„Knowledge Transfer, Dissemination, E-Learning“

Web-based Knowledge Transfer at the Department of Child and Adolescent Psychiatry/Psychotherapy Ulm

E-Learning Kinderschutz
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Department of Child and Adolescent Psychiatry/Psychotherapy Ulm
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In conjunction with:

In cooperation with:
Preface by the Dean of the Medical Faculty of the University of Ulm

The University of Ulm celebrated its 50th anniversary in 2017. In many areas, pioneering developments have been initiated at the university. As Dean of the Medical Faculty of the University of Ulm it is particularly important to me that innovative developments and novel knowledge are not only generated, but also disseminated and put into practice. This applies in particular to results in the field of child protection and trauma research, which are extremely relevant to practice and represent a major research focus in Ulm.

Child protection is a central social concern. It is important that research is carried out on this subject and that experts working with children and adolescents are trained. This is an important step towards providing effective help and support to children and young people. Therefore, I am pleased that the Department of Child and Adolescent Psychiatry/Psychotherapy at the University Hospital Ulm, with its own department for knowledge transfer and dissemination, is also pushing ahead in this socially important field, the protection of children from maltreatment and sexual abuse. In its State Party Report on the implementation of the UN Conventions on the Rights of the Child, Germany has committed itself to undertaking continuous activities to improve the situation of children and to expand monitoring in the area of child protection. The project team "Knowledge Transfer, Dissemination, E-Learning" at the Department of Child and Adolescent Psychiatry/Psychotherapy in Ulm makes an important contribution to this.

We live in a knowledge society in which it is necessary to continuously expand our own knowledge and keep it up to date. Over the past few years, it has been shown that e-learning can offer effective learning opportunities for this purpose. It allows many people to be trained simultaneously and inexpensively. In addition, it offers the opportunity to communicate the latest findings in science and practice. In the "Kompetenznetz Lehre Baden-Württemberg", the Medical Faculty in Ulm is in charge for the Competence Center eLearning in Medicine. For this reason, we focus on the special advantages of e-learning in various areas of medical education and training.

This report presents the project "Knowledge Transfer, Dissemination, E-Learning" of the Department of Child and Adolescent Psychiatry/Psychotherapy in Ulm. I would like to wish all readers of this publication an interesting and rewarding read and the project team continued success in its work.

Prof. Dr. Thomas Wirth
Dean of the Medical Faculty of the University of Ulm
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1. Introduction

The transfer of scientific knowledge into practice (knowledge and technology transfer) is not only a challenge in fields like engineering and industry but also in medicine and psychosocial practice. Quite frequently, however, there is a transmission gap between the internationally current state of science and the practice applied locally. In its position paper on knowledge and technology transfer as a subject of institutional strategies ("Wissens- und Technologietransfer als Gegenstand institutioneller Strategien") of 2016 the German Council of Science and Humanities (Wissenschaftsrat) stressed the importance of transfer processes. The Science Council explicitly emphasized that knowledge transfer has to be included in an institution's strategic development. Communications, counseling and practical application are stated to be three important spheres of activity. At the same time the Science Council criticizes that this “Third Mission” has so far been neglected in the evaluation of scientific performance.

This overview outlines our strategy and our activities at the Department of Child and Adolescent Psychiatry/Psychotherapy in Ulm and at the Competence Center Child Abuse and Neglect (www.comcan.de) for promoting dissemination of evidence-based knowledge, in particular in the area of prevention, child protection and working with children and adolescents with psychiatric disorders.

Until 2010 the head of the department and the Competence Center Child Abuse and Neglect was as dean of studies officially responsible for the Competence Center E-Learning in Medicine Baden-Württemberg. In order to improve teaching in medicine the state government had implemented a competence network (Fegert et al. 2009), and within this network the site in Ulm is in charge of the sector e-learning. While e-learning is an excellent addition to face-to-face teaching in medical vocational training, it can also be applied in continuing medical education and specialist training. In this context the method e-learning offers many advantages, either as a stand-alone solution or in so-called blended learning with accompanying seminars. It makes studying possible autonomously and independently of time and place and helps to improve work-life balance. This is especially important in medicine and therapy since in this area the proportion of women is at the moment at 70% or more, depending on the professional group. In the penultimate legislative period, a round table on "Reconciliation of Family and Career in Healthcare" was held under the chairmanship...
of Parliamentary State Secretary Annette Widmann-Mauz at the Federal Ministry of Health (BMG), in which Prof. Dr. Jörg M. Fegert participated. The need for new forms of continuing education that allow mothers to compensate for missing periods of advanced training, e.g. through maternity and child-raising leave, was discussed here. E-learning was seen as a way to solve this problem. Once implemented, e-learning can be made available to a large number of users who are then flexible in when to start the course. This helps to reduce costs, and contents can be updated constantly and therefore be kept up-to-date.

The fact that the expansion of e-learning programs is a sensible and future-oriented strategy is also confirmed by the current coalition agreement, in which the intensification of the use of digital media was stated as a central goal at very different points.

The way of the Department of Child and Adolescent Psychiatry/Psychotherapy to applying e-learning to interdisciplinary knowledge transfer was paved by a project on early help and preventive interventions for child protection („Frühe Hilfen und frühe Interventionen im Kinderschutz“), which was funded by the State of Baden-Württemberg. This project was jointly managed by Prof. Dr. Ute Ziegenhain and Prof. Dr. Jörg M. Fegert after our research had successfully contributed to establishing this new intervention scheme in Germany. Taking into account our contributions to a project on case-study-based learning with specific child and adolescent psychiatric and psychotherapeutic cases within the project “Docs ´n Drugs“ (Weninger et al. 2009), we can now look back on more than ten years of experience in the successful application of e-learning in the initial and continuing education of medical-therapeutic specialists.

The positive experiences when developing the online course “Early Help and Preventive Interventions for Child Protection“ as well as the fact that the different research groups at the Department of Child and Adolescent Psychiatry/Psychotherapy have for many years been committed to topics like prevention, child protection, adverse childhood experiences and other kinds of traumatization and can therefore build on a lot of experience, have brought us to put e-learning also to the test with more sensitive issues of child protection. The application of web-based learning programs on these topics, such as sexual abuse, raised, however, initially fundamental questions of applicability. On the one hand, there were doubts as to whether it is also possible to convey this kind of topics within this setting and, on the other hand, whether the target groups of learning offers on these topics, i.e. healthcare professionals and (social) educational specialists, are generally prepared to use such a format.
In regard to the fundamental questions of feasibility and acceptance, we were able to gain central insights within the project "Online Course Prevention of Child Sexual Abuse" (missbrauch.elearning-kinderschutz.de), funded by the Federal Ministry of Education and Research (BMBF) under the funding line "Digital Media in Vocational Training". As part of the accompanying research to this project, we have shown that a web-based learning offer on this topic is also accepted by these target groups, even though some of them have little technical affinity. In the evaluation we were able to document a measurable increase in knowledge and competence through course work and also to show that emotional learning (in the sense of sensitization for the needs of victims and survivors and for one's own self-care), which is so important for this topic, is possible in such a format.

We owe special gratitude for this to the Federal Ministry of Education and Research (BMBF). The program on "Digital Media in Vocational Training" and the competent support of the project management agency DLR have been an important development opportunity for us. Based on the experience gained, we have since then developed online courses on other child protection topics such as child maltreatment and trauma in several follow-up projects. Another focus is the application of e-learning courses in continuing education on the care for mentally ill children and adolescents.

The support of the BMBF and DLR also enabled us to establish the project team "Knowledge Transfer, Dissemination, E-learning". Until now, a project team like this seems to be unique at a university hospital in Germany. In this interdisciplinary team psychologists, sociologists and medical doctors work together with media designers and medical documentation officers to ensure that content-related and technical expertise go hand in hand. Thanks to the well-established cooperation with two spin-offs, the company Soon-Systems (soon-systems.de) and the Dreiländerinstitut Jugend Familie Gesellschaft Recht GmbH (3li.ch), we are able to handle several larger projects simultaneously. In the course of the consolidation of the Competence Center Child Abuse and Neglect (www.comcan.de) that has been been funded as a project for several years, the State of Baden-Württemberg has, in addition, created a W1-Professorship for teaching, dissemination and networking in child protection at the Department of Child and Adolescent Psychiatry/Psychotherapy at the University Hospital Ulm. Prof. Dr. Miriam Rassenhofer has been appointed to this position.

The project team "Knowledge Transfer, Dissemination, E-learning" has already crossed German borders with several projects: Adoptions of the e-learning course "Early Help and
Preventive Interventions for Child Protection”, that take the national law into account, have been generated for Switzerland and Austria. Within the project JAEL (“Jugendhilfeverläufe: Aus Erfahrung lernen”; progress in youth welfare: learning from experience), funded by the Swiss Federal Office of Justice, we will develop for the first time a specific trauma-pedagogical e-learning program. This program will be based on the results of a follow-up study which has been evaluated by us. Worldwide attention got a project in cooperation with the Pontifical Gregorian University and supported by the archdiocese Munich and Freising as well as by catholic universities and institutions, that are committed to child protection after repeated child-abuse scandals. In the context of this project the Centre for Child Protection was set up at the Pontifical Gregorian University and was established in Rome after the project had ended. Participants of this project came from several continents, not only from Europe but also from Africa, India and other parts of Asia, as well as from South America.

Over the past years we have been asked again and again why we put so much effort into the area of knowledge transfer even though it is hardly rewarded in science in terms of strict eligibility criteria like publications or third-party funding. The reason is, we are committed to educating professionals, especially in regard to child protection, and the fact that more than 6,000 people have completed one or several of our courses with a certificate of Continuing Medical Education (CME), makes us proud. Another 10,000 users have registered to follow parts of the courses, which means that approximately 16,000 people have had access to our courses. Just recently, the World Health Organization (WHO) has declared that child protection and recognizing adverse childhood experiences will play a major role in medicine in the future, and has stated an enormous demand for initial and continuing medical education. What a single institution can achieve is, of course, limited in nature. The activities in Ulm have, however, built up structures that by now have reached a nationwide and increasingly also international visibility. This was possible, in particular, due to a number of successful grant applications within several funding programs of the BMBF and other funding agencies.

