Name of the project
Curriculum Development for Evidence-based Nursing - Mental Health Module - EvIMental” ("Kiina-1-2013-04")

Coordinating Institution
University of Turku, Department of Nursing Science

Objectives of the project (as indicated in the project proposal)

The overall goal was to develop the evidence-based nursing module for mental health to support academic higher education and clinical practice in Finland and China. The objectives were as follows:

1. **Identify the needs** related to problems in service use, educational needs, and existing educational provision related to mental health.
2. **Develop the evidence-based nursing curriculum** in mental health module for master students
3. **To implement** the module into educational practice and evaluate the implementation outcomes.
4. **To develop national and international networks** between higher education for long-lasting collaboration.

Achieved results and outcomes

The following results and outcomes, as indicated in the project proposal, was achieved:

**A. Material outcomes and outputs:**

**A.1. High quality curriculum of evidence-based nursing for mental health module in the field of nursing science**
- Curricula were developed and Module I & Module II was implemented in Finland and China. The content of the modules focused on users’ needs, effective interventions, implementation, and evaluation of evidence-based knowledge regarding psychiatric care and mental health issues.
- See the content of the curriculum for Module I and II in Moodle platform. Information about access and access codes in “Other remarks”

**A2. Learning material**
Learning material was produced for Module I & Module II including the following contents: power points in English language for teaching and learning of evidence-base nursing, reading lists, cases used for exercises and group works, and evaluation format regarding students’ learning.
- Deviating from the project proposal, the material was prepared only in English language, in order to promote internationalization and linguistic skills of the learners according to Turku University Strategy 2013-2016 ("The University recognizes its responsibility in training internationally competitive experts in a range of fields. One of the set aims of educational development strategy is increasing internationalization through training of e.g. intercultural communication skills and teaching in foreign languages).”
- See the content of the curriculum and learning materials for Module I and II in Moodle platform. Information about access and access codes in “Other Remarks”
A3. Handbook of Evidence-based Nursing – Mental Health Module
- Handbook for Students and Teachers Handbook were prepared during the project. The following contents was included: description of the project and the responsible persons, role-specific tasks for teachers and students for each course topic of Modules, learning methods, course credits, assessment and exceptions (See Appendix 1, 2).

A4. Project website to describe the project
- The project website is available in English, Finnish and Chinese under the server of the both Universities: http://www.utu.fi/en/units/med/units/hoitotiede/research/projects/Pages/mv/chinacurriculumdevelopment.aspx
http://med.tongji.edu.cn/article.asp?article_id=8058&category_id=2191&root_id=47
http://med.tongji.edu.cn/article.asp?article_id=8557&category_id=2191&root_id=47

A5. The Quality Assurance Manual (QAM) for Educational Projects
- The Quality Assurance Manual (QAM) based on the project experiences has been prepared (See Appendix 3)

A6. Publications: Scientific (f = 4) and professional (f = 4) articles regarding need analysis and educational cooperation between Finland and China
- Summary Report II: Välimäki M, Zhang SY, Pekurinen V, Lantta T, Kannisto K, Suwanne T, Jue Li, Lei Xu. Health Educational Provisions and Learning needs for Evidence-Based Practice in Finland and China. (Appendix 6)
- Välimäki M, Lantta T, Pekurinen V, Kannisto K, Suwanne T, Zhang SY. Curriculum development for evidence-based practice for mental health nursing: an example of collaborative project between Finland and China. Will be submitted on November, 2015 (Appendix 7)
- Rong H, Zhang SY, Välimäki M. 準備中苏研究生参与精神卫生循证护理交换课程的感受(Appendix 8)
- Välimäki M, Lantta T, Pekurinen V, Kannisto K, Suwanne T, Zhang SY. Can a real educational innovation in mental health field be raised in different learning environments? Some thoughts based on international project between Finland and China. Will be submitted on November, 2015 (Appendix 9)
- In total, 15 online professional articles has been published regarding the project (in 2 English, 10 Finnish and 2 Chinese) and 1 in paper format, in Finnish Nursing Association Journal. (Appendix 10)

