



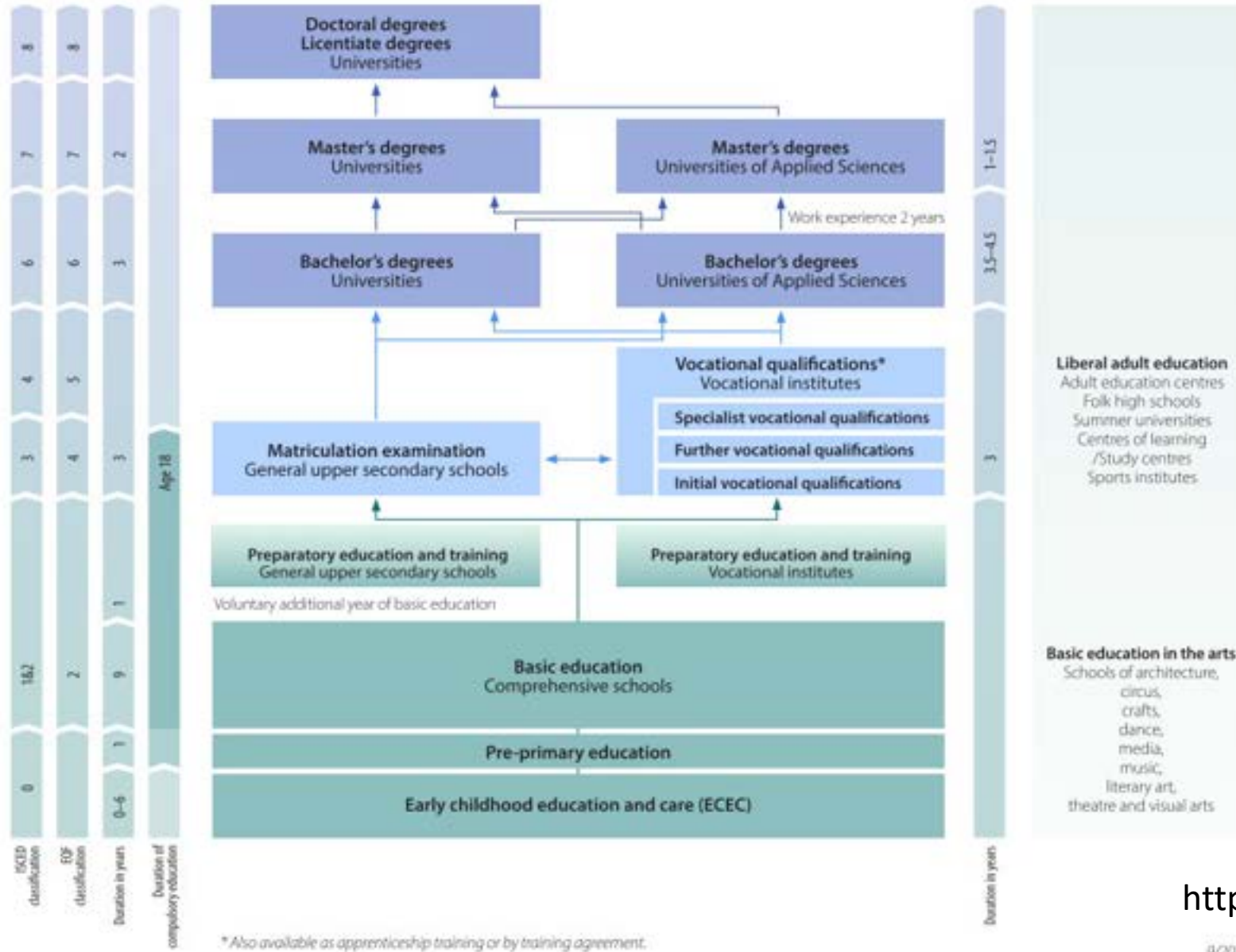
SoteDigi-osaajaksi  
BY DR BRADICZAK/SHUTTERSTOCK

**Professionals Needed  
Competencies Developing Digital Health and  
Social Care Services- What kind of steps do we  
need to take in the lifelong learning process?"**

