



VIDEO A (LEARNING SITUATION 2, "FORFLYTNING")

MEETING THE RESIDENT IN A RESPECTFUL WAY AND TRANSFERING THE RESIDENT (STEVNS)

Steps	Element	Description	
Step 1	Introduction SPEAK	Speak, 10-15 sec.: "This video portrays the learning outcomes on how the student in the professional meeting motivates and helps a resident move from one place to another, using welfare technology. The video will also refer to the learning outcomes about meeting people in a respectful and ethical way.	Graphics: See The Goal/logo + Title for the individual video.
Step 2	Communication <i>Resident is in chair, will be moved to bed.</i> Student, resident	We see a conversation between student and resident, Resident in bed, student standing beside the bed? The student introduces the to use the rotary tower. The resident does not want to get up; he/she is worried about using the rotary tower. The student motivates and soothes the resident. <i>Motivational conversation ?</i> The student places the chair at the right place.	Opening shot: Resident in front, Student comes from the background and walks towards the resident. Over Shoulder: Student speaks to resident. OS: Reaction from resident – Resident is reluctant to participate. OS: Student calms down resident.
Step 3	Moving the resident from chair to bed	The student guides the resident in words to use the rotary tower and places the resident's hand	Full image: Lift is brought forward Close up: Lift is prepared



	Student, Resident	at the right place. The resident moves from the bed to the chair.	OS: smoothing dialog between student and resident Close up: Hand adjusting strap Full image: Transfer situation
Step 4	Communication Student, Resident	We see a conversation between student and resident. The student asks about/is aware of/asks the following questions:” How was that?”” How are you seated – are you comfortable?””Do you want anything near you?” (book, glasses, something to drink?) “I’ll leave you now, call me, if you need me”	OS: Dialog evaluation between student and resident. Final shot / Full image of resident leaving the room.
Step 5	Student, Trainer		Establishing situation: Student and teacher walking to the table. OS: Dialog between student and teacher. Close-up: on papers. OS: Dialogue student and teacher.



VIDEO B (= LEARNING SITUATION 3, STEVNS) DOCUMENTATION

Steps	Element	Description	
Step 1	Introduction SPEAK	Speak, 10-15 sec.: "This video portrays the learning outcomes about documentation of the tasks around/ concerning the resident, and the communication with other professionals in the field. The video will also refer to the learning outcomes about the student working independently in her/his own competence.	
Step 2	Dialogue trainer /apprentice Student, trainer	We see a conversation between the student and her/his trainer: The student tells the trainer about the situation with the resident, especially the resident's concern about using the rotary tower and getting up. The trainer asks the student, whom she/he should involve, to help the resident get more mobile. The student and trainer agree in asking the physiotherapist to visit the resident.	
Step 3	Documentation Student	The student uses a computer for documenting the communication with and the situation around the resident. She/he sends a request for supervision by the physiotherapist.	



VIDEO C (= LEARNING SITUATION 6, STEVNS) ACTIVITIES, MAINTENANCE OF FUNCTIONAL SKILLS

Steps in the right order	Element	Description	
Step 1	Introduction SPEAK	Speak, 10-15 sec.: "This video portrays the learning outcomes about planning activities for the elderly residents, to support the residents to be active and able to take as much care of themselves as possible. The video will also refer to the learning outcomes about communicating in a professional way, in respect for the resident.	Graphics: See The Goal/logo + Title for the individual video.
Step 2	Dialogue trainer /apprentice Student, Trainer	We see a conversation between the student and her/his trainer: The student has made an activity analysis of a group of residents and discusses this with the trainer. The student plans some gymnastics for the residents, while the residents are seated in chairs. The trainer asks the student to explain her/his thoughts about the activity, and why she/he has chosen this kind of activity.	Establishing scene: Student and teacher at table. OS: Dialogue. CU: Papers OS: Dialogue Medium close: Student plans activities (safe) Timelapse: Slider, speed planning, change in shadows (creative). OS : Dialogue evaluation of planning between student and teacher
Step 3	Communication/motivation Student, Resident?	The student welcomes the residents to this session of chairs gymnastics and introduces to the exercises. The student explains the importance of being active, though you are getting older, and that activity helps you to preserve both physical and mental abilities.	Establishing: action, focus on the student. Medium Close: Student Total: Reaction from resident MC: Student + creative images



