter-assisted work

Using the family's native language is essential when addressing issues related to emotions, interaction, family, and upbringing. Even if a person can communicate in the host country's language, expressing feelings is often more impactful in their native language. Never use children or family members as interpreters.

Tips for Working with an Interpreter:

- Consider the family's preferences when choosing an interpreter.
- Book the interpreter well in advance and ensure the same interpreter for each meeting.
- Prefer in-person interpreting for family work.
- Allocate two hours of interpretation time for each session.
- Inform the family that both the professional and the interpreter are bound by confidentiality.
- Speak clearly, pause for interpretation, and direct your speech toward the family.
- The interpreter will translate everything spoken in the room, including side conversations.



Basic instructions for using Uniting Families method

Uniting Families method aims to address themes that may impact the well-being of refugee families. Themes are compiled in the next pages. It is not necessary to go through the themes in order, with the exception of the first and last meeting. You can also handle more than one theme on one session with the exception on theme two that requires separate meeting with only the parents. Cultural sensitivity, trauma-informed work and interpreter-assisted work is necessary for the entire process.

Uniting Families process is ideally offered to a family at the beginning stages of integration, but after the family has most of the practical things in order (apartment, schools for the children etc.). This working method is not suitable for use during acute or crisis phases, such as domestic violence or divorce.

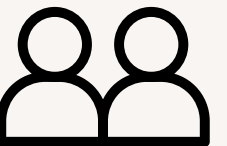
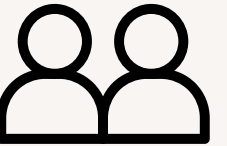
Typically, there are 7 to 9 meetings, and the process lasts about four to five months, with meetings scheduled biweekly.

The method encourages to use different kind of tools to ease interaction such as emotion or strength cards. Playful and functional ways also ensure that children get their voices heard.

Throughout the work, it is crucial to highlight the family's strengths. A conscious effort should be made to identify and vocalize the family's resources and strengths at every meeting. At the end of the process, the professional writes a letter to the family, summarizing the identified strengths and offering appreciation for their participation

Themes

Theme 1	Current situation and family roles. For the whole family.
Theme 2	The influence of personal family background and culture on parenting styles. For the parents only.
Theme 3	What is our family Like? Communication and emotional expression in our home. For the whole family.
Theme 4	Parents relationship and psychoeducation of traumatic symptoms. For the parents only.
Theme 5	Our family rules and customs. For the whole family.
Theme 6	Supporting parents in child safety education and media training
Theme 7	Integration process as a family
Theme 8	Evaluation of the process



Theme 1: Current situation and Family roles

The aim is to gain an understanding of the family's current situation and the roles of family members.

First it is important to gain understanding of the family's situation. On the first meeting you can use the tools mentioned to gain understanding of the family's situation, and plan your work together in a way that meets the needs of the family.

The roles of the family are explored throughout the process, not just on the first session. You can use different kind of cards and ask family members to describe each other, themselves as a family member or the relationships that they have through the cards. Any kind of picture cards can be used.

A meeting can always be started with a short game. This breaks the ice and gives you an opportunity to observe the roles of the family. Bring your observations in to conversation. You can also give a family a joint task, for an example ask them to paint a picture of their family or to plan a fun family day together. This also allows you to observe the roles and bring those to conversation. Remember to always bring all the positive observations you make and highlight those.

Tools to explore the current situation:

- Uniting families Interview sheet, [here](#).
- Culturally sensitive interview for parenting by The Finnish Institute for Health and Welfare, [here](#).

Tools to Explore the family roles:

- Picture cards (for example strength cards, emotion cards)
- Playing games, giving tasks to a family whilst observing the family roles.
- Five parts of parenting discussion

Five parts of parenting



Five parts of parenting tool can be used to explore many themes in Uniting Families method. This tool aims to make talking about parenting and roles of the parents easier.

Parenting is explored through the five parts presented. The idea of the aspects of parenting has come from Jari Sinkkonen (2018).

