



Teacher template

- ✓ Talk with your pupils about the difference between working in teams versus groups.
 - Groups: Here you can divide work between you and finally gather it. This means that each individual group member becomes an "expert" on exactly the part that is being examined. This means that everyone in the group is dependent on everyone being present when, for example, there is a presentation, as everyone has a part of the whole.
 - Teams: Here, everyone must always be in possession of the same knowledge, and everyone must always know what the other members are interested in. This means that everyone in the team becomes an "expert" on everything that the task contains and can share that knowledge at any time, independently of the others in the team.
- ✓ Depending on how big the team is, additional place cards/name tags must be made with the text "observer"

- ✓ The students must have an oral explanation of what the "Arrow model" is and why they should work with it.
 - Described in a separate document that is only for teachers.
- ✓ The following must be printed and handed out in one copy per team:
 - The template with the structure of the modules.
 - Conference attendees list
- ✓ The following must be printed and handed out to everyone in the class
 - Case
- ✓ The following must be entered on ItsLearning
 - The data collection (and possibly the nursing process)
 - The explanation of the different forms of cooperation (homework)
- ✓ Write to the students that they must bring "Somatic Illness and Nursing" (both volumes) and "The Meeting with the Citizen"



TRANSDISCIPLINARY LEARNING IN HEALTHCARE EDUCATION

Social and health care assistant

Duration: Enter the number of hours and date

Write the team name

Tristan



Palliation

CHALLENGE



Starting date: Finish:	Duration: Write number of hours incl. breaks
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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, in order to integrate solutions adapted to the citizen's needs.

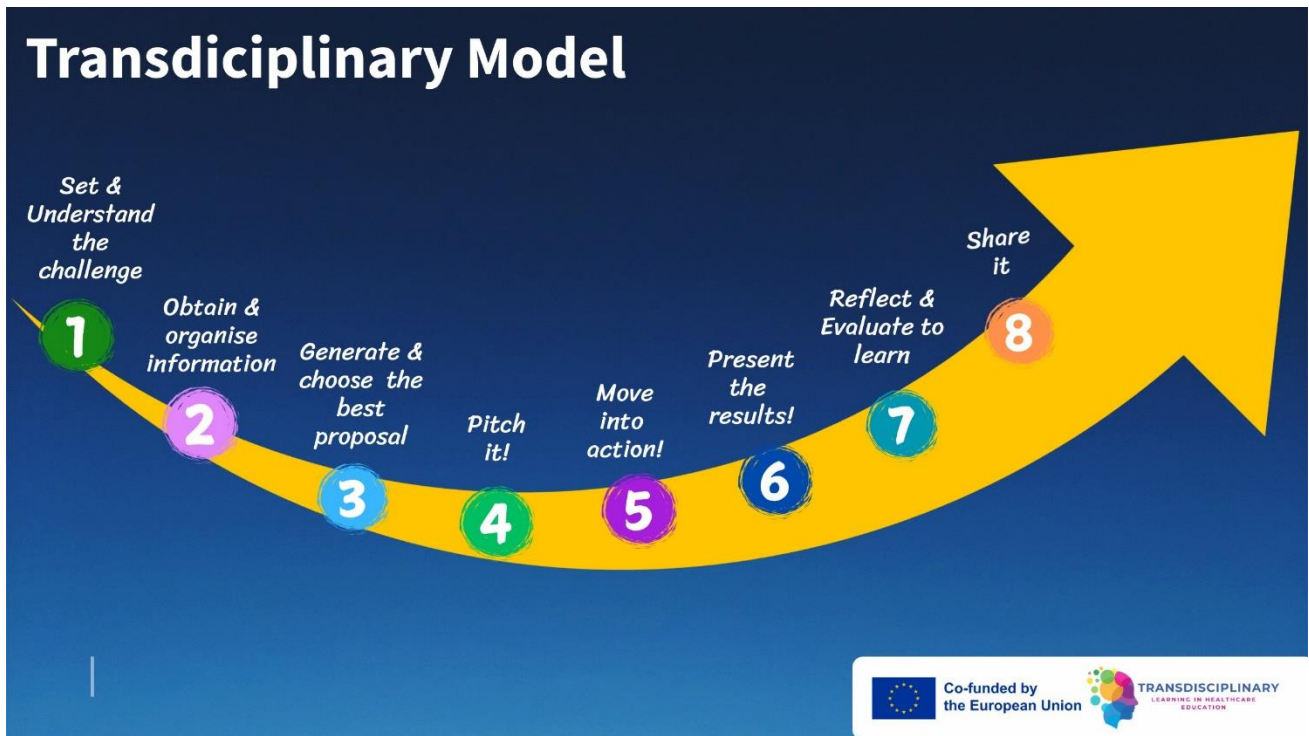
Soft skills

- Communication
- Active listening
- Collaboration
- Dialogue
- Coordination
- Critical thinking
- Problem solving
- Creativity

Competency objectives

- Be able to enter a transdisciplinary collaboration.
- Be able to communicate professionally, considering the situation and the participants' prerequisites.





Please note that it may be necessary to adjust the time to the different points, depending on the size of the class, to fit with a time consumption of two modules.

The time spent on the "conference" must not be changed and it is important to have time for the debriefing.

1. SET AND UNDERSTAND THE CHALLENGE

HELD BY A COORDINATING MEETING IN ONE'S OWN HOME, WITH TRISTAN AND HIS WISHES IN FOCUS.

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.

Remember to bring a challenge, case, participant list and medication list printed out.



- 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	
PRODUCT 1 (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. <i>(Before the lesson, the document with the 12 sickbed problem areas must be submitted to the students)</i>
PRODUCT 2 (Individual)	Find possible solutions to the challenges you have found. Brain storm ideas.
PRODUCT 3 (Teams)	Make a pitch that includes facts about Tristan, his challenges, and the possible solutions.
PRODUCT 4 (Teams)	Gather the necessary knowledge about all the different disciplines etc. that participate in the coordinating meeting and their contribution to such a meeting.
PRODUCT 5 (Individual)	Evaluate own efforts and learning outcomes.

2. OBTAIN 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

Expected duration: 2 min per team member to tell the others about their own considerations, 10 min choose a solution + plan pitch – 18/20 min

There must be a pitch for the whole class under point 4



Change the time to suit the size of the team/the number of groups

- 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.

Change the time to suit the size of the team/the number of teams

- 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 and think broadly!*)
- 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 drawing lots
- 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 of the coordinating meeting is to work transdisciplinarily, to follow Tristan's wishes and meet his needs in the final days.



7. REFLECT AND EVALUATE TO LEARN

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

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

The debriefing takes place in "The circle of trust", where the students sit in a circle.

Debriefing and evaluation are based on the 3 K's. (In Danish the words are with a K - Concrete, Constructive and Loving)

When talking about the conference, it talks about what the individual professional did, then what the nurse said and not what, for example, is what "Katrine" said.

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/>

TIMING



Time per step							
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
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

TIMING	
RESOURCES	
THE CHALLENGE	
TEACHER (TEACHINGTEAM)	
STUDENTS	



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