Step 4	Chairs gymnastics Student, gruppe residente	<p>The student supervises the group to perform two/three different exercises.</p> <p>The student observes all residents alertly, keeps eye contact, demonstrates each exercise herself/himself slowly, and waits for the residents to repeat. (The student might have to help a resident conducting the exercise.)</p> <p>The student ends the session, thanks the residents, and urges them to come back next week.</p> <p>The student reminds the residents to go and get something to drink after the gymnastics.</p>	<p>Establish: OS student: Action - demonstration</p> <p>Medium close: Student – demonstration.</p> <p>Total: Action</p> <p>CU: Resident in action</p> <p>MC: Student</p> <p>[...]</p> <p>MC: Student says thanks to residents</p> <p>Ending: Panning shot, total.</p>
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VIDEO D (= LEARNING SITUATION 1, LEJRE) *NUTRITION*

Steps	Element	Description	
Step 1	Introduction	<p>Speak, 10-15 sec.: "This video portrays the learning outcomes of the student's use of his or her/ about the student uses her/his professional judgment in the meeting with the resident, and takes action according to this. The video will also refer to the learning outcomes about considering the residents self-determination and work with health promotion and prevention.</p>	Graphics: See The Goal/logo + Title for the individual video.
Step 2	Communication	<p>The student asks the resident, what he/she wants for her breakfast/lunch (deepening on time of day).</p> <p>The resident only want a little to eat, it is a rather skinny</p>	<p>Establish: Student approaches resident</p> <p>OS: Dialogue with resident</p>



		resident.	
Step 3	Action on judgement	<p>The student weighs resident, and talks to the resident about good nutrition and the significance of this.</p> <p>The student motivates the resident to eat a protein-rich meal, and proposes yogurt with muesli or oatmeal, and milk or smoothie to drink; and she/he listen to the resident's wishes.</p> <p>The student prepares and serves the meal, and agrees with the resident to involve a nutrition supervisor.</p>	<p>Total: Brings the resident to the scales.</p> <p>CU: The scales.</p> <p>OS : Dialogue student and resident.</p> <p>[...]</p>
Step 4	Documentation and involvement of other professionals.	The student uses a computer to document the resident's nutrition problem and sends a request for supervision by the nutrition supervisor.	

VIDEO E (= LEARNING SITUATION 5, LEJRE) *SUPPORT OF THE RESIDENT IN DAILY CHORES*

Steps	Element	Description	
Step 1	Introduction	Speak, 10-15 sec.: "This video portrays the learning outcomes about the student helps a resident to use IT-technology. The video will also refer to the learning outcomes about considering the residents self-determination and work with health promotion and prevention and learning outcomes about having	Grafik



		respect, empathy and an ethical approach to the resident.	
Step 2	Dialogue trainer /apprentice Student, Trainer	Dialog between trainer and apprentice	Opening shot: Student comes in, teacher sitting by table. OS student: Teacher asks about the process OS teacher: Student explains what he/she has prepared.
Step 3a	Meeting the resident	The student enters the room, and the resident asks help to buy a birthday present. The resident would like to go to a shop. The student must answer, that she/he has no possibility to take the resident to a shop, but she/he can help buying a present on the Internet. The student fetches a computer.	Opening shot: Student enters, resident by the table. OS Student: Resident asks about the choice of present. OS Resident: Resident wants to buy a certain present. CU: Student takes computer.
Step 3b	Guidance of the resident	The resident tells, what kind of present, she/he is looking for. The student guides the resident to find a gift on the internet, and help the resident to buy it.	OS Student: Resident asks about the present she is buying. OS Resident: Resident explains her intentions. POV: Trackpad on computer to break up the conversation.
Step 4	Reflection	The student tells the trainer, what she/he has helped the resident to do, the trainer asks the student to reflect on how IT can become a better tool for the elderly people at the home. The student propose to make a joint introduction one day in the living room.	Opening shot: student enters, teacher by table. OS student: Teacher asks how it went. OS teacher: Student explains how it went.