Training in communication, counseling and practical application as called for by the German Council of Science and Humanities on a large scale, is realized at the Competence Center Child Abuse and Neglect and the Center for Trauma Research at the University of Ulm on various levels, both internally and externally. Thanks to funding over two funding periods, the Transregio Competence Center Child and Adolescent Psychiatry and Psychotherapy
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(“Transregiokompetenzzentrum Kinder- und Jugendpsychiatrie und Psychotherapie”) in Baden-Württemberg has managed, in cooperation of the University Hospitals of Ulm and Heidelberg and the Central Institute of Mannheim, to install regular training opportunities, e.g. a course for medical specialists. By now this program is organized in cooperation with the German Society for Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy (DGKJP). However, these face-to-face lectures demand a considerable effort and commitment of the lecturers and show time and again that investments in new ways of learning like e-learning really do pay off. Our programs are now part of the regular teaching programs of several universities, not only in medicine but also in social work and pedagogics. In the continuing education of teachers, they have, in addition, led to cooperations with training academies that integrate these learning opportunities into their own concepts. That way, we effectively make evidence-based, consensual information available for a wide circle of users leading to rapid improvement in every-day practise. Thus, the Medical Faculty Association of Germany addressed (e.g. on November 12, 2014) e-learning programs for child protection in medicine, taking the approach of Ulm as an example. An increasing challenge have been the sustained supply and regular updating of these learning opportunities. Unfortunately, we have not yet found a good solution how to move on from funded projects towards a more stable situation, e.g. based on interested users. So far, however, we have succeeded in all cases, either with the help of funding from foundations or the commitment of paying course participants.

Conventional textbooks and handbooks are turning more and more into animated e-books, and the boundaries between textbooks and e-learning programs become increasingly blurred. More and more frequently, university teachers are thus confronted with didactical challenges when using new media in teaching. Many doctoral students and all postdocs at the Department of Child and Adolescent Psychiatry/Psychotherapy not only got to know these novel methods theoretically in the course of the Baden-Württemberg certificate of teaching but have been able to contribute actively to the development and design of these programs. There is also a kind of transfer taking place when didactical knowledge is applied specifically to clinical problems and knowledge contents of our field. In many countries the dissemination of scientific findings is already also a subject of research, more than it is Germany. As part of the dissemination project CANMANAGE funded by the BMBF, we organized a workshop on international dissemination research in the field of trauma and child
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protection at the Villa Eberhardt in Ulm on March 3-4, 2016. The workshop’s intention was to present and discuss models of dissemination as well as networking and consolidation possibilities.

Thanks to the continuous funding over several years of the German Research Foundation (DFG) we were able to develop another important instrument for international knowledge transfer and communication: Together with colleagues from all over the world we founded in Ulm the first online journal in the field, the journal “Child and Adolescent Psychiatry and Mental Health“ - CAPMH (capmh.com). In the meantime this journal has become the official journal of the International Association for Child and Adolescent Psychiatry and Allied Professions – IACAPAP (iacapap.org) and plays a vital role in the exchange among experts in the field of mental health of children and adolescents worldwide. The European Association for Forensic Child and Adolescent Psychiatry, Psychology and other involved Professions – EFCAP (efcap.org) has also made CAPMH to its official journal. This is because open access leads to a significant improvement of interdisciplinary exchange, e.g. in the area of juvenile justice, since journals of medicine or psychology are usually not available and accessible at law libraries. Therefore, the journal is the project with the strongest international impact.

When publishing such a journal it becomes evident how strongly access to knowledge, knowledge dissemination and opportunities to publish depend on local conditions and funding opportunities. We would like to see German development policy offering stronger support to those initiatives that enable authors from so-called low-income countries to take part in international knowledge exchange.

Never before has the BMBF funded so many scientific projects and networks in the field of child and adolescent mental health or in reference to Adverse Childhood Experiences (ACE). Not every talented scientist is, however, good at presenting her or his findings to the public or to practitioners in an understandable manner, especially when presenting findings on sensitive issues like child protection. In view of that, these skills have to be actively exercised and practiced. We were therefore particularly pleased that the BMBF funded a media workshop for young scientists on the occasion of the 35th congress of the German Society for Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy (DGKJP) on March 22-25, 2017.

Knowledge transfer is not a one-way road. Thus, the participation of survivors, in the sense of “Citizen Science“, was the subject of the contact point of the first Independent
Commissioner for Child Sexual Abuse Issues (Unabhängiger Beauftragter zur Aufarbeitung des sexuellen Missbrauchs, UBSKM), Dr. Christine Bergmann, who we were able to help to install and to support in the course of an evaluation project. Due to the accompanying scientific research concerning the UBSKM’s help-line and the installation of the research helpline, we still have access to the reports of survivors. These reports are incorporated in research and dissemination activities. In cooperation with the SoFFI F (“Sozialwissenschaftliches Forschungsinstitut zu Geschlechterfragen”; socioscientific research institute for gender issues, soffi-f.de) and on behalf of the UBSKM we are currently complementing this area of knowledge transfer with a comprehensive, qualitative analysis of letters and e-mails of survivors.

A further project based on hotline technology allows us to offer direct knowledge transfer concerning individual cases. Since July 2017 the medical hotline on child protection (kinderschutzhotline.de) can be contacted by all health care professionals for cooperative counseling in cases of child protection.

New media, the internet as well as new technologies like the hotline technology have given us access to entirely novel tools for knowledge transfer and dissemination of knowledge. These new media and technologies offer great opportunities especially to a young university like the University of Ulm, which in 2017 was awarded to be the best young university in Germany and was ranked 8th of all young universities worldwide. Hierarchical orders have become relative, and also the academic world has become cross-linked and flat – „The world is flat.“ (Friedman 2005). Today, it does not really matter whether the editors of a journal of an international society of a medical field have great access to the Library of Congress. Active teams soon find many followers way beyond their local sphere of activity and this is a huge chance for disseminating knowledge and improving practical work. However, further development of activities in the area of the “Third Mission“ still require special attention and specific support to build up the necessary structures. Only then, we can succeed in developing and refining individual projects on specific topics and in offering them on a long-term basis. While funding agencies and foundations have shown a generous committment to these projects, we are still lacking concepts for a sustained structural funding in the area of knowledge transfer and dissemination. This could also be a new focus for philanthropic institutions ascertaining the sustainability of e-learning programs and knowledge data bases by endowments.
This overview systematically describes the field of “Knowledge Transfer, Dissemination, E-Learning“ at the Department of Child and Adolescent Psychiatry/Psychotherapy, which has grown during more than a decade, and will give hopefully interesting insights into our work in this field.

2. E-Learning

2.1 The Structure of the Project Team “Knowledge Transfer, Dissemination, E-Learning“

The project team “Knowledge Transfer, Dissemination, E-Learning“ has evolved from e-learning activities within the Early-Help courses in 2009. In 2010, it was formed as the project team on family, time policy and e-learning (“Familie, Zeitpolitik und E-Learning“) and was headed by Dr. Hubert Liebhardt until summer 2014. Now, the head of the group is Dr. Ulrike Hoffmann, who did her doctorate on emotional learning in e-learning within the BMBF-funded project on the online course prevention of child sexual abuse (“Online-Kurs Prävention von sexuellem Kindesmissbrauch“; Hoffmann 2016). The medical director of the department, Prof. Jörg M. Fegert, is the scientific coordinator of the project.

At the moment, the project team consists of six research fellows, in addition, a medical documentation specialists and a media designer belong to the team.

A well-established cooperation with two spin-offs of the University of Ulm, the company Soon-Systems GmbH (soon-systems.de), specializing in e-learning solutions and based in Ulm, as well as with the Dreiländerinstitut Jugend-Familie-Gesellschaft-Recht GmbH (3li.ch), guarantees the realization of these e-learning projects.

A general supplier contract still exists with the company Soon-Systems GmbH. Apart from this, Soon-Systems is the partner of a number of publically funded, semi-medial online study courses (among them the Master Online Program Advanced Oncology (University of Ulm), or the Master Online Program Palliative Care (University Medical Center Freiburg)). The company’s additional input to the projects is expertise in design and production of contents, server technology and hosting, technical and content-related support, implementation of software components and workshops on the software used.
For questions of content creation by specialists and experts from the German-speaking area, the Dreiländerinstitut Jugend-Familie-Gesellschaft-Recht GmbH was spun off after consultation with the Executive Board of Directors of the University Hospital Ulm on the occasion of taking on a major multi-annual project for the Federal Office of Justice in Switzerland in 2007. Furthermore, the institute is responsible for organizing continuing education for public authorities and for writing expert’s reports for various clients, in particular for medical institutions and also for youth institutions.

2.2 E-Learning Projects

The project team “Knowledge Transfer, Dissemination, E-Learning“ is currently in charge of nine e-learning projects that are at the stage of development, two projects are well established, further grant applications have been submitted. The following table 1 shows an overview of the projects.

<table>
<thead>
<tr>
<th>Project</th>
<th>Funding Period</th>
<th>Funding Institution</th>
</tr>
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<tbody>
<tr>
<td>Online Course “Early Help and Preventive Interventions for Child Protection” (continued on a permanent basis by the Family Larsson-Rosenquist Foundation, formerly by UBS Optimus Foundation)</td>
<td>04/2009-12/2013</td>
<td>Ministry of Social Affairs and Integration Baden-Württemberg</td>
</tr>
<tr>
<td>Online Course “Prevention of Child Sexual Abuse” (currently under revision)</td>
<td>07/2011-09/2014</td>
<td>Federal Ministry of Education and Research (BMBF)</td>
</tr>
<tr>
<td>E-Learning Curriculum “Prevention of Sexual Abuse of Children and Adolescents” for Pastoral Professions (continued by the Pontifical Gregorian University in Rome)</td>
<td>09/2012-12/2014</td>
<td>Pontifical Gregorian University, in Rome, Archdiocese Munich and Freising</td>
</tr>
<tr>
<td>Cooperative project ECQAT</td>
<td>10/2014-12/2019</td>
<td>Federal Ministry of Education and Research (BMBF)</td>
</tr>
<tr>
<td>Online Course “Child Protection in the Medical Field – a Basic Training for All Health Care Professionals“</td>
<td>06/2015-08/2019</td>
<td>Federal Ministry of Health (BMG)</td>
</tr>
</tbody>
</table>
The single projects are described below in regard to background, course of the project and its current state.

