



Guidelines for Teaching Teachers' Handbook Healthcare logistics in vocational education

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INTRODUCTION

This Guidelines for Teaching and Teachers handbook is a product of Erasmus+ KA2 HELP project to supervise students learning pathways and teachers work. In vocational level the participants are Salpaus Further Education from Lahti Finland and Tallinn Health Care College, Tallinn Estonia. The teachers involved to this education are lectures from nursing (care workers) and warehouse logistics. Teachers educational background varies: nursing teachers are Master of Nursing Science and logistic teachers have qualification from University of Applied Sciences. As well as there are teachers graduated from pedagogic studies, and some practitioners from enterprises are also involved.

Teachers need to notice that curricula, competence needs and assessments of those are quite different and varies among the Finnish and Estonian National Agency of Education. That's why in this Guidelines for Teaching and Teacher's Handbook Finnish and Estonian education differs intermittently. Moreover, in Estonia logistics competences were added to care workers curricula and in Finland nursing competences were added to logistics curricula.

However, teachers work, and methods are still the same.

Within this document: Guidelines for Teaching and Teacher's handbook we would like to give an overview of the study: we present curricula, explain teaching process inc assessment and widen teachers understanding of various methods.

1. Description of the study

Health care logistics for warehouse workers and for care workers on vocational level is an optional module within the amount of 5ECTS.

The main topics, that is promised in project application, in this vocational optional module are ethics, patient safety, service design, sustainability, warehouse logistics and cost efficiency. All of them is seen inside the education and will be assessed also.

Teacher gives students some materials for individual learning and solve the issues by using problem-solving method for the sake of the best conclusion to patient or client.

Decision on Ethical issues means the knowledge on nursing principals, working by rules, following guidelines and laws in the field of social-, healthcare and warehousing.

Teacher will help student to understand the basics of patient safety. Patient safety will be shown in safe nursing and handling the warehouse goods and transportation. Patient safety is also included in Estonian curricula as patient logistics and management. Teacher guides student to give the patient or warehouse client the best service.

Service design is in vocational education mostly inside entrepreneurship. Teacher guides students to get competence. Students have to read articles from some subject to analyze it.

Sustainability is not just a domestic issue. Sustainability is presented with all subjects of education and in both countries policy. In vocational level it includes ecological, financial, social and cultural aspects. In ecological view it is shown in reusable goods, research of the risks, disadvantage and costs of choices. Financial sustainability is present in vocational education when warehouse worker or practical nurse/ care worker is ordering goods and items to ward or healthcare unit. Social and cultural aspect is presented in choices what healthcare logistics make, so that perquisites of welfare will continue with becoming century. Teacher will guide them in it.

Cost efficiency means that student may choose the right item or good in suitable cost. The cost needs to be related to quality. Teachers will tell the basics of cost efficiency and teach student to take care of quality also.

2. Aims and objectives of the study

The aim of this education is to create a new qualification as healthcare logistician. It is developed to logistician students and practical nurse/ care workers students in Finland and Estonia. The study corresponds on level 4 following the European Qualification Framework on vocational level. However, this course may also be as an informal course for students from other sectors of vocational education.

After the graduation, health logisticians know how to plan their work and act in different stages of healthcare logistics process following the principles of quality work and sustainable development. The main aim is to offer them competence-based knowledge and skills to work as a healthcare logistician in a health care unit. The unit may be in an elderly care home/ nursing home, a healthcare factory, a hospital warehouse or work as an independent healthcare goods provider at home care.

During the project two different modules were prepared and implemented on vocational level. The basics of logistics in healthcare (5 ECTS) and The basics of health care in Logistics (5 ECTS).

3. Curricula on vocational level

At vocational level, the curricula will give an introduction to the healthcare logistics and give guidance to adaptation of the healthcare and logistics study modules and study materials developed at the project.

One curriculum is for VET students on care workers programme.

Example of the curriculum: Patients/ clients logistics

Optional module for care workers 5 credit points

Objective: the patient/ client receives suitable service on time, which is provided by cooperation between different systems with common objective

Reason: in Estonia the main problem is inadequate co-operation between different systems: between health care and social care. Therefore, Tallinn Health Care College has prepared the module on national level uniting different systems. Estonian health care logistic is a coordinator between systems.

Outcomes	Topics	Assessment criteria	Methods
<p>1.Introduces different systems of social and welfare payments and compensations for people under care in Estonia.</p>	<p>1.Legislation 1.1. Social welfare act; 2. Different services (school, kindergarten, fire brigade, victims aid, emergency medicine, care for mentally ill people, dental services, services provided in the community, councils for disabled people; hobby activities in day centers, funeral services) 2.1. Social services 2.2. Health Care services 2.3. Educational services 2.4. Labor market services inc the aim, necessary documents, requirements of the offered services 3. Payments and compensations (compensating extra costs due to the disability, compensation on medicine) 3.1. Process of applying</p>	<p>1. Describes different agents and their responsibilities on offering various services. 2. Describes how persons under care can receive their services at home and in institutions. 3. Describes what kind of services can be provided to people under care and how to apply.</p>	<p>-Lecture -E-study -Role plays -Group works -Individual work/ assignments</p>
<p>Literature</p>	<p>Social Welfare Act; Local Government Organisation Act, puuetega inimeste sotsiaaltoetuste seadus, Health Sevice Organisation Act, Health Insurance Act, Law of Obligations Act (võlaõigusseadus). Procedure for drafting and amendment of a list of medicinal products of the Estonian Health Insurance Fund and the content of criteria for establishing the list and evaluators of compliance with the criteria, and establishment and rules of procedure of a medicinal products committee</p>		
<p>Individual work</p>	<p>Student describes independently pre-prepared case and analyses it according to the existing services.</p>		