A7. Interim Report and Final report
- The Interim Report, on 12 Dec, 2014
- The Final report (sent to CIMO by 20 Nov, 2015).
B. Immateriál outcomes and outputs:

B1. Increased cooperation, better language skills and deeper understanding of cultures
- Students from Finland and China, all in different phase of their master studies (from 1st to 3rd year students), participated in the international course for the first time.
- Skills among teachers to teach in multicultural group increased.
- In the Module I and II, students prepared individual and group works mixed with Finnish and Chinese students. As an input of their preparation, students had abstracts, power point presentations, and oral presentations, all in English language. Most of the participants gave their oral presentation first time in English language.
- Students in both groups benefit the course because of English language used. They are now more encouraged to express their opinions in Finnish, and discuss in public audience about the topic of interest.
- Based on the evaluation, the project increased both teachers’ and students’ transferable skills, such as communication, cultural competence, ability to understand different working habits, and willingness to cooperate in international communities.

B2. Establishing new networking and cooperation inside and outside countries with new partners
- During the project, people in different settings and organizations in Finland and China have shared the experiences related to higher academic education in nursing science and health services. This was the first time ever when Union of Health and Social Care Professionals (Tehy), The Finnish Nurses Association, Patient Association (ITU), Turku City (Special Psychiatric Services), Shanghai Nursing Quality Control Centre, Shanghai Mental Health Centre, Shanghai Tenth People’s Hospital and Chinese High Nursing Education Committee and Shanghai Nursing Association have participated in the international curriculum development project. Therefore, based on their feedback, this project was an important experience for their future projects as well.
- Summary Report I summarized health problems and needs among citizens with mental illness in Finland and China. Summary Report II health educational provisions and learning needs for evidence-based practice in Finland and China. Gathering this information required a deep collaboration with partners. Without this collaboration it could not be possible to finalize these Reports.
- Networking and cooperation inside and outside countries have been established during project. The collaboration was necessary to assess users’ needs, develop curriculums, assessment of the curriculums, and organize the Board meetings and visits in different sites in both countries.

B3. Transparency in higher academic education in Nursing Science
- The project promoted transparency of education in Nursing Science by identifying educational needs, comparing different practices and producing educational material for common use
- The project facilitated mobility of student and teachers to create a basis for higher academic training quality assessment inside and outside countries.
- Visits into the different sites (Patient Association [ITU], Turku City [Special Psychiatric Services], Turku University Hospital [general hospital], Shanghai Mental Health Center, The Tenth People Hospital, Shanghai Oriental Hospital, Rehabilitation Community of Minghang Branch of Shanghai Mental Health Centre) increased awareness of nursing science in both clinical practice and communities.

B4. Participation in active decision making in the society
- Visiting in the Finnish Union of Health and Social Care Professionals (Tehy) gave an impression to Chinese students how nurses can influence to their e.g. own working conditions and get their opinions to be heard in the society.
- Visiting in the Patient Association ITU showed to Finnish and Chinese students how important is to integrate patients into active decision making and to development of health care services. Members of the association gave the real life descriptions on how to reach mutual understanding of patients’ needs and
preferences, as an essential part of evidence-based practice.

- Collaboration between the University of Turku and different patient associations have been deepened and widened after launching the EviMental-project. For example, patient and family associations in Finland have participated more actively in our new research projects. Their role in research has shifted from traditional research participants’ role to direction of being experts of health care.
- Involving nationwide actors in our project, such as the Finnish Nurses Association and the Finnish Union of Health and Social Care Professionals (Tehy) increased credibility of the project.
- The project and produced teaching material has promoted lifelong learning e.g. in launched continuing education courses for nurses and nurse managers (Module I and II) at two Hospital Districts in Finland (2015-2016).

