Interprofessional work
in development communities
Toolbox

SotePeda 24/7

Authors

Jaana-Maija Koivisto, Häme University of Applied Sciences

Marianne Laurila, Vaasa University of Applied Sciences, Muova

Virpi Maijala, Seinäjoki University of Applied Sciences

Sanna Nieminen, HUMAK University of Applied Sciences

Kati Ojala, LAB University of Applied Sciences

Pia Tamminen, Häme University of Applied Sciences

Tarja Tolonen, LAB University of Applied Sciences

Cover photo https://pixabay.com/fi/illustrations/j%C3%A4rjestelm%C3%A4n-verkko-uutiset-927147/

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INTRODUCTION

The aim of the toolbox is to help identify the different actors in the service system along with their tasks and roles, to plan services with a client-oriented and interprofessional approach, and to apply the models and methods of interprofessional development cooperation.

The toolbox contains five tools for interprofessional development communities: 1) Interprofessional Map; 2) My Client-Oriented Thinking test; 3) Tools for assessing the current state and future of the service system; 4) Forming an operational concept from the service development process and 5) Self-assessment of interprofessional competence. For each tool, the toolbox contains a description, a use example, and a user guide.

1.   INTERPROFESSIONAL MAP

Author: Marianne Laurila, Vaasa University of Applied Sciences, Muova[1]

	OBJECTIVE		PARTICIPANTS
	Form an overall picture of the key actors in the ecosystem		Can be carried out individually or as a group
	CONTEXT OF USE		**TOOLS**
	Mapping out existing ecosystem actors and potential partners when planning new development projects or developing operating models which span sectoral boundaries		Can be used digitally or in printed paper form. Digital use requires a computer, while manual use requires in addition a printer, A3 sheets of paper, labels and pens

Description

The Interprofessional Map is a visual analysis tool that can be used to identify and classify actors in different ecosystems that operate in different sectors of society and at different geographical levels. It helps to create an overall picture of the key actors exerting influence over, for example, the social welfare and health care service system. In a broad sense, actors can include all individuals, groups or organisations that guide, supervise, finance, investigate and develop, organise, produce or use services in the service system. In the Interprofessional Map, the actors are divided into five sectors:

1. *Private organisations* are profit-seeking companies engaged in business activities that produce goods or services for sale on the market.

2. *Public organisations* are public sector entities that provide public services and see to general income distribution, well-being and the functioning of the social and economic system. This sector comprises municipalities, joint municipal authorities and their public utilities, central, regional and local government, funds and public utilities not included within the state budget, independent bodies governed by public law, foundations and funds, and international intergovernmental organisations.

3. *Non-profit organisations* are not-for-profit entities that produce non-market goods and services for households – such as associations, parishes and foundations.

4. *Hybrid organisations* combine the characteristics and strategies of private, public and non-profit organisations. Hybrid organisations include companies owned by

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[1]This article is based on Chapter 2. The current structure of the service system (p. 20–39) in the author's previous publication: Laurila, M. (2020). Monitoimijuus sosiaali- ja terveydenhuollon palvelujärjestelmän kehittämisessä. Työkirja korkeakouluopetukseen ja täydennyskoulutukseen. MUOVA Education 1/2020. Vaasa: Design Centre MUOVA, Vaasa University of Applied Sciences.

the public and third sector as well as various multi-sector RDI and service networks.

5. *In/non-formal civic action* consists of activities based on citizens' self-motivated activity that is aimed at helping other people and the community. This sector includes families, friends and neighbours, experts by experience, peer supporters and volunteers.

In addition to sector-based classification, actors are also classified geographically at the local, regional, national and international level.

See the illustrative [video](#) on how the Interprofessional Map can be utilised to identify actors that exert an influence on the development of the social welfare and health care service system.

User Manual

You can use the Interprofessional Map either digitally or manually in the following way:

- Download the [Interprofessional Map tool](#) to your computer or print out the tool template (Appendix 1) on A3 paper if desired.
- Enter the names of key ecosystem actors in the digital (Figure 1) or paper tool template. Classify actors by sector and at local, regional, national or international level.
- In the middle of the Interprofessional Map, write down the vision that unites the ecosystem actors (target state).
- Save (CTRL+s) your changes to the digital tool template.
- Finally, make sure that the map you have prepared contains all the key actors within the ecosystem. Would the involvement of some new actors potentially add value to the customer and the functioning of the ecosystem?

⚠️ **Technical tips for using the Interprofessional Map tool:**

1. When adding names of actors to the digital tool template, first select the Home tab at the top left of the screen.

2. Next, press the Text Box icon in the middle of the top bar. Move the cursor to the desired position, press the left mouse button and enter the actor's name into the text box that appears.

3. You can use the Zoom tool at the bottom right of the screen to magnify the template in PowerPoint.
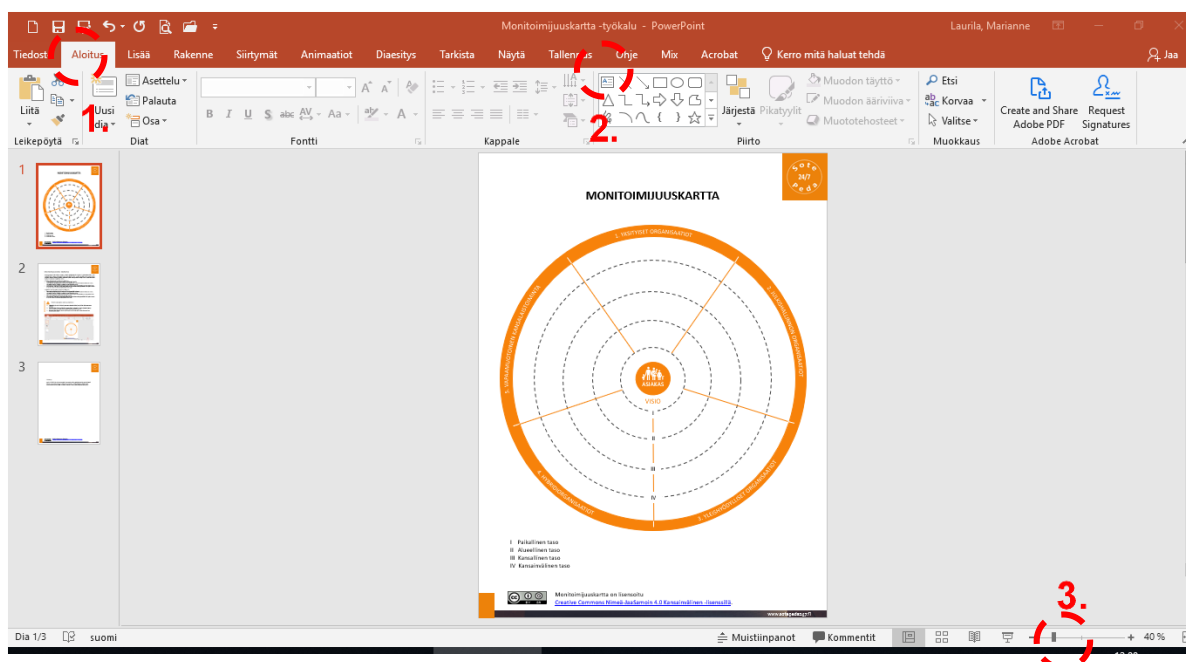

Fig. 1 Technical tips for using the Interprofessional Map tool.

