



TRANSDISCIPLINARY LEARNING IN HEALTHCARE EDUCATION

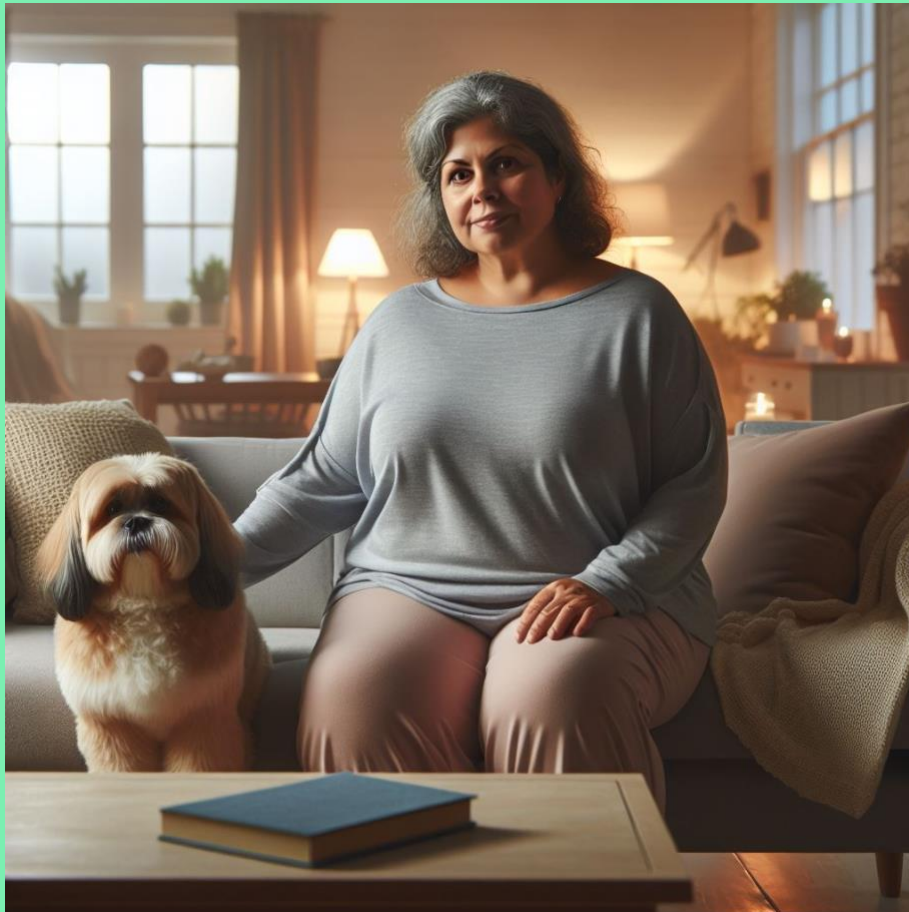
Nurse Assistant / Dietitian / Oral hygienist / Nurse

Duration: 9 hours

International teams

Maria – Challenge

(student version)



CHALLENGE

Start date: 20/05/2025
Finish date: 22/05/2025

Duration: 3h (Tuesday)
4h (Wednesday)
2h (Thursday)

OBJECTIVES / LEARNING OUTCOMES

TECHNICAL SKILLS

ANATOMY AND PHYSIOLOGY

- Importance of knowledge related to the physiology of the functioning of the pancreas and glucose metabolism, as well as the influence of diet/nutrition/physical activity on the situation described
- To know the risk factors for high blood pressure, high cholesterol, diabetes and the interaction of these diseases

TECHNICAL NURSING INTERVENTIONS

- Know normal blood glucose values to identify metabolic imbalance
- Recognize the signs and symptoms of hypoglycemia and hyperglycemia
- Reference values for blood pressure, cholesterol and diabetes
- Good knowledge of the use medications
- Good care and knowledge about health education in the context of healthy lifestyles

PSYCHOLOGY

- As a healthcare provider, it is important to have a basic understanding of the psychological impact of illness and personal changes in your daily life.
- As a healthcare professional it is important to know how to organize transdisciplinary care.

