



Teacher template

- ✓ Talk to the students 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

Teamname: (Enter the name of the team)

Gerda Hansen - Hip Replacement





CHALLENGE

Start date: Start date
End date: End date

Duration: 6 hours incl. breaks (2 modules)

OBJECTIVES/LEARNING OUTCOMES

Learning outcomes

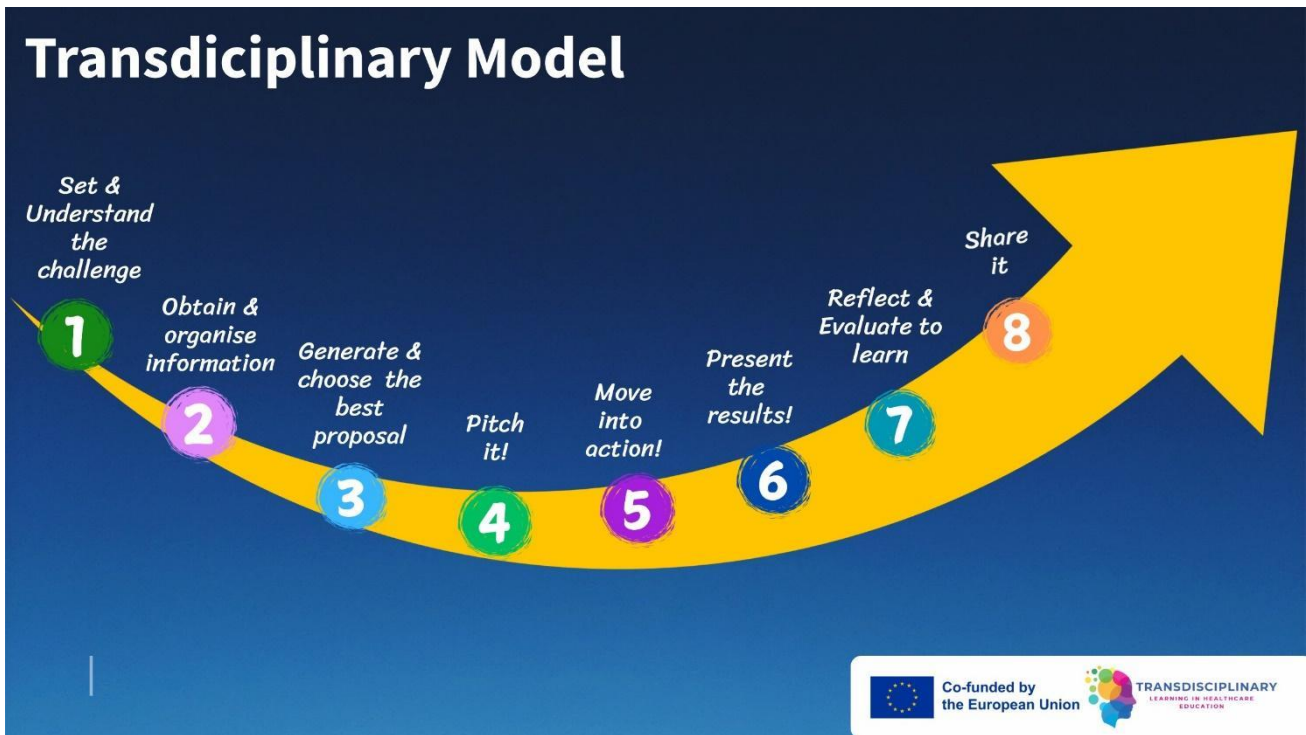
- The student can guide the patient in daily life, considering the hip regime.
- The student can contribute with their own professionalism in collaboration with other professionals and relatives to support the patient.
- The student can use professional communication adapted to the recipient and context.
- The student can identify development potential in the patient to integrate new solutions adapted to the patient's needs.

Soft skills

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

Technical skills

- Be able to guide the citizen in ADL, considering the restrictions in relation to hip alloplastic.
- Be able to enter a transdisciplinary collaboration.
- Be able to communicate professionally, considering the situation and the participants' prerequisites.
- Be able to identify development potential in the citizen, to be able to integrate new solutions adapted to the citizen's needs.



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" may not be changed.

It is important to have time for the debriefing.

1. SET AND UNDERSTAND THE CHALLENGE

HOLDING A PRINTING CONFERENCE WITH GERDA AND HER WISHES IN FOCUS

Expected duration: 30 min incl. group formation

The case of Gerda Hansen will be handed out separately, together with a list, of those participating in the printing conference.

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

It is expected that:

- You can describe and demonstrate how to guide the citizen/patient in daily life considering the hip regime.



- You can describe and demonstrate how you contribute with your own professionalism in collaboration with other professional groups and relatives to support the patient.
 - You can demonstrate how to use professional communication adapted to the recipient and context.
 - You can explain how to identify development potential in the patient and demonstrate how to integrate new solutions adapted to the patient's needs.

RESULTS	
PRODUCT 1 (Individual)	Make a list of all the challenges you can see that there are at Gerda – 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, together with the document with the ICF model, which they must also use)</i>
PRODUCT 2 (Individual)	Find possible solutions to the challenges you have found. Brainstorm ideas.
PRODUCT 3 (Teams)	Make a pitch that includes facts about Gerda, her challenges and the possible solutions.
PRODUCT 4 (Teams)	Gather the necessary knowledge about all the different disciplines etc., who participate in the discharge conference 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 (in the team)

Expected duration: 2 min per team member + 5 min make a decision + 5 min to decide on the content of their pitch = 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 what ideas you have for possible solutions to the challenges.
- Listen to the other teams' ideas.

5. MOVE INTO ACTION!

Expected duration: 110min

- Make a list of all the current and potential problems Gerda is facing.
- Try to find a solution to these problems (*think of solutions that involve more than one professional skill*)
- Familiarize yourself with the different disciplines participating in the conference – See the list of participants, which is handed out together with the case.
- Use the ICF model – you can find it on ItsLearning.

Reflection questions:

What do you think the different professional groups can offer in relation to Gerda Hansen's further course, so that it is as successful as possible?



- What points of attention do you see in the case? (ADL treatment, rehabilitation, medication.)
- Which goals could be relevant to Gerda?
- What do you think is important to Gerda as a person?
- How can the different professional groups work together to create an optimal and safe course for Gerda after discharge?
- How can the different professional groups collaborate with their different knowledge, skills and competences, to jointly help Gerda achieve her goals?

6. PRESENT THE RESULTS

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

You must now participate in a discharge conference.

Roles are assigned by drawing lots

- Descriptions are handed out for each role.
- Preparation of role.
- Holding a discharge conference.

The goal is to make a plan for Gerda, with her wishes and needs 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.

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

Debriefing and evaluation are based on the 3 C's.

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.sundhed.dk/borger/patienthaandbogen/knogler-muskler-og-led/sygdomme/baekken-hofte-laar/total-hofteprotese/>

<https://www.sundhed.dk/sundhedsfaglig/laegehaandbogen/socialmedicin/funktionsevne-og-rehabilitering/funktionsevnevurdering-og-icf/funktionsevne-vurdering-og-icf/>

<https://www.hospitalsenhedmidt.dk/patientvejledninger/center-for-planlagt-kirurgi/kunstig-hofte-samme-dag/>

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	Make and choose the best proposal	Pitch it!	Go for it!	Present the results!	Reflect and evaluate to learn	Share it
Time per step							
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



ASSESSMENT OF THE CHALLENGE – AREAS FOR IMPROVEMENT

TIMING	
RESOURCES	
THE CHALLENGE	
TEACHING TEAM	
STUDENTS	