Storyboard ´Care helpers´, Denmark

Video A (learning situation 2, “forflytning”)

*Meeting the citizen in a respectful way and transfering the citizen (Stevns)*

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| **Steps in the right order** | **Element** | **Description** |
| Step 1 | Introduction | Speak, 10-15 sec.: “This video portrays the learning outcomes on how the student I the professional meeting motivates and helps a citizen 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. |
| I denne video arbejder eleven med følgende praktikmål:   * Motivation og hjælp af borgeren (4, 10) * Forflytning ved hjælp af velfærdsteknologi (13) * Møde mennesker på en respektful og etisk made (11, 10) |
| Step 2 | Communication | We see a conversation between student and citizen, Citizen in bed, student standing beside the bed? The student prepares[[1]](#footnote-1) the citizen to use the rotary tower. The citizen does not want to get up; he/she is worried about using the rotary tower. The student motivates and soothes the citizen.  The student places the chair at the right place. |
| Step 3 | Moving the citizen from chair to bed | The student guides the citizen in words to use the rotary tower and places the citizen’s hand at the right place.  The citizen moves from the bed to the chair. |
| Step 4 | Communication | We see a conversation between student and citizen. 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” |

Video B (= learning situation 3, Stevns)

*Documentation*

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| **Steps in the right order** | **Element** | **Description** |
| Step 1 | Introduction | Speak, 10-15 sec.: “This video portrays the learning outcomes about documentation of the tasks around the citizen, 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. |
| I denne video arbejder eleven med praktikmålene om:   * Dokumentation af arbejdsopgaver * Kommunikation med de andre fagprofessionelle * Selvstændigt arbejde på eget kompetenceområde |
| Step 2 | Dialogue trainer /apprentice | We see a conversation between the student and her/his trainer:  The student tells the trainer about the situation with the citizen, especially the citizen´s concern about using the rotary tower and getting up.  The trainer asks the student, whom she/he should involve, to help the citizen get more mobile.  The student and trainer agree in asking the physiotherapist to visit the citizen. |
| Step 3 | Documentation | The student uses a computer for documenting the communication with and the situation around the citizen. She/he sends a request for supervision by the physiotherapist. |

Video C (= learning situation 6, Stevns)  *activities, maintenance of functional skills*

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| **Steps in the right order** | **Element** | **Description** |
| Step 1 | Introduction | Speak, 10-15 sec.: “This video portrays the learning outcomes about planning activities for the elderly citizens, to support the citizens to be active and able to take as much care as possible for themselves. The video will also refer to the learning outcomes about communicating in a professional way, in respect for the citizen. |
| Denne video viser praktikmålene om   * at planlægge aktiviteter sammen med borgeren (7) * at støtte borgeren I at forblive aktiv og I stand til at tage vare om sig selv (2) * at kommunikere på en professional made, med respekt for borgeren (4, 10) |
| Step 2 | Dialogue trainer /apprentice | We see a conversation between the student and her/his trainer:  The student has made an activity analysis of a group of citizens and discusses this with the trainer. The student plans some gymnastics for the citizens, while the citizens 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. |
| Step 3 | Communication/motivation | The student welcomes the citizens 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. |
| Step 4 | Chairs gymnastics | The student supervises the group to perform two/three different exercises.  The student observes all citizens alertly, keeps eye contact, demonstrates each exercise herself/himself slowly, and waits for the citizens to repeat.  (The student might have to help a citizen conducting the exercise.)  The student ends the session, thanks the citizens, and urges them to come back next week.  The student reminds the citizens to go and get something to drink after the gymnastics. |

Video D (= learning situation 1, Lejre)

*nutrition*

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| **Steps in the right order** | **Element** | **Description** |
| Step 1 | Introduction | Speak, 10-15 sec.: “This video portrays the learning outcomes about the student uses her/his professional judgment in the meeting with the citizen, and takes action according to this. The video will also refer to the learning outcomes about considering the citizens self-determination and work with health promotion and prevention. |
| Denne video handler om   * elevens vurderinger i mødet med borgeren og de beslutninger hun træffer * borgerens selvbestemmelse * helbredsfremmende tiltag og forebyggelse |
| Step 2 | Communication | The student askes the citizen, what he/she wants for her breakfast/lunch (deepening on time of day).  The citizen only want a little to eat, it is a rather skinny citizen. |
| Step 3 | Action on judgement | The student weighs citizen, and talks to the citizen about good nutrition and the significance of this.  The student motivates the citizen 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 citizen’s wishes.  The student prepares and serves the meal, and agrees with the citizen to involve a nutrition supervisor. |
| Step 4 | Documentation and involvement of other professionals. | The student uses a computer to document the citizen’s nutrition problem and sends a request for supervision by the nutrition supervisor. |

Video E (= learning situation 5, Lejre)

*Support of the citizen in daily chores*

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| **Steps in the right order** | **Element** | **Description** |
| Step 1 | Introduction | Speak, 10-15 sec.: “This video portrays the learning outcomes about the student helps a citizen to use IT- technology. The video will also refer to the learning outcomes about considering the citizens self-determination and work with health promotion and prevention and learning outcomes about having respect, empathy and an ethical approach to the citizen. |
| Denne video omhandler elevens praktikmål om   * at hjælpe eleven til at bruge it-teknologier * at forholde sig til borgerens ret til selvbestemmelse * om sundhedsfremmende tiltag * og om at have respect, empati og en etisk tilgang I sin omgang med borgeren |
| Step 2 | Meeting the citizen | The student enters the room, and the citizen asks help to buy a birthday present. The citizen would like to go to a shop. The student must answer, that she/he has no possibility to take the citizen to a shop, but she/he can help buying a present on the Internet.  The student fetches a computer. |
| Step 3 | Guidance of the citizen | The citizen tells, what kind of present, she/he is looking for.  The student guides the citizen to find a gift on the internet, and help the citizen to buy it. |
| Step 4 | Reflection | The student tells the trainer, what she/he has helped the citizen 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 suggest to give a joint introduction one day in the living room. |

1. Er der et andet ord for forbereder? [↑](#footnote-ref-1)