<p>2. Supervises and teaches people under care in arranging services and compensations using case management methodology and networking methods.</p>	<p>1. Case management: principles and methods. 2. Networking and principles for composing network plan. 3. Principles for team working. 4. The principles of information flow and working mechanism. 5. Supervising client/patients and his relatives. 5.1. Time management 5.2. Stress management 5.3. Supervising/teaching</p>	<p>1. Compiles suitable service/ benefits system to patient/client according to the needs of the patients and relying on the data of previous assessments and plans inc care plan. 2. Compiles suitable network to patient/client which includes the roles of important members at the network and it takes into consideration individuality of each patient/ client. 3. Co-ordinates information flow between all members of the network on time. 4. Supervises client/patient on applying one service/ benefit according to the service plan and care plan.</p>	<ul style="list-style-type: none"> - lecture - e-study - group work - demonstration - study visit - individual work
<p>Literature</p>	<p>Handbook on case management; Üalpidamiskohustuse õigusanalüüs ja juhend KOVidele</p>		
<p>Individual work</p>	<p>Complies flier how to teach client/ patient and their relatives to apply services and benefits according to the care plan: what are the main problems, how to solve these problems, and how to teach; what kind of tools are needed and in what order.</p>		
<p>3. Defines logistics functions and associates different processes connected with client/ patient with processes available at health and social care.</p>	<p>1. Logistical processes 2. Shelving services 3. Operations at warehouse 4. Stock management 5. Process management 6. Information management</p>	<p>1. Formulates the aim of logistics by using logistics terminology to visualize the systematic processes. 2. Explains the importance of managing information flow and points out the surplus value in processes. 3. Explains the risks connected with logistic processes and</p>	<ul style="list-style-type: none"> -e-learning -lecture -role plays - demonstrations

		shows the possibilities to prevent these risks. 4. Plans and manages shelving services 5. Carries out stock management tasks	
Literature	Ain Tulvi. Logistika õpik kutsekoolidele. Innove, 2014. Teacher material		
Individual work	Draws logistic process chart on services and products flow for different target groups.		

4. Target group for the study

The course is designed for those students/ professionals who wish to build their professional carrier around healthcare logistics. Students may be youth or adults from all educational sectors. They don't have to have diploma from primary school that they may start this education, but its not optional.

Student may study both courses or just a one. Students studies will be personalized on her/ his personal learning development plan.

Student needs to have competence in both education sectors to become a healthcare logistian. So if the student is nursing student, she gets the knowledge of nursing subject from own studies and just needs warehousing part of education. The same is with logistian students, so he/ she needs to get the competence of nursing. If the students do not have competence from these required contents, she/he will study both courses.

5. Entry criteria and evaluation methods

Education provider will evaluate the student's level to studies. In Finland all students after primary school gets the permit to educate what they want. There are no more any test or exams to vocational school. But if the teacher finds out that the student is not suitable for this education, they may use SORA- legislation to EROTTAA student from education. Before it, there has to had an official interview about the issue.

In Estonia students having graduated from either primary school or secondary school can apply for the study on vocational level on care worker curricula. There are no entry exams, but all candidates are entitled to pass an interview. The interview follows these criteria: study motivation, language skills, knowledge about care worker's work, readiness for studies.

The vocational skills required for completing the module of health logistics is demonstrated by performing practical tasks in authentic situations and work processes (demonstration of knowledge and skills). A teacher and a working life representative will assess the student's knowledge and skills compared to the competence defined in the qualification requirements. The education provider will then awards the student a certificate once the course has been

completed acceptably in accordance with the course requirements laid down by Salpaus and the Finnish National Agency for Education and Tallinn Health Care College.

6. Learning outcomes and competencies

There has been completed two modules both 5 ECTS: one for care workers who need additional warehouse skills and this is piloted in Estonia and one for Logistics who need additional health care competences, and this is implemented in Finland.

Study module	Competencies
The basics of warehousing in healthcare (5 ECTS)	<ul style="list-style-type: none"> • play a role in the logistics system as befits his/her duties • understands the key concepts in the industry • understands the stages in receiving and storing of goods • observes instructions on working safety • uses basic equipment and tools for warehouse working • uses the correct packing methods and the necessary labels • uses different transport documents • appreciates the principles of stock control and the cost structure of the stock • handle goods without damaging them • communicates with all client levels and serve them professionally
The basics of health care in Logistics (5 ETCS)	<ul style="list-style-type: none"> • works according to social and healthcare regulations, laws, guidelines, principals and values • plans and works under legislations and guidelines of preventive methods in infection protection • uses basic concepts in prevention of infection ports and follow good practices in working places cleanness and hygiene • uses the basic concepts of infection preventive work in equipment • handles and sorts equipments • communicates with all client levels and serve them professionally • promotes working safety, health and well-being • acts on principals of sustainable development • confirms the rules of cleaning, disinfecting methods and to confirm working- and cemical safety • develops her/his own work by professional basis and knowledge <p>practices as HL in healthcare unit</p>

	<ul style="list-style-type: none"> • introduces different systems of social and welfare payments and compensations for people under care in Estonia. • supervises and teaches people under care in arranging services and compensations using case management methodology and networking methods in Estonia
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7. Learning outcomes and course description

The course schedule varies in Finland and Estonia, because of the roles of Education Ministry, the background of teachers and demands of the on-the-job-learning places.

According to the application the task of Tallinn Health Care College is - 5 ECTS logistics module for vocational level healthcare programme to give basic understanding about logistics tasks in healthcare organizations.

In Estonia the main problem is inadequate co-operation between different systems: between health care and social care. Therefore TTHK has prepared the module on national level uniting different systems. Estonian health care logistic is a coordinator between systems. The outcomes of Estonian module are:

1. Introduces different systems of social and welfare payments and compensations for people under care in Estonia.
2. Supervises and teaches people under care in arranging services and compensations using case management methodology and networking methods.
3. Defines logistics functions and associates different processes connected with client/patient with processes available at health and social care.