The discussion can take place in several meetings from different areas depending on what theme is being explored.

Each part of parenting is observed from four perspectives:

1. How was it in parents own childhood, what kind of parenting did they receive?
2. How was it in their homecountry for their children?
3. How is it now, are there changes?
4. What kind of roles do the parents have in each area?

Try to bring the conversation to the level of concrete, for an example: don't ask do you show affection to your children but how (what words, what kind of actions).

Setting boundaries

- What kind of rules, boundaries and consequences are in the home?
- Is physical discipline customary in the area you grew up? In your childhood home? Do you use it in parenting?

Parents ability to protect a child

- How did your parents protect you? How do you protect your children?
- What kind of threats were in the home country, what about host country?
- How does the need to protect as the child gets older?



Supporting child's autonomy

- Possibility to participate in the family's decision making? Possibility to affect decisions that affect one's own life?
- Roles of the family

Correcting the inevitable cracks in the relationship

- How are quarrels settled?
- Are emotions talked about at home?

Parents ability to show warmth

- How is love and warmth portrayed? What words or actions are used?
- What warm memories do you have as a child with your parents? What do you think are memories with you that your children will cherish

Ways to work with picture cards



- Place the cards face up. Ask everyone to take a card and describe themselves using the card. Make sure everyone gets to speak.
- Place the cards face up. Ask other family members to choose one card that describes a family member (e.g., “children and father, choose a card that resembles your mother”). Ask other family members to verbally describe one family member using the cards. Repeat this so that all family members are described.
- Place the cards face up. Ask the family together to decide which card best describes their family.
- Place the cards face up. Ask family members to choose a card to describe someone important to them from the family tree (done later in the process).
- Place the cards face down. Ask family members to take a card in turns and to tell others who in their family they think the card describes the best.



Theme 2: The influence of personal family background and culture on parenting styles

This theme is explored mainly by creating a Family Tree. If the parents feel anxious about talking about the past, or it triggers trauma this tool can not be used. In that case use the Five parts of parenting discussion without talking about the parents childhood.

Impact of Family Tree Creation

- Examines client's family background's influence on parenting and partnership.
- Identifies cultural influences on family dynamics and parenting practices.
- Expands the family concept beyond the nuclear unit, highlighting the communal understanding of family.

Process and Structure

- Two meetings dedicated, with both parents encouraged to participate.
- Spouse present to increase mutual understanding; individual meetings if there is tension in the parents relationships.
- Focus on dialogue rather than drawing. It does not matter if a family cant remember the dates or times, focus is on the relationships they have had.
- Avoid focusing on traumatic events; acknowledge them and move on.

Outcome and Feedback

- After the meeting draw a better version and take to the family on the next meeting. Get to know to the family tree together with the children.
- Family tree helps understand intimate relationships during life changes.
- Valuable keepsake for families, aiding in connecting with roots and imparting understanding to children.

Tools for the theme:

- Family tree work by using genograms, more information at therapist aid website, [here](#)
- Five parts of parenting discussion, [link here](#)

Theme 3: What is Our Family Like? Communication and Emotional Expression in Our Home

This theme is interwoven throughout the process, and various activities are used to reinforce these objectives at each family meeting.

Simple games or activities can be used to engage the family, observe their interactions, and encourage communication. Conducting a meeting in a child-friendly environment, such as a playground, can help reinforce the sense of family unity and introduce the family to local leisure opportunities.

Professionals should discuss their observations of family interactions with the family during meetings. Cultural sensitivity is important, as norms and practices can differ significantly across cultures. When offering feedback, it is essential to balance observations with positive reinforcement of identified strengths.

Expressing emotions is addressed in multiple meetings, using tools like emotion cards. Traumatic experiences can impair the ability to express and recognize emotions, so “playing” games with emotion cards or learning how to use them to help communication about emotions can help family members articulate their feelings better and reduce misunderstandings. Encouraging the family to integrate these tools into their daily lives can make expressing emotions more natural and routine.