2.   MY CLIENT-ORIENTED THINKING TEST

Author: Virpi Maijala, Seinäjoki University of Applied Sciences

OBJECTIVE
The test helps the user to understand what the actor thinks about client orientation and how it is realised in the activities or service provided at the moment

PARTICIPANTS
Can be carried out as individual work

CONTEXT OF USE
The test can be utilised when an actor is developing a service or activity that is client-oriented

TOOLS
Can be used digitally or in printed paper form

Description

The My Client-Oriented Thinking test is based on theoretical knowledge of client-oriented thinking. The test includes the different areas of client orientation and their expression in social welfare and health care services and the development of these services.

User Manual

For example, you can use the My Client-Oriented Thinking test when you start developing a service or activity to make it more client-oriented (Table 1, Appendix 2). The test helps you understand what you think about client orientation and how it is realised in your activities or services at the moment.

After completing the test, add up your score. Based on the answers, you will receive a description of your type of client-oriented thinking. Using this description, you can start taking action by, for example, thinking of development measures for increasing client orientation in your activities or services.

Respond to the test statements based on your current way of thinking and acting. Select only one option for each statement.

Table 1. My Client-Oriented Thinking test

Use the following statements to consider what you think about using a client-oriented approach. Consider how the principles of client-oriented and interprofessional development are realised in your situation when working with different people.	**Type I** I think and act like this with everyone in all situations	**Type II** I think this way, and I act this way with some people.	**Type III** I think like this in some situations, but it is not my way of acting.
I actively look for the good aspects of the client and their current life situation			
I respect the things that my client thinks is important in his or her life			
I show with my expressions and gestures that I am present and interested in what the client is talking about			
I show my acceptance of the client even if they do not do what I would do in a similar situation			
I show that I believe that my client knows best what is right for them			
I show that I am interested in my client's opinions			
I help the client identify the skills and solutions they already have			
I say to my client that I am happy to see them			
I encourage my client to ask any questions they have on their mind			
I take care to answer my client's questions carefully and precisely			
Before providing information, I first determine whether the client is willing to receive it			
I make sure my client has correctly understood the information I provide			
I show acceptance of the client in order to help them openly and honestly talk about their situation			
I show that I understand the client and their situation			
I take note of the client's successes, no matter how small, by giving positive feedback			
I show respect for my client's opinion, even if I disagree with it			
I am able to receive my client's different expressions of emotions			
I take care to speak to my client in a friendly and respectful manner			
When developing services, it is important that all parties are committed to working together			
When developing services, it is important that all parties have the courage to do things differently and step across familiar boundaries			
When developing services, it is important that the development culture is characterised by openness, capacity to receive criticism, and supportive managerial work			
When developing services, it is important that all parties respect each other			
When developing services, it is important that joint development promotes interaction between different actors			
To finish, add up your scores in the different columns			

Test result

If you most often answered as "Type I" (max. 24 points), your type of client-orientated thinking is

Dialogic companion

Description: When interacting with different clients, you strive to engage them in a dialogue that emphasises reciprocity and balanced work. In the client relationship, you strive to take into account the opportunities offered by the client's social network and living environment and to build a shared understanding of the client's current situation. You help them to identify their personal resources, consider different options, and find the best and most effective solution for their situation. In the client relationship, it is important for you that the client is an active participant in their own service event.

If you most often answered as "Type II" (max. 24 points), your type of client-orientated thinking is

Client-focused

Description: When interacting with different clients, you aim to listen to the client and help them define their current service needs. Based on this, you provide them with the best and most effective alternatives for resolving the situation. You also help the client identify the opportunities within their social network and, for example, explain about the activities of organisations within the client's living environment. Your preferred role when dealing with the client is to act as a consultant or coach, allowing the client to decide what option they will try out in their everyday life. In the client relationship, it is important that the client follows the instructions you give them as closely as possible.

If you most often answered as "Type III" (max. 24 points), your type of client-orientated thinking is

Expert-focused

Description: When dealing with different clients, you actively ask questions and collect information related to their current situation. Based on the information you collect, you aim to define the client's current service needs and offer them different options for resolving the situation. You also, for example, explain about the activities of different organisations within the client's living environment. Your preferred role when dealing with client is to use your expertise for their benefit. In the client relationship, it is important that the client follows the instructions you give them as closely as possible.

3. TOOLS FOR ASSESSING THE CURRENT STATE AND FUTURE OF THE SERVICE SYSTEM

Author: Sanna Nieminen, HUMAK University of Applied Sciences

OBJECTIVE
Identify and describe the joint services of the service system that relate to supporting client well-being

CONTEXT OF USE
Identification of jointly produced services and perception of service needs. Developing joint services to meet the needs of future social welfare and health care development.

PARTICIPANTS
Can be carried out individually, in pairs or as a group.

TOOLS
Can be used digitally or in printed paper form. The diagrams should be printed out on A3 paper, then post-it notes can be used to fill them in.

Description

The tools for assessing the current state and future of the service system can be used to describe the joint services of the service system that relate to supporting client well-being. The service system includes services, their producers and users, and the activities and interaction between the different parties. First, the current jointly-implemented services are identified (Figure 2). Then, the methods for developing and implementing these services in the future are identified (Figure 3).

Use example

The tools for assessing the current state and future of the service system can be used in a interprofessional manner to identify service systems, for example in the area covered by a municipality or joint municipal authority. It is suitable for identifying joint services in a particular district of a large city. One identified, jointly-produced service can be selected as the target of the work, or the work can be carried out in such a way that all services are taken as targets for development either in groups or individually in turn.

In the Future diagram, objectives for future development can be set based on, for example, the organisation's action plan or the municipal strategy. Future megatrends can be used to support the reflection process, for example by considering how digitalisation will change the identified joint services over a given period of time.

