

# Cross-Sectoral Cooperation and Multidisciplinary Approaches - experiences from Sweden

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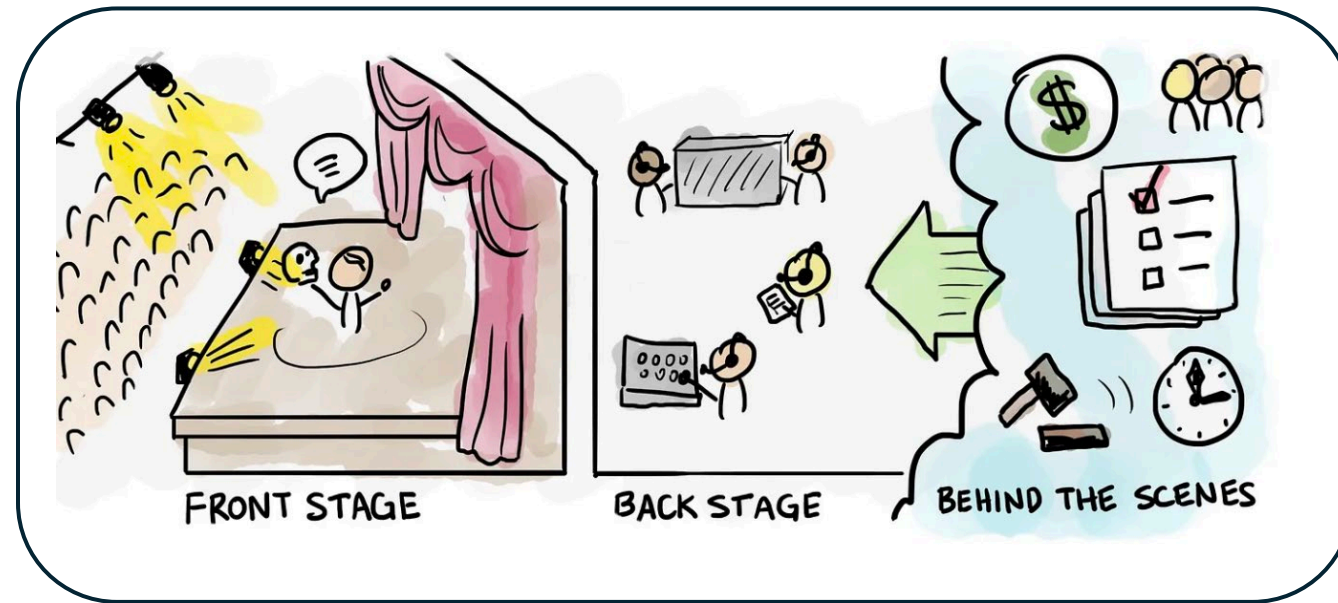
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TAEIX TSI workshop



# System-level insights and practical examples

1. Needs



2. Arenas

3. Competence and capacity

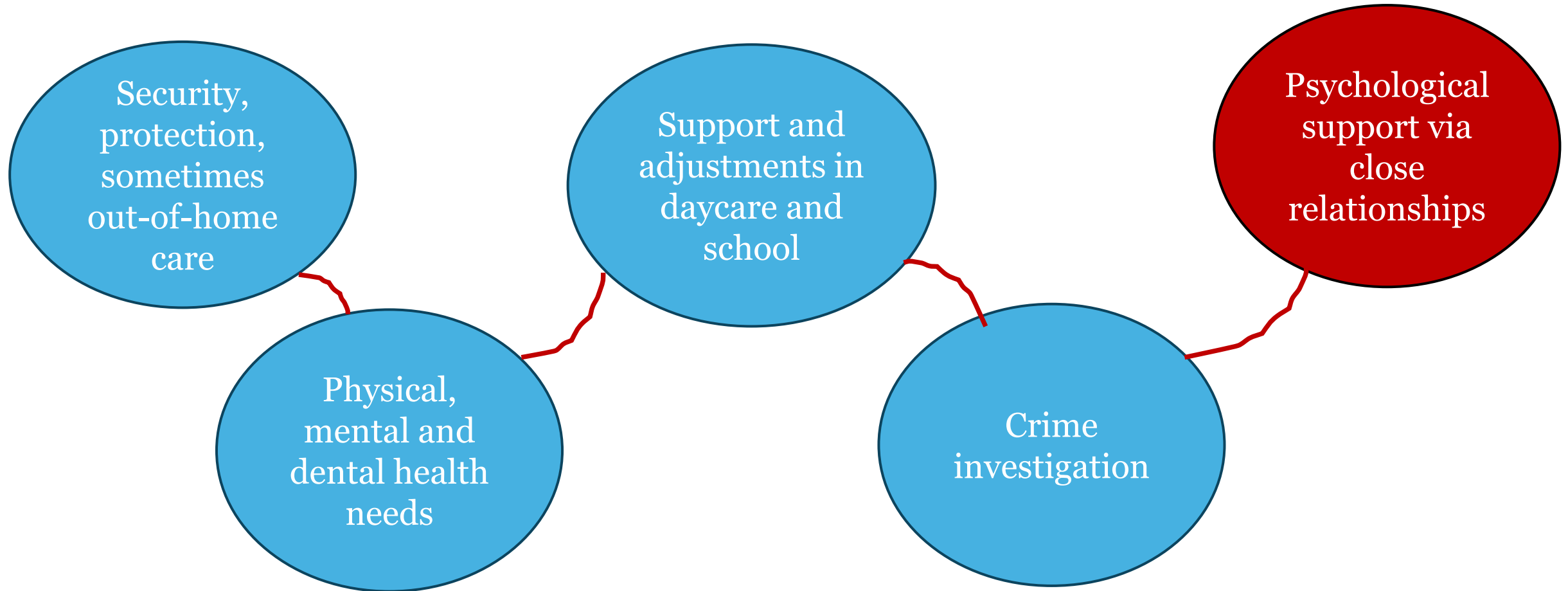
4. Policy agenda and legislative framework