The family can also work together to create a “family lifeline,” a visual timeline that starts when the family was formed and continues into the future. This lifeline can be developed over several meetings, helping the family to reflect on their shared past and plan for the future. It can be a unifying experience, particularly for families who have experienced the process of family reunification, as it helps weave individual stories into a cohesive family narrative.

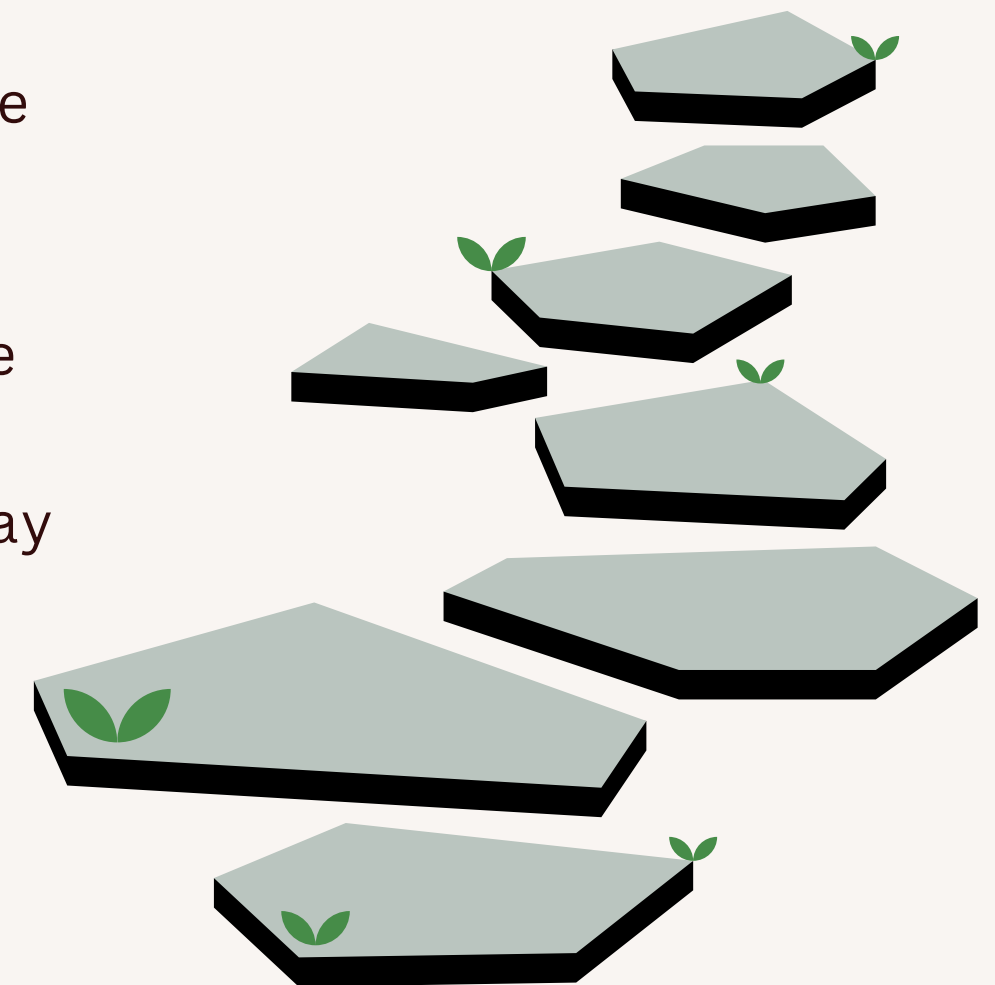
Tools for this theme:

- Games, family tasks
- Activities with the family and encouraging families to do fun things together
- Emotion cards
- Family lifeline