In Finland the course consists of two basic modules. The structure of education will be personalized to take into account students' individual competence, basic vocational education and work life experience. The student may study the whole course of logistician or healthcare part or both of them or even one part of both of them. All parts are divided into smaller thematic, logically consistent units. The main teacher of the course is responsible of this.

Nursing teachers needs to have competence on:

- aseptic working methods,
- compliance with good hygiene practices,
- the prevention of infections by different methods,
- handling the aseptic items
- multiply teaching skills
- assessment skills
- customer service

Logistian teachers needs to have competence on:

- transporting of the equipment is a core part of the health care process.
- handle the piece of equipment correctly and safely.

- packaging material
- the basics of transport, warehousing, and logistics services.
- safe and efficient transport
- customer service
- transportation by different kinds of vehicles; manual forklift, Reach, electric forklift
- national rules and legislations concerning logistics
- work ergonomics
- multiple teaching skills
- assessment skills

8. Course schedule for warehouse workers

(5 ECTS)

<i>Consultations</i>	<i>Topic</i>
Individual learning (before entering the course)	Introduction to healthcare logistics Assessment criteria for HL education and ways to study
Contact day 1.	Introduction to the course Basics of Healthcare legislation <ul style="list-style-type: none"> • Basics of Healthcare legislation • Laws and guidelines of chemical goods • Nursing guidelines, evidence based Hc • Nursing values and principals Basics of nursing concepts Hc organizations in Finland
Individual learning (between contact days)	Nursing values and principals in practise Evidence based nursing and argumentation Students home city Hc organization Risks of bad aseptic Aseptic videos from SanomaPro's sites
Contact day 2-4	Aseptic <ul style="list-style-type: none"> • basics of aseptic • infection prevention • common infections prevention and treatment in hc • aseptic hand wash and disinfection • personal hygiene in Hc • Aseptic conscience • isolation guidelines and classification Aseptic containment hygiene: <ul style="list-style-type: none"> • hand wash and disinfection • wearing and taking care of isolation clothes

Individual learning between contact days	www.opinportti.fi (Infektioiden torjunta) Infection prevention course Working safety in Hc <ul style="list-style-type: none"> • ergonomics
Contact day 4-5.	Equipment maintenance process and equipment <ul style="list-style-type: none"> • clients/patients/ equipment logistic in Hc organization • equipment knowledge (most common instruments in operations, sets, operation baskets, optics, containers) • oxygen, manual mucus suction pump, surgical aspirator, pulseoxymeter)
Individual learning between contact days	Sustainability Waste recycling
Contact day 6	Customer service <ul style="list-style-type: none"> • nurses and other professions in different Hc organizations • elderly clients • surgical patients • dementia clients • aggressive clients • mental and abused clients Introduction to on-the-job-learning and vocational skills demonstration
3 weeks on-the-job-learning	Growth of Professional skills <ul style="list-style-type: none"> • 3 weeks on-the –job-learning • work planning • working life skills • life-log-learning

9.Course schedule for care workers

(5 ETCS):

Consultation	Topics
	Legislation Social welfare act; Different services (school, kindergarten, fire brigade, victims aid, emergency medicine, care for mentally ill people, dental services, services provided in the community, councils for disabled people; hobby activities in day centers, funeral services) Social services Health Care services Educational services

	<p>Labor market services inc the aim, necessary documents, requirements of the offered services</p> <p>Payments and compensations (compensating extra costs due to the disability, compensation on medicine)</p> <p>Process of applying</p>
Individual work	<p>Student describes independently pre-prepared case and analyses it according to the existing services.</p>
	<p>Case management: principles and methods.</p> <p>Networking and principles for composing network plan.</p> <p>Principles for team working.</p> <p>The principles of information flow and working mechanism.</p> <p>Supervising client/ patients and his relatives.</p> <p>Time management</p> <p>Stress management</p> <p>Supervising/ teaching</p>
Individual work	<p>Complies flier how to teach client/ patient and their relatives to apply services and benefits according to the care plan: what are the main problems, how to solve these problems, and how to teach; what kind of tools are needed and in what order.</p>
	<p>Logistical processe</p> <p>Shelving services</p> <p>Operations at warehouse</p> <p>Stock management</p>

10. Assessment and grading criteria

Assessment is part of the course theoretical and on-the-job-learning process. Teacher will have presentation of assessment and criteria on the first lesson.

In Finland it is based on vocational skills demonstration, in which the students may show their competence of healthcare logistic. The criteria are picked from both curricula and confirmed in Organization of National Education Ministry they are shown in www.eperusteet.fi .

The teachers assessment tools intent to measure personal development through the on-the-job-learning as a whole. Student may show his/her professional competence in end of the period by vocational skills demonstration. She/he will write a plan for it and open all the assessment criteria to the mentor and teacher. She/he may also use learning diary to help Vocational skills demonstration. The mentor will give the students a written evaluation, the teacher will record

it. Student don't have to make any self-evaluation and she/he has 2 weeks' time to remediate the evaluation,

The vocational skills demonstration assessment will be scaled/Pass requirements Satisfactory S1 / Satisfactory S2 / Good G3 / Good G4 / Excellent E5 in Finland and in Estonia it is Satisfactory 1/ Good 2/ Excellent 3

The basics of health care in logistics (5 ETCS):