User Manual

Print out the diagrams on A3 paper (Appendix 3A and 3B) and use post-it notes to fill them. In this way, all attendees can add additional comments.

1. The first stage (Figure 1) involves identifying joint services that require cooperation between several different actors.

   First, record the name of the joint service and give a brief description of it. The following boxes are used to describe the main executor and other executors, i.e., the partners involved. When beginning the task, decide on how many joint services are to be identified by each group.

Fig. 1 Current status of the service system: Jointly-produced services. See appendices for the printable version[2].

2. In the second stage (Figure 2), one of the jointly-produced services identified in the first stage is selected for further consideration (Figure 2). If the number of participants allows, several joint services can be selected for development.

   The next step is to work on the two-by-two future matrix by entering answers to the following questions:

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[2]Author of the original Canvas template Miia Lammi, Vaasa University of Applied Sciences, Muova

- Methods of service provision: How will service providers do their work in the future?
- Ways to use the service: How could people use the service in the future?
- Partners: Who will the service be produced and developed with and how?
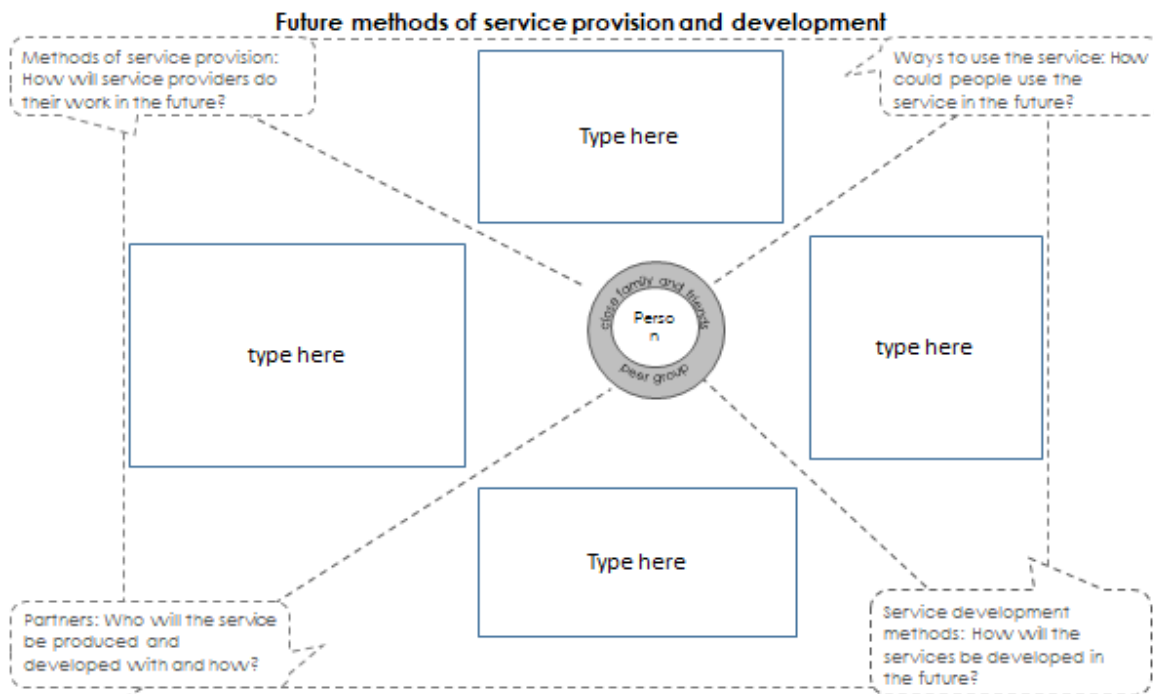- Service development methods: How will the services be developed in the future?

Fig. 2 Methods of service provision in the future. See appendices for the printable version[3].

[3]Author of the original Canvas template Miia Lammi, Vaasa University of Applied Sciences, Muova

4. FORMING AN OPERATIONAL CONCEPT FROM THE SERVICE DEVELOPMENT PROCESS

Written by: Kati Ojala, LAB University of Applied Sciences and Pia Tamminen, Häme University of Applied Sciences

OBJECTIVE
Creating an overall picture of the stages of service development. Identification of key elements and possible shortcomings. Creating a clear operational concept that suits the context.

CONTEXT OF USE
The tool supports the development of the service process and helps identify the essential elements by naming each one. The concept visualises the service to fit the context.

PARTICIPANTS
Can be carried out individually or as a group. If the work is carried out individually, it requires the involvement of the parties involved in the process development.

TOOLS
Can be used digitally or in printed paper form.

Description

The operational concept of an entity is the concept, idea or logic according to which it has been built and by which it operates and develops. Different development methods are utilised in the construction of an operational concept. At the core of the operational concept is the object, issue or phenomenon that the activities seek to influence as well as the output resulting from these activities.

The general concept is often created by finding an operating method for solving a local problem that proves to be effective and using this to form a model that provides ideas for other actors when they seek solutions to similar problems faced in their own operations. The operational concept should not be equated with the plan, as the logic and internal coherence of the activities rarely arise by simply implementing a plan.

A process description of service development provides an overall picture of the different stages of development and the factors affecting each stage. The operational concept can be formed on the basis of this service development process. The Service Development Process tool describes the development stages, the parties involved and the interdependencies between them. The operational concept is built through analysis and description of the development process. You can view the development process at different levels (e.g. as larger entities or as smaller developmental steps). The preliminary development process must be tested and any necessary changes made before describing the final development process and shaping the operational concept based on this process.

Make the most of this tool in the development process for your selected service!

User Manual

Give the development process a name and organise it into appropriate stages according to activity/development/time etc.

Analyse the stages in terms of actors, roles, tasks, interaction between actors, measured variables, decisions taken, stage objectives or results, and the digital platform used (not all these factors need to be included in the analysis if it is not appropriate).

Actors: Who is involved in the different stages of the process?

Roles: What roles do actors have in the different stages?

Tasks: What types of tasks do the stages involve?

Interaction: What types of interactions are used in the different stages?

Measuring: How can the activity within the different areas be measured?

Decision-making: What decisions are made in the different stages?

Objective/result: What are the goals or results of the different stages?

Digital platform: Which digital platform is utilised for joint development?

1. Write out a clean version of the development process using the same template and marking for each stage the factors that significantly impact that stage
2. Test the preliminary description 1–2 with the corresponding development process to ensure that it fits with the relevant context
3. Make any necessary changes so that the development process matches the actual activities
4. The final process description is likely to be simpler and clearer than the initial data used to carry out the analysis

Case: Developing remote clinic services for families
Figure 4 shows a step-by-step process of developing remote clinic services for families that was carried out over a period of three years. There are many developmental stages, but in order to get the overall picture, the described process takes into account only the most important aspects of each stage. Nevertheless, there are many details included. The development is based on the actors' healthy interaction and joint development, which are built on the lessons learned from the previous stages and which aim towards jointly agreed goals.