Family Lifeline



- Take a clear sheet of paper and draw a line, start filling the family lifeline together first with only the parents and then with children in a way that is comfortable to the parents (parents might not want children to know everything about the traumatic past events.)
- The lifeline starts from where the family thinks their story began. To some it is when the parents met, to some when they got married.
- Factors significant for the family are written in the lifeline
- If the family has been separated, the story of the family members is carried in the same picture, one above the segment, the other below
- When going through the life line, you only note possible traumatic events, you don't stay to look into them deeper.
- The goal is to get the family's story in the same picture and to get the events of their lives in order. This has been very meaningful to families.
- When working with children, take emotion cards to help interaction.
- The lifeline will be continued with the whole family into the future - how do they see their future as a family



Ways to work with emotion cards



- Place the cards face down. Ask family members to raise three cards, and then take turns telling each other when they last felt those feelings.
- Place the cards face up. Ask family members to pick up and share a card describing their current state of emotion.
- Place the cards face up. Ask family members to raise an emotion card to describe an event in their life course (eg arriving in Finland, different points of the lifeline).
- Play pantomime with emotion cards. One presents the emotion of the emotion card and the other guesses. Remember to point out how important it is to talk about emotions, because we so often interpret each others emotions wrong.



Theme 4: Parents relationship and Psychoeducation of Traumatic Symptoms

The purpose is to discuss the effects of refugee experiences on a relationship. In addition, the impact of stress and trauma experience on the relationship and parenting is discussed. At the meeting, parents are given information about traumatic stress disorder orally and, if possible, in their own language in writing or in video (recommended tools).

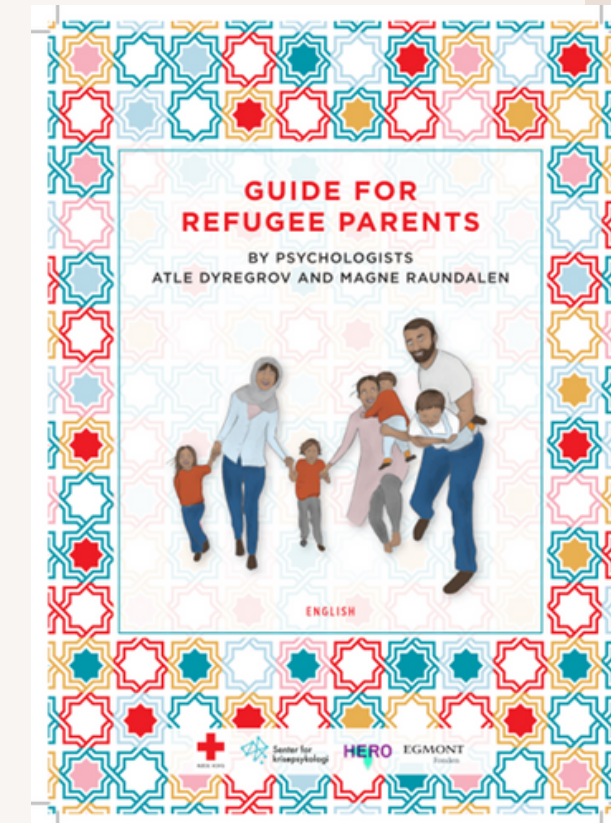
It is important for the employee to tell how relevant a predictable and consistent everyday life is to self-regulation for both children and adults. The key to recovering from a traumatic experience is reinforcing a sense of security, which happens mostly in everyday things.

It is important for parents to understand that children can also be impacted by the traumatic events from the past. This can affect childrens behaviour and ability to learn.

I strongly advice you to help parents download the Swiss Red Crosses Guide to refugee parents on their phones or printing the quide in paper. It is an excellent material that is available in twelve different languages!

Tools for this theme:

- Finnish Institute for Health an Welfare: Mental health for migration - video series to refugees, [link here](#)
- Swiss Red Cross: Guide for refugee parents, [link here](#)



Theme 5: Our Family Rules and Customs

This theme focuses on discussing family rules, customs, and the importance of predictable daily routines that foster a sense of security.

