

Topic: Using meaningfulness-app to gain person-centered care

This topic mainly supports the **Meaningfulness** element of the Positive Health Model. But also contributes to the following other elements: **Mental Well-being, Quality of life, Participation and Daily Functioning** by encouraging to person-centered care and resource thinking in the daily care.

Why?

This topic marks a RELEVANT development for us and our cluster employment partner and would be a new and valuable addition to our education programme featured in the D-LIGHT partnership because:

Person-centred care and a salutogenic view of meaningfulness in the care-process is already broadly used in Folkhälsan elderly care and is a method introduced to our students in our VET social- and healthcare education. The new element in our proposed topic is to develop a digital meaningfulness-app for the practical nurses to easily learn about the elderly's life story - questions about the person's interests and what gives meaning and then to support the components that are needed. This is interesting for our cluster employment partner Folkhälsan, as it enables the staff to quickly and easily support the elderly in components that promotes quality of life at the same time when they help the client with their needs in daily living. The tool will be a digital survey that will be the ground for the app, visualizing what gives the person meaningfulness. No personal data (GDPR) is collected, but the app visualizes what the person finds meaningful. The app can also be used with students in the classroom to increase understanding of a person-centered mindset. The app also provides hints to support students and staff in finding things that the client is interested in.

What?

For training in this topic, we propose the following learning/skills/competence goals, to be achieved specifically by completing the training element proposed

As an objective for learning/competence in the subject, we suggest that staff (and students) skills increase as they use the app to:

- 1. Plan, implement and evaluate their work** (including observing and assessing different areas of the client's daily functioning and see the client's life history, living environment and quality of life in a multifaceted way when planning the activities. Draws up a plan in cooperation with the client that supports a meaningful everyday life).
- 2. Guiding to daily functioning** (activities with a resource-oriented, enabling and engaging approach. Encourages and guides the client to find things that gives quality in life and helps the client to realize it).
- 3. Promoting a meaningful life** (Strengthens in a multifaceted way factors that promote the mental health and well-being of older people: Being taken seriously, feeling in control, doing meaningful things).

We imagine training in this topic to be three full one-day sessions where the students/staff are introduced to the theory of person-centred care and resource thinking (one half-day) and the meaningfulness-app and its digital user interface (one half-day). Using simulation cases (one full day), the student is then trained in using the app and how to achieve the learning competences. The student will plan, implement and evaluate their work from the simulation cases and reflect how they succeeded in promoting a meaningful life.

The ethics, GDPR limitations and professional responsibility limitations should also be covered in the training.

Who?

For training in this topic, we think that the student/participant must already possess the following key skills and knowledge

The student must already have completed the the first two compulsory parts of the degree, Work that promotes growth and participation and Work that maintains well-being and functional capacity. The students should have a basic knowledge about body ageing processes and of the Salutogenesis model by Aron Antonovsky.



propose the following **Skills Development Topic** for joint development in our D-LIGHT Network partnership, based on our case presented at PE2 in Tallinn, Sept. 22

Topic: Mental Healthcare centre on metaverse (VR)

This topic mainly supports the **Mental Wellbeing** element of the Positive Health Model But also contributes to the following other elements: **meaningfulness and quality of life** by encouraging the person-centered care.

Why?

This topic marks a **RELEVANT** development for us and our cluster employment partner and would be a new and valuable addition to our education programme featured in the D-LIGHT partnership because:

Taking care of people from a holistic point of view is important for both our cluster partner, our students and staff. Therefore, with the development of this topic, we pretend to develop a solution that enables nursing and caring technicians to understand and help elderly people to take care of their own mental wellbeing.

This is interesting for all parties, as the app developed will give answers on how the person is feeling, facilitating the diagnosis. Sometimes we are not able to detect on time, so this will enable earlier diagnosis and therefore, actions to consider. We pretend to follow the sentence “mens sana in corpore sano”, mind and body wellbeing go together.

What?

For training in this topic, we propose the following learning/skills/competence goals, to be achieved specifically by completing the training element proposed

We think it is important that both, staff and students, develop and achieve the following goals:

1. Identify and specify the need of VR technology with the cluster partner and client
2. Outline the technology needed to develop the idea
3. Assess how the use of this technology can affect the client's everyday life
4. Identify how the technology is the means to achieve the proposed goal
5. Provide a guide on how to use the technological services

We propose that the training elements for both students and staff should be focusing on the metaverse, on its use, characteristics and possibilities. It could have a duration of 2 or 3 months (5 hours per week). Once it is defined the final solution, we could define better the times.

Who?

For training in this topic, we think that the student/participant must already possess the following key skills and knowledge

The care for people in a situation of dependency and nursing should already have completed their first academic year, as they will count with the basic knowledge needed. Also, the second year is when they make their VR project, so it would be interesting to work and develop those IT skills at the same time.



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Topic: Networking

This topic mainly supports the **Participation** element of the Positive Health Model
But also contributes to the following other elements: **Meaningfulness and Quality of Life**

Why?

This topic marks a **RELEVANT** development for us and our cluster employment partner and would be a new and valuable addition to our education programme featured in the D-LIGHT partnership because:

Relationships between professionals often come under pressure, and therefore it influences services to patients/clients. That is why inter professional collaboration is important and necessary for health care. Generally, care workers (level 2-4) in the Netherlands are not used to participate in networks. They think this is something for higher educated care workers (level 5).

Benefit for the patient

Interdisciplinary collaboration can be of great benefit to a patient. It leads to better outcomes, greater patient satisfaction and improves adherence to therapy. Through this collaboration, disciplines can reinforce each other, and conflicting advice is prevented. Interdisciplinary collaboration also offers the patient a lot of peace of mind, so that he/she can focus on his/her own health, instead of the organization around it.

Benefit for the health care professional

Networking can lead to more motivation for the care worker, and it broadens the perspective of the care workers. It also becomes clear what each care worker can offer to the patient, so they can reinforce each other. So, it helps to organize care beyond the walls of the organization. This effects the positive health of both the client and the care worker.

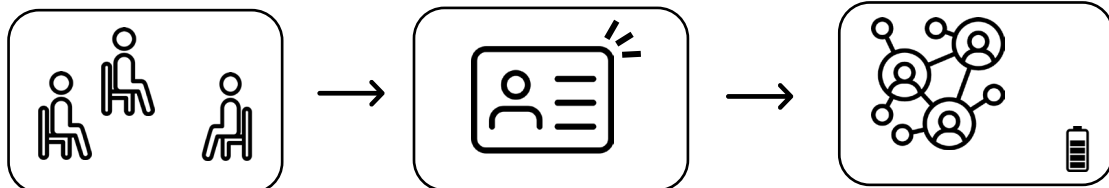
What?

For training in this topic, we propose the following learning/skills/competence goals, to be achieved specifically by completing the training element proposed

The goal is for the care workers to be able to move easily within the professional and personal network of the client. Therefore, they need:

- knowledge of the importance of working within networks (comprehend the effects of things everyone in the network does)
- knowledge of digital communication tools and how to use them, if they are relevant for what the client needs
- skills to make a client network analysis (being able to understand why a client reacts in a certain way)
- knowledge about and skills in shared decision making
- skills to participate in the network: make effective use of everyone involved
- skills to strengthen the network around the client

We propose to develop a serious game, where students can learn to participate in both the professional and the personal network of the client. They start in the Case Café, which could be the common area of a health care facility. There they get presented with a client that needs their help. With effective use of the network of the client, they earn points. When they hesitate, or don't use the network, they lose points (think of it as their level of energy, there is only so much you can do in one day).



In this game, students can learn how to make use of the different networks and deal with the different roles in it, in a safe environment.

Who?

For training in this topic, we think that the student/participant must already possess the following key skills and knowledge

The participants of this training, can be care workers of all disciplines. They should possess basic communication skills and be acquainted with the strategy and vision of their institute.



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