Pilots 1-2: through a joint planning process, it was decided to implement a pilot to develop for families with children an information website providing information on pregnancy and issues discussed at the child health clinic. In addition, a chat and video call service was also developed. Feedback from clients and service providers was collected during and at the end of Pilot 1. As the time period for pilot 1 was short, it was decided to extend it (pilot 2). Due to personnel changes, there was an interruption in the development work between pilot 2 and pilot 3.

Pilot 3: The development work focused on the child health clinic chat service (Neuvolachat), which was piloted by the child health clinics of two municipalities. At the beginning of the pilot, information on client needs was collected from the clients of the child health clinics, and the Neuvolachat service was designed to meet these needs in cooperation with the personnel of the child health clinics involved and the technical service provider. It should be noted that isolation measures to prevent the spread of coronavirus were initiated at the beginning of the pilot project, and municipalities made as a result a digital leap forward in their use of remote services.

Service consolidation: the goal for 2020 is to consolidate the Neuvolachat service, introduce an additional video service, and extend the use of the services to other regions.

Expansion of use: It is possible that the remote clinic service will expand in the future to become a national service.

Developing remote clinic services for families

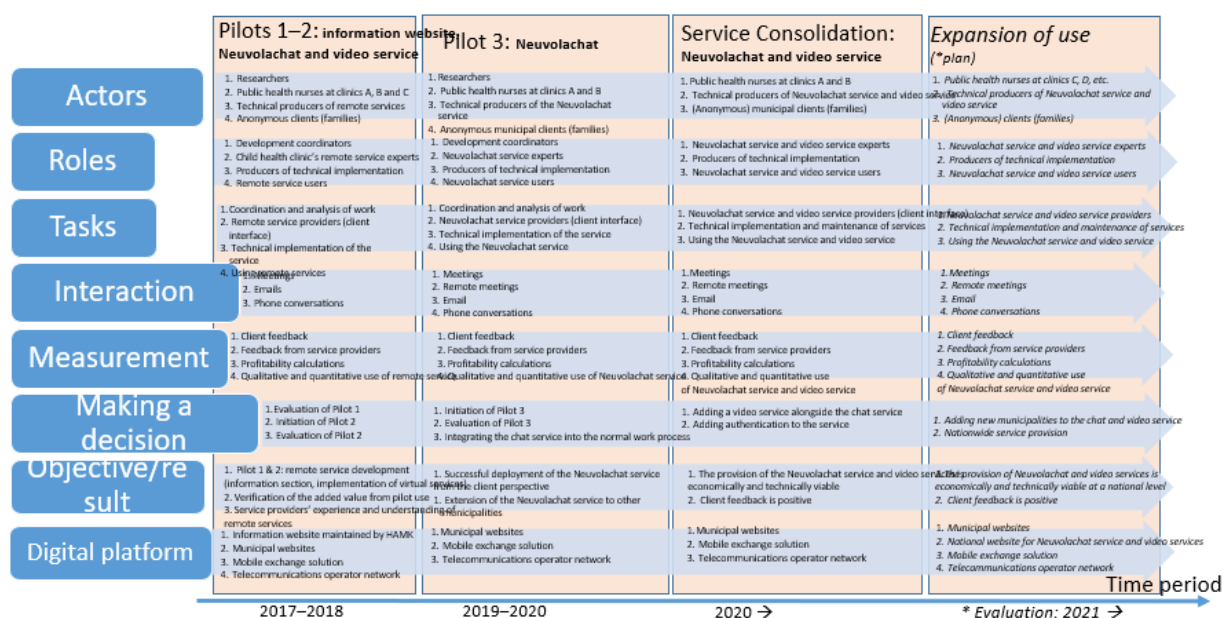|	Pilots 1–2: information website, Neuvolachat and video service	Pilot 3: Neuvolachat	Service Consolidation: Neuvolachat and video service	Expansion of use (*plan)
Actors	1. Researchers 2. Public health nurses at clinics A, B and C 3. Technical producers of remote services 4. Anonymous clients (families)	1. Researchers 2. Public health nurses at clinics A and B 3. Technical producers of the Neuvolachat service 4. Anonymous municipal clients (families)	1. Public health nurses at clinics A and B 2. Technical producers of Neuvolachat service and video service 3. (Anonymous) municipal clients (families)	1. Public health nurses at clinics C, D, etc. 2. Technical producers of Neuvolachat service and video service 3. (Anonymous) clients (families)
Roles	1. Development coordinators 2. Child health clinic's remote service experts 3. Producers of technical implementation 4. Remote service users	1. Development coordinators 2. Neuvolachat service experts 3. Producers of technical implementation 4. Neuvolachat service users	1. Neuvolachat service and video service experts 2. Producers of technical implementation 3. Neuvolachat service and video service users	1. Neuvolachat service and video service experts 2. Producers of technical implementation 3. Neuvolachat service and video service users
Tasks	1. Coordination and analysis of work 2. Remote service providers (client interface) 3. Technical implementation of the service 4. Using remote services	1. Coordination and analysis of work 2. Neuvolachat service providers (client interface) 3. Technical implementation of the service 4. Using the Neuvolachat service	1. Neuvolachat service and video service providers (client interface) 2. Technical implementation and maintenance of services 3. Using the Neuvolachat service and video service	1. Neuvolachat service and video service providers 2. Technical implementation and maintenance of services 3. Using the Neuvolachat service and video service
Interaction	1. Meetings 2. Emails 3. Phone conversations	1. Meetings 2. Remote meetings 3. Email 4. Phone conversations	1. Meetings 2. Remote meetings 3. Email 4. Phone conversations	1. Meetings 2. Remote meetings 3. Email 4. Phone conversations
Measurement	1. Client feedback 2. Feedback from service providers 3. Profitability calculations 4. Qualitative and quantitative use of remote services	1. Client feedback 2. Feedback from service providers 3. Profitability calculations 4. Qualitative and quantitative use of Neuvolachat service	1. Client feedback 2. Feedback from service providers 3. Profitability calculations 4. Qualitative and quantitative use of Neuvolachat service and video service	1. Client feedback 2. Feedback from service providers 3. Profitability calculations 4. Qualitative and quantitative use of Neuvolachat service and video service
Making a decision	1. Evaluation of Pilot 1 2. Initiation of Pilot 2 3. Evaluation of Pilot 2	1. Initiation of Pilot 3 2. Evaluation of Pilot 3 3. Integrating the chat service into the normal work process	1. Adding a video service alongside the chat service 2. Adding authentication to the service	1. Adding new municipalities to the chat and video service 2. Nationwide service provision
Objective/result	1. Pilot 1 & 2: remote service development (information section, implementation of virtual services) 2. Verification of the added value from pilot use 3. Service providers' experience and understanding of remote services	1. Successful deployment of the Neuvolachat service from the client perspective 2. Extension of the Neuvolachat service to other municipalities	1. The provision of the Neuvolachat service and video service economically and technically viable 2. Client feedback is positive	1. The provision of Neuvolachat and video services is economically and technically viable at a national level 2. Client feedback is positive
Digital platform	1. Information website maintained by HAMK 2. Municipal websites 3. Mobile exchange solution 4. Telecommunications operator network	1. Municipal websites 2. Mobile exchange solution 3. Telecommunications operator network	1. Municipal websites 2. Mobile exchange solution 3. Telecommunications operator network	1. Municipal websites 2. National website for Neuvolachat service and video services 3. Mobile exchange solution 4. Telecommunications operator network
Time period	2017–2018	2019–2020	2020 →	* Evaluation: 2021 →