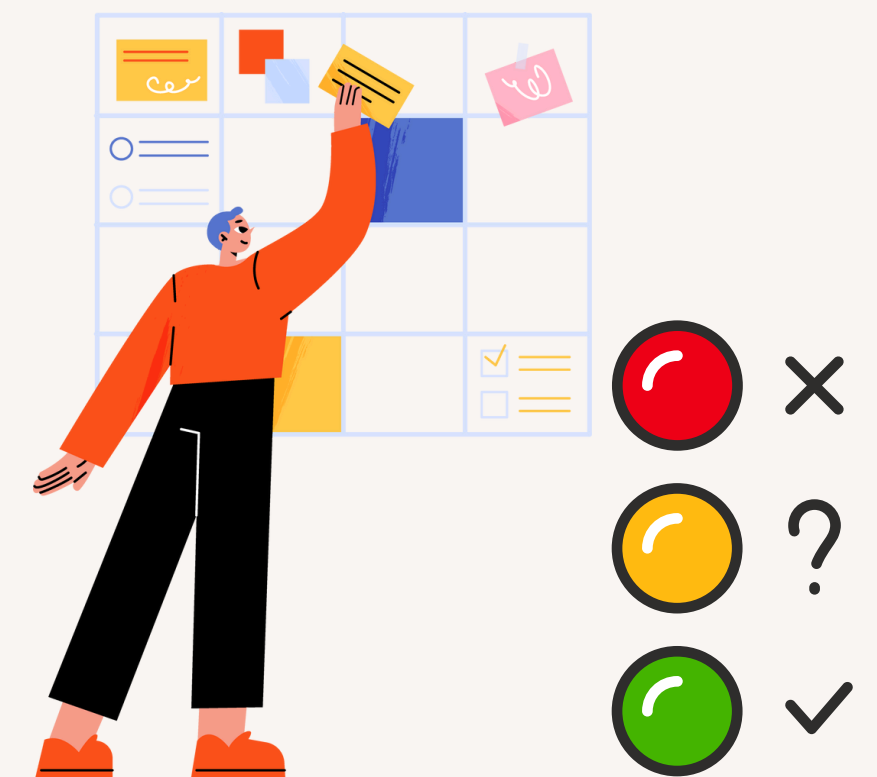
Guide families to articulate the value of their own customs while sharing insights into similar practices from the host country. The conversation should be an open exchange of experiences rather than an attempt to change the family's ways, except if practices are harmful to children.

It's essential to explain the significance of a regular, predictable daily rhythm for the health and well-being of both children and parents. The family's stability helps regulate children's emotions and behavior, supporting their learning and social development. Creating a visual day program using picture cards can assist parents in maintaining routines, providing structure for the child's day.

For children exhibiting challenging behaviors, tools like traffic light cards can be introduced to support self-regulation. The traffic light system uses green, yellow, and red cards to give visual feedback about the child's behavior, guiding them towards more positive actions. It's crucial that parents understand the importance of giving positive feedback with green cards and not just focusing on warnings or sanctions.

Tools for this theme:

- Visual day programme
- Family rules in writing
- Open discussion about cultural customs
- Trafficlight-cards



Theme 6: Supporting Parents in Child Safety Education and Media training

Safety education supports the overall development of children, boosting their self-esteem, emotional skills, and ability to navigate challenging situations. It encourages open communication about difficult topics and teaches children to respect boundaries. The aim is to empower children and young people to speak up about bullying, harassment, violence, or abuse.

In refugee families, children may not have had consistent access to school-based safety education, making it vital to equip parents with the tools to support their children at home. Discussions with parents should include how to establish rules for media use and online safety, an area where many parents with refugee backgrounds may lack familiarity.

The professional should provide guidance on the practical steps families can take to create a safe and balanced digital environment for their children.

