ACUCARE

MANUAL
of the ACUCARE Study Modules

Introduction

Problems of the children and their families need to be identified at an early stage to give the necessary help at right time. This means multi-agency interprofessional network within integrated services. International studies indicate that in spite of encouragement for integrated child welfare services, obstacles for collaboration and lack of coordination between systems remain, often related to the understanding of professional role and tasks, lack of shared knowledge, attitudes and ways of communication (Timonen-Kallio et al. 2015).

Effective interprofessional networking is a complex matter and difficult to achieve; thus each care profession has a different culture which includes values, beliefs, attitudes, customs and behaviours. Educational experiences and the socialisation process that occurs during the training of each care professional reinforce the common values, problem-solving approaches and language/jargon of each profession; these professional cultures contribute to the challenges of effective interprofessional teamwork (Hall 2005).

"Interprofessional and intersectoral collaboration can be a key feature in systemically supporting children and their families."

Interprofessional and intersectoral collaboration can be a key feature in systemically supporting children and their families, it is crucial to involve child welfare and mental care services into collaboration. The best practical way to promote integration and integrated care plans, is interprofessional training which create a forum for reflective discussion and debates. As a result both social educators/social workers and nurses know the partner professions better and can respect and value each other's work more.

The best interests of the child and support for parenthood as well as mental well-being are primary issues in conducting this course. The focus on teaching the interprofessional collaboration 'on the borders' is empathically in the child welfare perspective when child has a clientele in child welfare social work.

ACUCARE studies are designed for social work and nursing students. This is a totally new innovation in Estonia and Finland as study modules for students: collaboration model for the two professional areas is developed and is entirely new area in 'the borderline work' is explored to incorporate better both expertise in mental care / psychiatry and social work and residential child care.

Study objectives

This ACUCARE training gives students an opportunity to improve their interprofessional knowledge, collaboration skills and common understanding about problems and possible solutions as they participate in the interprofessional e-curriculum. Main issue to learn is how to coordinate the know-how of different groups of professionals into a coherent service and support package. Students will get subject knowledge in working with families and/or working in residential child care.

In practice integrated services and collaboration means that all the different workers around the family should know their own role and have an understanding of the other profession's practices and methods. Different professional aim is to work transparently and to speak openly with each other and with the family. Integrated services mean, that workers from different services and systems meet the family members in the same meeting to get a wide clear picture of the family´s situation. However, the interprofessional team's aim is to put the family itself in the center of the work. This means to involve the family to co-operate with the networks and treat the family as their own life´s experts.

Interprofessional working teams can include social workers, social councelors, psychologists, neuro-psychiatric coaches, psychiatric nurses, family therapists or other psychotherapists. All these students are welcome to study in this course. ACUCARE study modules include concrete methods and tools for promoting interprofessional learning and multi-agency collaboration. The 'acute team' model – a tool for immediate help and integrating service systems – is promoted and investigated.

"ACUCARE study modules include concrete methods and tools for promoting interprofessional learning and multi-agency collaboration."

Reflective e-learning

ACUCARE is an online course – all course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity. Purely online courses totally eliminate geography as a factor in the relationship between the student and the institution. They allow collateral studying together for students who originally attend different schools. They consist entirely of online elements that facilitate the four critical student interactions: with content, the instructor, other students and with her/himself (reflective work).

E-course and online studying acquires students to be self-leading learners, they have to obtain knowledge independently. This might be the disadvantage of the e-course.

Also, absence of face-to-face meetings allows students to be more passive in e-course environment, this needs special attention from tutors and teachers of the course. Teachers have their own tasks to create lessons, to facilitate learning and to engage students into e-learning effectively and to make the e-learning process run. The teacher is an active participant in online discussions, sharing what students are learning about the subject. This goes a long way in building dynamic online learning community where the teacher directs and redirects the attention of learners toward key concepts and ideas.