Fig. 4 A service development description that can be used to analyse the stage-by-stage development of remote clinic services for families.

During the development process, the focus is on piloting the preliminary service process through which the functionality of the service is tested and plans are then made for how to develop the service after the pilot stage. Piloting provides information on the roles of different actors and the suitability and effectiveness of different methods. Based on the results of the piloting, the service process is then further developed. At the same time, assessment is also made of the opportunities and prerequisites for the utilisation of new digital tools and services. Based on these experiences, it is possible to initiate a new round of service development through which the description of the activities can be further developed and specified.

The service's operational concept can be described according to the relevant needs, for example from either a technical or client perspective. Figure 5 below is a simple infographic for the Neuvolachat service which describes the service in a client-oriented manner. The information presented in the infographic is based on the definition of client needs and feedback received during the pilot.

Figure 5. The Neuvolachat service concept from the client perspective.

5. SELF-ASSESSMENT OF INTERPROFESSIONAL COMPETENCE

Written by: Jaana-Maija Koivisto, Häme University of Applied Sciences and Tarja Tolonen, LAB University of Applied Sciences

OBJECTIVE
Identification of one's own competence within interprofessional development communities

CONTEXT OF USE
This tool can be used in the self-assessment of the interprofessional competence of actors in development projects and in bachelor's and master's degree programmes at universities of applied science.

PARTICIPANTS
Can be carried out individually or as a group

TOOLS
You can carry out the self-assessment either by printing out the paper form or exporting the electronic form (e.g. Using Webropol, Google Forms or eLomake).

Description

The construction of the self-assessment of interprofessional competence has been made based on the definition of interprofessional competence. Content validity was evaluated in the expert panel. A separate item-specific evaluation form was prepared for the expert evaluation, which included instructions for implementing the evaluation. The evaluation form was based on the use of the content validation index (CVI) (Polit, Beck & Owen 2007). The expert panel evaluated each item from three perspectives: 1) importance of each item in terms of interprofessional competence (on a scale of very important, fairly important, not very important, or not important at all), 2) clarity of the items (scale of yes or no), and 3) whether the item is missing some important aspect that measures the interprofessional competence. If an expert wanted to change the wording or add a new item, they had the opportunity to propose modifications or add items to the assessment form. The expert panel was implemented twice in August 2020: in the first round of evaluation, five experts gave their assessments and in the second two experts. The final self-assessment of interprofessional competence has 22 variables and its content validity index is S-CVI of 0.94.

This tool (Appendix 5) can be used in the self-assessment of the interprofessional competence of actors in development projects and in Bachelor's and Master's programmes at universities of applied science. If the self-assessment is to be used for research purposes, permission should be sought from: jaana-maija.koivisto@hamk.fi

The self-assessment uses a 5-point Likert scale:

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree. 4 = Agree and 5 = Strongly agree

User Manual

Assess your competence in interprofessional development communities. The objective of the evaluation is to give you an overview of your interprofessional competence, indicating which areas of expertise are your strengths and which areas you may need to develop. You can utilise the evaluation in the monitoring of your own goals and development, orientating the development community's development activities and reporting on development work.

You can carry out the self-assessment of interprofessional competence:

- electronically or in paper form
- individually or as a development community
- in Finnish, Swedish or English

The self-assessment consists of three parts: knowledge, skills, and the 'me and interprofessional development' section.

Use example

Training: Teaching and projects

The self-assessment can be carried out at the beginning of the training when assessing the participants' initial competence level and at the end when assessing competence development.

At work: Development projects in the workplace

The self-assessment is suitable for actors who are developing social welfare and health care services and processes through an interprofessional approach. The assessment can be carried out several times to make visible the development of competence.

You can carry out the self-assessment either by printing out the paper form or exporting the electronic form (e.g. Using Webropol, Google Forms or eLomake).

Self-assessment of interprofessional competence

Background information

Enter as needed into the electronic form questions about background information (age, gender, education, position, organisation, etc.).

Respond to the items using the following scale 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Knowledge
1. I can describe the different sectors of the social service system
2. I can describe the relationships between the different sectors of the social service system
3. I can describe what interprofessional means in development communities
4. I can describe the prerequisites for interprofessional development work
5. I can give reasons for why interprofessional work is necessary
6. I can describe the methods of interprofessional development work
7. I can analyse the methods of interprofessional work

Skills
8. I can identify the different actor roles in an interprofessional development community
9. I can act in accordance with my own role in an interprofessional development community
10. I can promote the actorship of participants in an interprofessional development community
11. I can support the implementation of the principles of respectful interaction in a development community
12. I can uphold equality in an interprofessional development community
13. I can appropriately utilise tools that facilitate interprofessional work
14. I can use different digital tools in an interprofessional development community
15. I can develop methods of interprofessional work in new situations
16. I can apply different digital tools in an interprofessional development community
17. I can develop interprofessional work in a goal-oriented manner

Me and interprofessional development
18. I follow the changes taking place in different sectors of society
19. I follow the development of digital services
20. I want to work in interprofessional development communities
21. I take initiative to try out new digital tools
22. I can recognise the development of my own expertise in interprofessional development work

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Appendix 1.