SOFT SKILLS

INDIVIDUAL SKILLS

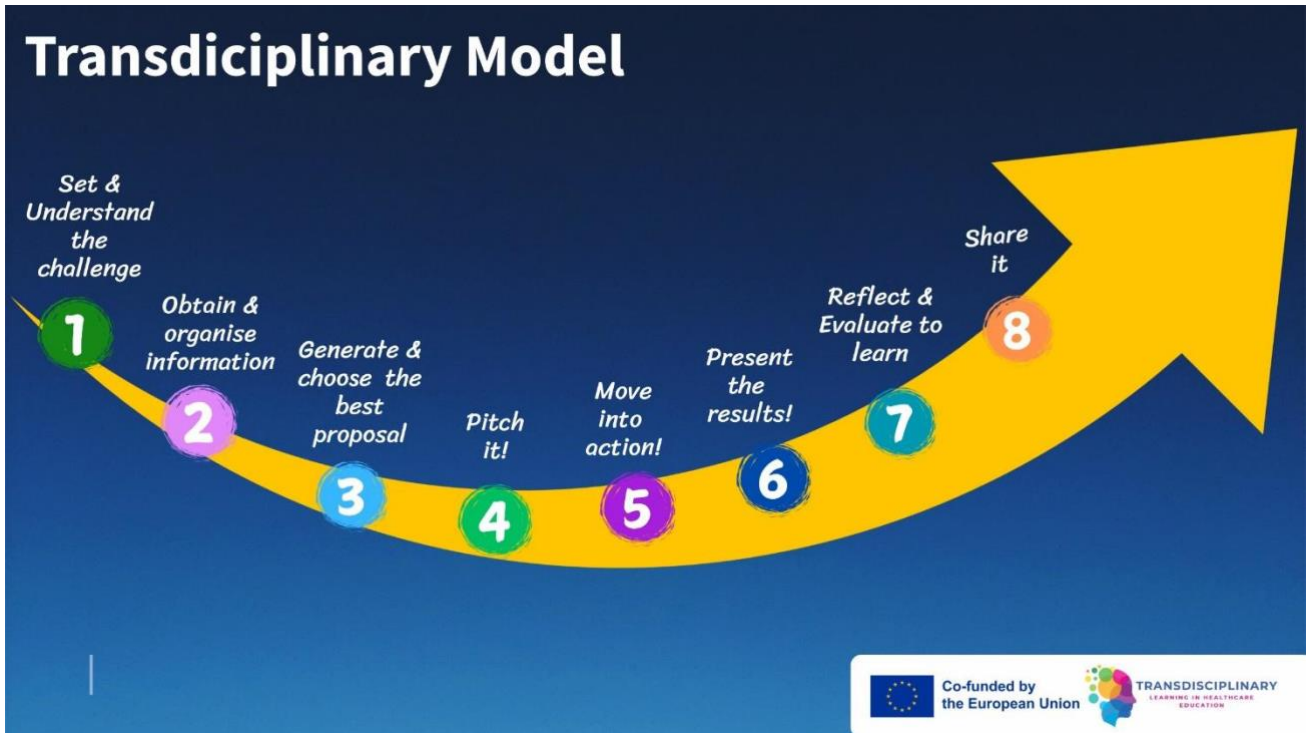
- Autonomy, involvement and problem solving skills

COMMUNICATION SKILLS

- Oral and written communication

COLLABORATIVE COMPETENCE

- Teamwork and leadership



1. SET & UNDERSTAND THE CHALLENGE (Wednesday)

Expected duration: 60' challenge+arrow explanation / 30' dividing groups

Maria misses her children and wants her former active lifestyle back.

Help Maria organizing getting her life back on track and re-establish contact with her children.

While helping Maria, think in a transdisciplinary way...

| RESULTS | |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| PRODUCT 1 | Make a list of all the problems Maria can face in her daily life |
| PRODUCT 2 | Find a solution for all the problems Maria can face in her daily life |
| PRODUCT 3 | Make a presentation that contains Maria her problems and your transdisciplinary solution |
| PRODUCT 4 | Make a short abstract about the technical AND the soft skills you learned about solving this challenge (integrate this in your presentation) |

2. OBTAIN & ORGANISE INFORMATION (Tuesday))

Expected duration: 45 minutes

- Read the case-study carefully
- Ask the supervisors for additional information if necessary
- Look up things that are unclear to you or that you do not understand (you can use a computer, ipad, phone or every other information source you find appropriate)

3. GENERATE & CHOOSE THE BEST PROPOSAL (Tuesday)

Expected duration: 45 minutes

- Think individually about how you will solve the challenge and what resources you will need to do so
- Decide in your group which is the best option to solve the challenge (you can combine several options if the group thinks this is the best option)
- Think about your pitch!