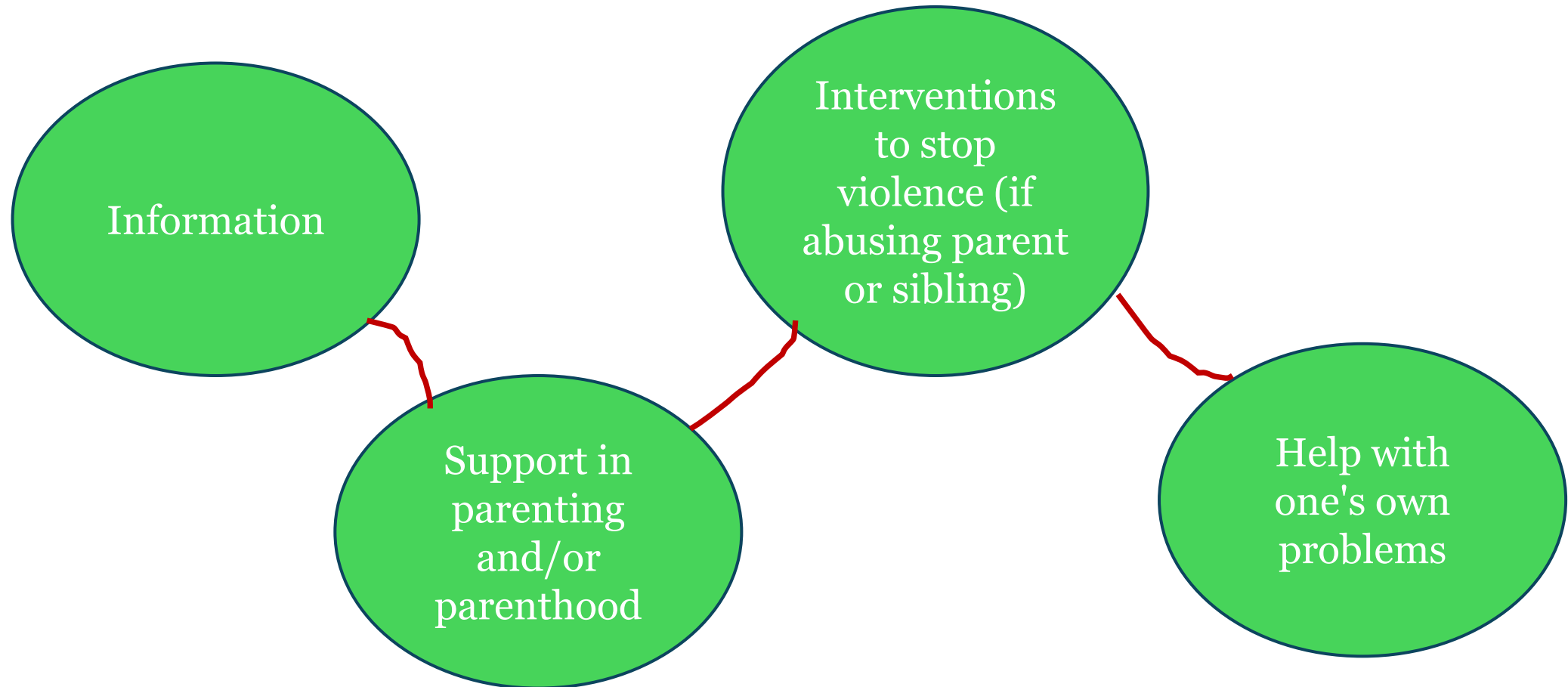
Understanding the needs

	FETUS	INFANT (0-3)	TODDLER (3-6)	SCHOOL AGE (7-12)	TEEN AGE (13-17)	YOUNG ADULT (18-24)
Child	Foundation	Attachment, self-regulation, communication BASIC TRUST	Self-regulation, peer contacts, communication AUTONOMY	Peer contacts, learning INITIATIVE	Peer contacts, learning, personality development IDENTITY	Independent life, education, job INTIMACY
Parents	Own childhood experiences, expectations	Bonding, models for parenthood and parenting CARE, DISCIPLIN	Boundaries, rules CARE, DISCIPLIN	Rules TRAINING	Care vs independence COACHING	Support for independent adult life FRIENDSHIP
Risks	Parental abuse, IPV	Exposure to violence incl. neglect  Parental abuse, MH problems, IPV	Exposure to violence incl. neglect  Parental abuse, MH problems, IPV	Exposure to bullying, peer and online victimization	Exposure to bullying, peer and online victimization incl dating violence, criminality, risky environments, marginalization	Abuse, IPV, criminality, marginalization
Protection	Partner, network	Temperament Network, preschool	Temperament Network, preschool, siblings	Cognitive and creative abilities Siblings, peers, school, hobbies	Cognitive and creative abilities Siblings, peers, school, hobbies	Siblings, peers, partner, work, hobbies
Typical problems	-	Sleeping, feeding, ESSENCE, attachment	ESSENCE incl. ASD, speech, behavior, fears	Behavior, learning difficulties, ADHD, anxiety	Anxiety, depression, suicidality, NSSI, psychosis, abuse, behavior	Anxiety, depression, suicidality, NSSI, psychosis, abuse, personality disorders
Key actors	Maternal health care	Child health care, CPS, preschool, Adult psychiatry, counseling	Child health care, CPS, habilitation, preschool Adult psychiatry, counseling	School and school health care, CAMHS, CPS	School and school health care, CAMHS, CPS, police	Adult psychiatry, social services incl. employment service, police