INTERPROFESSIONAL MAP
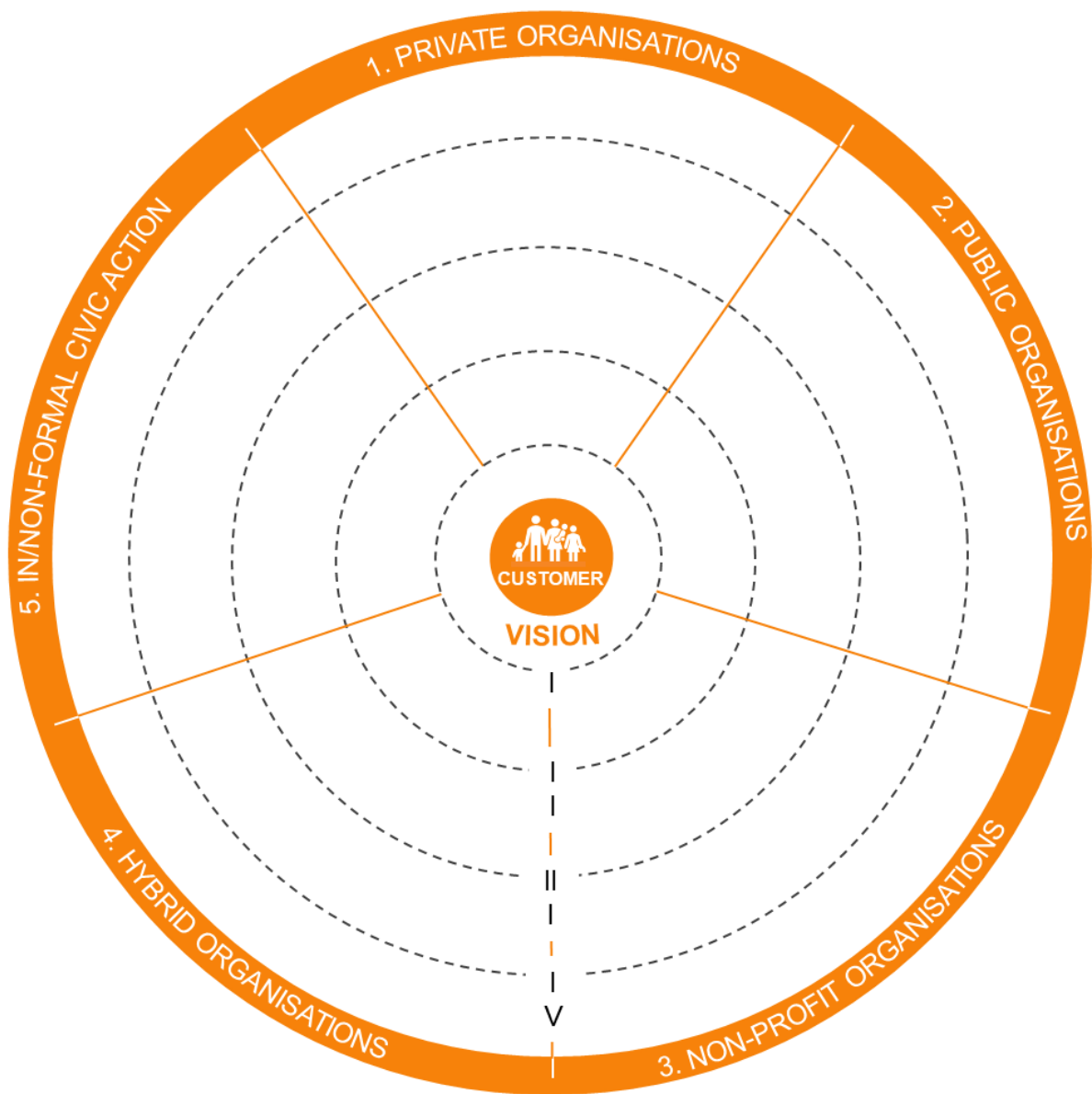
I   Local level
II   Regional level
III   National level
IV   International level

Appendix 2.

MY CLIENT-ORIENTED THINKING TEST

Respond to the following statements based on your current way of thinking and acting. Select one option for each statement.

Consider how the principles of client-oriented and interprofessional development are realised in your situation when working with different people.
- Type I: I think and act like this with everyone in all situations
- Type II: I think this way, and I act this way with some people.
- Type III: I think like this in some situations, but it is not my way of acting.

Statement	Type I	Type II	Type III
I actively look for the good aspects of the client and their current life situation	⭘	⭘	⭘
I respect the things that my client thinks is important in his or her life	⭘	⭘	⭘
I show with my expressions and gestures that I am present and interested in what the client is talking about	⭘	⭘	⭘
I show my acceptance of the client even if they do not do what I would do in a similar situation	⭘	⭘	⭘
I show that I believe that my client knows best what is right for them	⭘	⭘	⭘
I show that I am interested in my client's opinions	⭘	⭘	⭘
I help the client identify the skills and solutions they already have	⭘	⭘	⭘
I say to my client that I am happy to see them	⭘	⭘	⭘
I encourage my client to ask any questions they have on their mind	⭘	⭘	⭘
I take care to answer my client's questions carefully and precisely	⭘	⭘	⭘
Before providing information, I first determine whether the client is willing to receive it	⭘	⭘	⭘
I make sure my client has correctly understood the information I provide	⭘	⭘	⭘
I show acceptance of the client in order to help them openly and honestly talk about their situation	⭘	⭘	⭘
I show that I understand the client and their situation	⭘	⭘	⭘
I take note of the client's successes, no matter how small, by giving positive feedback	⭘	⭘	⭘
I show respect for my client's opinion, even if I disagree with it	⭘	⭘	⭘
I am able to receive my client's different expressions of emotions	⭘	⭘	⭘
I take care to speak to my client in a friendly and respectful manner	⭘	⭘	⭘
When developing services, it is important that all parties are committed to working together	⭘	⭘	⭘
When developing services, it is important that all parties have the courage to do things differently and step across familiar boundaries	⭘	⭘	⭘
When developing services, it is important that the development culture is characterised by openness, capacity to receive criticism, and supportive managerial work	⭘	⭘	⭘
When developing services, it is important that all parties respect each other	⭘	⭘	⭘
When developing services, it is important that joint development promotes interaction between different actors	⭘	⭘	⭘
To finish, add up your scores in the different columns	⭘	⭘	⭘

Test result

If you most often answered as "Type I" (max. 24 points), your type of client-orientated thinking is

Dialogic companion

Description: When interacting with different clients, you strive to engage them in a dialogue that emphasises reciprocity and balanced work. In the client relationship, you strive to take into account the opportunities offered by the client's social network and living environment and to build a shared understanding of the client's current situation. You help them to identify their personal resources, consider different options, and find the best and most effective solution for their situation. In the client relationship, it is important for you that the client is an active participant in their own service event.

