



*TRANSDISCIPLINARY LEARNING IN HEALTH EDUCATION*

*Social and health care assistant*

**Duration:**

# Tristan - Palliation





## CHALLENGE

**Starting date:**  
**Finish:**

**Duration:** 6 hours incl. breaks

## OBJECTIVES/LEARNING OUTCOMES

### Technical skills

The student can apply knowledge about palliative care and terminal processes to be able to handle nursing and professional care for the citizen/patient and relatives in grief and crisis processes.

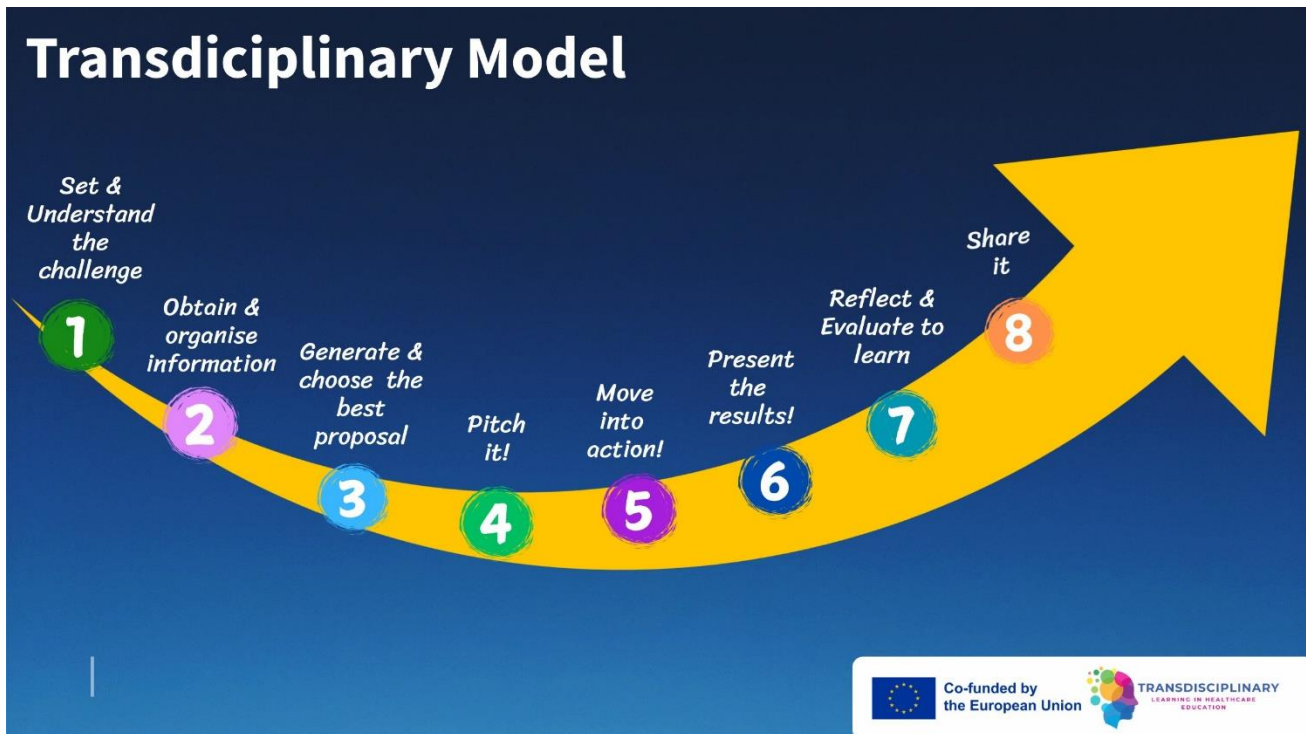
### Learning outcomes

- The student can contribute with their own professionalism, in collaboration with other professionals and relatives to support the citizen.
- The student can use professional communication adapted to the recipient and context.
- The student can identify challenges and needs of the citizen, to integrate solutions adapted to the citizen's needs.

### Soft skills

- Communication
- Active listening
- Collaboration
- Dialogue
- Coordination
- Critical thinking
- Problem solving
- Creativity
- Be able to enter a transdisciplinary collaboration.
- Be able to communicate professionally, considering the situation and the participants' prerequisites.





## 1. SET AND UNDERSTAND THE CHALLENGE

**Expected duration:** 30 min incl. group formation

*The case of Tristan Hermansen will be handed out separately, together with a list, of those who will participate in the coordinating meeting.*

- You are expected to acquire knowledge about basic palliative care and treatment for people with life-threatening and incurable diseases, as well as support for relatives, including applying knowledge to improve quality of life.
- That you know which legislation is relevant to the palliative care and which health and care tasks come with it.
- That you can apply knowledge, skills and attitudes about the early, late, and terminal/palliative phases to deal with various professional issues of a physical, mental, social and spiritual nature.



RESULTS	
<b>PRODUCT 1</b> (Individual)	Make a list of all the challenges you can see that exist at Tristan – use the nursing process and the sheet with the 12 Nursing problem areas – you can find it on ItsLearning.
<b>PRODUCT 2</b> (Individual)	Find possible solutions to the challenges you have found. Brainstorm ideas.
<b>PRODUCT 3</b> (Teams)	Make a pitch that includes facts about Tristan, his challenges, and the possible solutions.
<b>PRODUCT 4</b> (Teams)	Gather the necessary knowledge about all the different disciplines etc. that participate in the coordinating meeting and their contribution to such a meeting.
<b>PRODUCT 5</b> (Individual)	Evaluate own efforts and learning outcomes.

## 2. GET AND ORGANIZE INFORMATION

**Expected duration:** 30min

- Read the case carefully
- Ask your instructor for additional information, if needed.
- Think individually about how you want to solve the challenge and what resources are needed to do it.
- Post things that are unclear to you or that you don't understand.

## 3. GENERATE AND CHOOSE THE BEST PROPOSAL (in the team)

**Expected duration:** 2 min per team member + 5 min make a decision + 5 min low pitch = 20 min

- Present your individual thoughts to each other in the team.
- Decide in the team which solution is the best solution (you can combine several options if the team thinks it is the best solution)
- Think about what your pitch should contain!



#### 4. PITCH IT!

**Expected duration:** 2 minutes approx. per team / approx. 8 minutes in total.

- Pitch to the other teams in the class, how your team will solve the challenge, ideas,...
- Listen to the other teams' ideas

#### 5. MOVE INTO ACTION!

**Expected duration:** 110min

- Make a list of all the current and potential problems Tristan is facing.
- Try to find a solution to these problems (*think in a multidisciplinary way!*)
- Familiarize yourself with the different disciplines that participate in the meeting – See the list of participants, which is handed out together with the case.

#### 6. PRESENT THE RESULTS

**Expected duration:** 10 min prepare role + 20 min conference = 30 min

- Roles are assigned by lot.
- Descriptions are handed out for each role.
- Preparation of role.
- Holding a coordinating meeting in relation to palliative care in the citizen's own home.

The goal is to make a plan for Tristan, with his wishes in focus.

#### 7. REFLECT AND EVALUATE TO LEARN

**Expected duration:** 20 min + 1 min individually (13 min) = 33 min

- Debriefing.
- Receive feedback on your role based on the 3 C's; Concrete, Constructive and Loving.
- Reflect on your work.



## 8. SHARE IT / EVALUATE

**Expected duration:** 10min

- Completion of evaluation / questionnaire.

## RESOURCES

Interesting links to solve the challenge:

<https://www.helbredsprofilen.dk/hvad-kan-jeg-faa-hjaelp-til/presentation-af-faggrupper/hvad-er-et-palliativt-team>

<https://www.auh.dk/patientvejledninger/enhed-for-lindrende-behandling/smerter/>

<https://www.cancer.dk/>

<https://www.hospice-aarhus.dk/>

<https://app-palliation-i-praksis>

<https://www.rehpa.dk>

## TIMING

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Set and understand the challenge	Gather and organize information	Generate and choose the best proposal	Pitch it!	Go for it!	Present the results!	Reflect and evaluate to learn	Share it
<b>Time per step</b>							
30 min challenge+ar row30' division of groups	30 min Case Study + Questions + Information Collection	20 min	10 min total time 4 groups 2 min per group	110 min	40 min	30 min	10 min



**ASSESSING THE CHALLENGE - AREAS FOR IMPROVEMENT**

<b>TIMING</b>	
<b>RESOURCES</b>	
<b>THE CHALLENGE</b>	
<b>TEACHER (TEACHINGTEAM)</b>	
<b>STUDENTS</b>	