**Outi Ahonen (PhD, RN)**

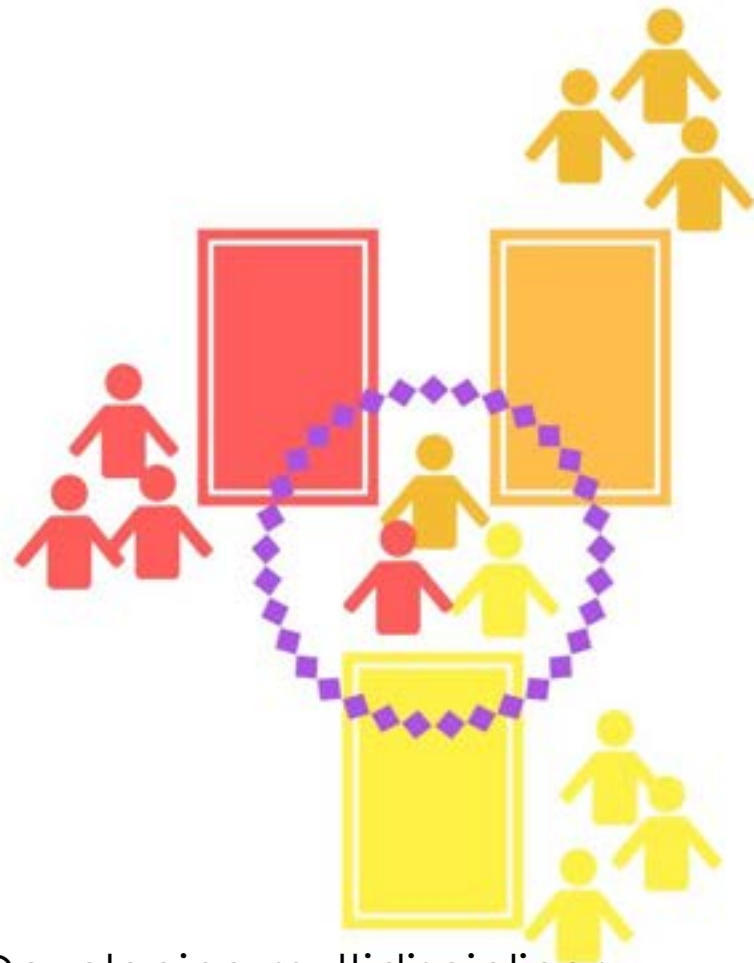
**President of the Finnish Society for Telemedicine and eHealth  
Principal Lecturer at Laurea University of Applied Sciences, Finland.**

# EDUCATION SYSTEM IN FINLAND



<https://okm.fi/en/education-system>

# Successful multidisciplinary development of digital health and social care service **requires** changes and cooperation in education



Developing digital health and social care service curricula / syllabus

EQF 5-7



EDCL, European Computer Driving License

Developing multidisciplinary cooperation between teachers



# Learning in multidisciplinary collaboration: Bringing higher education of social and health care to the digital era

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National Project SotePeda 24/7 2018-2020

Multidisciplinary Competences for Health and Social Care Services in Finland

<https://www.theseus.fi/handle/10024/503837>

# Multidisciplinary Competences for Health and Social Care Services in Finland - SotePeda 24/7

- Project is Funded by Finnish Ministry of Education and Culture
- 24 partner universities
- Running 2018-2020
- Coordinator: Laurea University of Applied Sciences



# Mission of SotePeda 24/7 project

From 2020 onwards, an open learning environment **will provide multi-disciplinary studies which are based on dialogical learning approach** and are produced by using co-creation methods.

**The project develops the expertise of educators, students, and working life representatives** in developing human centric digital services in health and social care sector, working in eHealth and social care and in digital pedagogy.