Reflective cycle tool has been used widely in professional education and particularly among continuing education. Reflective skills in professional education can assist professionals to improve their decision-making skills and enhance their academic performance. Professionals' ability to reflect on a deeper level is a desirable attribute for all professionals. Reflective capacity is regarded as a skill to enhance learning from previous knowledge and experience in order to improve future clinical practice and clinical reasoning.

"The teacher is an active participant in online discussions, sharing what students are learning about the subject."

In this ACUCARE e-course reflection is used in different purposes. Students will reflect every assignment in learning diary which is visible only for themselves and tutor, assignment may differ depending on the content and precise instructions are given with every assignment.

First, it gives a feedback to tutors and teachers about learning outcomes when students answer to simple questions: what did I learn today, what was new, what I did not understand, what I want to learn more. Secondly, it also gives feedback to students themselves, teaches them to be reflective practitioner, to see their own attitudes and believes affecting their practice etc. Third aim is to teach students to use reflection as a tool which they will need in the future, to recognise their need for supervision.

Final reflection is given about participation in e-course: fears, prejudices about learning online, analyses about achieving learning outcomes, suggestions for improvement of the course.

Structure of Studies and Study Contents

The ground pedagogical idea is case working. The red line thrugh the course is that students are working with the open family or residential child care case. Study assignments and the contents of the module are linked to this case. Description of the case is given in the very beginning of the study module. Cases of this joint training are based on knowledge of the collected good interprofessional practices between child welfare services and mental health care/youth psychiatry in Finland and Estonia.

Structure for both e-learning study courses is the same and includes assignments, reading, working with a case and writing reflective diary. Description of the case captures topics from themes of the course to make it possible to connect with topics. For example topics connected with normal development in adolescence vs. mental health problem (1-2 normal "things", some troubled etc).

Study Modules

A Interprofessional family work (5 ECTS)

Main focus is to secure children´s growth conditions, to promote educational partnership between parents and professionals in family centers, maternity and child health clinics, kindergartens and schools and also between children´s psychiatric clinics and child protection. The objective is to transform the services into an integrated system that will respond to the needs of children and families. Basic services preventive work and early support and care services are in focus. To manage with that it needs strong collaboration between the different professionals of the networks around the family. Open care family work offers a possibility to react family´s problems and needs in time and rapidly, before they get more severe. Interprofessional work is one key points for successful family work.

B Interprofessional residential child care (5 ECTS)

Main focus is to promote educational partnership between social work and mental care services targeted in residential child care. The objective is to create the conditions for effective interprofessional cooperation in residential child care. For this purpose, joint knowledge is built: students from mental health and social work field study together topics considering mental health issues and social work methods working with children living in residential care. This way interprofessional cooperation is promoted.

Outcomes

During these two courses student's interprofessional competencies and practical skills will increase.

After completing the course, the student

- is able to share different professional point of views on child's needs
- is aware of differences between different professional point of views and can promote better communication in future practice
- has skills for an integrated care approach; to incorporate the interprofessional expertise and advance the existing child welfare and mental health services better, e.g. who are the responsible key practitioners to invite in the care plan meetings
- has realistic expectations of partner professionals possibilities to support and help
- knows how to use reflection as a tool for maintaining professionalism and avoiding burn-out
- is conscious about her/his own emotions and ways of react as a valuable tools for being professional.

Content

A   Interprofessional family work (5 ECTS)

Starting the course week (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
Orientation: To get familiar with the online workspace	Post your personal intro: name, (future) profession, with picture	• To be able to present oneself, one's work, study or interest to others in an interesting manner • To get to know each other • To practice communication in e-course environment	• Online notes board, wall • Introduction	• Key instructions • Create a pre-assignment in the workspace and inform students of the details • Interprofessional grouping into tutor's group • Start first introductory discussions
Stereotypes, prejudices, expectations towards other profession	• Everyone asks 3 Qs about other's profession • Everyone answers 3 Qs about her/his (future) professions	• To peer teach professional role and tasks and understanding need for interprofessional collaboration • To build collaborative relationship	• Skype • To present professional competencies to others in a forum	• To moderate and promote the interprofessional discussions in small groups • To share knowledge about professions • Summary
Presenting the case	• Read the description • Ask the question based on the description	To understand the child's situation	Forum	• Give feedback • Discuss according the questions