B5. Providing a global vision for students and teachers about evidence-based nursing education, particularly related to mental health

- The learning material produced emphasized a global vision, not only focusing in Finland and China.
- The majority of the students, who participated in the Modules had very little or not at all experience on working in the mental health area. The project showed that it is possible to increase students’ understanding of mental health in different clinical settings.
- The students gained a deeper understanding of encountering the needs of citizens with mental illness using evidence-based practice as a future nursing leaders, experts and teachers.
- The collaboration between two Universities in Finland and China may be extended to other areas of nursing education and further facilitate the high quality of nursing academic education in both countries.

B6. Higher quality of services and corresponding care standards will be improved, nurses’ competency will be higher and patients’ quality of life and health outcomes will be better.

- Visiting in different clinical settings opened students’ eyes for the importance of evidence-based care, clinical guidelines, and the quality assurance mechanism.
- Nurses in clinical practice prepared to introduce their services and patient care to Finnish and Chinese visitors.
- By preparing to receive visitors in clinical bases increased nurses’ abilities for international collaboration and use of English language.
- Participation of Ward Managers and Nursing Directors into the project improved their competency for international exchange.

B7. Ideas for new research areas and funding in both countries.

- The ideas for new research areas, educational collaboration and funding were negotiated and as a first step, the MoU was signed in August 2015 between Faculty of Medicine at University of Turku and Tongji University by the Deans (Appendix 11)
- A new research project was discussed and proposed to Chinese partners on 29 August, 2015. The steps were planned with specific steps and deadlines.
- A topic of new CIMO grant was discussed related to doctoral education.

Activities carried out during the project

1. Identify the needs related to problems in service use, educational needs, and existing educational provision related to mental health.

A need analysis was realized including the following tasks:

1) Students and staff members prepared information about the needs, strategies and requirements and quality gaps in Finnish and Chinese health and educational services related to mental health;

2) A kick-off meeting of the project was organized in Shanghai and the goals and tasks of the project was
shared (1 teacher and 4 students from Finland travelled to Shanghai; 12-17 Jan, 2014).
3) The 1st Workshop was organized in Shanghai (13-15 Jan, 2014) and the information gathered were presented
(with PPT-presentations).
4) Visits in health services were organized in Finland and China.

2. Develop the evidence-based nursing curriculum in mental health module for master students
Curriculum development included the following tasks:
1) Problems and needs to be served were identified on basis of material prepared for 1st Workshop. A
summary report I about the problems and needs was prepared and published, and a preliminary blueprint was
designed.
2) Particular needs of the learners were examined via electronic survey in Finland (n=23 master students) and
China (n=21 master students), in collaboration with the local student associations. A summary report II about
the learning needs among the students was prepared (and a scientific paper based on the information) and the
curriculum was developed further.
3) Development of measurable learning goals and objectives included three phases. First, the overall goal of
the module was formed to describe the most important learning areas; i.e. what students should develop
during an entire course. Second, the overall goal was break into identifiable and manageable units of
achievement, i.e. student learning outcomes. Learning outcomes were discussed with the students,
representatives of working life, teachers, and associations both in Finland and China. Third, assessment of the
module was established by linking assessment to the learning outcomes. Assessment criteria were set and
assessment methods were decided. To ensure shared vision, a planning seminar was organized in Shanghai (8-
12 Jun, 2014). The second blueprint of the curriculum was developed.
4) The educational strategies were decided by which the curricular objectives will be achieved. Content and
specific learning methods were also decided including decisions regarding learning material to be included in
each course, its organization and order. Based on the step, the third version of the curriculum was developed.
5) Sufficient infrastructure and human resources helping the curriculum successful implementation were
identified. Formal steps were required at both universities to implement and test the course in practice as part of
the current master program at the administrative level.
6) Plans to evaluate the impact of the curriculum were designed. Structured evaluation method of the course
was planned. Curriculum was also evaluated by the representative of working life (in total 9 nurses) and
network members (in total 7 respondents) and master students in both Universities (in total 28 respondents).
Based on the feedback, the need for the further development of the curriculum was ensured. In addition, the
content of the curriculum was pre-evaluated and approved by the Curriculum Construction Board of the School
of Medicine in China and the Faculty Board of the Medicine in Finland.