Student follows the laws, rules and guidelines in his/her work

Satisfactory 1	<p>Follows social and health care laws, guidelines, regulations and ethical principles in some situations.</p> <p>Follows the principals of sustainability</p> <p>Classifies the waist, uses disposable goods appropriate</p>
Satisfactory 2	
Good 3	<p>Follows social and health care laws, guidelines, regulations and ethical principals in chancing situations.</p> <p>Follows the principals of sustainability and explains her/his work</p> <p>Classifies the waist, uses disposable goods appropriate and recycles well</p>
Good 4	
Excellent 5	<p>Follows social and health care laws, guidelines, regulations and ethical principles and explains his/her decisions.</p> <p>Follows the principals of sustainability and explains her/his work and makes development ideas</p> <p>Classifies the waist, uses disposable goods appropriate and recycles well. Understand also the environmental aspect in sustainability</p>

Student plans and prevents infections in equipment maintenance work

Satisfactory 1	Knows the basic of equipment maintenance process
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	<p>Knows the basic precautions in different levels of equipment maintenance</p> <p>Checks the readiness in different levels of equipment maintenance</p> <p>Knows the cleanness rules and levels of cleanness</p>
Satisfactory 2	
Good 3	<p>Knows the equipment maintenance process</p> <p>Knows the basic precautions in different levels of equipment maintenance</p> <p>Checks, prepares and predicts the readiness in different levels of equipment maintenance</p> <p>Knows the cleanness rules and levels of cleanness and makes the work aseptic.</p>
Good 4	
Excellent 5	<p>Knows the equipment maintenance process</p> <p>Evaluates the basic precautions in different levels of equipment maintenance and gives development ideas.</p> <p>Checks, prepares and predicts the readiness in different levels of equipment maintenance</p> <p>Knows, guides and ensures the cleanness rules and levels of cleanness and makes the work independently</p>

Student follows the basic precautions in cut the contamination chain.

Satisfactory 1	<p>Takes care of hand hygiene</p> <p>Isolates properly</p> <p>Understand and works in aseptic orders</p> <p>Takes care of the cleanness and order in working unit</p>
Satisfactory 2	
Good 3	<p>Takes care of hand hygiene and uses basic precautions to prevent infection chains</p> <p>Isolates properly and argues with facts</p> <p>Takes care of the cleanness and order in working unit and assess own work in infection prevention</p>

Good 4	
Excellent 5	<p>Takes care of precautions to prevent infection chains in every equipment maintenance process</p> <p>Isolates properly and argues with facts in patient safety view.</p> <p>Takes care and guides the cleanness and order in all equipment maintenance process levels.</p>

Student plans his/her work

Satisfactory 1	<p>Plans and makes targets for his/her work with someone else</p> <p>Works together with someone else</p> <p>Plans his/her daily work as a member of working team</p>
Satisfactory 2	
Good 3	<p>Plans the work and take care of the client's needs and culture.</p> <p>Plans his/her work and takes care of the weekly plans of working team</p> <p>Work as a member of working team</p>
Good 4	
Excellent 5	<p>Plans the work and take care of the client's needs and culture. He/she makes own options and explains his/her own work</p> <p>Plans his/her work and takes care of the weekly plans and other plans of working team</p> <p>Work as a member of working team and knows his/her responsibilities</p>

Student takes care of his/her safety, client safety, working ability and work wellbeing

Satisfactory 1	<p>Follows the guidelines of well-being and working safety</p> <p>Acts aseptically</p> <p>Knows the basics of infection prevention</p> <p>Knows how to use common equipment in work</p> <p>Notices the aggressive clients behaviour</p> <p>Knows the working places safety plan</p> <p>Knows the basics of the risk handling</p> <p>Works as a member of working team</p> <p>Understands the basics of ergonomics</p>
Satisfactory 2	
Good 3	<p>Follows the guidelines of well-being and working safety and prevents the safety risks in work</p> <p>Acts aseptically</p> <p>Knows the facts of infection prevention and may give new solutions</p> <p>Knows how to use common equipment in work aseptically</p> <p>Notices the aggressive clients behaviour and can meet him/her</p> <p>Knows the working places safety plan</p> <p>Knows the basics of the risk handling and acts with it</p> <p>Works as a member of working team</p> <p>Understands the basics of ergonomics</p>
Good 4	
Excellent 5	<p>Follows the guidelines of well-being and working safety both prevents the safety risks in work and develops more solutions</p> <p>Acts aseptically</p>

	<p>Knows the facts of infection prevention and may give new solutions and development ideas</p> <p>Knows how to use common equipment in work aseptically and safely</p> <p>Notifies the aggressive client's behaviour can meet and calm him/her.</p> <p>Knows the working places safety plan</p> <p>Knows the basics of the risk handling and may also act independently</p> <p>Works as a reliable member of working team</p>
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In Estonia the assessment is also very important and is a part of the study process in the course of which a fair and unbiased assessment shall be given to the compliance of the level of competencies acquired by the student with the learning outcomes described in the curriculum. The uniform assessment system used in vocational training, bases for assessment of the acquisition of learning outcomes, assessment methods and criteria and descriptions of marks shall be established by a regulation of the minister responsible for the area. In case of the health care logistic module, the assessment procedure uses no marks, student has either passed or not passed the topic This decision is quite widespread in Estonia in case of optional modules. And the health care module is optional for care workers curricula. The level of passing or not is agreed in curricula under assessment criteria. In case of health care module, the assessment criteria are as follows:

1. Describes different agents and their responsibilities on offering various services.
2. Describes how persons under care can receive their services at home and in institutions.
3. Describes what kind of services can be provided to people under care and how to apply.
4. Compiles suitable service/ benefits system to patient/ client according to the needs of the patients and relying on the data of previous assessments and plans inc care plan.
5. Compiles suitable network to patient/ client which includes the roles of important members at the network and it takes into consideration individuality of each patient/ client.
6. Co-ordinates information flow between all members of the network on time.
7. Supervises client/ patient on applying one service/ benefit according to the service plan and care plan.
8. Formulates the aim of logistics by using logistics terminology to visualize the systematic processes.
9. Explains the importance of managing information flow and points out the surplus value in processes.
10. explains the risks connected with logistic processes and shows the possibilities to prevent these risks.
11. Plans and manages shelving services.
12. Carries out stock management tasks.