A Lectures (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
Interprofessional collaboration	• Watching video • Writing diary	To respect the contribution of the other profession	Video lecture 10 min	• Creating lesson to hand the subject over to the students • Feedback assessment of diary
Living in a vulnerable family	• Watching video • Writing diary	To understand the meaning of family culture and social context for the well-being	Video lecture 10 min	• Creating lesson to hand the subject over to the students • Feedback assessment of diary
Child Abuse	• Watching video • Writing diary	To understand trauma and how it can impact on child's mental health.	• Video 10 min • Oakwater, Helen Does lack of truth telling destabilise a child's life journey?	• Creating lesson to hand the subject over to the students • Feedback assessment of diary
Mental well-being	• Watching video • Writing diary	To understand mental well-being as a resource	Video	Creating lesson to hand the subject over to the students

A Reading list / framework of Family Work (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
Systemic Approach to delivering children's services	Reading the articles and working with links	To learn how to work systematically in a multiprofessional team	• Articles and video links • Delf-test	• To answer the Qs, • On-line discussions about learning outcomes
Optional frameworks and methods to work within families	Reading the articles and working with links	To build relationships and achieve change within families	• Articles and video links • Self-test	• To answer the Qs, • On-line discussions about learning outcomes
Vulnerable family as a growing environment	Reading the articles and working with links	• To see child; child-centered orientation • To understand the social and cultural aspects	• Articles and video links • Self-test	• To answer the Qs, • On-line discussions about learning outcomes
Child abuse and it's connections with mental health issues	Reading the articles and working with links	To understand what is 'child abuse' and how it harms child's development	• Articles and video links • Self-test	• To answer the Qs, • On-line discussions about learning outcomes
Optional reading, what interesting you have found	Literature review	To learn to search relevant reading, peer teaching	Blog	• To answer the Qs, • On-line discussions about reading findings

A Good practices (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
To get familiarized with a tool for reflecting responsibilities and distribution of tasks of professions	Applying 'Taking up one's worries' method in family case of the course.	To have shared interprofessional practice & intervention in own toolkit	• Shared doc • Skype	To moderate interprofessional forum
Case analysis and discussion	Applying 'Six Hats method' in family case	To implement constructive analysis of different perspectives of the case	• Video presentation • Skype	To conduct forum
To get familiarized with a new model for systemic family work	Applying 'Hackney model' in family case of the course.	To have shared interprofessional practice & intervention working within families in own toolkit	Discussion board	To conduct forum
To benefit and value own expertise, hobbies, interest, skills	• Scale family work methods; tool for involving a child, • Finding own favour method	Prepare a presentation	• Video clip or • Pp- presentation	Feedback

A ACUCARE Learning Diary (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
Every topic	To answer questions: • what did I learn • what was new • what did I not understand • what do I want to learn more • what surprised me	• To reflect different topics • To get to know one's knowledge, skills and feeling	Learning diary in the platform	To give supportive feedback
Final reflection	To write final reflection about participating in the course, covering issues: • fears, prejudices about learning online • analyses about achieving learning outcomes • suggestions for improvement of the course	To become reflective practitioner To give a feedback to the course	Learning diary in the platform	To give supportive feedback

B Interprofessional residential child care (5 ECTS)

Starting the course (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
Orientation: To get familiar with the online workspace.	Post your personal intro: name, (future) profession, with picture	• To be able to present oneself, one's work, study or interest to others in an interesting manner. • To get to know each other; • To practice communication in e-course environment	• Online notes board • wall	• Key instructions Create a pre-assignment in the workspace and inform students of the details • Interprofessional grouping into tutor's group • Start first introductory discussions • Moderating
Stereotypes, prejudices, expectations towards other profession.	• Everyone asks 3 Qs about other's profession • Everyone answers 3 Qs about her/his (future) professions	• To peer teach professional role and tasks and understanding need for interprofessional collaboration • To build collaborative relationship	Forum	• To moderate and promote the interprofessional discussions in small groups • To share knowledge about professions • Summary
Presenting the case	• Read the description • Ask the question based on the description	To understand the child's situation	Forum	• Give feedback • Discuss according the questions

