

*PYCIPIEDIA: Knowledge-Sharing Platform  
to Connect Specialist Social Workers*

<b>Organisation(s):</b>		Linköping Municipality IT University of Copenhagen		
<b>Country:</b>		Sweden & Denmark		
<b>Contact:</b>		<a href="mailto:policy@esn-eu.org">policy@esn-eu.org</a>		
<b>Theme:</b>		<table border="0"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Ageing &amp; Care  <input type="checkbox"/> Asylum &amp; Migration  <input type="checkbox"/> Young People  <input type="checkbox"/> Support for Children &amp; Families  <input type="checkbox"/> Community Care  <input type="checkbox"/> Integrated Care &amp; Support  <input type="checkbox"/> Co-Production  <input checked="" type="checkbox"/> Disability  <input type="checkbox"/> Housing &amp; Homelessness  <input type="checkbox"/> Artificial Intelligence  <input checked="" type="checkbox"/> Digitalisation  <input type="checkbox"/> Quality Care         </td> <td style="vertical-align: top;"> <input type="checkbox"/> Labour Market Inclusion  <input type="checkbox"/> Social Inclusion  <input type="checkbox"/> Technology  <input checked="" type="checkbox"/> Workforce and Leadership  <input type="checkbox"/> Social benefits  <input type="checkbox"/> EU Funding  <input type="checkbox"/> Social Service's Resilience  <input type="checkbox"/> Mental Health  <input type="checkbox"/> Person-centred Care  <input type="checkbox"/> Other, please specify:         </td> </tr> </table>	<input type="checkbox"/> Ageing & Care <input type="checkbox"/> Asylum & Migration <input type="checkbox"/> Young People <input type="checkbox"/> Support for Children & Families <input type="checkbox"/> Community Care <input type="checkbox"/> Integrated Care & Support <input type="checkbox"/> Co-Production <input checked="" type="checkbox"/> Disability <input type="checkbox"/> Housing & Homelessness <input type="checkbox"/> Artificial Intelligence <input checked="" type="checkbox"/> Digitalisation <input type="checkbox"/> Quality Care	<input type="checkbox"/> Labour Market Inclusion <input type="checkbox"/> Social Inclusion <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Workforce and Leadership <input type="checkbox"/> Social benefits <input type="checkbox"/> EU Funding <input type="checkbox"/> Social Service's Resilience <input type="checkbox"/> Mental Health <input type="checkbox"/> Person-centred Care <input type="checkbox"/> Other, please specify:
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<b>Principles of the European Pillar of Social Rights:</b> <i>Check the 20 principles <a href="#">here</a>.</i>		<table border="0"> <tr> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> 1. Education, training, life-long learning  <input type="checkbox"/> 2. Gender equality  <input type="checkbox"/> 3. Equal opportunities  <input checked="" type="checkbox"/> 4. Active support to employment  <input type="checkbox"/> 5. Secure and adaptable employment  <input type="checkbox"/> 6. Fair Wages  <input type="checkbox"/> 7. Transparent employment conditions  <input type="checkbox"/> 8. Social dialogue  <input type="checkbox"/> 9. Work-life balance  <input type="checkbox"/> 10. Healthy, safe work environment         </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> 11. Childcare and child support  <input type="checkbox"/> 12. Social protection  <input type="checkbox"/> 13. Unemployment benefits  <input type="checkbox"/> 14. Minimum income  <input type="checkbox"/> 15. Old age income and pensions  <input type="checkbox"/> 16. Health care  <input checked="" type="checkbox"/> 17. Inclusion of people with disabilities  <input type="checkbox"/> 18. Long-term care  <input type="checkbox"/> 19. Housing and assistance to homeless  <input type="checkbox"/> 20. Access to essential services         </td> </tr> </table>	<input checked="" type="checkbox"/> 1. Education, training, life-long learning <input type="checkbox"/> 2. Gender equality <input type="checkbox"/> 3. Equal opportunities <input checked="" type="checkbox"/> 4. Active support to employment <input type="checkbox"/> 5. Secure and adaptable employment <input type="checkbox"/> 6. Fair Wages <input type="checkbox"/> 7. Transparent employment conditions <input type="checkbox"/> 8. Social dialogue <input type="checkbox"/> 9. Work-life balance <input type="checkbox"/> 10. Healthy, safe work environment	<input checked="" type="checkbox"/> 11. Childcare and child support <input type="checkbox"/> 12. Social protection <input type="checkbox"/> 13. Unemployment benefits <input type="checkbox"/> 14. Minimum income <input type="checkbox"/> 15. Old age income and pensions <input type="checkbox"/> 16. Health care <input checked="" type="checkbox"/> 17. Inclusion of people with disabilities <input type="checkbox"/> 18. Long-term care <input type="checkbox"/> 19. Housing and assistance to homeless <input type="checkbox"/> 20. Access to essential services
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<b>Current status of the practice:</b>		<input type="checkbox"/> Concept and Design Phase <input checked="" type="checkbox"/> Execution & Monitoring Phase <input type="checkbox"/> Consolidation Phase <input type="checkbox"/> Scaling Up and Transformation Phase <input type="checkbox"/> Other (please specify)		
<b>Context/ Social issues addressed</b>		Many Swedish municipalities have a limited number of social workers trained in supporting parents with intellectual disabilities in their parenting role. Proper support can allow a parent with intellectual disabilities to care for their child successfully. If		