### 2.2.1 Online Course “Early Help and Preventive Interventions for Child Protection“

(Funding period: 04/2009-12/2013)

Web page: fruehehilfen-bw.de

The online course “Early Help and Preventive Interventions for Child Protection“ addresses all professionals working with infants and small children, e.g. in youth welfare, health care, early-learning initiatives, pregnancy counseling, and family courts. The course transfers theoretical and practical knowledge and comprehensive action competences in the field of early help and child protection. Theoretical topics include psychological development in early childhood, trauma and the consequences of trauma in the course of life, risk and protection factors and risk assessment, early help and early interventions in child protection and skills for communicating with parents. In addition, there are specific topics such as mental illnesses...
of parents, premature born or handicapped children as well as attachment or regulation disorders.

The course also transfers practical developmental psycho(patho)logical, communicative and structural know-how. Available are instruments for interaction diagnosis, training sessions for observing parent-child interactions, an overview of relevant developmental steps serving as an orientation for development assessment, video examples for successful communication with parents, as well as practical instruments for screening or assessing risks and resources and for the systematic assessment of dangerous situations. Altogether 20 case studies illustrate, from the point of view of various professionals, a large variety of contexts of early help and child protection.

So far, approximately 1,325 people have completed the course with a certificate.

As already described in the introduction, adaptions of the course for Switzerland and Austria, taking into account the national law, have been generated. These extensions and the extended free access were made possible thanks to the support of the UBS Optimus Foundation. Foundations play a special role here, since many other research funders primarily want to initiate the development and are less committed to making knowledge transfer programs sustainable. This special field of sustainable accessibility and continuous updating is, as already described in the introduction, currently still a great problem within the consolidation of these programs, even though they are in strong demand. We are therefore grateful that, following the support of the UBS Optimus Foundation, another Swiss foundation, the Family Larsson-Rosenquist Foundation, will continue to make this e-learning course accessible and add another very important topic to it. Thanks to the Foundation's commitment, specific contents on the effects and the importance of breastfeeding for establishing a relationship in early childhood are developed and included in the course. In particular, the promotion of breastfeeding in specific problem situations and the importance of breastfeeding counseling in the context of early help are to be addressed.
2.2.2 Online Course “Prevention of Child Sexual Abuse"

(Funding period: 07/2011-09/2014)

Web page: missbrauch.elearning-kinderschutz.de

After sexual abuse in institutions of the Catholic Church and reform education had become public in 2010, politics reacted to these cases and the ongoing media debate by establishing a round table on sexual abuse in the context of dependency and power in private and public institution and in families (“Runder Tisch sexueller Kindesmissbrauch in Abhängigkeits- und Machtverhältnissen in privaten und öffentlichen Einrichtungen und im familiären Bereich (RTKM)”). At this round table the sub-group III of the Federal Ministry of Education and Research (BMBF) demanded, apart from systematic research efforts to improve fundamental and translational knowledge, also a broad initiative for initial and advanced training. In the course of the surveys of the Independent Commissioner for Child Sexual Abuse Issues, Dr. Bergmann, it also became apparent that initial contact persons of children and adolescents are insufficiently qualified in regard to the prevention of sexual abuse and that there is a demand for complementing initial and advanced training in this respect (UBSKM, 2011). According to survivors, many of them had never had anyone to talk to about their experiences of sexual violence and could not find adequate help (Fegert et al. 2013, Rassenhofer et al. 2013).

Based on the experiences made when developing the online course “Early Help and Preventive Interventions in Child Protection“, we submitted a grant application for the development and evaluation of an online course “Prevention of Child Sexual Abuse“ at the Federal Ministry of Education and Research (BMBF) within the funding line “Digital Media in Vocational Training“ in May 2011. The application was successful allowing the project to start in July 2011. The target group for this online course were professionals in the medical-therapeutic and pedagogical field.

The course consists of 20 units in five modules with a workload of 60 hours. The learning materials include fundamental texts and texts on legal regulations, a training session with two prototypical case studies, reflections on the topic and videoclips. For these videoclips parts of the documentary “We’re Not the Only Ones“ (original title “Und wir sind nicht die Einzigen“) by director Christoph Röhl on the cases of sexual abuse at the Odenwaldschule were used. Interviews with adults who had been sexually abused in their childhood or youth
and with experts in the field of child protection (e.g. from youth welfare services or specialized counseling centers) complete the course. This material was put into short thematic clips.

The course was completed during the funding period by almost 2,000 people with a certificate. After the end of the funding phase, the course was offered by the School of Advanced Professional Studies at the University of Ulm (uni-ulm.de/einrichtungen/saps/) until January 2018. During this time, another 500 participants completed the course. In cooperation with the Ludwigsburg University of Education (Prof. Dr. Katrin Höhmann), 240 students of education are also taking part in the course within a blended-learning program. At the University of Ulm, the course is part of a blended-learning seminar on child protection and sexual abuse (“Kinderschutz und sexueller Missbrauch”) offered every semester for students of medicine and psychology (Head: Prof. Andreas Jud, Prof. Michael Kölch, until summer semester 2018 Prof. Paul L. Plener, from winter semester 2018/2019 on Prof. Miriam Rassenhofer).

The course is currently being updated by the team of authors and will therefore not be available until the end of 2018/beginning of 2019. Anyone interested in taking part in the course can register on the project website in a list of interested participants.

In cooperation with Springer-Verlag, the basic texts and texts on legal issues, the evaluation results and didactic materials for face-to-face training were published under the title “Sexueller Missbrauch von Kindern und Jugendlichen – ein Handbuch zur Prävention und Intervention für Fachkräfte im medizinischen, psychotherapeutischen und pädagogischen Bereich” (Sexual abuse of children and adolescents - a handbook on prevention and intervention for professionals in the medical, psychotherapeutic and pedagogical fields).
The course is also used for the development of the e-learning curriculum "Prevention of Sexual Abuse in Children and Adolescents" for pastoral professions (funding period: 09/2012-12/2014). The background of this project was the foundation of the Centre for Child Protection in Munich by the Pontifical Gregorian University in Rome (Prof. Dr. Pater Hans Zollner) in cooperation with the Archdiocese of Munich and Freising (Monsignore Klaus Peter Franzl) and the Department of Child and Adolescent Psychiatry/Psychotherapy at the University Hospital Ulm (Prof. Dr. Jörg M. Fegert).

The primary objective of this center was the development and implementation of a web-based prevention and intervention program on the prevention of sexual abuse specifically for the Catholic context. Based on the structure and learning materials of the online course "Prevention of Child Sexual Abuse", a specific e-learning curriculum, that meets the requirements of pastoral professions, was developed in German, English, Spanish and Italian. For all these four languages 29 learning units have been installed. Each unit includes interactive case studies, exercises, quizzes, textbook chapters and self-reflection assignments. As a test, courses were run in ten countries with altogether 715 participants.

It was cooperated with the following sites:

- Archdiocese Munich and Freising (Germany)
- Archdiocese Fermo (Italy)
- Archdiocese Tamale (Ghana)
- Diocese Malindi (Kenia)
- Archdiocese Cordoba (Argentina)
- Archdiocese Portoviejo (Ecuador)
- Jamshedpur Jesuits Province (India)
- Indonesian Jesuits Province (Indonesia)

The evaluation shows that employees of the catholic church found the e-learning curriculum helpful for acquiring skills and knowledge to deal with sexual abuse. Even though it was especially in developing countries challenging to get access to the internet, the e-learning curriculum was often the only possibility to really look into the subject of prevention of sexual abuse.
2.2.3 Cooperative Project ECQAT

(Funding period: 10/2014-12/2017)

Web page: ecqat.elearning-kinderschutz.de

At a panel discussion in the context of the launch event of the project “Online Course Prevention of Child Sexual Abuse“ on September 19, 2012 representatives of the German Medical Association and the Standing Conference of the Ministers of Education and Cultural Affairs emphasized that there is not only a strong demand for basic courses but also for specific specialization courses. A survey among the participants of the online course “Prevention of Child Sexual Abuse“ on the demand for further training offers showed the following key points of interest: the diagnostic-therapeutic area, conversation with children, adolescents and their (psychological) parents as well as the development of action guidelines.

Based on the positive results of the evaluation of the online course “Prevention of Child Sexual Abuse“ and the demand for further in-depth training offers, an application has been submitted for the cooperative project ECQAT on developing an in-depth e-learning curriculum for complementary qualification in trauma education in care, trauma therapy and the development of concepts of safety and security and the analysis of risk factors in institutions.

The project ECQAT aimed at generating and evaluating four online courses:

- Course I: Trauma Therapy (traumatherapie.elearning-kinderschutz.de)
- Course II: Trauma Education in Care (traumapaedagogik.elearning-kinderschutz.de)
- Course III: Concepts of Safety and Security of Children in Institutions – Organizing Processes Carefully and Participatorily (schutzkonzepte.elearning-kinderschutz.de)
- Course IV: Basic Knowledge of Child Protection in Institutions – an Online Course for Managers (leitung.elearning-kinderschutz.de)

Pedagogical and medical-therapeutic professionals are the target group of these courses. The courses on trauma therapy (“Traumatherapie“) and trauma education in care (“Traumapaedagogik“) are meant to enable them to offer better support to children and adolescents having experienced sexual abuse or other traumatic events. Anyone being responsible for the protection of children in institutions can learn to analyze potential risks
in institutions and to develop concepts of safety and security in the specific course on these concepts and on their careful and participatory organization ("Schutzkonzepte in Organisationen – Schutzprozesse partizipativ und achtsam gestalten"). The online course for managers on basic knowledge of child protection in institutions ("Leitungswissen Kinderschutz in Institutionen – ein Online-Kurs für Führungskräfte") has been specifically designed for the tasks of managers in the context of child protection. Managers in leading positions are to be enabled to actively shape the development of concepts of safety and security and to create a trauma-sensitive environment in the institutions (care facilities, schools or hospitals) they manage.