B **Lectures (1 ECTS)**

Topic	Activity	Aim	Tool in e-course	Tutors activity
Stigma: recognising, understanding	• 20 min video lecture • Group discussion about the case, connection with topics in lecture	To raise the awareness of the stigma, both residential care and mental health	Forum	• Commenting • Participating
Child abuse and it's connections with mental health issues	• Video lecture of Helen Oakwater "NSW Child Protection Conference (Sept 2017) part I - VI • Group discussion about the case, connection with topics in lecture	• To understand what is child abuse • To see child abuse effects on mental health	• Forum • Self-test	• Commenting • Participating
Overview about mental health issues: definitions, diagnoses, reactions, treatment	• 5 videos (à 20 min): each about different problem • Group discussion about the case, connection with topics in lecture	• To understand mental health issues • To know different treatments, also side-effects	• Forum • Self-test	• Commenting • Participating
Institutional culture	• 20 min video lecture + reading material • Group discussion about the case, connection with topics in lecture	• To understand effects of living in the institution to child • To know principles of de-institutionalisation	• Forum • Self-test	• Commenting • Participating

B Reading list / framework of Residential child care (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
Removal > protecting children's rights	• Reading material • Details about the case: how was the removal process, what happened • Ask the questions and discussion about the situation	• To raise the awareness about the rights of the child • To get to know the child protection system	Forum	To comment the discussion
Institutional culture	Reading material	• To raise awareness about DI process • To get to know about institutional culture's effect on child's life	Self-test	To give feedback
Supporting the worker	Reading material about co-vision	To practice peer-support model	Chat-room	• To participate • To give feedback
Mental health and child protection system	Reading material: policy documents and laws	To get to know country specific systems	• Compose network for working with this child from the case • Describing responsibilities of different specialists	To give feedback

B Good practices (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
Life story work – concrete method how to work with the past of children living in residential care	• Video lecture (2*20 min) • Planning an interview with the child presented in case: what Qs to ask	To practice communicating with the child – using knowledges and skills from life story work	• Forum • Individual assignment	• To answer the Qs • to give more information about the child's situation
Interprofessional collaboration	• Video lecture (20 min) • Group discussion about cooperation between different systems	To connect knowledge about systems' specifics read in reading material and knowledge given in this lecture	Forum	To give feedback
Case analysis and discussion	Applying 'Six Hats method' in case	To implement constructive analysis of different perspectives of the case	Forum	To conduct forum

B   ACUCARE Learning Diary (1 ECTS)

Topic	Activity	Aim	Tool in e-course	Tutors activity
Every topic	To answer the questions: • what did I learn today • what was new, what I did not understand • what I want to learn more • what surprised me	• To reflect different topics • To get to know one's knowledge, skills and feeling	Learning diary in the platform	To give supportive feedback
Final reflection	To write final reflection about participating in course covering issues: • fears, prejudices about learning online • analyses about achieving learning outcomes • suggestions for improvement of the course	• To become reflective practitioner • To give a feedback to the course	Learning diary in the platfrom	To give supportive feedback

Assessment

Assessment is a crucial issue in order to ensure that online training modules are truly effective. Assessment helps to address different expectations and different learning needs; a learner-centered approach will be followed. Assessment is linked to the case, to solve using knowledge collected from this course, for the improving of the situation of the child working in interprofessional team.

Variety in methods and tools will be used in assessing reading, case work, good practices / methods and reflecting. Every topic is assessed by tutors immediately; test students are making are self-tests: they get the answer immediately. Main assessment tool is the learning diary which depicts the student's personal learning journey.