11. Training plan, students' workload

The vocational level study modules will be piloted at TTHK in Tallinn (logistics study module) and at Salpaus in Lahti (healthcare study module). These pilots will be targeted especially to the students of TTHK and Salpaus.

Tallinn Health Care College started the first pilot on week 35 with 14 students. Estonian piloting last till week 2/2020. TTHK has implemented the course for two different groups, in total 32 students.

Here is an example of lessons plan:

12. September 2019

9.00 –10.30–Process management
10.30 –12.00– Process management

26. September 2019

8.30 – 10.00 –Health Services
10.15 – 11.45 - Stress management

10. October 2019

15.30 – 17.00– Logistics process

24. October 2019

10.00 –13.00– Health care and regulations.
13.00 – 14.30 – Case management
14.45 – 15.15 – Networking
15.30 – 17.00 – Warehouse services
17.15 – 18.45 – Warehouse activities

7. November 2019

8.30 – 10.30 – Information flow
10.45 – 13.00 – Shelving process
13.30 – 15.00 – Supervising process
15.15 – 16.45 – Time management

5. December 2019

10.00 – 13.30 – Warehouse management

9. January 2020

8.30 – 12.00 – Individual work presentations (Draws logistic process chart on services and products flow for different target groups.)

Salpaus Further Education will start piloting in spring 2020, January and February with 5-10 students. The pilot will last 2 weeks.

13. Recommendations for literature and materials, websites

The recommended material varies also in both participant countries, because the students may not speak or understand English. That the reason for this kind of literature and links and websites.

Recommended literature in Finland:

Hirvonen Kaisa jne 2017. Välinehuolto

Hovilainen-Kilpinen Tuula jne 2018. Lähihoitajan käsikirja

Useful links and websites in Finland:

Suomen sairaalahygieneiyhdistys. <http://www.sshy.fi/>

Terveyden ja hyvinvoinnin laitos. www.thl.fi

Terveyskirjasto. www.terveyskirjasto.fi

Terveysportti. www.terveysportti.fi

Recommended literature in Estonia:

[Social Welfare Act](#);

[Local Government Organisation Act](#),

[Health Services Organisation Act](#),

[Health Insurance Act](#)

Procedure for drafting and amendment of a list of medicinal products of the Estonian Health Insurance Fund and the content of criteria for establishing the list and evaluators of compliance with the criteria, and establishment and rules of procedure of a medicinal products committee

Handbook on case management

14. Teachers' handbook

What is teachers' handbook?

It is a portfolio of an organized collection of files relating to the training process of Healthcare logistics. The aim of this handbook is to record qualifications, results and experiences and samples of people working together at HELP project to create curricula for different degrees on healthcare logistics.

It is a measure for analyzing and developing training; and it includes collected materials connected to the training activity.

To start with, it is important to remember:

! Every learner is special

Every training situation is special

Every teacher is special

And every handbook is special.

Self assessment

At education everything starts at teacher. In this section we will help teachers to meditate about their role as a teacher. Here are some questions/ statement that each teacher should ask from himself/ herself at time to time.

1. The philosophy of teaching:
 - What does it mean to me being a teacher?
 - What are the main targets and expectations for me as a teacher?
 - What is my vision about good teaching/ learning?
 - How does this vision work in my teaching?
 - What is important for me as a teacher in teaching?
 - What does learning as such mean to me?
 - What kind of learner am I myself?
 - What kind of learner do I evaluate?

2. Teaching and training experience of a teacher
 - Whom and when have I taught?
 - What have I taught?
 - How have I supplemented my own studies?
 - What kind of methods (procedures) do I know/ I am good at?
 - What methods have been successful, why?

3. Teacher's self- assessment
 - What kind of a teacher am I?
 - What are my strong/ weak sides, problems and opportunities as an educator?
 - What kind of feedback do I expect from my students/ colleagues?
 - What are my aims?
 - Why do I teach the way I do?
 - What do I value in the teaching situation?
 - Which methods do I prefer?
 - What kind of feedback have I got from my students?
 - What makes me most happy at work?
 - What makes me dissatisfied?

4. Training materials
 - What kind of training materials have I used?
 - What do I use most? Why?
 - What do the learner prefer?
 - What are good training materials like?

5. Training
 - What has made my work (un)successful? Why?
 - What are my strongest sides as a teacher? Keep and develop them.
 - What are my weak sides as a teacher? Avoid them.
 - What are my problems as a teacher? Find solutions and learn from them.
 - What are my opportunities as a teacher? Take advantage of them.

15. Teaching methods

In this section we would like to present ideas how to improve one's teaching and why are methods important.

What is a teaching method?

Teaching method is a tool to achieve the aim.

As in case of all tools the choice of a right tool depends on many things:

What influences the choice of a method?

1. Study objective
 - a. New knowledge
 - b. New skills
 - c. To develop communication
 - d. To develop attitudes

2. Topic
 - a. is it specific?
 - b. is it universal?

3. Physical environment - how much possibilities are there either to move or to do groupwork

4. Time – is it morning, is it Friday

5. Target group
 - a. children
 - b. adults
 - c. seniors
 - d. unemployed
 - e. managers
 - f. heterogeneous group

6. Trainer/ teacher herself/ himself
 - a. Temperament
 - b. Skills
 -

15. Methods – to share best practice

In this section we would like to present various examples of teaching methods.

1. Ice breaking and team building activities

The dog, the tree and the house

The exercise is very easy to do with new groups, and the purpose is to get a discussion about cooperation.

The participants form couples and are told that during the exercise they have to be silent. Each couple shall have one pen and one paper. Both persons in each couple shall hold the pen and without talking draw a dog, a tree and a house.