If you most often answered as "Type II" (max. 24 points), your type of client-orientated thinking is

Client-focused

Description: When interacting with different clients, you aim to listen to the client and help them define their current service needs. Based on this, you provide them with the best and most effective alternatives for resolving the situation. You also help the client identify the opportunities within their social network and, for example, explain about the activities of organisations within the client's living environment. Your preferred role when dealing with the client is to act as a consultant or coach, allowing the client to decide what option they will try out in their everyday life. In the client relationship, it is important that the client follows the instructions you give them as closely as possible.

If you most often answered as "Type III" (max. 24 points), your type of client-orientated thinking is

Expert-focused

Description: When dealing with different clients, you actively ask questions and collect information related to their current situation. Based on the information you collect, you aim to define the client's current service needs and offer them different options for resolving the situation. You also, for example, explain about the activities of different organisations within the client's living environment. Your preferred role when dealing with client is to use your expertise for their benefit. In the client relationship, it is important that the client follows the instructions you give them as closely as possible.

Current status of the service system

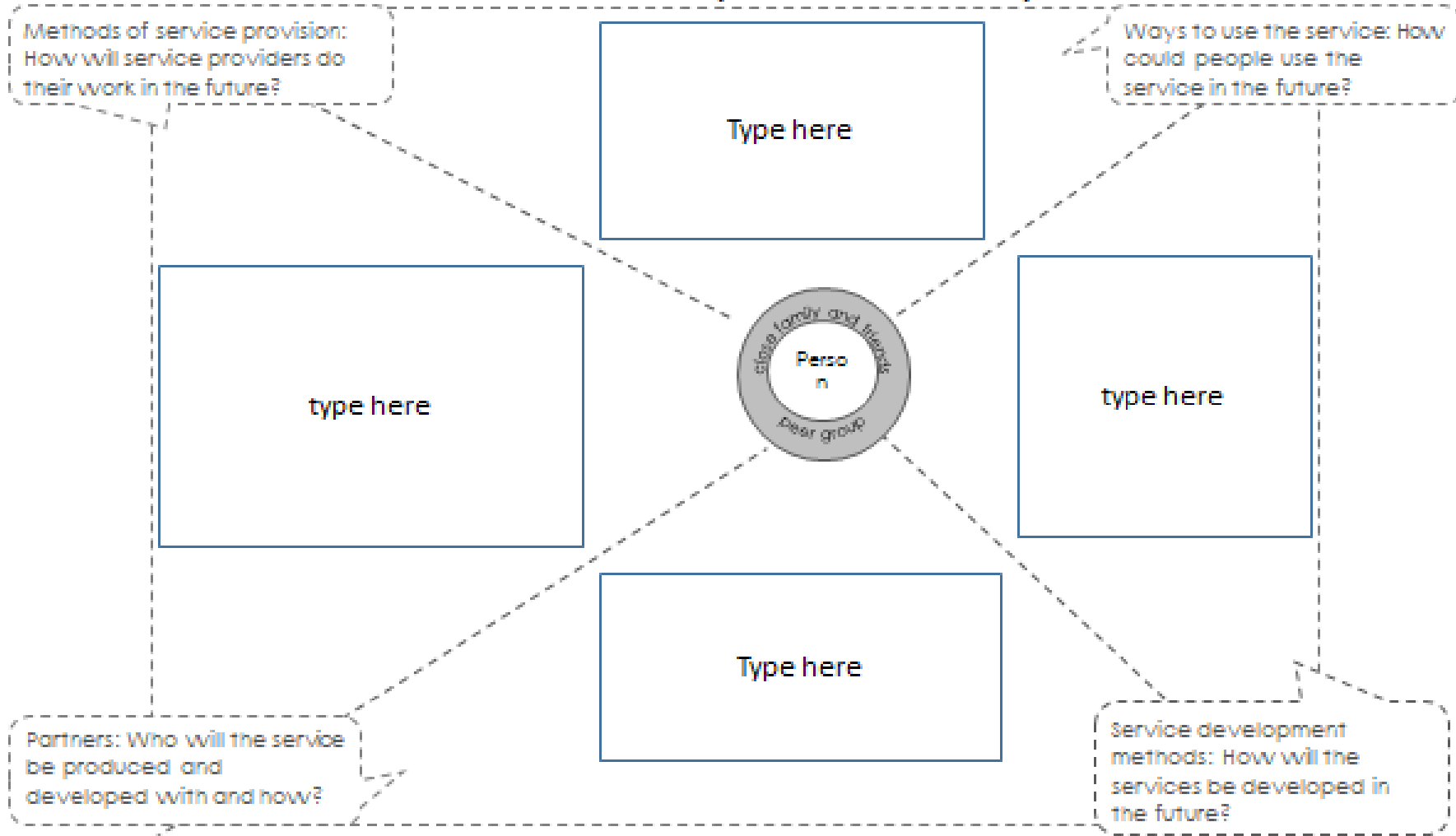## Jointly-produced services

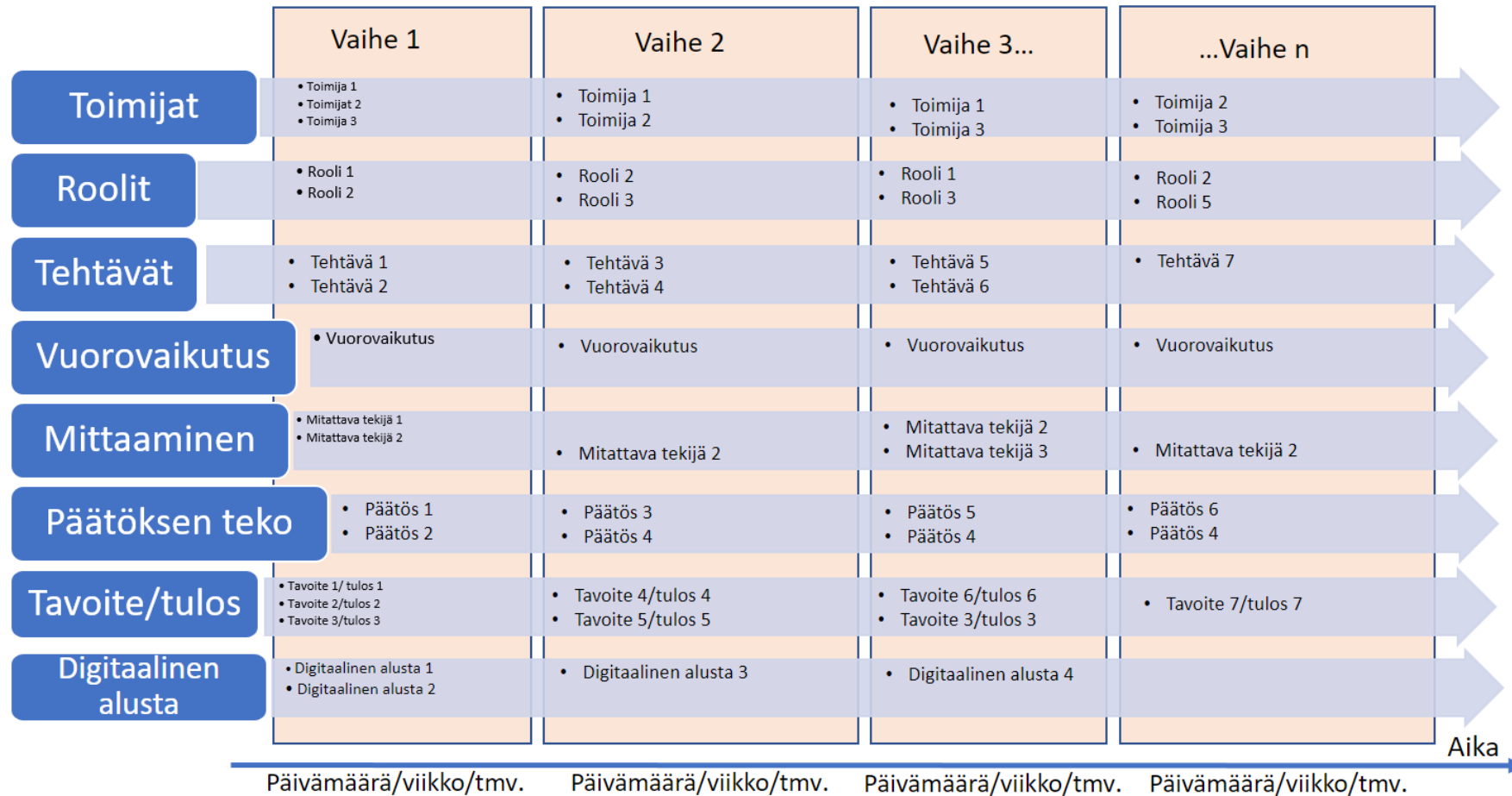| Service name and brief description	Service name and brief description	Service name and brief description
Main executor of the service	Main executor of the service	Main executor of the service
Parties involved in service provision	Parties involved in service provision	Parties involved in service provision

Appendix 3B.

Future of the service system

Future methods of service provision and development

Type here

type here

Person

close family and friends

peer group

type here

Type here

Appendix 4.

Service development process

Kehitysprosessin nimi

	Vaihe 1	Vaihe 2	Vaihe 3...	...Vaihe n
Toimijat	• Toimija 1 • Toimijat 2 • Toimija 3	• Toimija 1 • Toimija 2	• Toimija 1 • Toimija 3	• Toimija 2 • Toimija 3
Roolit	• Rooli 1 • Rooli 2	• Rooli 2 • Rooli 3	• Rooli 1 • Rooli 3	• Rooli 2 • Rooli 5
Tehtävät	• Tehtävä 1 • Tehtävä 2	• Tehtävä 3 • Tehtävä 4	• Tehtävä 5 • Tehtävä 6	• Tehtävä 7
Vuorovaikutus	• Vuorovaikutus	• Vuorovaikutus	• Vuorovaikutus	• Vuorovaikutus
Mittaaminen	• Mitattava tekijä 1 • Mitattava tekijä 2	• Mitattava tekijä 2	• Mitattava tekijä 2 • Mitattava tekijä 3	• Mitattava tekijä 2
