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# Blueprint for Digital Learning Solution for "Patient Activation through Person Centered Activities"

*An ADDIE based Template for Designing Digital Learning Solutions.*

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# 1. **Analysis**: Competency Gap, Target Audience and Digital Playboard.

## 1.1. **Instructional Goals:** Analysis of Competency Gaps as Specified in the Competency Framework.

Confer the Competency Framework for this Digital Learning Solution.

## 1.2. **Target Audience Characteristics:** Analysis of Student Prerequisites.

Confer the Competency Framework for this Digital Learning Solution.

## 1.3. **Digital Playboard:** Analysis of Technical Possibilities and Limitations.

Confer the Common Digital Playboard.

# 2. **Design:** Creating a Blueprint for a Digital Learning Solution.

## 2.1. **Learning Objectives:** Specification of a Competency Focus and Creation of Learning Goals.

This digital learning solution is focused on training students' competencies regarding applying a person-centered and holistic perspective on care that considers quality of life, daily functioning, and a sense of coherence. Furthermore, this solution aims to train the students to reflect on how to implement, encourage and guide elderly people in meaningful activities in everyday life.

The learning objectives/goals for this learning solution is specified through the general (GC) and partial competencies (PC) listed below.

(GC 1) The competencies to plan person centered activities in the daily life of elderly people:

- (PC 1.1) The student can observe and assess different areas of daily functioning to understand what increases elderly people's sense of coherence: meaningfulness, comprehensibility, and manageability.
- (PC 1.2) The student can apply a multifaceted perspective on the life history, living environment, and quality of life of elderly people.
- (PC 1.3) The student can create a daily plan that supports a meaningful everyday life in cooperation with the client.

(GC2) The competencies to implement person centered activities and promote a meaningful life:

- (PC 2.1) The student can encourage and guide elderly people in choosing meaningful activities in their everyday lives.
- (PC 2.2) The student can implement meaningful activities together with elderly people.
- (PC 2.3) The student can continuously assess and support the factors that promote elderly people's sense of coherence.

## 2.2. **Instructional Strategies:** Determination of the Required Learning Activities, Educational Contents and Methods for Reaching the Learning Goals.

To facilitate the construction of the knowledge and skills that make up the competencies listed above it is necessary to construct a scaffolded learning experience that trains the students in both planning and

**Kommenterede [MH1]:** •What is the scope of this digital learning solution in terms of its competency span? Why?
•What, then, is the specific competency focus for this digital learning solution? Why?
•How does this competency focus translate into learning goals that aim for the construction of specific knowledge and skills?

**Kommenterede [DT2]:** Should the name be "Activation through person centered care" Highlighting what is the goal with using person centered care

**Kommenterede [yv3R2]:** OK

**Kommenterede [DT4]:** This is analysis, PC 1.3 is planning the execution of activities. Theese are fairly different and maybe should be separate goals

**Kommenterede [DT5R4]:** Does not improve the model, so this suggestion is not done.

**Kommenterede [MH6]:** •What types of learning activities and experiences can lead to the construction of both knowledge and skills that are specified by the learning goals?
•What types of educational content (e.g., curricula, texts, cases, videos, images, etc.) is required to create a learning experience that can facilitate the construction of the intended knowledge and skills with the students.

**Kommenterede [DT7]:** Addition of the steps: Theory what is person centered care and what is the concept of Sense of Coherence (SOC), preferably as the new step 1 and 2.

**Kommenterede [DT8R7]:** Accepted

implementing person-centered care. Therefore, this digital learning solution will attempt to create an experience that requires the students to:

1. **Theory what is person centered care and what is the concept of Sense of Coherence (SOC):** This requires theory of Sense of Coherence and how person-centered activities can be implemented in elderlies everyday care. This will be presented through materials that are both videos and digital materials that you can read. The students will also have workshops (this can be online workshops as well as workshops in class) where the materials will be discussed and reflected on.

2. **Observe and listen to the client:** This requires a case on which the student can train their observational skills. This case can be presented through various medium (video recording, audio recording, observation of patient), showing the daily life of the unique client by using interviewing methods and to learn how to ask the right questions. However, this case must be carefully constructed so that it emulates the ambiguity of real-life observations/interactions while also making it possible to make clear professional distinctions/assessments (e.g., that can be either right or wrong).

3. **Learn about the client:** After listening to the client (audio) the student has the possibility to analyze predefined parameters (multiple choice) to which the responses from the client will adapt.

4. **Reflect on and assess the client's situation:** This part of the learning solutions requires the student to create a person-centered and holistic overview of the client's total situation. This includes reflecting upon and assessing the client's situation with relevant theory and tools (e.g., WHODAS 2.0). This part of the exercise is to be inserted in a table-format consisting of predefined categories (e.g., social, physical, cultural, mental, etc.). Here, the student must choose different, predefined values for each of these categories (e.g., "very active", "barely active", "good", "insufficient", etc.).