Professionals should encourage parents to maintain an open and curious attitude toward their children's digital world. Highlight the positive aspects of digital access, such as staying in touch with distant relatives, educational games, and learning opportunities, while providing clear guidance on managing risks.

Tools for this theme:

- Safe Oulu Project: Become a safety skills superhero - Exercise book for children and parents [in english here](#), other languages [here](#)



Theme 7: Integration process as a family

The goal of integration is for those who have moved to a new country to feel like full members of society, equipped with the necessary knowledge and skills for their new home.

Integration is a long and individual process that can take years and involves various, often conflicting, emotional and mental adjustments. The process requires significant adaptation and change, with strong interpersonal and social skills helping to protect against mental health issues.

During meetings, professionals use integration timeline to discuss the different stages of integration experienced by each family member. It is important to emphasize that each person's integration process is unique. Addressing these differences is especially crucial when some family members arrived in host country before others, which can lead to intermittent integration and conflicts. By understanding each other's integration journeys, family members can better support each other.

Emotion cards can be used to facilitate these discussions, and family members, especially children, may be encouraged to draw pictures depicting different stages of their integration and the emotions associated with those stages.

Instructions and guides on exploring the integration process are available in multiple languages through the Finnish Red Cross.

Tools for this theme:

- Emotion cards
- Drawing and art
- Finnish Red Cross: Integration timeline, [link here](#)



Theme 8: Evaluation of the process

The final meeting serves to conclude the work in a structured and meaningful way, to identify any further support needed, and to celebrate the family's strengths.

Set aside time for casual conversation over coffee. Professionals may ask the family in advance if there are specific topics they want to revisit or if there are activities they would like to do together in this last meeting.

If the family feels they still need support, professionals should facilitate the transition to further services, whether through direct referrals or by accompanying the family to their first service appointment.

For the final session, the professional writes a letter to the family, summarizing the strengths and resources observed in each family member. The letter is read aloud during the meeting, allowing the family to hear the content with interpretation. The aim is to provide a positive and affirming closure to the process. This letter can be based on reflections noted by the professional after each meeting, ensuring that the feedback is detailed and personal.

Professionals are encouraged to compile a list of available services for families with children in their area, including both public services and those provided by organizations or parishes. Knowing which form of support would be most effective in different situations helps professionals guide families towards appropriate resources.

Tools for this theme:

- Letter for the family



Key results and benefits

- With the help of innovation, it was possible to meet the support needs of refugee families in the immigrant services of the City of Oulu. This can be seen from both statistically and by customer feedback and interviews produced by the PALOMA 2 project. The families' well-being and ability to function improved.
- With the help of the innovation, it was possible to significantly reduce the need for child protection and family work in the immigrant services of the city of Oulu when the method was systematically offered to client families. Need for child protective services reduced by more than 50 % and need for family work 75 %.
- With the help of innovation, it was possible to increase the skills and knowledge of employees. The training feedback and interviews with trained professionals show that the method has brought more competence in meeting refugee families.
- The effects of the method have been evaluated in many ways, more about them in the next pages.

Statistics from Oulu citys immigration services

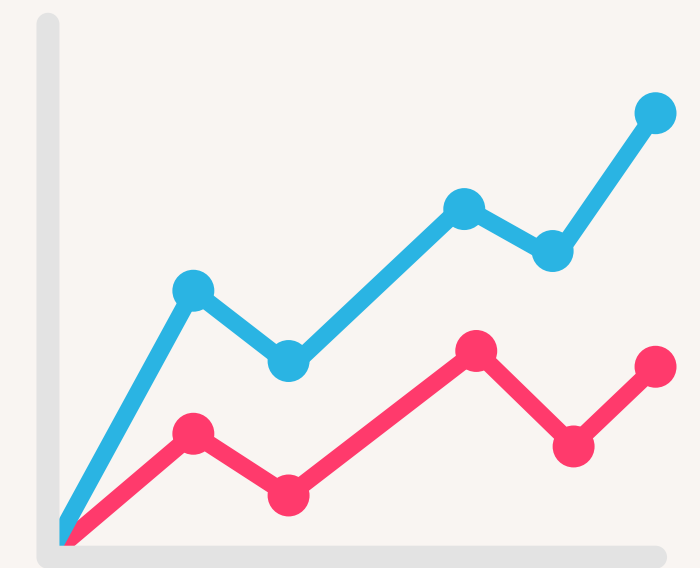
The immigration services of the city of Oulu carried out statistical monitoring of the services received by client families. Uniting families method was first offered to all the families in spring of 2020.