In cooperation one has to adjust oneself to the one you cooperate with. Sometimes you lead and sometimes you follow. In the drawings it is quite obvious when the couples could not agree.

If there are no disagreements in a drawing, you may reflect about why some people find it hard to lead and just follow or why they have to lead and cannot follow. In a good cooperation each person has to change between the one who leads and the one who follows.

2. How to work with a team?

This is an activity that demonstrates a way how to work with a team in new groups.

Each participant shall present things that happened in the year they were born.

The teacher introduces the exercise and has a discussion with the group about which things the group thinks are interesting to learn. It can be politics. Elections and wars, the prices of bread and milk, films and theatre, results of sport competitions. Anything will do and it is important that the group makes a decision.

When the decision of the content is made, each person is doing a research about the year he/she was born. During the research there will be a lot of possibilities to teach how to find information in the Internet, how to make notes and summarize and many other basic knowledge.

Each person reports to the others in seminar and you have a discussion about the results.

3. How to implement an effective lecture

Traditional lecturing suffers from a major defect: it is one-way communication in which the students/ trainees are passive participants – merely a listener. But we know that students learn best when they take an active role. So “lecture” as a method is classified under passive methods or under one-way communication. Where trainer/ teacher is lecturing/ talking and the whole class is listening.

However, this method – lecture, is very effective and useful if we have a lot of information and a huge group. The method is necessary and we cannot avoid it, but we have to use it correctly.

Some rules to remember:

The first and the most important rule is

Not to lecture more than twenty minutes – then make a pause and change your method.

Follow the general thumb rule for the preparation of a lecture – or the Structure of the lecture:

Tell the audience what you are going to talk, then talk what you have promised to tell the audience, and finally summerize once again what you have talked.



How to prepare the lecture?

In preparing a lecture you should follow the key points:

- Objective – what
- Deciding the content
- Planning the sequence
- Planning for maximum recall
- Structuring the lecture
- Use of visual aids
- Preparing lecture notes.

If you know the objective, then the most difficult part is to choose the content. There is always more information than you can give. You have to choose.

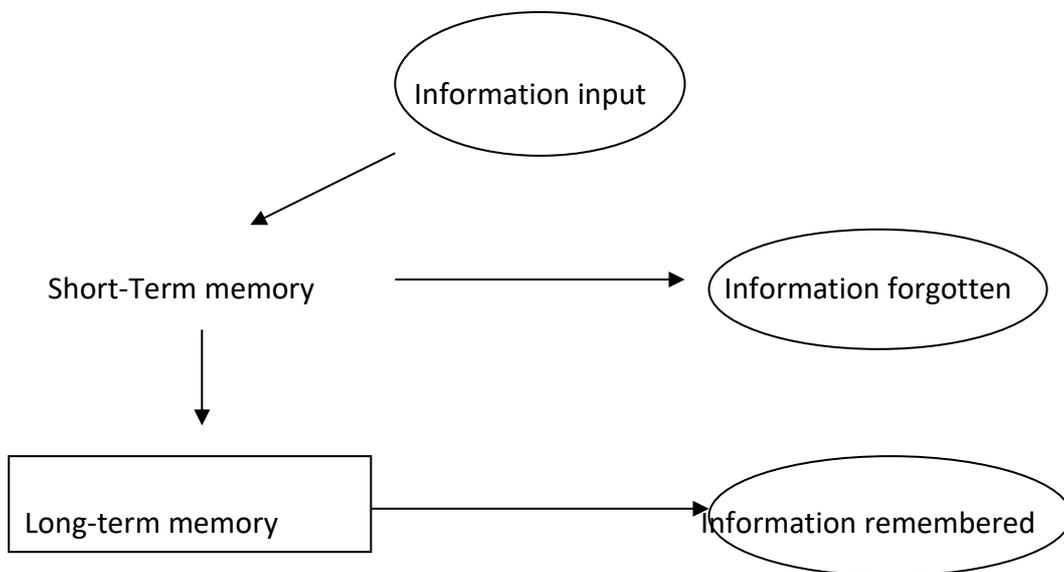
Decide all the items which COULD be included in the lecture
Reduce these COULD be items to ones that SHOULD be included
Reduce these SHOULD items still further to ones that MUST be included.

The MUST items form the content of the lecture and study of them may lead to revision of the objective.

Planning the sequence:

- known to the unknown
- simple to the complex
- concrete to the abstract
- observation to the theory
- general to the particular

Planning for maximum recall



Make full use of learner's sensory inputs by:

- emphasising key points, repeating where possible
- using visual aids to provide the second medium of communication for the same key points.
- Make the learning environment suitable – reasonably cool, circulation of fresh air and the avoidance of direct sunlight.

Preparing lecture notes:

- They are there to help the trainer and are therefore personal to him or her;
- They should be kept as simple as possible
- They should be easy to read – remember the trainer might be standing some distance away from his/ her notes
- Use color to ensure major notes are not missing
- Use sketches to indicate where a visual aid is to be used
- Include a time schedule

Recommended lecture plan:

Name of the trainer/ Teacher:

Subject:

Location (either on the spot, or web environment):

Time available:

Learning aids required:

Size of the group:

Entry behavior:

Objective:

Test of performance:

Colour key:

Use **red** for points that **MUST** be emphasized

Use **green** to indicate where questions are to be asked

Time:

Estimate how many minutes will be needed for each part of the content

Content:

Provide introduction, development of content and summary

Aids:

Indicate which aid is to be used either by brief note or a sketch.