All these four courses have been certified by the State Medical Association Baden-Württemberg. By the end of 2017, more than 1,500 people had completed one of the four courses in three test cohorts.

Thanks to an extension of the project by the BMBF, the project will now enter a second project phase by the end of 2019. The aim in the extension phase is to test models of consolidation. For this purpose, a payment mechanism for a fee for course participation is implemented for individual and group registration in the courses and the offer of several courses as a package (e.g. "Concepts of Safety and Security" and "Course for Managers") is tested. Further evaluation of the learning materials and the development of face-to-face training concepts are also planned. Participation in the course has been possible again since June 2018.

In this project, too, the course content is also used for book publications. The course content of the courses "Concepts of Safety and Security of Children in Institutions – Organizing Processes Carefully and Participatorily“ and “Basic Knowledge of Child Protection in Institutions – an Online Course for Managers“ will be published.
For the book on protection against sexual violence and assaults in institutions – for management practice in health care, youth welfare and schools, all basic texts and texts on legal issues of the online course “Basic Knowledge of Child Protection in Institutions – an Online Course for Managers” have been revised and supplemented. In order to make practical material available, the practical application tasks from the online course were revised, supplemented by further exercises and suggestions and bundled into ten worksheets. The worksheets deal with the planning and implementation of various child protection measures, for example carrying out a risk analysis and drawing up an intervention plan in cases of suspicion. These are also available online for downloading. We have had good experiences in all of our online courses relating to the teaching of good practice with the inclusion of expert interviews in which specialists, in this case executives from various institutions and
management levels, report on specific topics from their day-to-day work. Technical developments in the book market now give us the opportunity to integrate these components of the online course into the book. Via an app, images from the book can be scanned and the accompanying film clips can be watched on a smartphone, for example.

2.2.4 Online Course “Child Protection in the Medical Field – a Basic Training for All Health Care Professionals“

(Funding period: 06/2015-08/2019)

Web page: grundkurs.elearning-kindenschutz.de

Child abuse is a relatively common phenomenon in Germany, and prevalence has not decreased in recent years (Witt et al. 2017). Derived from the frequencies, it must be assumed that all health professionals in paediatric and adolescent medicine and psychiatry will repeatedly come into contact with children and adolescents who have experienced abuse, neglect or sexual abuse. In addition, they are often the first point of contact after maltreatment experiences and therefore play an important role in institutional child protection. However, the World Health Organization (WHO) assumes that 90% of cases of maltreatment are not recognized in institutions such as hospitals or clinics (Sethi et al. 2013).

In recent years there have been some changes in the legal field in relation to child protection. The most important one for intervention in cases where the welfare of children is endangered was the introduction of the Federal Child Protection Act in 2012. The act established a procedure in cases of child welfare endangerment and it was codified that anyone subject to professional confidentiality is entitled to professional counseling by a so-called “Insoweit erfahrene Fachkraft“ (a specialist experienced in this respect). The evaluation of the Federal Child Protection Act in 2015 (Federal Government 2015) has, however, shown that many health professionals are not yet aware of these legal regulations and that the help of these experienced specialists is hardly used.

In the light of continuing education needs of health professionals on child protection topics, the development and evaluation of the online course “Child Protection in the Medical Field – a Basic Training for All Health Care Professionals“ is funded by the Federal Ministry of Health (BMG). The target group of this online course are physicians, licensed psychotherapists, nursing staff and co-therapists (e.g. occupational therapists).
The course has a modular structure and consists of theoretical and practical parts. In addition to transferring knowledge through basic and legal texts, particular emphasis is placed on case-based learning. In the practical part, ten case studies are presented which differ regarding form of child maltreatment, age and gender and focus on different professional groups (cases with medical, nursing and psychotherapeutic focus). Also available in this section are film clips on conversation techniques in a child protection case and other exercises on the subject. The workload of the course is 27 hours. A total of 701 people successfully completed the course in the two test cohorts. From January to June 2018 the course was once again revised and updated. Participation in the course has been possible again since July 2018.

2.2.5 Cooperative Project SHELTER
(Funding period: 09/2016-08/2019)
Web page: shelter.elearning-kinderschutz.de

In particular in 2015, the number of refugees coming to Germany rose rapidly, mainly due to the ongoing civil war in Syria. A large proportion of these refugees are children and adolescents. Many of them have had traumatic experiences during the armed conflicts at home and during migration and are as a consequence particularly susceptible to mental disorders. Medical-therapeutic and pedagogic professionals as well as volunteers working with refugee minors need therefore specific skills in order to ensure high-quality care for young refugees.

On this background, a grant application was submitted at the BMBF for developing three online courses that are important for the support of young refugees:

- **Posttraumatic Symptoms and Psychological Impairment in the Context of Persecution and Asylum – Basic Information for Helpers** (shelter-trauma.elearning-kinderschutz.de)
  
  Of this course two versions are offered: one for certified (trauma) therapists and one for professionals not working in trauma therapy and for volunteers.

- **Dealing With Dangerous Behavior Towards Self and Others in Refugee Minors** (shelter-notfall.elearning-kinderschutz.de)

- **Course III: Concepts for Safety and Security of Children in Institutions for Refugee Minors** (shelter-schutzkonzepte.elearning-kinderschutz.de)
The first test run with nearly 1,100 participants was completed in January 2018. During a revision phase the courses were subsequently revised. A second test run with a waiting list control group design started in July 2018.

2.2.6 Development of an Online Course “Intercultural Understanding, Cultural Sensitivity, Psychoeducation in the Interaction With Strained, Traumatized and Ill Refugee Children”

(Funding period: 10/2017-09/2019)

Web page: elearning-refugeekids-nrw.de

The project aims at developing and evaluating an online course on intercultural understanding, cultural sensitivity, psychoeducation in the interaction with strained, traumatized and ill refugee children (“Interkulturelles Verständnis, Kultursensibilität und Psychoedukation im Umgang mit belasteten, traumatisierten und kranken Flüchtlingskindern”. The course’s target group are health care and pedagogic professionals working in Nordrhein-Westfalen. The online course consists of ten units and a workload of approximately 15 hours. The course is been available since mid-May 2018.

2.2.7 Online Course “Sexual Abuse and Sexual Assault – Child Protection from the School’s Perspective”

(Funding period: 01/2018-12/2025)

Web page: Not yet available

Schools guarantee children and adolescents access to a potentially protective and supportive environment. However, they may not only be a shelter but also a place where sexual assaults take place. Teachers and other pedagogical professionals are, however, also among the preferred first contact persons for victims of sexual abuse.

In order to support educational staff in schools in dealing professionally with the issue of child sexual abuse, the Ministry of Education, Youth and Sports Baden-Württemberg is funding the development and evaluation of an online course “Sexueller Missbrauch und sexuelle Übergriffe – Kinderschutz aus Sicht der Schule” (sexual abuse and sexual assault - child protection from the school's perspective) as part of the initiative on schools against sexual violence (www.schule-gegen-sexuelle-gewalt.de) of the Independent Commissioner for
Child Sexual Abuse Issues (UBSKM). The aim of this online course is to offer a well-founded continuing education program on the subject of child sexual abuse and child protection in the context of school, based on latest scientific findings. The target group of the course are employees in schools, as well as school social work, school psychology and school administration in Baden-Württemberg.

The course will consist of five modules with a total of 18 learning units. There are three basic modules, two on sexual abuse and one on the development of protection concepts, as well as two in-depth modules. One of the in-depth modules deals with specific contexts of sexual abuse, such as assaults among children and adolescents. The second in-depth module offers specific knowledge for managers to implement child protection measures. Each module can also be studied and completed individually. The learning materials are currently being developed.

Participation in the course is expected to be possible from autumn 2018 on.

2.2.8 Project CCSchool – Improving Continuity of Care for Children and Adolescents With (or in Danger of) Psychological Impairment

(Funding period: 09/2017-09/2020)

Web page: ccschool.de

Within the CCSchool project, a new form of care is to be developed and tested that enables children and adolescents with (or in danger of) psychological impairment to undergo therapy in addition to attending school. The new care system aims at reducing part- or full-time inpatient treatment of children and adolescents due to mental disorders, at enhancing this group of patients’ participation in school and vocational training and at improving the quality of life of patients and their families.

At first, CCSchool will be offered at 20 cities and districts. At each site five to seven physicians and psychotherapists, who are responsible for treatment, and co-therapists (e.g. social workers or psychologists) will be recruited to treat approximately 1,800 patients taking part in CCSchool.

The care program consists of the following three components:

- Standardized diagnostics to identify the type of (impending) psychological impairment and to find therapeutic measures
- School-based therapeutic assessment by observing the child or adolescent at school
- School-based treatment like anti-stigma or anti-bullying training, skills training or good behavior games

Before treating children and adolescents according to the study, the therapists have to complete the online course „Schulbasierte Interventionen“ or “Schulbasierte Interventionen für CC-School-Therapeut*innen” (school-based interventions for CC-School therapists). The courses cover the procedures and components of the care program. The workload are 14 hours for those responsible for treatment and ten hours for CC-School therapists. Participation in the courses has been possible since February 2018.

2.2.9 Project “JAEL – Progress in Youth Welfare: Learning From Experience“

(Funding period: 10/2016-09/2021)

Web page: Not yet available

In Switzerland 1% of all children and adolescents live in socio-pedagogical communities. A large part of these young people is in need of pedagogical support in various aspects of life and has usually a history of outpatient and inpatient care. From 2007 until 2012 nearly 600 adolescents from more than 60 different socio-pedagogical institutions in various regions of Switzerland were examined within the model-test research project MAZ on clarification and target achievement ("Modellversuch Abklärung und Zielerreichung"; www.equals.ch/blog/modellversuch-zur-abklaerung-und-zielerreichung-in-stationaeren-massnahmen-maz). The results showed that the psychosocial stress levels of the children and adolescents were clearly above average.