# Multidisciplinary expertise in the digitalisation of health care and social welfare and its development



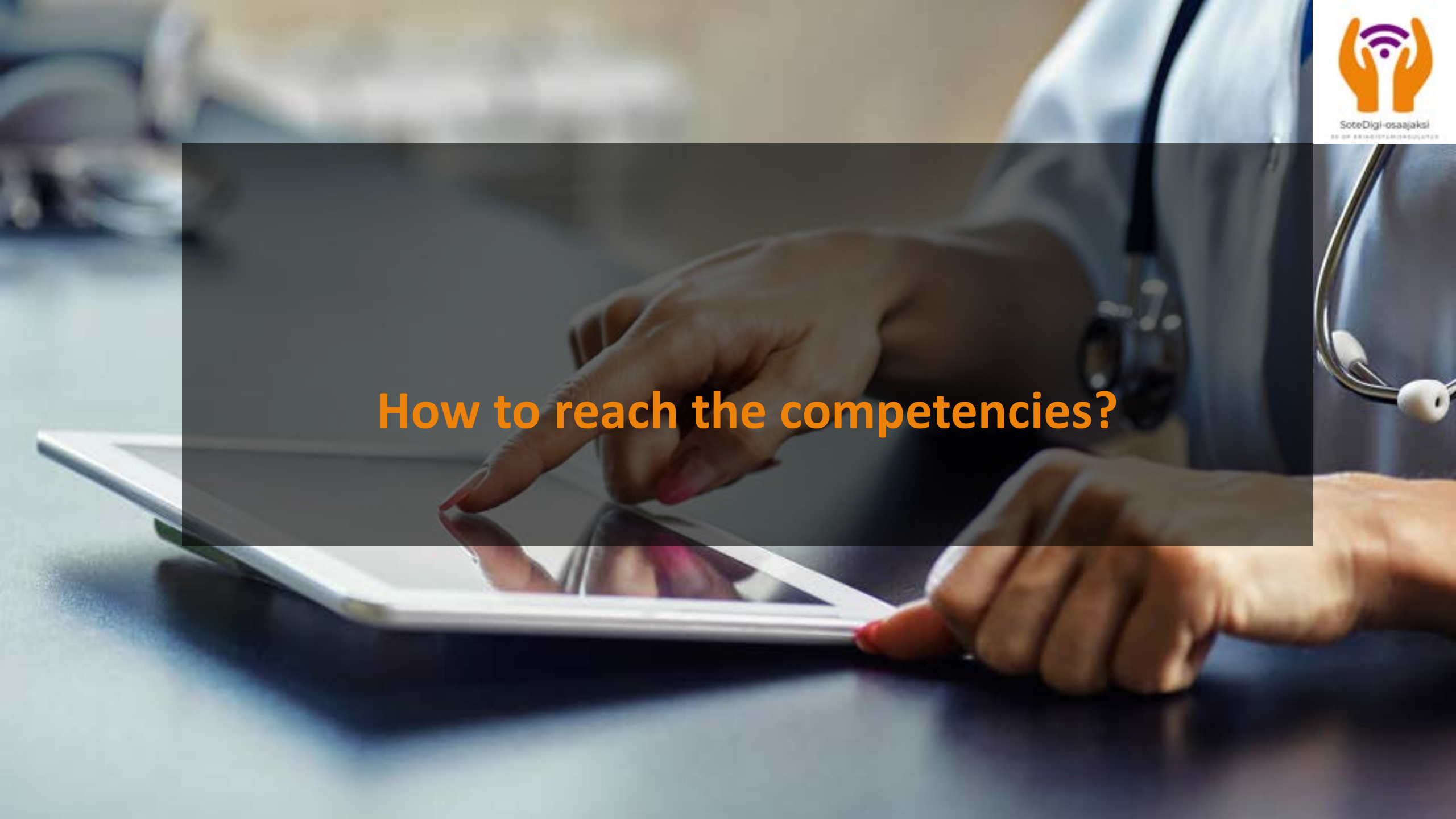
Health care and social welfare digitalisation competencies ([link to the definition](#))





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EU OP BRÄNDITÄMÄKÄÄLÖT

**How to reach the competencies?**





# Teacher's multidisciplinary expertise in the digitalisation of health care and social welfare and its development

## 12 areas of digital health care and social welfare expertise

1. Basic information and communications technology (ICT) competencies
2. Online interactive competencies
3. Client-oriented digital service competencies
4. Online guiding competencies
5. Monitoring competencies
6. Service design competencies
7. Health and social care informatics competencies
8. Knowledge-based management competencies
9. Ethical competencies
10. Multiactor service co-development competencies
11. Research, development and innovation competencies
12. Societal competencies