# What kinds of needs do the children exposed to violence have?

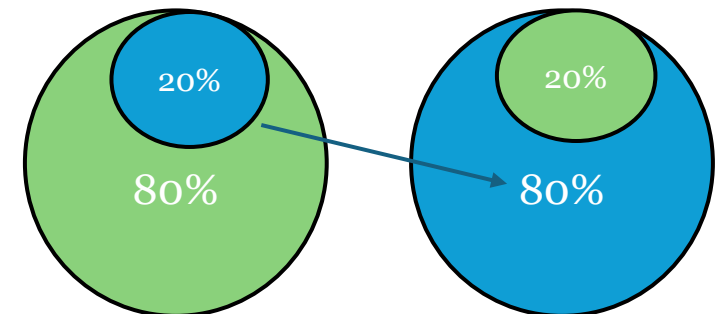


# What kind of needs do parents and families have?

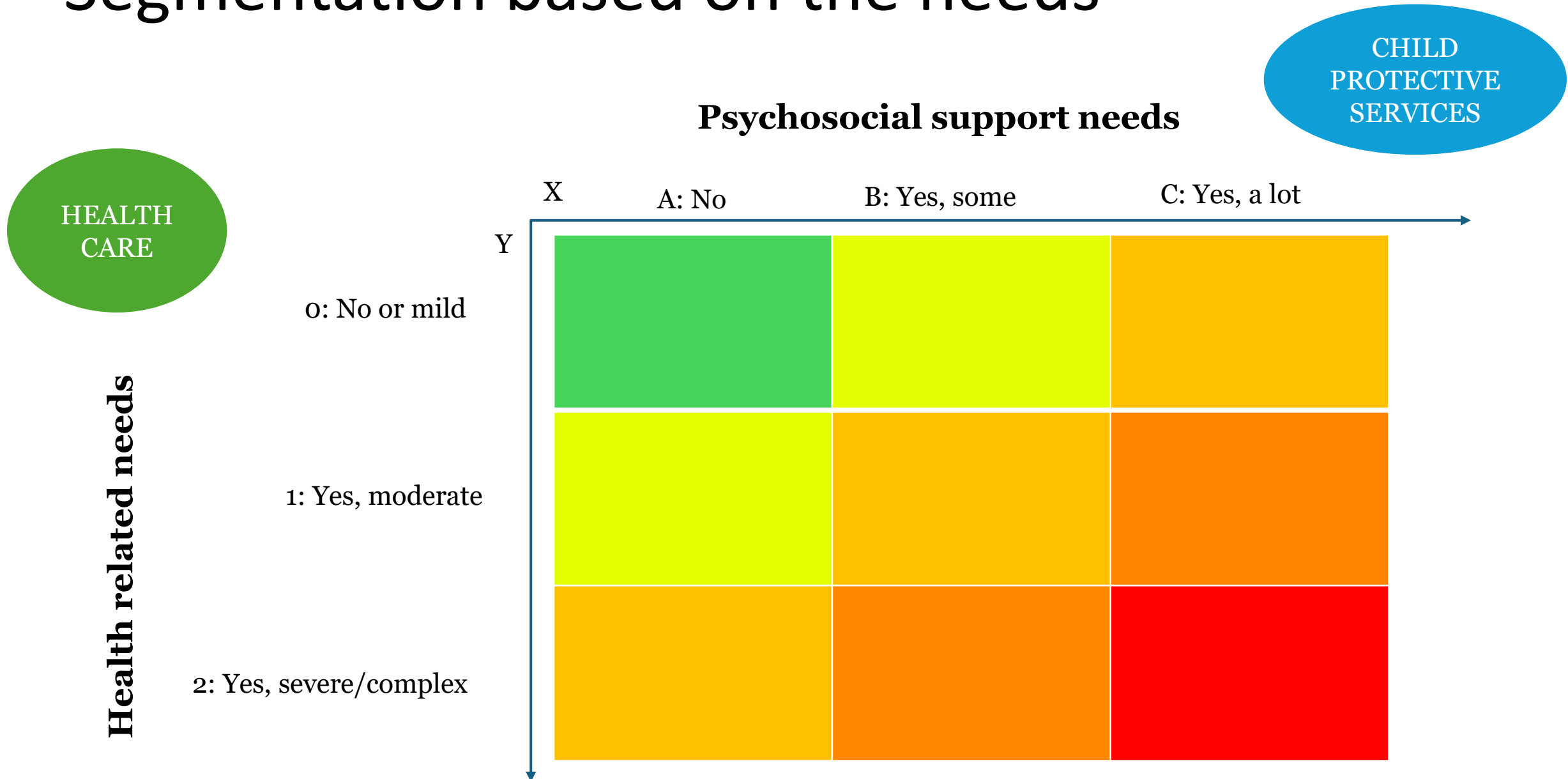


# Segmentation

- Grouping based on similar needs
- Aims to allocate existing resources to match different needs
- Allow more tailored services
- Done when assessing the needs
- Focus on
  - Frequent use of services, increasing use, very specific needs, unpredictable use of services (eg, visits to emergency room)
  - Health-related risks and circumstances that increase vulnerability