5. **Design a meaningful activity plan together with the client:** Based on the observation, reflection, and assessment the student, now, must draw up a person-centered and holistic, daily activity plan in "co-operation" with the client (cf. based on the previous observation and interview) that considers the client's functional capacity, comprehension, sense of coherence, quality of life, history, social life, wishes, etc. Here the student can choose from a list of 30+ predefined daily activities, different time intervals, etc. which must be inserted in a predefined daily/weekly schedule for the client.

6. **Support and encourage the client during implementation of the activity plan:** This part of the learning experience will consist of observation of audio where the client talks about how he/she feels today and what she/he wants to do today from the daily/weekly schedule. After listening to the audio, the student is asked to evaluate what kind of activities are meaningful for the client today.

7. **Make ongoing assessments and adjustments to the activity plan:** Finally, based on different audios the student must make appropriate adjustments to the activity schedule. And based on these adjustments, the student will receive summative feedback (text or video or audio) on how well these adjustments were made.

**Kommenterede [DT9]:** Incomplete

## 2.3. System Design: Design of Appropriate Delivery Medium, Format, Usability, Application, Availability, and Interface of the Digital Learning Solution According to the SAMR-model.

The digital medium must be able to support media playback, branching multiple-choice questionaries.

The digital learning solution should preferably be a web-based solution able to support many different parts and support various forms of media e.g. text, pictures, audio, video etc.

The digital learning solution could be implemented in different kinds of digital media. It could perhaps be something similar to:

- A web based/web-app product with a somewhat static menu/interface.
- Some interactive and/or branching media experience (e.g., using interactive video with H5P)
- Employing audio and/or video files, the student can learn to correctly observe and evaluate the client's state of mind and correctly choose the activities that give meaning to the client (podcasts a possibility).
- A toolbox for students and careworkers to enable activities that promote the clients sense of coherence in their daily life.

The most important thing is to identify an application, technology or platform that can accommodate as many of the activities in 2.2. as possible. Preferably, this delivery medium will be cloud-/web-based to allow for access from multiple platforms and devices across the different partner countries.

This digital learning solution aims to transform the students' learning experience by allowing for significant task redesign and redefinition since it facilitates a digital simulation of observation of and interaction with the client followed by feedback.

**Learn about the client:** Why (Meaningfulness) as in interests and background, what gives the client joy, commitment and participation (what the client wants).

How (Comprehensibility) as in methods, what cognition, senses and environment does the client have, what the client knows and understands.

what (Manageability) as in what are the clients resources, physical, mental and social stregths.

**Can choose activity based on how the client feels today**: These parameters are time (5-15min 15-30 min more than 30 min), activities (e.g., calming, daily routine, activating etc.) and fellowship (Individuality, social participation, social activities).

## 2.4. Testing Strategies: Integration of Methods for Evaluation and Feedback into the Digital Learning Solution.

The learning experience uses adaptive interviews that will produce different reactions from the client avatar. Therefore, inappropriate assessments and activity plans will produce results (reactions) that need further adjustments from the student. There could be a visual bar/meter that shows the client's levels of e.g., happiness, fatigue, etc. This would also provide significant and immediate feedback for the student.

**Kommenterede [MH10]:** •What digital formats/interfaces can serve as appropriate and efficient mediums for facilitating an interactive learning solution that can accommodate both the learning experiences and educational content that are required for students to reach the specified learning goals?
•How is the application of this digital interface/format/medium affecting the didactics of the learning situation? Substitution, Augmentation, Modification or Redefinition (cf. SAMR)?
•What digital formats are useable/available in all partner countries?

**Kommenterede [MH11]:** •How can test protocols and feedback – both formative and summative – be integrated into the digital learning solution?

Finally, the student's questions, planning , implementation and adjustments will be evaluated through text/video of the client avatar that provides feedback on the quality of the student's work person-centered activity plan and the implementation hereof.

The application temporarily "records"/saves the student's inputs, choices, actions as well as their results for (printable) export at the end of the session that can be handed in to the teacher if the teacher wants it for assessment.

2.5. **Validation:** Feedback from Ongoing Stakeholder (TP 2+3+5) Review of the Proposed Learning Solution.

2.6. **Visual Representation:** Model of the Digital Learning Solution.

# 3. **Develop:** Creation of a Showcase that Realizes a Part of the Blueprint.

3.1. **Showcase System Design:** Detailed Description of the System Design of the Showcase.

3.2. **Learning Resources:** Creation of Educational Content, Media, Guidance for Activities, and Instructions for Using the Digital Learning Solution.

3.3. **Validation:** Ongoing Stakeholder (TP2+3+4) Review of Learning Resources and Activities.

3.4. **Pilot Test**: Adjustments are Made to the Showcase based on Small-Scale Tests.