## Competence areas of digi-pedagogy

1. Methods of joint development and facilitation
2. Pedagogical competences in digital learning environments
3. Adaption of triological learning approach
4. Competences related to Learning platforms

Teachers' existing profession-specific silent knowledge of digital health care and social welfare and digi-pedagogy

## Prerequisites for improving one's expertise

- Good substance skills
- Motivation to learn new things
- Development-oriented work approach
- Goal-oriented learner
- Work community's support
- Support from local network partners
- Functional work environment and flow of information

## Requirements for multidisciplinary learning environment

- Up-to-datedness of tools in operating/ learning environment
- Investment in leadership and change management skills
- Good, transparent communications
- Securing the continuity of multidisciplinary work
- Collaborative work inside work community
- Sharing expertise in teacher network and learning in work community
- Clear definition of coordination responsibilities in multidisciplinary teaching

## Digi-pedagogical skills of teachers working in multidisciplinary environments

- Development-oriented work approach that respects other fields
- Commitment to phenomenon-centric cross-sector joint development
- Ability to lead oneself and change processes
- Management and utilisation of knowledge work tools
- Utilising digital health care and social welfare skills in teaching

## 12 areas of expertise as part of different curricula

## Means of integrating the 12 areas of digital health care and social welfare expertise in multidisciplinary curricula

- using digi-pedagogical methods
- open learning materials, micros MOOCs, courses, digital living labs, online simulations, escape room