For revision once again:

1. Choose what you are going to talk. There could be more material at first, but select the
2. priorities – what part is the most important, what parts are the most connected with the main part and etc.
3. For time calculation- count how much time does it take to present the lecture then double it for questions and answers and for other unexpected reasons.
4. The main key marks, headlines, names and all numbers should be presented in written as well. If the lecturer has not taught about it in advance, then during the lecture he should use the board.
5. But bear in mind, that using the board during the course it is not wise to continue the lecture for being with your back towards the audience – not everybody can hear you. Pauses are sometimes quite good.
6. Lecture could last only 20 minutes no more. Then you have to make a pause and if necessary, to continue later. It has been proved that person can listen attentively no more than 10-20 minutes. It should also be remembered that the audience is the most active at the beginning of the course, then becomes tired and becomes active again at the end of the course.
7. You should also remember that there is not too much information, and the information should not be totally known to the audience. The new material should be connected with the things and notions already known to the audience.
8. The lecture should be logical and structured. In case of scattered and dull presentation, people lose their interests.
9. The lecture should have an introduction and a conclusion.

How to implement the lecture?

1. Avoid “cold” beginnings. It is advised to be in the classroom before the period and to welcome the arrivals, and to talk to them. This helps to create a warm atmosphere.
2. Try to start with provocative or intriguing beginnings. For that you can start with unexpected questions, talk a joke or start with an interesting example.
3. Bring out the most important points – what you are talking about.
4. Observe the audience during your presentation. Preserve eye-contact. It is recommended to keep an eye-contact with one person within 2-4 sec
5. Move around. Do not sit.

6. Vary your tone, but do not act dramatically.
7. Do not be afraid of pauses – this gives the audience an opportunity to think it over.
8. Finally summarize the most important items.
9. Give possibility to ask questions.

Lecture is effective in:

1. Introducing the subject.
2. Describing something.
3. Introducing a totally new material.
4. At the beginning of the course, when the participants do not know each other, and they are not yet ready for teamwork.
5. In case of a big audience.

Do not use lecture if:

1. The trainees are extremely active and are eager to participate the course.
2. The subject is known and does not need any additional longer explanation by one person.
3. The subject of the course is mutual connection between people.

Therefore, lecture is good and helpful if we want to transmit more knowledge and information. If the course has another aim, as for example attitudes, then it is unrealistic that lecture would be effective.

- + lecture is effective in case of a new information;
- + within a short period of time, it is possible to cover a vast amount of material;
- + gives the possibility for many people to attend;
- + content and sequence are controlled by the trainer.

- Trainees are passive, they have no possibility to attend;
- Lecturing via talking is suitable only for auditive type of trainees – those who prefer listening;
- No opportunity for getting feedback;
- Trainees get quickly tired and bored;
- The trainees can concentrate on the subject for a short period.

! But you should remember that: adults do not necessarily appreciate a lecture approach especially if the style adopted is based on school practice.

CHECKLIST FOR LECTURING

Planning:

- Identify topic
- Choose necessary items
- Identify MUST items
- Express must items as an objective
- Consider entry behavior of trainees and review objective

- Consider size of audience
- Decide structure to be used
- Consider visual aid hardware available
- Prepare formal visual presentation of major points
- Consider informal visual aids
- Decide when questions are to be invited from the audience
- Decide timing
- Decide how learning/ performance is to be assessed
- Write lecture notes
- Check timing
- Check accommodation
- Check equipment

Introduction:

- Gain attention
- Explain purpose/ reason for learning about topics
- State objective
- Link to entry behavior
- State participation
- Outline content and structure
- State finish time

Development:

- Modulate voice to suit size of audience and acoustics
- avoid reading lecture notes
- use language appropriate to audience
- keep check of estimated timing
- give relevant examples to support major points
- maintain eye contact
- present visual aids only when needed
- talk "around" visual presentation rather than read them word for word
- assess audience reaction and adjust pace where necessary
- assist learning by use of informal visual aids
- check audiences understanding where appropriate
- where possible invite audience participation
- summaries and link major point

Summary:

- restate purpose/ reason for learning about topic
- restate objective
- review content and major points
- invite final questions
- carry out performance assessment where appropriate
- give feedback
- close with thanks.

4. Debate

Debate is an interactive method to share knowledge.

Debate is an active method and develops personal qualities required for active participation in a democratic society. Debating is a natural way of learning, because it involves the conditions students would desire to have in any educational method – participation, fun, communication, independence. Debate also expands presentation skills, logical argumentation, communication ability. While debating students are a team and successful communication depends on being able to listen, to express their opinion, to criticize positively, to respect the partner and the opponent. Students can debate on different topics, for example on political issues, social problems and moral values, environmental protection, legislation of light drugs, social integration, freedom of press, capital punishment, educational system.

Debate helps the student to develop his/ her research skills. If the resolution of the debate is really challenging students get motivated to analyze it and look for information in different sources. Independent research abilities are essential for further professional or academic education.

Analyzing is another important skill that is developed through debating. It is involved in many levels of debate and it includes the skills of problem identification, critical thinking. Evaluating and drawing conclusions.

5. Project methods

Project is a mean to enable the learners to develop their independence and responsibility, to practice social and democratic methods of behavior. Project method is the real product of modern American education. This method was first described in detail by W.H. Kilpatrick in his essay “The project method” (1918). Learning through project began more than 300 hundred years ago in Italy.

The essence of project method and the advantages of the project method is that students learn while working. Instead of the possibility to choose subjects, a student gets a task and, to solve it, he achieves his aim by his own method. The basis of the project is the problem, the topic of which depends on the interest in this sphere and wishes to find the answers.

Project method is good, because it is:

1. Problem oriented;
2. Learner imitated and controlled activities
3. Resulting in product
4. Appreciated and evaluated in social context

The stages of project method:

1. Preparation
2. Planning
3. Presentation
4. Evaluation

The choice of a topic, discussing its actuality.

The participants offer topics. Remind that from all topics only two topics will be chosen. The chosen topics are written on the board.

The students are informed that for group work they will have half an hour. The groups are equipped with pens and papers to implement group work.

The role of a teacher is to keep up the working atmosphere, to answer questions. The teacher advises each group how to work, informs how much time is left.

