



TRANSDISCIPLINARY LEARNING IN HEALTHCARE EDUCATION

Nurse Assistant

Duration: 20XX/03/06 - 20XX/03/28

Organisation: 4-person teams

CHALLENGE

Ane Uriarte



"Behind every symptom, there's a life."

CHALLENGE

Start date: 20XX/03/06
Finish date: 20XX/03/28

Duration: 20 hours

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OBJECTIVES / LEARNING OUTCOMES

TECHNICAL SKILLS

- Knowledge of the nursing process
- Knowledge of pathophysiology of the circulatory system, especially arterial hypertension and cardiac arrest.
- Prevention of infectious diseases
- Technical nursing interventions:
 - Patient hygiene in the intensive care unit
 - Monitoring vital signs
 - Nutrition procedures
- Psychology of middle age patient

SOFT SKILLS

- Autonomy
- Involvement
- Team work
- Oral communication

The Arrow Model - A learning model for transdisciplinary activities



1. SET & UNDERSTAND THE CHALLENGE

Expected duration: 1 hour

Ane was admitted to the Emergency Room (ER) with heart attack symptoms and very high anxiety levels. Her condition is currently complicated.

Consider Ane's current situation and identify all the problems she faces (from a holistic view). After analyzing them, present a transdisciplinary proposal to address this situation.

RESULTS	
PRODUCT 1	Elaborate a list of nursing diagnoses for Ms. Ane Uriarte's clinical case using the NANDA International (NANDA), Nursing Interventions Classification (NIC), and Nursing Outcomes Classification (NOC) frameworks, we will align each diagnosis with appropriate interventions and expected outcomes.
PRODUCT 2	Elaborate a list of Nursing Interventions Classification (NIC), and Nursing Outcomes Classification (NOC) frameworks, we will align each diagnosis with appropriate interventions and expected outcomes.
PRODUCT 3	Make a presentation that contains Ane's problems and your transdisciplinary solution.

2. OBTAIN & ORGANISE INFORMATION

Expected duration: 2 hours

- Read the case-study carefully.
- Ask the teachers 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

Expected duration: 2 hours

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

4. PITCH IT!

Expected duration: 30 minutes

- Explain how your team is going to solve the challenge, ideas, etc.
- Listen to the ideas of the other teams.

5. MOVE INTO ACTION!

Expected duration: 10 hours

- Make a list of all the problems Ane 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 Ane.

6. PRESENT THE RESULTS

Expected duration: 2 hours (20 minutes per group)

- Present your work to the rest of the class and the teaching team.

7. REFLECT & EVALUATE TO LEARN

Expected duration: 30 minutes + 2 hour

Each student will evaluate his/her own work and the work of all the partners of the team (they will evaluate soft skills).

Teachers will evaluate technical and soft skills.

When the whole process is complete, students will receive feedback on their work and answer possible questions.

8. SHARE IT

In this step, we will use social media to share our students' work with all the members of our community.

PRODUCT RUBRIC – TECHNICAL SKILLS				
	4	3	2	1
Knowledge of the nursing process	The nursing process has been described very well. It is perfectly adapted to the patient's needs	The nursing process has been well chosen and described. It is well adapted to the patient's needs.	The description of the nursing process is appropriate, although there were occasional errors.	The description of the nursing process is not appropriate. The patient's needs are not well understood.
Knowledge of pathophysiology of the circulatory system, especially arterial hypertension and cardiac arrest	Excellent description and understanding of the pathological condition of the patient.	Very good description and understanding of the pathological condition of the patient.	The description of the pathological condition of the patient is appropriate, although there were occasional errors.	The description of the pathological condition of the patient is not appropriate. The patient's needs are not well understood.
Infectious diseases prevention at hospital.	Excellent care for patient and procedural hygiene has been taken into account when describing procedures and situations.	When describing procedures and situations, careful attention has been paid to patient and procedural hygiene.	When describing procedures and situations, care has been taken to ensure patient and procedural hygiene, although there may be occasional errors.	When describing procedures and situations, care for patient and procedural hygiene has not been adequately taken into account.
Technical nursing interventions	The care and techniques have been chosen and described very well. They are perfectly adapted to the patient's needs	The care and techniques have been chosen and described very well. They are perfectly adapted to the patient's needs	The care and techniques have been chosen and described very well. They are perfectly adapted to the patient's needs	The care and techniques have been chosen and described very well. They are perfectly adapted to the patient's needs
Psychology of middle age patient	The role of the chronically ill and middle-aged patient has been excellently understood and explained, and specific communication and support techniques have been applied to this type of patient.	The role of the chronically ill and middle-aged patient has been clearly understood and explained, and specific communication and support techniques have been applied to this type of patient.	There are very few explanations and/or very little communication and support	There is very very poor communication. There is a lack of explanation about the role of the chronic patient, and support techniques are not correct.

SOFT SKILLS				
Autonomy	In the face of unforeseen situations, they show a spirit of improvement and have the resources and ability to find solutions on their own.	Performs tasks autonomously and within the established deadline. Participate in group activities and make a contribution.	You can develop activities following the guidance of the teacher or classmates. Participates in group activities and has appropriate behaviour.	Needs constant help from the teacher or classmates for any type of activity. Does not comply with different commitments, punctuality and use of time.
Involvement	Involved in the coordination and execution of the project, she/he serves as a reference for the group.	Involved in the project, actively collaborates in its development	Needs pressure from the group to carry out his/her tasks	Repeated absences, does not carry out tasks in collaboration with the group.
Teamwork	Actively participate and contribute to the work team. It provides the means for the team to move forward.	Actively participate and contribute to the working group.	It participates, performs tasks and aligns itself with the commitments made by the working group.	They participate in the task force without interest and sometimes do not share their commitments.
Oral Communication	They can express opinions and ideas in a brief, coherent, and clear manner. They are an active listener and are able to use appropriate vocabulary and terminology adapted to the cycle.	They are able to communicate in a brief, coherent and clear way, using the appropriate terminology and vocabulary adapted to the cycle.	They are able to communicate in a clean way, using adequate support and resources.	Sometimes they communicate in a confused and incoherent manner. Sometimes they cut the conversation disrespectfully.



RESOURCES

Different materials given by your teachers at class

Interesting links to solve the challenge:

<https://www.diagnosticosnanda.com/>

https://www.euskadi.eus/contenidos/informacion/vigilancia_protocolos/eu_def/adjuntos/Protocolo-de-Aislamientos-Eus.pdf

[Infarto agudo de miocardio y angina de pecho - Osasun Eskola](#)

[CÓDIGO INFARTO FOLLETITO.indd](#)

[Asociaciones de pacientes - Fundación Española del Corazón](#)

[Infarto de corazón y Fisioterapia en la rehabilitación cardiaca. Fases, objetivos y contraindicaciones. | FisiOnline](#)

[Dieta después del infarto - 2025 - Salud Plena](#)

https://www.osakidetza.euskadi.eus/contenidos/informacion/osapa_apoyo_cuidador/es_def/adjuntos/guia_basica_cuidados.pdf

[El ejercicio después del infarto - Fundación Española del Corazón](#)

[▷ Terapia familiar Solución eficaz para el estrés | PSICOLOGÍANOVA](#)

[Seguridad Social: Información Útil](#)

[¿Qué pasa emocionalmente en la menopausia? | Instituto de la Menopausia](#)

[Web de Deportes](#)

[Kultura - durango-udala.net](#)



TIMING

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Set and understand the challenge	Obtain and organise information
	Generate and choose the best proposal	Pitch it!	Move into action		
	Move into action				Present the results
	Reflect and evaluate to learn		Share it!		