Figure 3. Teacher's expertise

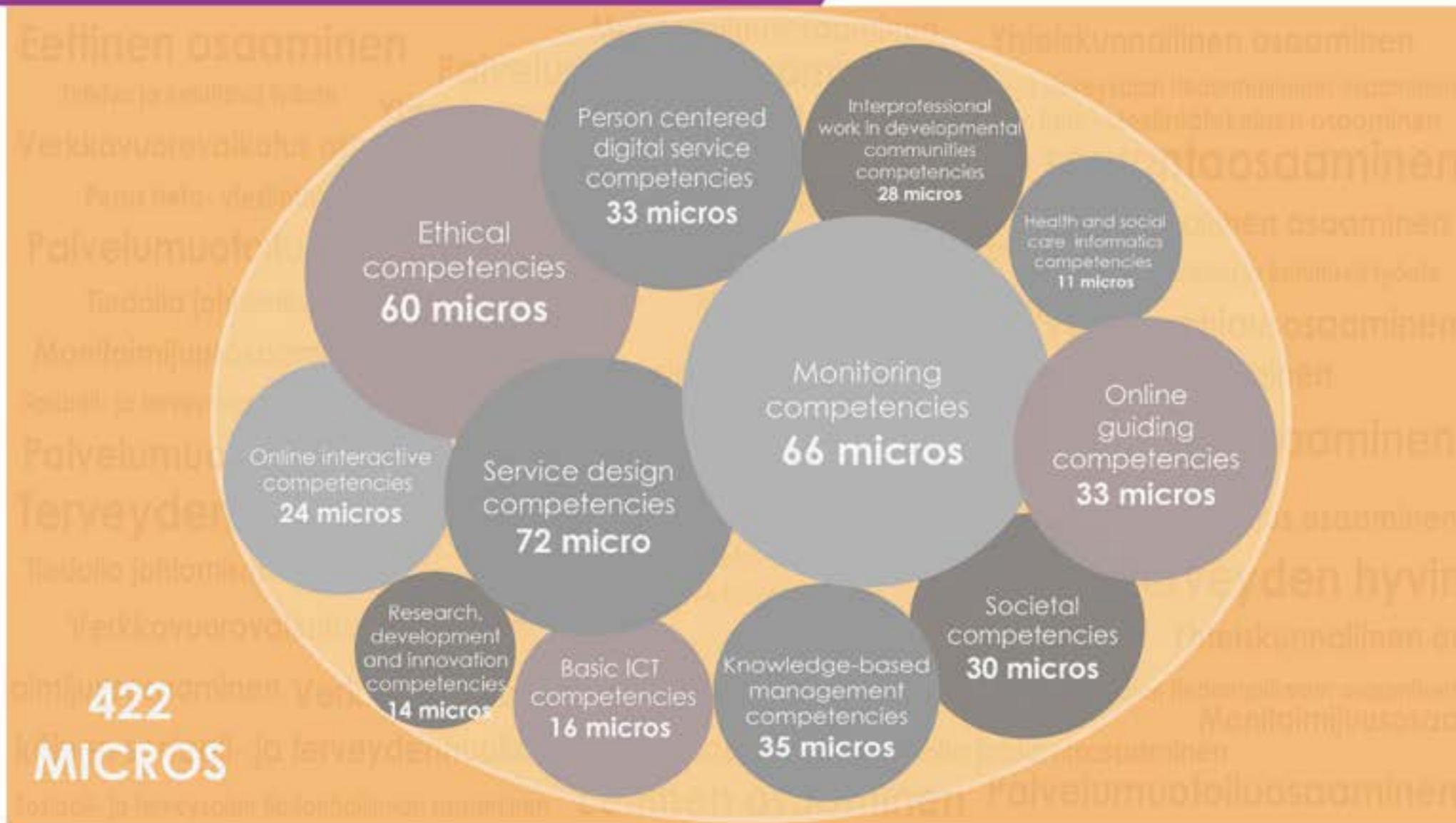


Figure 18. Micros (situation on 18 November 2020)

### MOOCs in each area of competence































Online interactive competencies	
Ethical competencies	  
Online guiding competencies	
Monitoring competencies	   
Health and social care informatics competencies	 
Interprofessional work in development competencies	
Client-oriented digital service competencies	     
Service design competencies	 
Knowledge-based management competencies	        
Societal competencies	
TOTAL	30



Figure 19. MOOCs



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EU OP BRÄNDIÖTUKI/PROJEKTIT

**UUDO- Project 2021-2023**  
**Multidisciplinary competencies in developing digital health and social care services, specialization education**

**The project will carry out new pedagogical model for implementing specialization studies in common execution of consortium of universities of applied sciences.**



SoteDigi-osaajaksi  
OP OR BRIDGEPANIKKOLUTUS

## Multidisciplinary competencies in developing digital health and social care services, specialization education, 30 ects, EQF 6

Sosiaali- ja terveydenhuollon sähköisten palveluiden ja tiedonhallinnan osaamisen asiantuntija 10 op  
-> valitaan 5 x 2 op

Vapaavalintaiset opinnot 5 op  
-> valitaan yht. 5 op vihreältä kehältä tai keltaisista 2 op:n kurseista, joita ei ole valittu tiedonhallinnan 10 op:een

Työelämälähtöinen kehittämistehtävä 10 op

Palvelumuotoilu 5 op

YHTEENSÄ 30 op



# Two ways of Study Specialization Education Studies

- The student enroll to the entire 30 ects
- She/he has 1, 5 years time to study
- Student can take single study units and study the topics what she/he needs to increase her/his competencies

# Open Badges - the Way to Show Your Competencies

- After the student has completed the study unit in specialization studies, he or she will receive a badge from the studies. In the badge is described the content of the study unit.
- This approach exists in all study units of education, and it forms a common model for obtaining badges.
- Those who have completed the entire specialization education will receive a meta-competence badge (30 ECTS)
- How this effect to Competence Management in Health and Social care sector?