# 4. **Appendix:** Relevant Documents and Models

4.1. Competency Framework

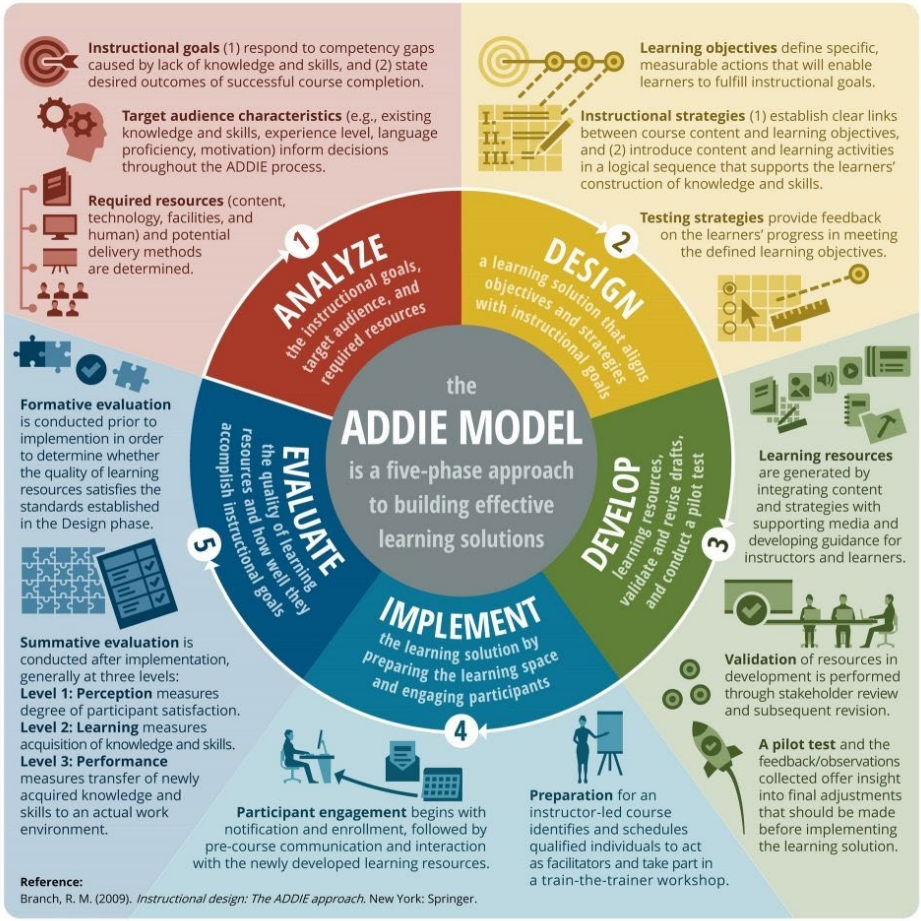
**Kommenterede [MH12]:** •What do TP2+3 say about the didactic and pedagogical aspects of the digital learning solution?
•What do TP5 say about the useability, availability, and feasibility of developing this digital learning solution?
•What technological, didactic, pedological, organizational or infrastructural considerations might we have overlooked?

**Kommenterede [MH13]:** Finally, the work above is visualized by creating a model og flow chart which sketches the learning process and interaction with the digital learning solution.

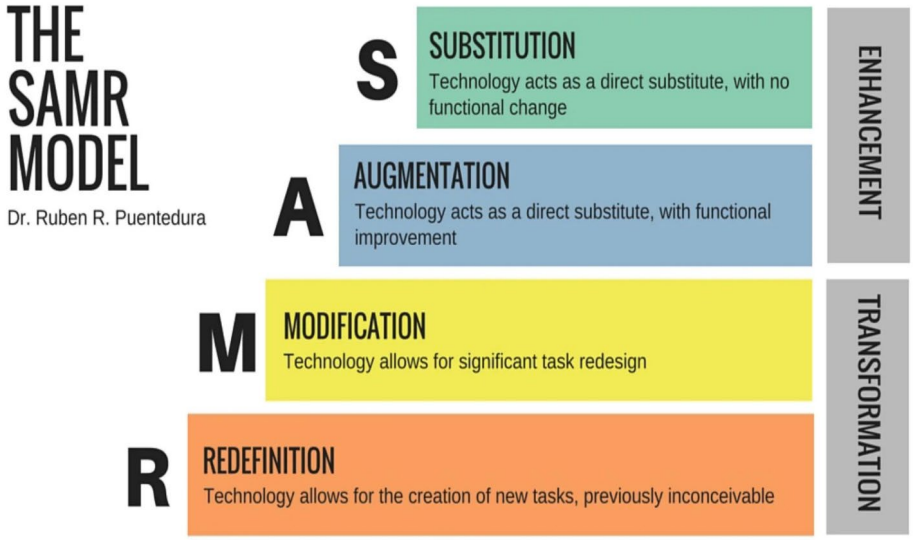
**Kommenterede [MH14]:** Insert high-resolution image of the competency framework here.

## 4.2. Modified ADDIE Model

**Kommenterede [MH15]:** Edit ADDIE model in accordance with our final proces.



## 4.3 SAMR Model




## 4.4 Digital Playboard

**Kommenterede [MH16]:** Insert a model of our common digital playboard,