<p><i>Please explain the problem you attempt to solve.</i></p>	<p>these parents are not supported in their parenting role, there is a considerable risk that their young children will be taken into alternative care.</p> <p>Even if many Swedish municipalities have social workers trained in supporting this specific group of parents, many municipalities have only one or two social workers specifically educated to work with intellectually disabled parents. As a consequence, these social workers lack peer support, sparring opportunities and easy access to training materials adapted for this particular client group.</p>
<p><b>Objectives:</b> <i>Please provide a maximum of three objectives in bullet points.</i></p>	<ul style="list-style-type: none"> <li>• Creating an online guidance and peer support platform for specialist social workers working with parents with disabilities.</li> <li>• Creation and sharing of content created by the specialist social workers across organizational and municipal borders.</li> <li>• Providing access to online training materials for parents with disabilities.</li> <li>• Improving social services support for parents with intellectual disability.</li> </ul>
<p><b>Activities:</b> <i>Please summarise the activities put in place to achieve the objectives (maximum 200 words).</i></p>	<p>Development of a web-based collaborative tool called PYCIPEDIA in a co-design process with social workers from two Swedish municipalities.</p> <p>PYCIPEDIA is a web-based tool reached by users via their Internet browsers. It allows PYC-trained social workers in different municipalities to create, browse, edit, and share training and instructional materials to support parents in everyday parenting situations. The social workers can also discuss support materials and social care, send instructional materials directly to a parent's smartphone or create printouts for a consultation.</p> <p>When logged in, the user comes to their landing page. From there they can see their bookmarked pages and navigate the platform, write in the forum, etc. If the user selects 'Categories', they can browse the available topics, including Bathing, Cleaning and Children's health. Each category has sub-categories. Under each sub-category, one can browse available materials such as pictogram-based descriptions of activities like 'how to shower your child' or 'What food can I send with the child for field trip'. Here, users can comment on existing materials, bookmark and rate them and add new content. If the user decides to add new content, two options are provided - either a single or double-column page can be created. The user provides a title and then starts adding material for each column. A column can, for example, contain text or images. When done, the page can be shared, saved to the computer or printed directly from the platform. The material can later be edited.</p>
<p><b>Evaluation of practice:</b> <i>Please explain how you evaluate the practice, and what the results were/are so far</i></p>	<p>The evaluation has mainly been done using surveys, interviews and tracking specific data on the platform. The study conducted by the Research and Development Centre for Healthcare and IT University of Copenhagen explores how social workers experience the digital workflows enabled by PYCIPEDIA, how the platform can support client families, and how the PYCIPEDIA model or way of working integrates with other work routines and organisational aspects of social work. We also monitor how many materials, forum posts, etc., are produced on the platform over time.</p>

	<p>In recent interviews with social workers using PYCIPEDIA, we see that they use materials created by others directly but that they also get inspired by looking at materials made by other social workers across Sweden.</p>
<p><b><u>Links to supporting documents:</u></b>  <i>e.g. website or report of the practice</i></p>	<p><a href="https://blogit.itu.dk/codesigngroup/">https://blogit.itu.dk/codesigngroup/</a>  <a href="https://www.linkoping.se/language/">https://www.linkoping.se/language/</a></p>
<p><b><u>Comments and tips</u></b> <i>i.e. for people willing to use your Practice</i></p>	<p>The more competent and more resources are available for the workforce, the better equipped they are to identify needs and provide adequate support.</p>