3. To implement the module into educational practice and evaluate the implementation outcomes.
The curriculum was implemented into educational setting with two modules, including the following tasks:
1) The 1st teachers’ seminars for the module teachers were realized for ensuring the quality of the courses in
Finland (7-8 Aug, 2014).
2) Module I (pilot course I) “The process of evidence-based nursing in mental health area” - Evidence-based
Nursing - Mental Health Module I” took place in Finland (11-16 Aug, 2014). Based on students’ applications
and specific selection criteria, 5 students from China and 4 students from Finland participated. Interim report
of the project was prepared and the manuscripts related to the project was preliminary designed.
3) The 2nd teachers’ seminars for the module teachers were realized in China (18-19 Mar, 2015). Curriculum
was finalized and further education and research cooperation negotiated (30-31 Mar, 2015 Shanghai & 28-31
Aug, 2015 Finland).
7 students from China and 7 students from Finland (from which 3 self-paying students) participated. Students
evaluated the Module I and II both in Finland and China after the course.
5) Curriculum was revised based on experiences and feedback of the Modules I and II.
6) The Final report and publications have been prepared and written (collaborative writing during Tongji delegation visit to Finland 20-31 Aug, 2015).

4. To develop national and international networks between higher education for long-lasting collaboration.
   The collaboration and management of the project was realized as follows: 1) An electronic portal was used for developing, maintain and sharing knowledge in Finland and China (at the University of Turku, separate Moodle- platforms for curriculum development, Module I and Module II. 2) 3 Steering group meeting was organized to ensure that specific goals of the project are achieved; 2 in Shanghai (Jan, 2014; Jun, 2014) and 1 in Finland (Aug, 2015). 3) Board meetings with network members was organized in order to have their feedback on the curriculum and evaluate the project: 2 meetings were organized in Shanghai (Jan, 2014; Mar, 2015), 1 in Finland (Aug, 2015) and in addition, 2 online (Aug-Sep, 2014; May-Aug 2015). 4) Operational groups, including the teachers in Finland and China, have worked in national level in order to put arrangements into the practice (online- or face-to-face meetings ~1/month). 5) Project Applicants have had a regular online-meetings, and face-to-face meetings for reporting the progress of the project (in total 5 during the project).

Future developments

The formal future co-operation was set by granting the leader of the project, Prof. Välimäki as Adjunct Professor of Tongji University (23.3.2015) and by signing the Memorandum of Understanding (MoU) between the Faculties of Medicine at the University of Turku and Tongji University by the Deans (28.8.2015). More specific co-operation activities agreed between project partners are:
   1) Planning the next proposal to CIMO,
   2) Planning a large scale and high quality research collaboration between different disciplines in Finland and China,
   3) Chinese applicants for doctoral studies to the University of Turku,
   4) Post-doctoral visits at the University of Turku,
   5) Teacher exchange to Tongji University,
   6) Tongji University will provide the students from Faculty of Medicine of University of Turku free accommodation if they apply for study the two Modules of Evidence-based Nursing.

The results of the project have already been used and implemented into daily practice. The Modules are integrated into the curriculum of the Master of Nursing Science at both Universities. In China, a compulsory course “Evidence-based Nursing” will be established at Spring 2016. In Finland, the Module II “Facilitating Evidence-based Practice” is approved as an elective course and will be established at Spring 2016. In addition, the project results are utilized in continuing education courses for nurses and nurse managers (Module I and II) at two Hospital Districts in Finland (2015-2016).

Other remarks

Access to Moodle learning platform at the University of Turku is as follows:
- You will get your access codes to Moodle-platform to your email (Friday 20.11.2015)
- Go to website moodle.utu.fi
- Below more detailed instructions as figures: