



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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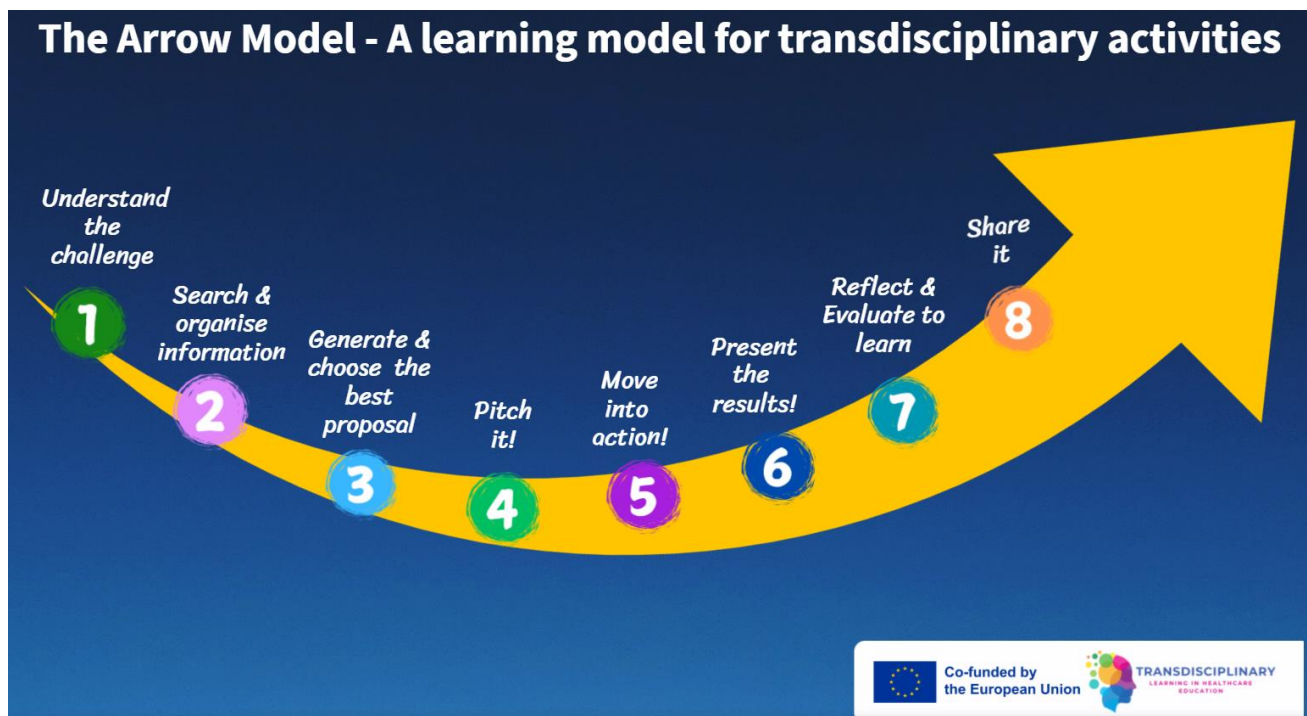
OBJECTIVES / LEARNING OUTCOMES

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



ACTIVATE THE TEAM

Expected duration: ?

In case it was needed, the Dynamic of colours could be used.

1. SET & UNDERSTAND THE CHALLENGE

Expected duration: 1 hour

Ane was admitted to the emergency room with heart attack symptoms and very high anxiety levels. Her condition is currently complicated.

Consider Ane's current situation and identify all the problems he 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. |

Make sure that the learners have understood what they have to do.

- Dynamic 1: Each person writes on 1 post-it what they have understood to do in the challenge (maximum 10 words).

2. OBTAIN & ORGANISE INFORMATION

Expected duration: 2 hours

In this section, students should come up with the knowledge needs they have in order to solve the challenge. To approach Ms. Ane Uriarte's clinical case from a transdisciplinary perspective using the Arrow model, they will have to analyze his condition through various dimensions: medical, nursing, psychological, and social.

They have to write questions that need to be answered in order to solve the challenge.

If students don't come up with any questions, teachers should guide them into making the right questions.

Examples:

- Medical Assessment

Current Diagnosis:

- Arrhythmia: Ms. Uriarte is currently being treated with Dabigatran but shows signs of cardiac arrest.
- Arterial Hypertension: Recent stressful situations may contribute to her current symptoms.

- Nursing Considerations

- Prevention of infectious diseases
- Monitoring
- Regular assessment of vital signs and fluid balance.
- Pain Management
- Nutrition
- Postural changes and mobilizations
- Wound care

- Mental Status:

- Ane shows a high level of anxiety due to her stressing life and her health condition. Psychological assessment will be necessary.
- Supportive Care: engage with a psychologist or social worker to provide emotional support and address potential anxiety regarding his illness and treatment.

- Social Considerations: family Involvement:

- Involve family members in care discussions to ensure they understand the complexities of Ms. Uriarte's condition and treatment plan.

- Discharge Planning:

- Begin discussions about post-hospital care needs, including potential rehabilitation services or home health care.

There will be different ways of obtaining that information such as: students find it themselves, teachers give lectures, there are external professionals who give masterclasses...

3. GENERATE & CHOOSE THE BEST PROPOSAL

Expected duration: 2 hours

Each student has to think about how he/she will solve the challenge and what resources he/she will use to do so.