Within the follow-up project JAEL these adolescents are now to be examined again. The study aims at finding out, which factors have a positive impact on the effect of inpatient socio-pedagogical measures and the transition into independence and which have a negative one. The positive and negative factors identified are translated into learning materials and made available in an online course. The course is designed to train professionals who work with children and adolescents in an inpatient context. It aims at communicating what professionals have to consider when planning support for adolescents showing risk factors and how factors that have a positive impact can be promoted.
The Department of Child and Adolescent Psychiatry/Psychotherapy Ulm will be in charge of the technical realization and the evaluation of the online course. Participation in the course is expected to be possible from mid-2019 on.

2.2.10 STAR - Self Injury: Treatment, Assessment, Recovery

(Funding period: 10/2017-09/2021)

Web page: star-projekt.de

Nonsuicidal self-injury disorder (NSSID), defined as the repeated and deliberate destruction of one's own body tissue without suicidal intent, is a major issue in adolescents' health care. Among German adolescents a lifetime prevalence of 35% was reported (Brunner et al. 2014). There is, however, little research on how to help adolescents who want to overcome NSSID. On this basis, the cooperative project STAR (Self-Injury: Treatment, Assessment, Recovery) aims at understanding the course of NSSID in adolescence better with a focus on the mechanisms that promote quitting or overcoming NSSID. The different components of the project will examine the neurobiological mechanisms underlying NSSID, diagnosis and predictability of NSSID, the relation between NSSID and suicidal tendencies, the effectivity of an online intervention for adolescents suffering from NSSID, and the dissemination of knowledge on NSSID among physicians and psychotherapists in primary care.

The latter goal will be realized within the project component STAR-TRAIN. In 2015 consensus-based clinical treatment guidelines for NSSID in childhood and adolescence were published (DGKJP 2015; Plener et al. 2016). In other medical fields it has been shown that knowledge on current treatment guidelines does often not find its way into clinical practice (Karbach et al. 2011). STAR-TRAIN will therefore examine to what extent the guidelines are known in practice and with the help of which material the contents of the guidelines can be transferred most effectively into clinical practice. The contents of the guideline are presented in three formats: an online course, a blended-learning concept (i.e. a combination of e-learning and face-to-face training) and a booklet. The different formats are then compared with each other in terms of dissemination effectiveness. A first test run will start in October 2018.
2.3 Didactic, Content-Related and Technical Realization of E-learning Programs

The definition of the learning objectives of the first e-learning project „Online Course Prevention of Child Sexual Abuse“ was based on the current state of research on sexual abuse of that time. The results of the accompanying research on the helpline of the Independent Commissioner for Child Sexual Abuse Issues (UBSKM, 2011), public reports (see Hoffmann 2011; Rose & Behnisch 2011), final survey reports on cases of abuse in various institutions (see Burgsmüller & Tilmann 2010; Raue 2010; Keupp et al. 2013) and the reports of survivors (e.g. Dehmers 2011) showed that people in the private or institutional environment of the victims often looked the other way and kept silent. It became therefore clear that developing a training program on child sexual abuse cannot only aim at transferring knowledge and action competence but also at sensitizing to the needs of victims in the sense of establishing a “culture of attentiveness” in regard to the needs of children and adolescents (Fegert 2013: 260). Thus, emotional learning along with knowledge and action competence were defined to be the learning objectives of the course. In the following, we worked on structuring the course and decided to divide the course into modules and learning units. This allows participants to study smaller units so they can cope with the course in addition to professional and family obligations. Figure 1 below shows a diagram of the modules of the online course „Prevention of Child Sexual Abuse“.

*Figure 1: Diagram of the modules of the online course “Prevention of Child Sexual Abuse“*
Since the evaluation showed positive results we used this kind of structure for most of the following courses, made, however, didactic adaptations the specific course topic required. In some courses it proved to be useful to color code course units according to their focus on either theory or practice or to use separate diagrams for the theoretical and the practical parts.

**Figure 2:** Diagram of the modules of the online course "Trauma Therapy" (green for theoretical learning units, yellow for practical units)

![Diagram of the modules of the online course "Trauma Therapy"](image)

**Figure 3:** Two separate diagrams of the modules of the online course "Child Protection in the Medical Field – a Basic Training for all Health Care Professionals" for the theoretical and the practical part

![Two separate diagrams of the modules of the online course](image)

The learning objectives defined for the online course “Prevention of Child Sexual Abuse“ were kept for all the other online courses on child protection we developed.

The learning units of the courses consist of the following learning material:
• Text-based material: text book extracts, texts on legal issues, summaries, material collections on the topic, reference lists

• Film material: Short video clips with experts on certain topics; in the online course “Prevention of Child Sexual Abuse“ additional interview sequences with persons who had experienced sexual abuse in childhood

• Exams on the contents of the learning units (a prerequisite for certification of the course by the Medical Association)

Furthermore, each course includes a glossary and guidance section for the course and help with technical issues.

The key element of each course is practical application or case management, which allow applying theoretical course contents in practical exercises. For this purpose, the so-called “Soon-Trainer“ developed by the company Soon-Systems is used. This application section is designed differently for each course in terms of visual presentation and structure. Figure 4 below shows an example.

*Figure 4: Overview of the case-management section of the online course on trauma therapy*
The application / case practice section uses different didactic elements, which are applied differently depending on the course. These elements are: working with case patients, video material, practical exercises and learning material which can be kept for practice.

a) Examples of working with case patients

With the aid of case patients, diagnostic and therapeutic methods are explained and practiced, and plans on how to proceed in a specific case are prepared in the courses.

Figure 5: Working with case patients within the online course “Trauma in the Context of Flight and Asylum – Trauma Therapy for Refugees”

Figure 6: Working with case patients within the online course on trauma therapy

b) Animations

In the online course “Dealing With Dangerous Behavior Towards Self and Others in Refugee Minors” we worked for the first time with an animation and used it for a task.

Figure 7: Animation in the online “Dealing With Dangerous Behavior Towards Self and Others in Refugee Minors” (Project SHELTER)

The creation of further and more extensive animations, also in the sense of a successive gamification, is planned.
c) Working with video material

Using video material, diagnostic and therapeutic measures are shown and explained. All actors who appear in these videos are amateur actors working in the medical-therapeutic field.

In this format, experts also report on their work and give specific advice for best practice. Topics such as dealing with stressful situations are also addressed.
c) Practical exercises

Practical exercises support the development of action competence. For example, they focus on the development of materials that practitioners can then use with their own clients or in their own facility.

A client- and an institution-related example of this type of exercise is shown below (figures 14 and 15).

Figure 11: Client-related exercise of the online course on trauma pedagogics

Figure 12: Institution-related exercise of the online course "Basic Knowledge of Child Protection in Institutions – an Online Course for Managers"

d) Material as teaching aids for course and practice

The application section is also aimed at providing course participants with materials for practical use in everyday working life. These are, for example, worksheets for therapeutic sessions, checklists/to-do lists for planning child protection measures, or ideas for improving communication skills.
Figure 13: Material for practical application of the online course on trauma therapy

Figure 14: To-Do List for a risk analysis of the online course “Basic Knowledge of Child Protection in Institutions – an Online Course for Managers”

Additional material like x-ray and CT images as well as photographies of injuries are offered in the online course “Child Protection in the Medical Field – a Basic Training for all Health Care Professionals” for the assessment of findings.
2.4 Communicating the E-learning Projects to the Public

2.4.1 Web Pages

Every project has its own project web page. In order to optimize consistency and recognition, we use for all our e-learning projects on child protection the domain “elearning-kinderschutz.de“. Furthermore, a consistent logo was designed for the e-learning projects on child protection (see figure 7), which is adapted in color and text to the specific project (see figure 18 as an example).

To present all the e-learning projects on child protection on one web page, the portal link “elearning-kinderschutz.de“ was installed.
As outlined above, each course can be reached via one central web page. Figure 20 below shows an example.

The management technology for the contents is either Moodle or the moodle-based “Soon-Community” of the company Soon-Systems. For case-based learning the so-called “Soon-Trainer”, developed by Soon-Systems, is used.
2.4.2 Project Events

In the course of learning projects we have organized a number of project events, two of which we will describe as examples.

Symposium on How to Actively Face Child Sexual Abuse

On the occasion of the official start of the first test course of the project "Online course Prevention of Child Sexual Abuse" we held under participation of the Federal Ministry of Education and Research (BMBF) the symposium “Sexuellem Kindesmissbrauch aktiv begegnen” at the Kaiserin Friedrich Foundation in Berlin on September 19, 2012.

Figure 21: Dr. Thomas Greiner (BMBF) and Prof. Jörg M. Fegert officially start the first test course of the project “Online Course Prevention of Child Sexual Abuse” by pressing the “red button”.

Apart from lectures, a panel discussion was held on how information on “Prevention of Child Sexual Abuse“ can reach as many professionals as possible.
Symposium on Active Child Protection & Continuing Education as Prevention Measure

On November 10, 2014 we held the symposium “Aktiver Kinderschutz – Prävention durch Weiterbildung“ on the occasion of the end of the project “Online Course Prevention of Child Sexual Abuse“ and the simultaneous start of the project “ECQAT“ at the Kaiserin Friedrich Foundation in Berlin. Besides lectures and a panel discussion, Dr. Gabriele Hausdorf (BMBF) and Herr Prof. Jörg M. Fegert handed over certificates to participants of the online course “Prevention of Child Sexual Abuse“.
At the end of the event the film “The Chosen Ones” (original title “Die Auserwählten”) of director and filmmaker Christoph Röhl on the cases of sexual abuse at the Odenwaldschule was presented. The audience had the chance to discuss the movie with the director after the film show.
2.5 Quality Assurance

2.5.1 Accompanying Evaluation

The development of all online courses is accompanied by research. The research design covers questions related to the topic of the respective course as well as questions related to the application of e-learning. There are general cross-course as well as course-specific questions.

**General cross-course questions (examples)**

- Satisfaction with the design of the website and the course
- Satisfaction with the structure of the course as well as the quality and content of the learning materials
- Assessment of user-friendliness
- Reasons for dropping out of the course
- Willingness to pay for course participation

**Course-specific questions (examples)**

- Assessment of the effectiveness of the course: knowledge, competences, self-efficacy
- Requests for further / in-depth learning contents
- Practical application of learned methods (e.g. working with trauma-therapeutic methods, developing protection concepts)

As the project "Online Course Prevention of Child Sexual Abuse" was the first project on a very sensitive child protection topic and we assumed that also survivors would participate, we specifically inquired about their own exposure and asked whether e-learning is an appropriate method to convey child protection issues. Within this course we also compared different learning settings (pure online learning, blended learning) in terms of competence development.

In the projects "Prevention of Child Sexual Abuse", ECOAT, SHELTER and "Child Protection in Medicine - a Basic Course for all Health Professions", we work with a waiting list control group design. In all these projects, there were or are two test cohorts. The accompanying research in the first test cohort focuses on the evaluation of the course and the improvement
of the learning platform and learning content. Based on the feedback from this first test cohort, the course is then revised during a revision phase. In the second test cohort, the effectiveness of the online course is tested by means of a knowledge test as part of the waiting list control group design.

Figure 25 below shows the course of the study.

*Figure 25: Course of the study with waiting list control group design*

Research Design

Cohort 1

Cohort 2

Cohort 3 = WCG of C2

WCG=Waiting List Control Group
T0=Baseline
T1=Test before starting course
T2=Test after finishing course

The accompanying research of the online courses "Prevention of Child Sexual Abuse", "Child Protection in Medicine - a Basic Course for all Health Professions" and the courses of the ECQAT and SHELTER projects shows that course participants are very satisfied with the courses and the learning materials offered. In all courses there was an increase in knowledge and skills. The by far most common reason for dropping out of courses was a lack of time in the professional context. For the other projects there are so far no evaluation results available.

### 2.5.2 Scientific Advisory Board

In all e-learning projects on topics of child protection, the project and the preparation of learning materials are accompanied by a scientific advisory board. The advisory board consists of experts on the respective topics of the course. Advisory board meetings are held once a year. The experts from the advisory board also support us with texts and expert interviews.
2.5.3 Certification

All online courses\(^1\), which have already been completed, have been submitted to the State Medical Association Baden-Württemberg for certification. The credits obtained are shown in Table 2 below.

\(\text{Table 2: Overview CME credits of the online-courses}\)

<table>
<thead>
<tr>
<th>Online Courses (as of July 2018)</th>
<th>CME credits</th>
<th>Workload in hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Help and Preventive Interventions for Child Protection</td>
<td>90</td>
<td>68</td>
</tr>
<tr>
<td>Prevention of Child Sexual Abuse</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>ECQAT – Trauma Therapy</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>ECQAT – Concepts of Safety and Security of Children in Institutions – Organizing Processes Carefully and Participatorily</td>
<td>46</td>
<td>35</td>
</tr>
<tr>
<td>ECQAT – Basic Knowledge of Child Protection in Institutions – an Online Course for Managers</td>
<td>45</td>
<td>34</td>
</tr>
<tr>
<td>ECQAT – Trauma Education in Care</td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td>Child Protection in Medicine – a Basic Course for all Health Professions</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>SHELTER – Dealing With Dangerous Behavior Towards Self and Others in Refugee Minors</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>SHELTER – Trauma in the Context of Persecution and Asylum – Trauma Therapy with Refugees</td>
<td>21</td>
<td>17</td>
</tr>
</tbody>
</table>

\(^1\) An exception is the course “Trauma in the Context of Persecution and Asylum - Challenges in Non-therapeutic Professions”: This was not submitted for certification because of the target group (non-approbated professionals and volunteers).
The courses have also been submitted as continuing education courses for teachers and occupational therapists and registered as continuing education courses for professional carers (www.regbp.de), provided that these occupational groups are the target groups of the respective course.

2.6 Synergies

In the previous sections (in particular chapter 2.4) we have described in detail how the online courses are structured and presented visually. The externally visible part, however, is only a small part of the total work in an online course. What is not visible but makes the program run smoothly is the entire planning and implementation of the technical processes and the user navigation.

Within the long-established cooperation with the company Soon-Systems, we have developed comprehensive structures and systematic workflows. This had initially tied up substantial resources but now leads to the fact that we can reuse once-formed structures for new courses and thus save capacities.

Such a structure is the administrator menu, which provides important bundled functions for the administration of the course and course participants. Figure 26 below shows an example from the online course "Basic Knowledge of Child Protection in Institutions – an Online Course for Managers".

<table>
<thead>
<tr>
<th>Online Courses (as of July 2018)</th>
<th>CME credits</th>
<th>Workload in hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHELTER – Concepts for Safety and Security of Children in Institutions for Refugee Minors</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>School-based Interventions (Project CCSchool)</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>
When new courses are created, the administrator menu is simply copied and, if necessary, adjusted or supplemented by new features.

In order to make the current completion status clearly visible for course participants, we have already developed an interactive graphic chart for the modules in the course of the project "Online Course Prevention of Sexual Child Abuse". This indicates participants by different colors which learning contents have already been completed. The module graphic chart was refined and adapted to follow-up projects. An example shows figure 27 below: Learning units that have already been successfully completed with an examination are darker in color. The exam result is to be seen as a percentage display.
As part of further developing the online courses we have established an automation of processes in many areas of the course, e.g. by sending automated mails to the course participants on their current status, the possibility to download an automatically generated certificate after completion of the course and by including the survey software LimeSurvey into Moodle in order to integrate online questionnaires.

Since the team members come from different professions, it was also essential to develop a “common language” when building up a structured cooperation with the technical support. Over time, a comprehensive mutual understanding of the work processes and needs developed in terms of planning (When are which work steps necessary and how much time do they take?) and preparation of materials (How do we need to prepare the material so that the technical support and the media designer can work with it?).

Another important element in generating synergies is the cooperation with the Dreiländerinstitut Jugend-Familie-Gesellschaft-Recht GmbH. It unites a large pool of experts who can be asked to provide us with learning material.
2.7 Consolidation of the Projects

Whenever we submitted an application, we already put a lot of thought into the consolidation of our projects. Our goal has always been to sustain the courses after finalizing the project, either free of charge funded by foundations or follow-up grant applications or by charging a participation fee. Both before the completion of the project "Online Course Prevention of Sexual Child Abuse" as well as in all courses of the joint project ECQAT, we installed a list for anyone interested in participating in order to collect interested parties at an early stage and to contact them as soon as a solution was found.

In the case of the project "Online Course Prevention of Child Sexual Abuse" it took one and a half years after the end of the project (October 2014 – April 2016) until we could renew and consolidate the offer. At the moment, the course is offered by the School of Advanced Professional Studies (SAPS), which is part of the university. Participants are charged a cost-covering participation fee of 120 Euros. The consequence of this long transition period was that only a small percentage of the originally 1,500 people on the list actually started the course directly after waiting for such a long time. Since April 2016 approximately 353 participants have enrolled in the course. Ninety-five additional students are taking part for a reduced participation fee of 60 Euros per person within a blended-learning program offered by the Ludwigsburg University of Education. A cooperation with Springer-Verlag allowed us to publish the evaluation results and didactic material for blended-learning courses as well as the essential contents in a book (Fegert et al. 2015). In order to avoid a long transitional period in the ECQAT follow-up project, we are trying to find other options for consolidation, such as transferring courses to professional associations or integrating courses into blended-learning programs.

The main obstacles to consolidation have been the establishment of an automated payment system as well as the administration of the courses. Professional associations feel unable to take on this additional task on their own and cannot provide start-up financing for the establishment of a payment system. In addition, a financial risk remains, since only fees paid by participants will cover the costs.

In the ECQAT project, we succeeded in obtaining follow-up funding. This will allow us to test the implementation of a payment module (see 2.2.3). The proof of the feasibility and financial
viability of the courses is to bring us a step closer towards the permanent establishment and consolidation of publicly funded e-learning programs. Due to the high demand and the willingness to pay stated in the evaluation, we assume that the continuation of the courses will be self-sustaining in the medium term.

Since the courses offered are to be re-used, Prof. Miriam Rassenhofer will develop initial and continuing education programs for the medical sector within her professorship. Some of these programs will be set up in a blended-learning format and will thus integrate the online courses. Here we can build on the experiences made with the seminar "Prevention of Child Sexual Abuse" (see Section 2.2.2), which already provides an established format.

3. Knowledge Transfer and Communication

In the following section the journal Child and Adolescent Psychiatry and Mental Health (CAPMH), the offer of the media workshop at the 35th DGKJP Congress in March 2017 in Ulm and the activities within the project #dazugehoeren are presented.

3.1 Journal Child and Adolescent Psychiatry and Mental Health (CAPMH)

On the initiative of Prof. Jörg M. Fegert, Dr. Benedetto Vitiello (Washington/Turin, then NIMH Bethesda, now University of Turin) and Prof. Lutz Goldbeck (Ulm) the journal CAPMH was put into service by the publisher BioMed Central in June 2007. At that time CAPMH was the first open access journal in the field of mental health of children and adolescents to be available online. As an innovative project the journal was funded by the German Research Foundation (DFG) from 2008 to 2013. In 2016, CAPMH achieved its first Thompson Reuters Impact Factor for the year 2015 (2.134), which is currently at 2.033.