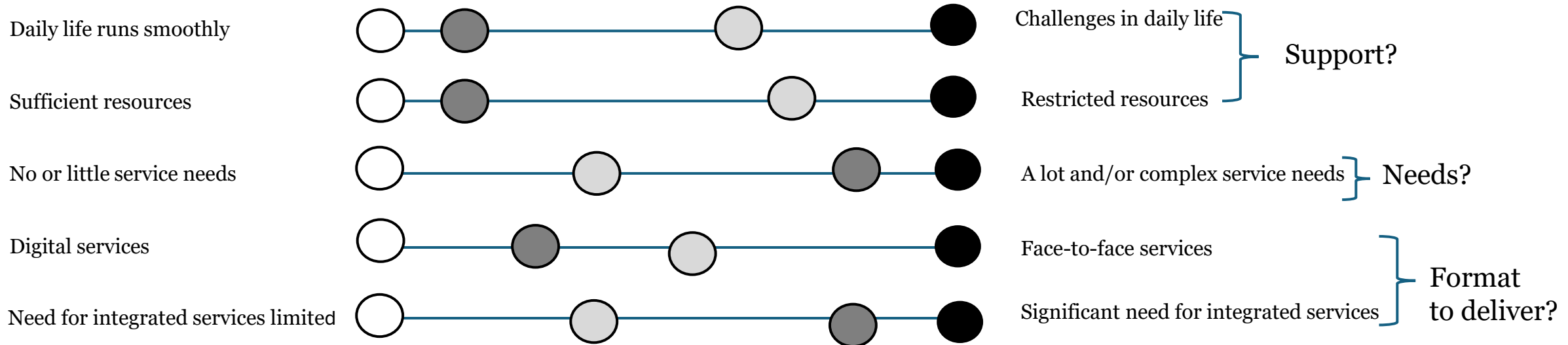
# Segmentation based on the needs





A0i A0ii A0ii	B0i B0ii B0iii	C0i C0ii C0iii
A1i A1ii A1iii	B1i B1ii B1iii	C1i C1ii C1iii
A2i A2ii A2iii	B2i B2ii B2iii	

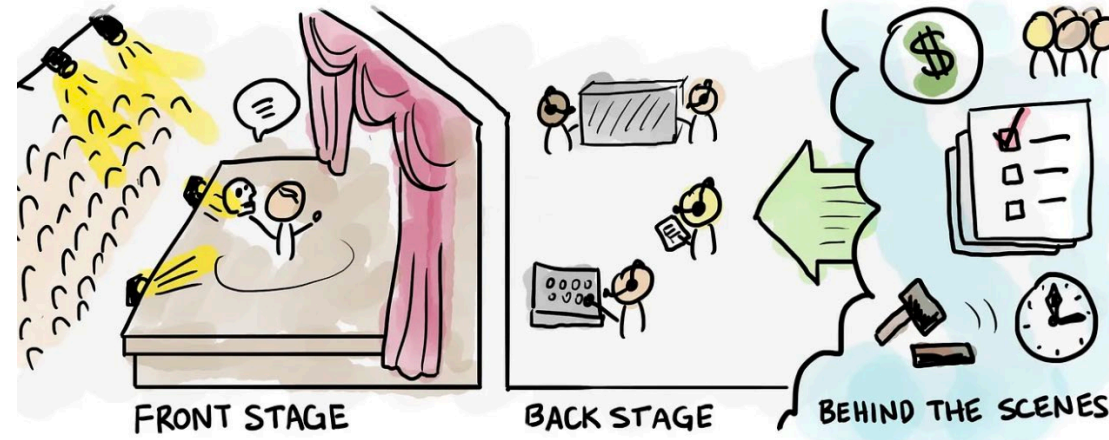
- Self-service user (A1)
- ◐ Supported client: requires support (C1)
- ◑ Cooperative client: complex needs, but the family has resources (A1-2, B1)
- Network client



# Various service user groups



## Models for integrated services



## WHY?

Needs

## WHAT?

Prevention  
Evidence-based  
interventions

## WHERE?

F2F, online, multiple arenas

## HOW?

Timely and effective services  
Continuum of services  
Integration of services  
Patient public involvement

## WHO?

Multi-professional

Multi-disciplinary  
Interdisciplinary  
Transdisciplinary

Inter-agency cooperation,  
collaboration, coordination

## HOW?

Roles, mandates  
Agreements  
Budget  
Legislation, eg, secrecy rules

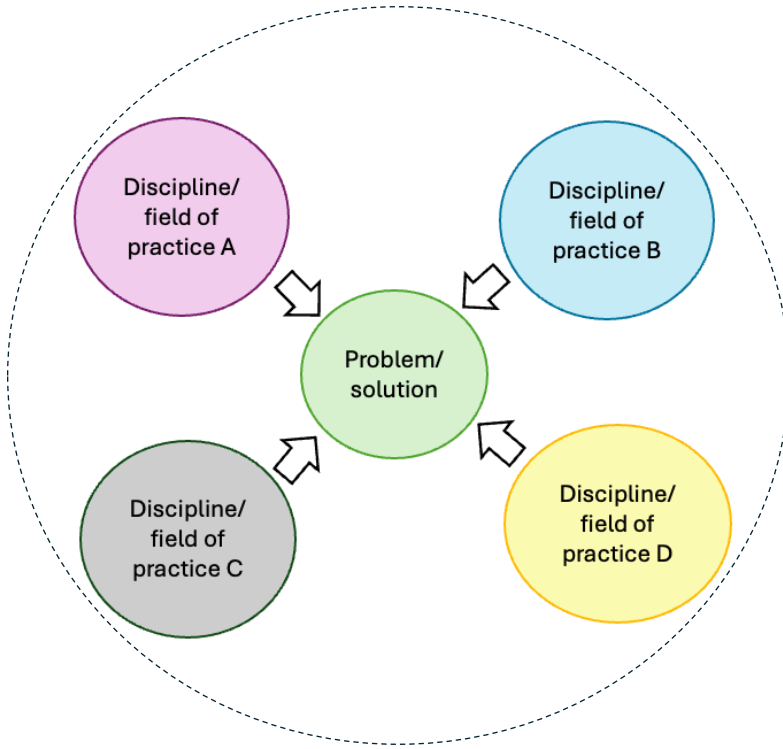
# Level of operation

- **Cooperation:** the process of working with another organization to achieve *something*
  - Working in parallel and/or sequentially
- **Collaboration:** the act of working together with other people or organizations to create or achieve *something*
  - Working together
  - Team, consultant, referrals
- **Coordination:** the process of organizing the different activities or people involved in *something* so that they work together effectively
  - Within and in-between

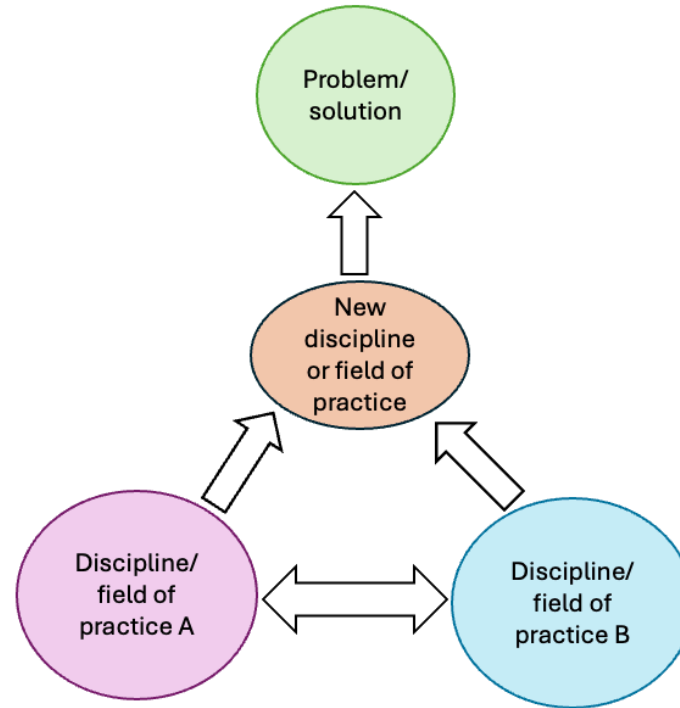
*Something = identified and agreeded need(s)*

# Approaches

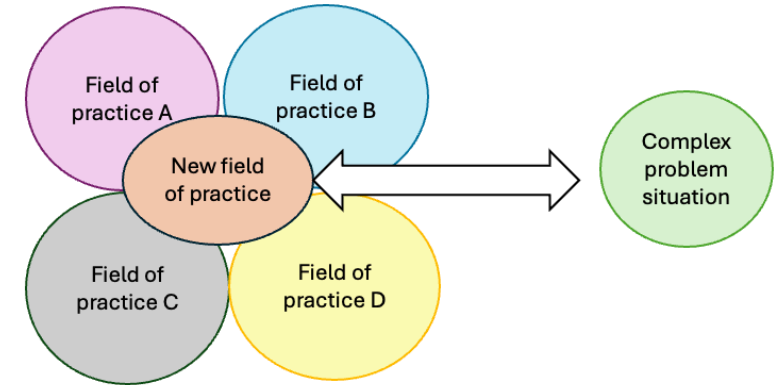
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**Multidisciplinary**



**Interdisciplinary**



**Transdisciplinary**



# Management and casting

- **Director**

- Leadership - management
- Formal vs substance
  - Manager (pair) eg, health care and CPS
  - Coordinator (pair)

- **Producer** (case manager)

- Contact for the client
- Communication (internally, externally)
- Coordinates the services for the client

- **Actors**

- Produce services
- Consultant

**STRATEGIC**  
Vision to processes

**TACTICAL**  
Driving force

**OPERATIVE**  
Action



# Example 1: Family center

- Community resource for parents, children and spouses
- Co-location of maternal health care, child health care, open preschool, and social services with preventive activities
  - All the regular activities are carried out by each party in the family center
  - The municipality and health care providers coordinate their resources to enable easy and accessible **interdisciplinary collaboration**
  - **Multiprofessional competences** present: midwives, child health nurses, preschool teachers and social workers, family counselors, dental professionals, and psychologists.
- Health-promoting, general, early prevention and support activity and meeting place that is adapted to the life situation of the whole family
  - Gateway to services
  - Risk families, less well-resourced neighborhoods

# Example 2: Hälsofam

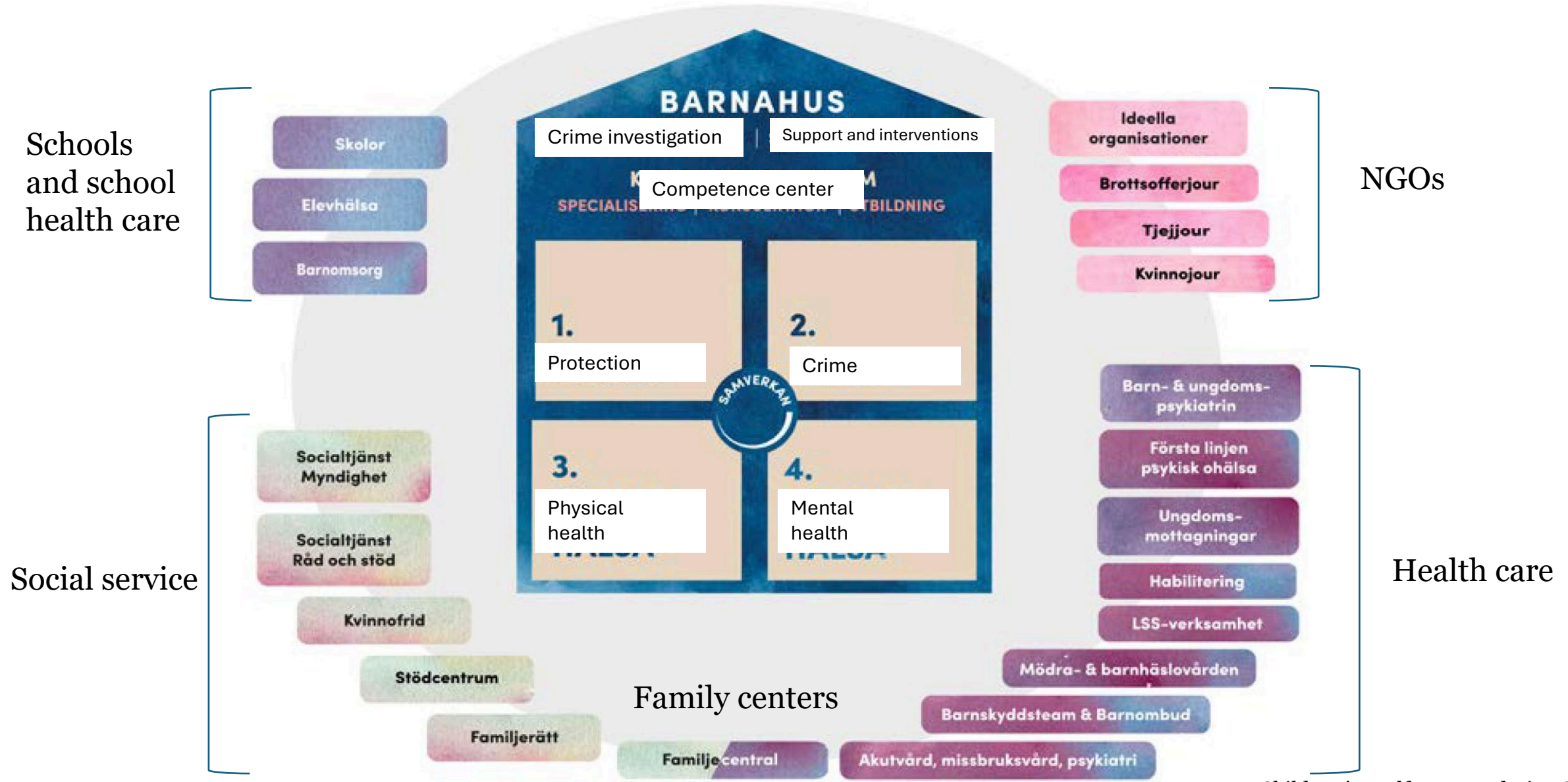
- Target group: Children in out-of-home care
- A modified Medical Home model
- Provides a comprehensive **multi-disciplinary** evaluation of children and youth, 0-18 years, who are referred by child protective services (CPS) upon entry into out-of-home care
- Pediatric and mental health evaluation
- Team: physician specialists in paediatric and adolescent health, specialist paediatric nurses, and child psychologists, all of whom are experienced providers of trauma-informed care.
- Two follow-up visits within a year after the initial evaluation to ensure that the healthcare plan developed on the initial visit in coordination with CPS has been complied with
- At discharge from Hälsofam, a new health care plan including referrals to general paediatrics or to adult healthcare (if needed)



# Example 3: OOCH+CAMHS

- A pilot initiative led by the National Board of Health and Welfare (2019-)
- Target group: individuals facing complex issues requiring multiple forms of support
- Merges involuntary out-of-home care (OOHC) with Child and Adolescent Mental Health Services (CAMHS) and includes cooperation with Child Protective Services (CPS) – termed **"integrated care"**
- Delivered Child and Adolescent Psychiatry (CAP) evaluations and interventions at the OOHC facility (for the child and their support network)
  - Eg , counselling, emotion regulation training, skills development, Cognitive Behavioral Therapy (CBT), Eye Movement Desensitization and Reprocessing (EMDR), and Trauma-Focused CBT (TF-CBT)
- Conducted risk assessments (SAVRY, ERASOR)
- A multidisciplinary team comprising CAP specialists, psychologists, counsellors, occupational therapists, and administrative staff
- Personnel from the CAMHS unit were present at the OOHC facility
- The engagement of staff at the OOHC facility is crucial; competence -building activities

# Example 4: Integrated model support at and around Barnahus



# Example of support - Barnahus Linköping

- Crisis support – “Efter barnförhöret”
  - Family visit after child interrogation; focus on the child’s rights
  - Information about children’s rights, violence, and its consequences, ways to support families
  - Opportunity for /children to express their thoughts and experiences
  - Further referring to services
- CFTSI (Child and family Traumatic Stress intervention)
  - Early intervention to reduce traumatic stress reactions, 7-18 yrs
- TF-CBT (trauma - focused cognitive behavioral therapy), parent participating
  - Indication: PTSD, from 3 years
- CPC-CBT (combined-child-parent cognitive behavioral therapy)
  - Indication: families with existing or at-risk physical abuse