In a small group of 3-4 people, students choose the best option to solve the challenge.

4. PITCH IT!

Expected duration: 30 minutes

Each team explains what they have decided to do, how they are going to approach the challenge and they listen to other people's ideas. Make it short: each team has **2 minutes** to explain the proposal.

A timer will be projected.

5. MOVE INTO ACTION!

Expected duration: 10 hours

The students will have to make a small draft of the steps they are going to take to solve the challenge, the resources they'll use, the ideas...

Students have to organise themselves to solve the challenge in an effective and efficient way.

6. PRESENT THE RESULTS

Expected duration: 2 hours (20 minutes per team)

Students present their results in front of the rest of the class. Each team will have 20 minutes to present.



7. REFLECT & EVALUATE TO LEARN

Expected duration: 30 minutes + 2 hours

Students and teachers receive feedback on the work done among national teams. Check out the rubric on the next page for more evaluation information.

8. SHARE IT

Students have to share some of the content of the challenge on their social media, blogs, school boards.

| PRODUCT RUBRIC – TECHNICAL SKILLS | | | | |
|--|---|--|--|---|
| | 4 | 3 | 2 | 1 |
| Knowledge of the nursing process | 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. |
| Pathophysiology of the circulatory system, especially hypertension and cardiac arrest. | Knowledge of pathophysiology of the circulatory system, especially 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 |
| Prevention of infectious diseases at hospital | Knowledge of prevention of infectious diseases 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. |
| Technical nursing interventions | 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 |
| Psychology of middle age patient | Psychology of middle age patient | The role of the chronically ill and middle age 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 age 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. |

| 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. |

MAKE-UP ACTIVITIES

What will the student have to do in case the challenge is not passed? Teachers should establish make-up activities in this section.

N/A in this challenge.

GENERAL ACTIVITIES to improve your work, applicable to everyone.

| Make-up activities RUBRIC | | | | |
|--|---|---|---|---|
| | 4 | 3 | 2 | 1 |
| TECHNICAL SKILLS | | | | |
| Understanding and Follow-up results (product 1-3) | <p>You have reached level 4. CONGRATULATIONS! Continue to repeat the materials regularly to keep your knowledge and skills up to date!</p> | Further dept or exploration of patient perspectives could enhance the analysis | Ensure to review all relevant patient factors to minimize omissions and errors | Further analysis and additional effort is needed to address missing perspectives |
| Knowledge of the nursing process | | Further dept knowledge of the nursing process will make your job excellent. | Review the concepts of the nursing process. | It is important to know the nursing process |
| Pathophysiology of the circulatory system | | Further dept knowledge of pathophysiology of the circulatory system will make your job excellent | Review the concepts of pathophysiology of the circulatory system to understand better patient's situation | It is important to know the pathophysiology of the circulatory system in order to understand the complexity of the situation of the patient |
| Knowledge of prevention of infectious diseases at hospital | | Further depth knowledge of prevention of infectious diseases at hospital will make your job excellent | Review the concepts of prevention of infectious diseases at hospital to understand better patient's situation | It is important to know the prevention of infectious diseases at hospital in order to understand the complexity of the situation of the patient |
| Technical nursing interventions | | More practice and feedback on protocol adherence will make your job excellent | Regular practice and feedback on protocol adherence can help reduce these errors | It is important to know the protocols of nursing interventions |
| Psychology of middle age patient | | More consistent use of a transdisciplinary approach will enhance patient care perspectives | A very more consistent use of a transdisciplinary approach will enhance patient care perspectives | It is important to acknowledge and integrate psychological factors for a more holistic care approach |
| SOFT SKILLS | | | | |
| Autonomy | <p>You have reached level 4. CONGRATULATIONS! Continue to repeat the materials regularly to keep your knowledge and skills up to date!</p> | You are able to perform tasks in an autonomous way although you can do better | You must increase autonomy when performing tasks | It is important to have autonomy when performing tasks. |
| Involvement | | More frequent contributions of ideas can improve initiative and team dynamics | Focus on building consistency in task completion and personal responsibility | attendance, time management needs improvement or respect for materials insufficient |

| | | | | |
|--------------------|---|---|--|--|
| Teamwork | | Proactively manage conflicts or challenges to further enhance the team's cohesion | Focus on conflict resolution strategies to minimize tension and improve teamwork | Improving communication and team engagement will foster a more positive working dynamic |
| Oral communication | You have reached level 4. CONGRATULATIONS! Continue to repeat the materials regularly to keep your knowledge and skills up to date! | Address any minor issues with structure or clarity to improve overall communication | Practice communication techniques to enhance clarity and precision | Focus on respectful dialogue and clear communication techniques to engage more effectively |

SPECIFIC ACTIVITIES to improve your work, activities on a personal level.

- ...
- ...

RESOURCES

Different materials given 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-Aislamiento-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. | FisisOnline](#)

[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! | | |

CLASS DIARY

Teachers should write a summary of what is done every session at the classroom.

| DATE | CARRIED OUT ACTIVITY |
|------|----------------------|
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ASSESSMENT OF THE CHALLENGE – AREAS FOR IMPROVEMENT

| | |
|----------------------|--|
| TIMING | |
| RESOURCES | |
| THE CHALLENGE | |
| TEACHING TEAM | |
| STUDENTS | |