Päätöksen teko	• Päätös 1 • Päätös 2	• Päätös 3 • Päätös 4	• Päätös 5 • Päätös 4	• Päätös 6 • Päätös 4
Tavoite/tulos	• Tavoite 1/ tulos 1 • Tavoite 2/tulos 2 • Tavoite 3/tulos 3	• Tavoite 4/tulos 4 • Tavoite 5/tulos 5	• Tavoite 6/tulos 6 • Tavoite 3/tulos 3	• Tavoite 7/tulos 7
Digitaalinen alusta	• Digitaalinen alusta 1 • Digitaalinen alusta 2	• Digitaalinen alusta 3	• Digitaalinen alusta 4	
	Päivämäärä/viikko/tmv.	Päivämäärä/viikko/tmv.	Päivämäärä/viikko/tmv.	Päivämäärä/viikko/tmv.

Aika

Appendix 5.

Self-assessment of interprofessional competence

Evaluate your competence by responding to the statements using the following scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Statement	1	2	3	4	5
Knowledge					
1. I can describe the different sectors of the social service system	O	O	O	O	O
2. I can describe the relationships between the different sectors of the social service system	O	O	O	O	O
3. I can describe what interprofessional means in development communities	O	O	O	O	O
4. I can describe the prerequisites for interprofessional development work	O	O	O	O	O
5. I can give reasons for why interprofessional work is necessary	O	O	O	O	O
6. I can describe the methods of interprofessional development work	O	O	O	O	O
7. I can analyse the methods of interprofessional work	O	O	O	O	O
Skills					
8. I can identify the different actor roles in an interprofessional development community	O	O	O	O	O
9. I can act in accordance with my own role in an interprofessional development community	O	O	O	O	O
10. I can promote the actorship of participants in an interprofessional development community	O	O	O	O	O
11. I can support the implementation of the principles of respectful interaction in an interprofessional development community	O	O	O	O	O
12. I can uphold equality in an interprofessional development community	O	O	O	O	O
13. I can appropriately utilise tools that facilitate interprofessional work	O	O	O	O	O
14. I can use different digital tools in an interprofessional development community	O	O	O	O	O
15. I can develop methods of interprofessional work in new situations	O	O	O	O	O
16. I can apply different digital tools in an interprofessional development community	O	O	O	O	O
17. I can develop interprofessional work in a goal-oriented manner	O	O	O	O	O
Me and interprofessional development					
18. I follow the changes taking place in different sectors of society	O	O	O	O	O
19. I follow the development of digital services	O	O	O	O	O
20. I want to work in interprofessional development communities	O	O	O	O	O
21. I take initiative to try out new digital tools	O	O	O	O	O
22. I can recognise the development of my own expertise in interprofessional development work	O	O	O	O	O

Higher education institutions participating in the SotePeda 24/7 project

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