4. PITCH IT! (Wednesday)

Expected duration: 2 minutes per group / 20 minutes in total

- Explain in the international group how your group is going to solve the challenge, ideas,...
- Listen to the ideas of the other groups

5. MOVE INTO ACTION! (Wednesday)

Expected duration: 100 minutes

- Make a list of all the problems Maria can face
- Try to find a solution for these problems (think in a transdisciplinary way!)
- Make a presentation about your work and how you are going to help Maria

6. PRESENT THE RESULTS (Thursday)

Expected duration: 15 minutes per group / 90 minutes in total

- Present your groupwork to the international group

7. REFLECT & EVALUATE TO LEARN (Thursday)

Expected duration: 10 minutes per group / 5' change group / 30' general FB / \pm 120 minutes in total

- Receive feedback on your work and answer possible questions
- Reflect on your work

8. SHARE IT (Thursday)

Expected duration: xxxx

| PRODUCT RUBRIC | | | | |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| | 4 | 3 | 2 | 1 |
| TECHNICAL SKILLS | | | | |
| Understanding and Follow-up results (product 1-3) | Analysis is insightful, comprehensive, and demonstrates a deep understanding of patient perspectives and barriers to adherence | Analysis is accurate and informative, but may lack some depth or detail | Analysis is generally accurate but may contain minor errors or omissions | Analysis is incomplete or inaccurate, and does not adequately address the issue |
| Anatomy and Physiology | Anatomy and physiology of pancreas and knowledge of glucose metabolism is well known on a professional level (use of medical terminology) | Anatomy and physiology of pancreas and knowledge of glucose metabolism is sufficient at patient level | Anatomy and physiology of pancreas and knowledge of glucose metabolism is known but contains minor errors or omissions | Anatomy and physiology of pancreas and knowledge of glucose metabolism is insufficient or missing from the presentation |
| Technical nursing interventions | Knowledge of medication and healthy habits is sufficient and performed at professional level | Knowledge of medication and healthy habits is sufficient, max 1 minor error is made | Knowledge of medication and healthy habits is sufficient but contains multiple minor errors, guidance is necessary | Knowledge of medication and healthy habits is insufficient, sterility errors are made or missing from the presentation |
| Psychology | Knowledge of the psychological impact of illness and personal changes in your daily life and the transdisciplinary approach is consistently embedded through the presentation | Knowledge of the psychological impact of illness and personal changes on the daily life is sufficient and a transdisciplinary approach is used now and then | Minimal recognizing the psychological impact of illness and personal changes and a minimal transdisciplinary approach is used in the presentation | Minimal or not recognizing the psychological impact of illness and personal changes and not approaching the patient on a transdisciplinary way |
| SOFT SKILLS | | | | |
| Individual skills | Demonstrates initiative, works independently, meets deadlines consistently, consistently contributes valuable ideas | Works independently most of the time and follows guidelines, participates in team activities and sometimes suggests ideas | Requires occasional guidance to complete tasks but not always fulfill commitments | Requires constant support and assistance, demonstrates poor attendance, time management or respect for materials |
| Collaborative competence | Effectively manages conflicts, contributes positively to the team, and fosters a positive atmosphere | Collaborates well with the team and contributes to a positive environment | Collaborates but may occasionally cause tension within the team | Does not collaborate and creates a negative team environment |
| Communication skills | Communicates clearly, confidently, and effectively, maintaining eye contact and adhering to time limits (oral and written) | Delivers clear and organized presentations but may have minor issues (oral and written) | Communicates basic ideas but struggles to express them clearly (oral and/or written) | Has difficulty communicating and disrespects others' opinions (oral and/or written) |

RESOURCES

Interesting links to solve the challenge:

<https://apdp.pt/> - Associação Protetora dos Diabéticos de Portugal

<https://sphta.org.pt/> - Sociedade Portuguesa de Hipertensão

<https://www.dgs.pt/programa-nacional-para-a-diabetes/materiais-de-divulgacao.aspx> - Direção Geral da Saúde - Documentos de suporte e divulgação

<https://app.seg-social.pt>

<https://www.acss.min-saude.pt/> - Administração Central do Sistema de Saúde

<https://alimentacaosaudavel.dgs.pt/> - Programa Nacional de Alimentação saudável

TIMING

| Tuesday 20/05/2025 | | | Wednesday 21/05/2025 | | Thursday 22/05/2025 | | |
|--------------------------------------------|-------------------------------------------------|-------------------------------------|----------------------------|-------------------|-------------------------------|------------------------------------------------------------------------------------------|----------|
| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 |
| Set & understand the challenge | Obtain & organise information | Generate & choose the best proposal | Pitch it! | Move into action! | Present the results! | Reflect & Evaluate to learn | Share it |
| Time per step | | | | | | | |
| 60' challenge+arrow 30' dividing groups | 45' Case study + questions + collect info | 45' | 2'/group 20' total time | 100' | 15'/group = 90' total time | 10'/group 5' change group = 15'/group 30' general FB = 120' total time | |

30 minutes available to be flexible with time



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