Each group presents its project, comment it.

5. Warm-up games and exercises

Warming up is very important for the success of the training. Therefore, it is advisable for the teacher to take the time for introductory and ice breaking exercises. Here we are giving examples of some exercises.

5.1. Remember names and get acquainted

Honest Greetings

Students form a class circle. Begin with one person entering the circle and saying any Greeting, ending with their name and one little fact about themselves; e.g. „Hi! I am John and I love skydiving! “Subsequently, people give their own greeting, followed with an introduction of somebody who has already gone, who they do not know very well. E.g. „How do you do! I am Jeff. I love eating pizza with pineapples. I'd like you to meet my friend, John. Did you know John skydives! “ Continue until everyone has participated. Encourage the enthusiastic use of voice and creative greetings.

Cooperative Musical Chairs

Place a circle of chairs facing into Enter. Have one fewer chair than the number of participants. Ask the students to take a seat. The person remaining must say their name and make a true statement about their likes and dislikes. E.g. „ I am Jim and I love snowboarding! „Anyone seated who shares that like or dislike must stand and move to another empty chair. The person in the middle tries to do same. Whoever is left standing steps to the center, then introduces himself or herself, makes a true statement, and the game continues.

Cooperative moose

Have students form a class circle, seated. The teacher begins by calling out a student`s name. That student must make „binocular hands“ around their eyes, and the person on their right must form a „horn“ using their right hand open, thumb to temple. The person on the named student`s left must do the same with her left hand; thus, they collectively form the head of a moose. At the same time, the named student must call out another student`s name. If that threesome forms the „moose head“ before the first group`s „moose head“ is formed, the person who in at fault must enter the circle and perform some silly minor task or challenge set by the group. He or she the rejoins the circle in a different location, and the game continues. In Competitive Moose students are eliminated and the game continues. This game is surprisingly popular and engaging with students of all ages.

5.2.Ice breaking exercises

Hug Tags

Teacher or a designated leader may choose one person to be „it“. That person stands at one end of the room, all others students move randomly around the center of the room. The teacher or leader calls out novel instructions; e.g. „ Hug someone who is wearing jeans“, „... someone with red hair“, „...blue eyes“, „...your oldest friends“, „...your newest friends“, „...someone

you have always wanted to hug“, „...someone you never knew this class“, „...the most huggable person in the, etc. The person who is „it“ must try to hug someone not connected with anyone. „Cluster“, or group hugs are encouraged. If close contact of this nature is an inappropriate expectation for your class, the exercise can be modified to a huddle or a siple tag on the shoulder.

Connections

The teacher name two body parts. The students, in pairs, must connect and hold that connection, e.g. „elbow to knee“, „toe to heel“, „chin to forehead“, etc. Try to make and hold as many connections as possible. This makes for very humorous and creative „sculptures“, and allows students to overcome initial nervousness about making physical contact with their peers. This activity can be modified to close proximity, e.g. „heads toward forehead“, where physical contact is an inappropriate expectation.

5.3. Collaborative team building exercises

Trust

Have students close their eyes. Secretly select one person stand still, eyes open. That person i Prui, and must remain silent. All ohter students move carefully around the room, quietly calling „Prui“(proo-ee), with their eyes closed. When they meet up with someone they must shake hands and ask, „Prui?“. If that person answers „Prui“, they must continue their search. When they contact , they are met with silence. They then stay connected, and may open their eyes but must remain silent. So Prui becomes a silent collective and what began, as a cacophony of „Prui“ becomes fewer and fewer voices. Finally, only one or two plaintive voices are calling „Prui“. After the game is over, talk to the last student connected. How did they feel? This game is intended as a safe exploration of the ideals of connection and isolation.

Lap chair

Have students form a tight, close circle, shoulder to shoulder. Make sure no smaller student is directly behind a much larger student. Adjust the grouping, if necessary. Have students turn to their right. Take a half step forward, so the circle is tighter. Teachers may wish to quickly make sure that the circle is well formed. For balance, have the students place their hands on the shoulder of the person in front, and on the count of three, have the circle slowly sit. When they are comfortable, they can put their arms at their sides. On three, they can then stand. This is a good exercise in cooperative trust and can lead into a discussion about the power of collaboration.

Collaborative count down

Have students sit in a circle. Without signals and cueing, begin at ten and have students randomly count down, one voice at a time. At no time can two voices overlap. When they do, the group must begin again at ten. This is no much more challenging than it may sound. Ask the students to analyse the exercise and identify the skills it develops.

Emotional mapping

Divide students into pairs. Have one person share an emotionally charged or memorable episode from their past, or from a story they have read. The storyteller walks their partner through the three or four minut episode as if they were narrating a movie, „That`s me at summer camp when I was twelve“, etc. Encourage students to go „inside out“, describing what they are thinking and feeling, as well as the external action. When completed, have the narrator sit. His or her partner will then recreate the scene as improvisation. The original storyteller should allow the improviser toperform the scene, but can interrupt with suggestions if he or she feels

the presentation is not true to the original. Therefore, the narrator directs his or her own anecdote. After the presentation is completed, the partners reverse roles and a new story is told. Because of the personal nature to this exercise teachers may wish to allow students to select their own partner.

My most embarrassing moment

In a small group of four to six students, have them share embarrassing anecdotes with each other. After several minutes of sharing, have students choose one anecdote, or a “blend“ of anecdotes. One person from each group acts as a first person narrator, while their partners use tableaux, mime, soundscaping, and creative movement portray the episode. After a brief preparation, the groups present to their class. The person whose story is told does not have to be the narrator or play the protagonist, and the ending may be idealized or fictionalized. As a follow-up you could have the groups repeat the exercise based on „ My proudest moments“. Discuss with the students the issues of empowerment and disempowerment related to the scenarios that were shared.