Competence and  
capacity building

# The role of Barnafrið

- National Competence Centre
- Governmental decision in 2015
- Assignments
  - Collect and disseminate knowledge about violence against children
  - Promote interdisciplinary research
  - Develop methods
  - Promote collaboration and cooperation between authorities and other actors
  - Annually report urgent development areas to the Government
- Other fixed-term assignments



<b>Partners</b>  Public authorities Municipalities Counties Provincial governments NGOs, NPOs, CSOs Universities, university colleges Individual researchers and experts International actors	<b>Activities</b>  Communication National network meetings Lecture series Webinars Conferences Training Publications R&D	<b>Value proposition</b>  Quality-assured knowledge that creates solution power  Better at your job!	<b>Channels</b>  Homepage Social media Newsletter Digital knowledge portal Lecture series Meetings, networks, and other events Feedback surveys Focus groups, including youth panels	<b>Customer segments</b>  Health care Child protection services Preschools and schools Law and enforcement, including barnahus Governmental agencies NGO, NPO, CSO Universities and university colleges Professionals, experts Students International actors
<b>Resources</b>  Multidisciplinary team Multisectoral expertise Interdisciplinary expertise Digital communication and training infrastructure			<b>Funding</b>  Core funding from the Swedish government Support from Linköping University Extern project and research funding Participation fees (non-profit)	
<b>Fundamental values</b> <b>Principles of public administration:</b> democracy, legality, objectivity, free expression of opinion, democracy, respect, efficiency, and service. <b>Principles of Linköping University's value base:</b> credibility, trust, and accountability. <b>The UN-CRC, the Agenda 2030 SDGs</b> <b>National policies and legislative frameworks</b>				



# Policies and frameworks

# Overview of the national policy agenda and legislative framework

## Mandatory reporting to CPS

- Professionals working with children

## National strategy to combat gender-based violence

- Updated 10-year strategy in process

## National strategy to combat violence against children

- In process
- Prevention, identification, support, and child-friendly justice

## National strategy for mental health and suicide prevention

- 2025-2034
- 27 agencies involved
- Coordinated by The National Public Health Agency and the National Board of Health and Welfare



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[barnafrid.se](http://barnafrid.se)

Extra slides (if needed)

# Segmentation

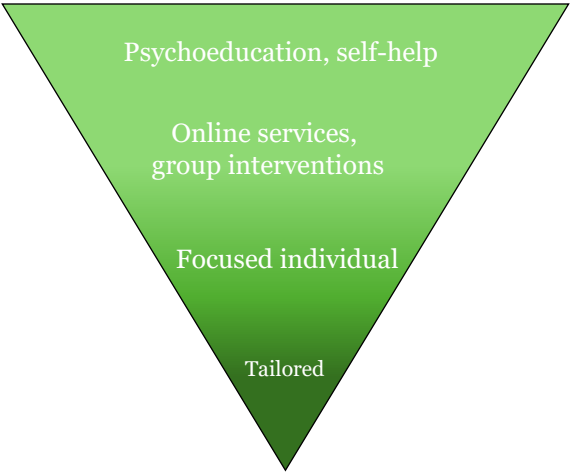
# Needs matched support

HEALTH CARE

PRESCHOOL, SCHOOL

CHILD PROTECTIVE SERVICES

Primary health



Specialized health care

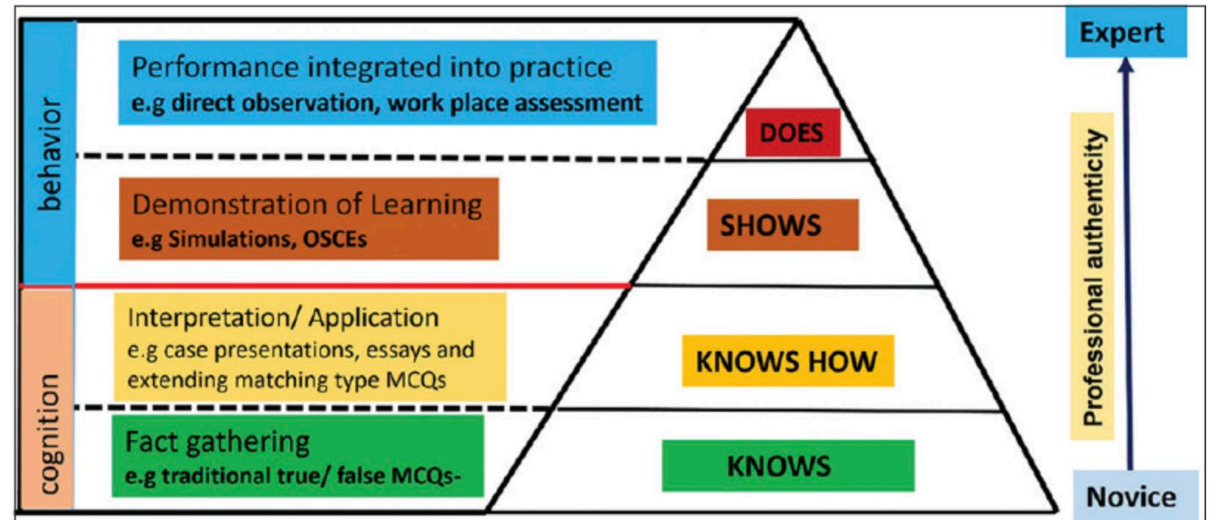
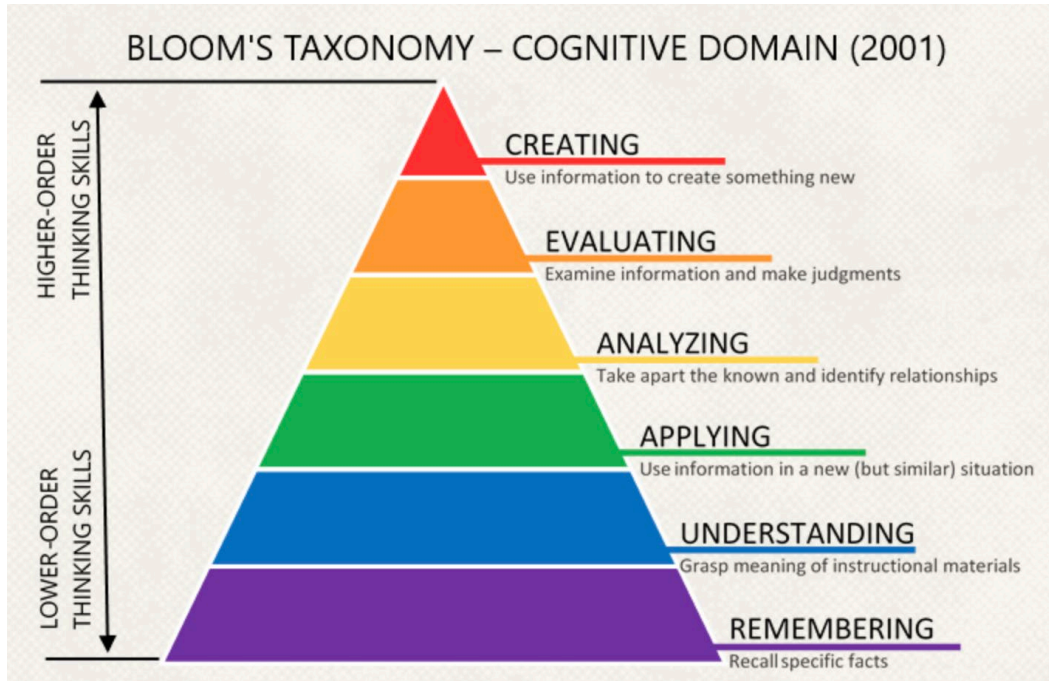
Counselling → out of home care