The statistics show that the systematic offering of the Uniting Families method to client families significantly reduced the need for other services.

In September 2020, 12.66% of the client families of the immigration services of the city of Oulu received family work, 2.53% received enhanced family work, and 11.39% received child protection outpatient services.

In July 2021, 3.77% of client families of the city of Oulu's immigrant services received family work, 1.89% received enhanced family work, and 5.66% of clients received child protection outpatient services.

The statistics revealed that the **number of child protective services clients (from the clients of immigration services) dropped by a bit more than 50 %** and the need for family work has dropped by 75% since the Uniting Families method was systematically introduced in the immigrant services of the city of Oulu.



Experiences of the families (interviews of the PALOMA 2 project)

When conducting the interviews with the parents a year had passed since the process with Uniting Families method had ended.

Experiences were good and the work was perceived as important and helpful. It was found to supported parenting and parents capability to help their children with psychological symptoms aswell as parental relationship.

Differences between the parenting culture in the home country and Finland were significant, and parenting in Finland was perceived as difficult at times. Discussion about this topic was found helpful.

Strengthening emotional communication was important. All the parents still had emotion card in daily usage and felt that communication in their family had grown stronger.

Family tree was found especially important and meaningful. Through family tree work, the parents' understanding of the influence of their own childhood on their own parenting increased. Family tree work was considered especially important for the sake of the children, because through the family tree it was easier to talk with the children about relatives who remained in their homeland.



Experiences of professionals (interviews of the PALOMA 2 project):

The professionals perceived the working method as a necessary addition to immigrant services. The family-centeredness of the Uniting Families method and highlighting children was seen as important. The Uniting Families method was seen as working alongside the family integration plan.

Professionals felt that using the method systematically took a lot of working time. Professionals adopted the model alongside basic work tasks. Training and guidance were felt to be necessary because the model uses work tools that were new to some.

The guide supported the implementation of the model. The professionals said that the nervousness of the start was eased because the client families received the work well and were enthusiastic.

Professionals felt that the Uniting Families method is suitable for all families with a refugee background. The professionals saw that there would be a need for the model to be used in the future, but they were worried about the personnel resources it required. Working according to the method increased professionals' understanding of customers, which also supported their basic work.



Surveys made for trained professionals

- All respondents said that they had received concrete tools from the training that they can use in their work with families (94.4% a lot, 5.6% somewhat).
- All respondents felt that they had gained more skills and competence in working with refugee families (41.2% a lot, 58.8% somewhat).
- All respondents felt that they had gained more confidence in trauma-informed work (a lot 52.9%, somewhat 41.2%, a little 5.9%)
- On the last day of the training, a grade was given for the entire training, 100% of the respondents gave the training a grade of 5 commendable. Everyone would also recommend the training to a colleague.

Withdrawals from free feedback:

"It would be good for everyone to take this training"

"I think it would be good for all family workers to go through training that gives good theoretical knowledge."

"A very good package that can also be used when working with families of native Finns"

"The training gives a lot of information on how to consider working with refugees."

"Good and comprehensive education."

"Thank you, for a really good training. The content and how it was brought to us."



Do you want to order a training for Uniting Families method?

It is possible to ask for a two to three day training for a group from the developer of this method. Training is highly recommended to use the method in its full potential. Trainees get to keep the material from the training. It is a more comprehensive package than this concise guide.

For more details please contact the developer:
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