As the official journal of the International Association for Child and Adolescent Psychiatry and Allied Professions (IACAPAP), CAPMH sees itself as a platform for the rapid dissemination of international research results. In particular, manuscripts from low-income countries are taken into account and financially supported. In cooperation with the European Association for Forensic Child and Adolescent Psychiatry, Psychology and other involved Professions (EFCAP), also forensic topics are highlighted by special thematic series in CAPMH. As an open access journal, CAPMH also offers easier access to the research results to other interested professional groups, such as criminologists or teachers.
Since the foundation of the journal, Prof. Dr. Jörg M. Fegert has been Editor-in-Chief, with Deputy Editors Dr. Benedetto Vitiello from Turin and Dr. Rebecca Brown from Ulm. Senior editors are Dr. Jacinta Tan from Swansea, Wales, and Dr. Lim Choon Guan from Singapore. The work is supported by the Associate Editors Prof. Dr. Ferdinand Keller from Ulm and Prof. Dr. Paul L. Plener from Vienna, Prof. Dr. Andres Martin from Yale University, USA, Dr. Takahiko Inagaki from Japan and Dr. Sharon Sung from Singapore. Through the cooperation with IACAPAP and EFCAP, the editorial work is supported by one liaison editor of each society (Prof. Dr. Olayinka Omigbodun from Ibadan, Nigeria and Dr. Cyril Boonmann from Basel). During DFG funding, the journal received editorial support from Managing Editors employed in Ulm. By BioMed Central’s switching to the System Editorial Manager, the editorial work was made a little easier, does, however, still need support. In recent years, support has been provided by the scientific staff, Astrid Wallenwein and Dr. Rebecca Brown. With the employment of two new staff members the editorial work is to be continued with more personnel in order to reduce the editors’ workload. They will be led by Dr. Rebecca Brown, who has been in charge of the journal since the beginning of 2016. In addition, the journal is supported by a Journal Development Editor (Sam Cruickshank) in London in questions of further development, organisation and presentation.

Whereas in 2016, 112 manuscripts were submitted and 48 were published, in 2017, 136 manuscripts were submitted and 67 were published. The current acceptance rate of publications is 49%, the average time from submission to a first decision is 39 days and the average time from submission to publication is 186 days.

3.2 Media Workshop at the 35th DGKJP Congress

As described in the introduction, on the occasion of the 35th Congress of the German Society for Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy in Ulm, the BMBF sponsored a media workshop for young researchers in order to better enable them not only to publish their results in high-quality journals, but also to present them to the public and in practice. In six 90-minute workshops the participants learned the basics of public relations, such as: How do I prepare myself for an interview? What are the special needs of the specialist media compared to the local newspaper? How do I make sensitive topics public? Practical
exercises for writing a press release were on the workshop agenda as well as exemplary work based on the participants' projects.

Vera Clemens (staff member of the project "Medical Child Protection Hotline"; Department of Child and Adolescent Psychiatry/Psychotherapy of the University Hospital Ulm and the DRK Hospitals Berlin) summed up: "The topics complemented each other very well. Most interesting and helpful I found the presentation of different target groups within the media landscape". Jan van Calker (staff member in the project on participation opportunities in residential institutions in the Free State of Bavaria, HAW Landshut) added: "I found it very useful not only to learn the theory but also to get practical instructions. I can apply that directly to my project."

Not only the participants gave a positive feedback to the workshop in the final get-together. Friederike Beck, public relations officer of the Independent Commissioner for Child Sexual Abuse Issues (UBSKM), said: "To me, it has been a great opportunity to train young academics on communication with the media. I really enjoyed it a lot and I hope that programs like this will be offered more often in the future. I would be delighted if other conferences followed the example of Ulm." In her workshop, she had addressed the communication of sensitive topics such as studies on sexual abuse. Particularly positive found the participants that a member of the UBSKM's Council of Victims and Survivors could be recruited as a co-coordinator at short notice.

The former public relations officer of the University of Ulm, Willi Baur, encouraged the participants to become active and to write their own press releases on their projects. "I am convinced that also the press offices of the universities or other institutions can benefit from programs like this, since the partners in research learn what matters in terms of media work". Heike Korzilius, the editor of the "Ärzteblatt" (the official journal of the German Medical Association), who had highlighted the needs of the trade media, subsequently praised the good cooperation of the speakers. As an example, she mentioned Carsten Schroeder (of the radio station "Deutschlandfunk"), who had opened the workshop focusing on interviews. Ulrike Sosalla, head of the Ulm-based newspaper "Südwest Presse", stressed the importance of the local media for media coverage of current projects. In addition, she described the editorial process of a daily newspaper and illustrated thus how journalists work.
3.3 #dazugehoeren

“Dazugehören” (belonging, partaking) was the motto of the 35th Congress of the German Society for Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy (DGKJP) which took place in Ulm from 22-25 March 2017. This motto was developed as part of a project at the Hans-Lebrecht-Schule, a special needs education and counseling center for students undergoing longer hospital treatments of the Department of Child and Adolescent Psychiatry/Psychotherapy Ulm, and highlights the great importance of participation and inclusion for mentally ill children and adolescents.

That is why we want to continue under this motto after the congress. In November 2017 the interdisciplinary society "Dazugehören e.V." was founded. Honorary and founding member is the former Federal Minister for Family Affairs and first Independent Commissioner for Child Sexual Abuse Issues (UBSKM) Dr. Christine Bergmann. The aim of the association is to improve the participation of children and adolescents with (or in danger of) psychological
impairment and other forms of disability, to generally improve the participation of children and adolescents from burdened or disadvantaged families and to promote integration and inclusion. The association will engage in public relations work and support research and other activities against discrimination, stigmatization and bullying, exclusion and group-related misanthropy, especially among children and adolescents.

Furthermore, we aim at establishing an open-access online journal to inform professionals and volunteers working with children and adolescents about child protection issues. The magazine will publish expert articles as well as other formats such as reports and interviews. The intention of the magazine, in addition to advanced training on child protection, is to provide general information on the consequences of early traumatization and psychological stress in childhood and adolescence, to reduce stigmatization, to develop prevention approaches, to support victims and survivors and to promote integration and inclusion through networked, interdisciplinary expertise.

4. Knowledge Transfer via Online Counseling Services

4.1 The Accompanying Research for the Independent Commissioner for Child Sexual Abuse Issues

4.1.1 First Phase of the Accompanying Research

(Funding period: 05/2010-10/2011)

After numerous cases of abuse in church and pedagogical institutions had become known in the winter of 2010, the issue of sexual abuse attracted the attention of the general public for the first time. Politicians reacted quickly by setting up the Round Table and appointing the Independent Commissioner, Dr. Christine Bergmann, with the aim of dealing with past cases, improving the situation of victims and survivors and expanding and optimizing preventive measures. To this end, the two newly established bodies were to make recommendations to policymakers. In order to base the political follow-up process to a large extent on the participation of victims and survivors, the Independent Commissioner set up a contact point, to which victims and survivors as well as their families and environment could address political messages, wishes and experiences concerning sexual abuse. A project team of the Department of Child and Adolescent Psychiatry/Psychotherapy at the University Hospital
Ulm, headed by Prof. Dr. Jörg M. Fegert, was involved in the conception of the contact point as well as in the accompanying research and evaluation of the information documented at the contact point. Important research questions were whether the large-scale participation of victims and survivors in the political and social follow-up process could be successful within the framework of a complaint management system, and which professional, political and social consequences result from the documented experiences, testimonies and concerns. Figure 29 below shows a schematic representation of the concept of the contact point with accompanying research.

The results were published in several articles in German, English and French (e.g. Fegert et al. 2012, Fegert et al. 2013a, Rassenhofer et al. 2013, Rassenhofer et al. 2015b, Spröber et al. 2011). Some of the contributions mentioned above were brought together in a dissertation on participatory models of the process of dealing with the past in society and innovations in the therapeutic care of victims and survivors of sexual abuse (“Sexueller Missbrauch: Partizipative Modelle der gesellschaftlichen Aufarbeitung und Innovationen in der therapeutischen Versorgung Betroffener”, Rassenhofer 2016). Furthermore, the data collected at the contact point were presented in detail in a book (Fegert et al. 2013b). It turned out that the participation of victims and survivors in the process was both feasible and
meaningful. Nearly 5,000 victims and survivors have been reached and a unique collection of data on sexual abuse has been created with the help of a web-based survey grid, which documents the information gathered in the free conversation. The findings from this data expanded the knowledge about sexual abuse and provided the basis for the recommendations of the Independent Commissioner to policymakers and thus also for concrete political changes, such as the introduction of the Federal Child Protection Act in 2012. This example shows a form of Citizen Science with successful knowledge transfer from victims and survivors to science and politics as well as a feedback loop by communicating the results back to those affected.

4.1.2 Second Phase of the Accompanying Research

(Funding period: 01/2015-12/2018)

After the end of Dr. Bergmann's term of office as an Independent Commissioner, the accompanying research also ended. The contact point was, however, sustained also under Dr. Bergmann's successor, Johannes-Wilhelm Rörig, was over time converted into a consulting offer and renamed in “The Telephone Helpline Sexual Abuse”. From 2015 onwards, Johannes-Wilhelm Rörig, once again entrusted us with the accompanying research for the help line. In this new research program we added structured parts to the telephone call, in which the callers are interviewed on various aspects, and the use of the standardized questionnaire Childhood Trauma Questionnaire (CTQ). The aim of this new accompanying research, the main phase of which began in January 2016, is on the one hand the quality assurance of the telephone helpline and on the other hand the further participation of victims and survivors with knowledge transfer into research and thus continued knowledge gain on the subject of sexual abuse. Furthermore, the results and evaluations of the experiences of victims and survivors and their families are to back up the political work of the Independent Commissioner.

4.1.3 Letter Project: In-depth Qualitative Evaluation of the Letters to Dr. Bergmann

(Funding period feasibility study: 10/2017-09/2018)

During Dr. Bergmann's term as Independent Commissioner (from May 2010 until October 2011), she received approximately 900 letters and e-mails. These were only evaluated
quantitatively on certain aspects during the first phase of the accompanying research, which focused on the telephone contact point. We now intend to carry out an in-depth qualitative evaluation of these letters, which emerged in a particular temporal context following the so-called “abuse scandal” and the initiated process of dealing with the past.

A feasibility study is currently underway with the aim of reviewing the documents, drafting an ethics application, developing an evaluation strategy and preparing the data for analysis.

4.2 The Medical Child Protection Hotline

(Funding period 10/2016-08/2019)

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) is funding the development, implementation and evaluation of a medical child protection hotline from October 2016 to August 2019.