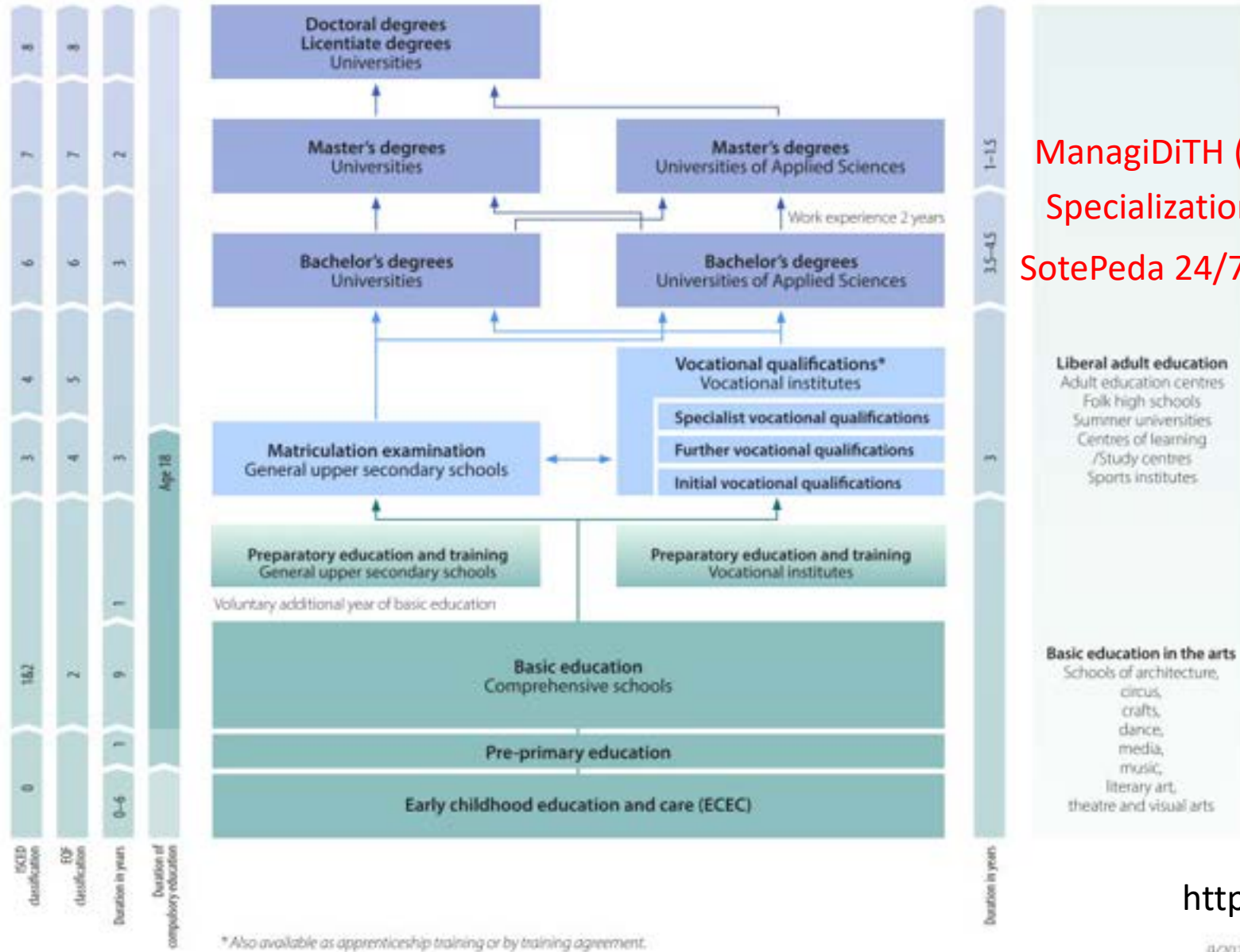
# Are You Interested to Study Digital Skills?

- ManagiDiTH 2022-2026  
Master of Managing Digital Transformation in the Health
- EU: DIGITAL-2021-SKILLS-01
- We **aim** to develop a Master programme of specialised digital skills for the health sector. This integrated, interdisciplinary programme will equip professionals, building capacity. A co-creation process will facilitate the building of an ecosystem to find solutions to complex healthcare problems in ageing societies.

To the Eu Citizens First Students Enrollment in January 2024



# EDUCATION SYSTEM IN FINLAND



ManagiDiTH (EQF7)  
 Specialization Education (EQF 6)  
 SotePeda 24/7 (EQF6)

<https://okm.fi/en/education-system>

9/2021



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Thank you for your Interest to the presentation  
Outi Ahonen  
[outi.ahonen@laurea.fi](mailto:outi.ahonen@laurea.fi)