	i: No			ii: Yes, some			iii: Yes, a lot		
	A: no			B: Yes, some			C: Yes, a lot		
0: No or mild	A0i	A0ii	A0iii	B0i	B0ii	B0iii	C0i	C0ii	C0iii
1: Yes, moderate	A1i	A1ii	A1iii	B1i	B1ii	B1iii	C1i	C1ii	C1iii
2: Yes, severe/complex	A2i	A2ii	A2iii	B2i	B2ii	B2iii			

Barnafrid

# Information, knowledge, competence, capacity

From simple to complex



From beginner to expert

# National networks

- Social services
- CAMHS
- CAMHS Trauma-specialists
- Child and youth with problematic sexual behavior
- Child abuse pediatrics teams
- Barnahus, Barnahus coordinator
- Student health/preschool/school
- Civil society
- University teachers involved in VAC education
- Women's shelters



# Digital knowledge portal

- Approximately 6000-7000 users per month
- Online training courses and materials
- Method bank
- Resource bank
- Library on reports etc

Välkommen till Barnafrids kunskapsportal!

Kunskapsportalen är en samlingsplats för yrkesverksamma som möter barn i sitt arbete. Portalen innehåller digitala utbildningar, publikationer och metodstöd om våld mot barn, baserad på forskning och beprövad erfarenhet.

## PERSONLIG KOMPETENSUTVECKLING

### Utbildningsspår

Barnafrids utbildningsspår är en sammanställning av utbildningar, verktyg och annat material om våld mot barn – anpassat efter din yrkesroll och ansvarsområden.

Se utbudet av utbildningar



## SAMLAD KUNSKAP OCH FÖRSKNING

### Kunskapsbibliotek

Barnafrids kunskapsbibliotek är en samling av publikationer och annat material till dig som söker kunskap om barn som utsatts för våld och andra övergrepp.

Gå till biblioteket



## STÖD OCH VERKTYG

### Formulär och metodstöd

Här hittar du formulär på svenska och andra metodstöd som verktyg i ditt arbete.

Ta del av formulär och metodstöd



## ANDRA MYNDIGHETER OCH KUNSKAPSBANKER

### Resursbanken

Vi har sammanställt en lista med fler resursbanker om våld mot barn, tillgängliga av andra myndigheter och kunskapscentrum.

Hitta andra resursbanker

## INSPELADE FÖRELÄSNINGAR

### Föreläsningar

Här samlas inspelade föreläsningar på temat våld mot barn.

Gå till föreläsningar



# Courses

## University-level courses

- Violence against children in theory and practice (7.5 ECTS)
- TF-CBT (7.5hp), TF-CBT supervision (7.5 ECTS)
- To teach about violence against children in universities and university colleges (3 ECTS, higher education pedagogy)
- Child and Adolescent Psychiatry 15 ECTS

## E-learning

- Basic curriculum on violence against children
- Child psychiatric trauma care
- Coding of child maltreatment in health care (ICD-11)
- Barnahus
- Problematic sexual behavior among children and youth
- Nonsuicidal self-injury

## In-depth training

- Preschool
- Children with disabilities
- Child participation
- (School)
- (Family centers)
- (Family court)

# National web-seminars

- Barnafrið Talks
  - Interdisciplinary research seminars
- Inspirations lunches
  - Practical good examples



# Reports and other material

- Reports, guidelines
- Screening and diagnostic instruments
- Work books
- Tool box