The results of the evaluation of the Federal Child Protection Act (Bundeskinderschutzgesetz, Federal Government 2015) showed that the health care system – in particular the occupational group of physicians – plays an important role in the system of institutional child protection. The health care system is particularly important when it comes to uncovering the needs and risks of infants and toddlers. On the other hand, however, it became clear from the evaluation that the implementation of the “Insoweit erfahrene Fachkraft“ (a specialist experienced in this respect) by the Federal Child Protection Act (Bundeskinderschutzgesetz) makes sense as an option for counseling in child protection cases but has not established itself in the medical field.

As a result, it seemed to be particularly important to create a counseling service working with child protection specialists with specific experience in the medical field. Following the evaluation, Prof. Dr. Jörg M. Fegert was invited by the CDU parliamentary group in the Bundestag to outline the possibilities for an improved counseling service for medical specialists in child protection cases. This is when he presented the idea of a medical child protection hotline. In the following, funds were made available across party lines for the project and it was decided that it is organized within the BMFSFJ.
The medical child protection hotline is designed as a collegial counseling service for physicians and other health care professionals, which can be called upon free of charge 24 hours a day, seven days a week, in case of suspected cases of danger to the welfare of children in medical emergencies and acute situations in hospitals and practices. Just like the callers, the counsellors are health care professionals, who speak the same language and know the basic conditions in medicine. At the same time, however, the counselors have also undergone systematic training to become specialists experienced in this respect ("Insoweit erfahrene Fachkraft"), as introduced in the system of youth welfare, and can therefore provide a translation and mediation service between the system logics. Around the clock, triple-staffed medical specialists in paediatrics, child and adolescent psychiatry and psychotherapy as well as in forensic medicine are on call.
The Medical Child Protection Hotline can provide advice on medical questions such as the classification of findings, but also information on how to proceed in a specific case in accordance with the legal requirements of §4 KKG (the law for cooperation and information in child protection). Advice provided by the Medical Child Protection Hotline can be regarded as preliminary clarification even before a specialist experienced in this respect can be called in at any time. The counselors also point out existing local offers and structures for child protection.

Figure 32: Media coverage of the project “Medical Child Protection Hotline”

From July 2017 (nationwide start of the hotline) until the end of May 2018, a total of 547 calls were documented.

Professional background of callers:

- approx. 50% physicians, approx. 25% licensed therapists, approx. 25% other medical professions, e.g. nursing and emergency services or health care professions

Setting of the calls:

- approx. 50% residents, approx. 31% hospitals, approx. 6% clinics, approx. 13% other settings (e.g. public health departments)

Most common fields of the callers:
approx. 35% pediatrics, approx. 28% child and adolescent psychiatry, approx. 13% adult psychiatry

Suspected form of child welfare endangerment:

- approx. 42% physical maltreatment, approx. 40% sexual abuse, approx. 35% neglect,
  approx. 15% emotional maltreatment (multiple responses allowed)

Contents of consultation:

- Frequently: procedure in a specific case, reference to other child protection professionals, questions on confidentiality and on how to discuss suspicions of maltreatment with parents
- Rarely: Discussion of medical findings

Three quarters of the callers stated that they had not yet had any contact with youth welfare in the specific case. Most callers were not aware of the legal entitlement to advice from an specialist experienced in this respect ("Insoweit erfahrene Fachkraft").

It has also been shown that many specific questions addressed to the Medical Child Protection Hotline can be prepared for continuing education programs in very different fields of work. Thus, a feedback loop is gradually emerging from practice into research with a transfer in both directions as requested by the project group on research of the Advisory Board of the Independent Commissioner on Sexual Child Abuse Issues (UBSKM 2016).

5. Outlook

The current coalition agreement between the CDU, CSU and SPD for the 19th legislative period makes it clear that the supply of digital media is regarded to be future-oriented. The general statement in the coalition agreement is also programmatic for our work: "People of all ages and in all circumstances must have the opportunity to participate in digital change, to use digital media for personal studies and education and to acquire media competence. We want to promote the development of attractive, low-threshold learning opportunities [...] and support quality assurance in digital continuing education through educational research."

(unofficial translation from German). One of our goals is therefore to develop further e-learning programs. A wide range of tasks have been identified in the coalition agreement in
the areas of "protection against violence", "health" and "family", and e-learning can play an important role in doing the job. The coalition agreement finally also expressly supports further training for judges, in particular at family courts. In the context of an initiative for education, research and digitization, especially for the interdisciplinary cooperation of the professional groups mentioned here, there is much to do to keep pace with the transformation process in the working environment and with increasing dynamics of changing quality requirements also in the psychosocial field.

In addition to the development of further courses, the aim is to find ways to integrate the already developed online courses more strongly into the continuing education landscape (e.g. through blended-learning projects, online courses with therapeutic learning topics such as trauma therapy as part of the so-called "freie Spitze" of psychotherapist training (a certain number of instruction hours that every institute is free to fill with content), etc.). We will also try to adapt our range of offers, e.g. to offer courses as a package. In the meantime, web-based portals in apps such as UDEMY offer individual courses and tutorials to a broad audience. Here it would be possible to place tutorials for volunteers in the psychosocial field in the future. Career portals such as LinkedIn also offer online courses and tutorials to their users. We have not yet entered this market but are in the process of exploring more closely whether our programs can, by introducing courses for paying participants, also be disseminated via other access channels than the traditional training providers and institutions.

The rapid development over the last ten years has been driven mainly by project development. In the future, questions of structural formation beyond individual projects will also have to be addressed. The Competence Center Child Abuse and Neglect (www.comcan.de), consolidated by the Ministry of Science, Research and the Arts (MWK) of Baden-Württemberg, is such a structure and also the Center for Trauma Research at the University of Ulm (www.uni-ulm.de/med/zentrum-fuer-traumaforschung-ulm), which was founded in 2015, provides us with an important structural framework and an interdisciplinary network for our activities. Within this center, we have assumed responsibility for the area of the so-called "Third Mission". Our goal is to carry out more dissemination research in the future with regard to successful prevention and interventions in the field of trauma.
In specialist literature, classical textbooks and manuals are increasingly becoming e-books, blurring the boundaries between traditional and online publishing. Textbooks as well as e-learning programs are more and more in need of continuous supervision and editing. Thanks to the positive supportive decisions of the board of the Medical Faculty of the University of Ulm, we were able to create funds from the performance-related allocation of funds in temporary positions for the establishment of a continuous editorial team. This has created structures for the professional development of the content of e-learning programs and the editing of our (e-)textbooks and journals.

Our goal for the coming years must be to secure the sustainability of our projects, especially through strategic partnerships. This includes cooperations within the university, as we have already practiced with the School of Advanced Professional Studies (SAPS), as well as with non-university institutions in education and training. For many areas of large hospital networks, e-learning is also an ideal way of creating common quality standards in the training of medical specialists. Increasingly, foundations are also showing a specific interest not only in project funding but also in establishing continuous structures for the transfer of knowledge. Here we are hoping for increased cooperation and funding in order to make sustainable use of possible synergies between the projects. We have, for example, been inspired by the exchange with the Dutch AUGEO Foundation, which distributes other e-learning formats in a similar subject area. The foundation provides institutions with the full range of its services, so that individual participants can put together their own individual "menu" in continuing education and training. Compared to the courses offered by AUGEO, some of which are very low-threshold, our self-contained courses come across quite university-like and academic. Nevertheless, due to the comprehensive range of theoretical information on the respective subject area, they have the advantage that they have been allocated a considerable number of credit points by the Medical Association of Baden-Württemberg within the CME (Continuing Medical Education) system and are thus highly attractive for the medical and psychotherapeutic sector. We would like to take this opportunity to express our sincere thanks to the responsible persons in the unit and the State Medical Association Baden-Württemberg as they have continuously examined our programs and have also given us the opportunity to present our approach in their committees on several occasions in person. Over the years, an excellent cooperation has been established
also through personal discussions on site. Furthermore, the recognition by the Medical Association represents an important quality assurance for the participants since online programs and games are increasingly being used as a gateway to marketing activities.

The technical possibilities have developed enormously over the last ten years. Gamification – Using Game Elements in Serious Contexts (Stieglitz et al. 2017) – plays an increasingly important role. For many sensitive psychosocial questions, it is not possible to find immediately and intuitively application possibilities. Nonetheless, we want to explore the opportunities of technical development more deeply for these sensitive issues. As described in 2.3, we introduced first animation and gamification elements for casework in the SHELTER project. "Machine learning" could improve diagnostic processes based on feedback from participants, e.g. for syndroms such as developmental disorders and autism. At the same time, one has to observe closely when technology cannot replace the interaction with people, not only in online therapy but also in training programs. We would therefore like to remain in continuous exchange with the participants of our online courses. For the technical implementation of such elements, it is crucial for us to keep developing further through specific cooperations with the fields of engineering science and computer science.

Thanks to the diverse project funding, originally individual projects have in the past years developed into a field with its own structure and didactic and technical expertise. This again helps us with grant applications for specific projects and enables us to offer e-learning solutions in regard to knowledge transfer and sustainability as demanded in many grant applications. The exploration of the online services is also stimulating for our preventive and clinical research and supports interdisciplinary, supraregional cooperation. In the context of the Dreiländerinstitut has, for example, just arisen a virtual faculty of authors, who have contributed content to a number of very different programs with their specific expertise.

Finally, we would like to thank all our staff members in the individual projects and in the team "Knowledge transfer, Dissemination, E-Learning" for their strong and successful commitment. Special thanks go to the supporters of our programs (please find a list on the following page) and especially to our numerous participants, who enabled us to improve and to develop our courses with their valuable feedback.

Our sincere thanks go to the more than 10,000 victims and survivors of sexual abuse who gave us their permission to analyze their messages to the UBSKM contact point and the telephone
helpline. Without these personal testimonies we would not have been able to gain many important insights, e. g. about long-term consequences and the importance of support from health professionals or teachers, which we were able to pass on to experts in many programs and publications. We hope that this transfer of knowledge will serve prevention and will make sure that future victims receive faster more competent help.
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