



COACH BOT

“Modular e-course with virtual coach tool support”

LIFELONG LEARNING PROGRAMME
LEONARDO da VINCI

Coordinated by FOR.COM

**TRAINING FOR HOME HEALTHCARE WORKERS
THE “COACH BOT” PROJECT, AN INNOVATIVE TRAINING
COURSE IN THE EUROPEAN CONTEXT**

Ljubljana, 25th November 2009

**REPORT
1st NATIONAL EXPLOATATION SEMINAR**

- Slovenia -



This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Funded by the European Commission - Education, Audiovisual and Culture Executive Agency
Lifelong Learning Programme: Leonardo da Vinci, Multilateral Project
COACH BOT, project number 142835-LLP-1-2008-1-IT-LEONARDO-LMP

| | |
|--------------------------|--|
| Elaborated by | Secondary school of nursing Ljubljana |
| Work Package N and title | WP 7: Exploitation |
| Deliverable Title | REPORT 1 st NATIONAL EXPLOITATION SEMINAR-SLOVENIA |
| Conference Name | Predstavitev projekta COACHBOT: Modularni e-tečaj s pomočjo virtualnega učitelja |
| Date | 25 th November 2009 |

INDEX

| | |
|---|---|
| Conference Objectivise and Topics | 4 |
| Conference date and venue..... | 4 |
| Conference themes and structure..... | 5 |
| COACH BOT presentation..... | 6 |
| COACH BOT dissemination activity..... | 6 |

Annexes

1. Conference program
2. Dissemination Material distributed

Conference Objectives and Topics

The main objective of the first national COACH BOT conference in Ljubljana was to inform and promote the project among the target group: professionals from the home healthcare sector, participants of the adult education unit, teachers, local and national authorities from the healthcare field.

Another objective was to invite the representatives of the target group to participate in the experimentation phase of the project as a member of the experimental or control group.

We also wanted to exploit the occasion to discuss the training needs of employees in home healthcare sector by distributing and analyzing the questionnaires provided within the project.

Conference date and venue

The first national COACH BOT conference in Slovenia was held at Srednja zdravstvena šola Ljubljana (Secondary school of nursing Ljubljana), Poljanska cesta 61 in Ljubljana. It took place on Wednesday, 25th November 2009, from 1445 till 1630.

Conference themes and structure

| SEMINAR PROGRAMME | |
|-------------------|---|
| 14.45-15.00 | Participants registration |
| 15.00-15.10 | Welcome opening words Marija Verbič- principal of Secondary School of Nursing Ljubljana |
| 15.10- 15.30 | The COACH BOT Project: an opportunity for training for the home healthcare professionals Maja Klančič, Secondary School of Nursing Ljubljana |
| 15.30-15.45 | The on-line training and the "Virtual Coach" Dejan Rudolf- Secondary School of Nursing Ljubljana |
| 15.45-16.15 | Discussion- training needs of the home healthcare professionals Maja Klančič, Dejan Rudolf |

Invitation in Slovene:

VABILO NA PREDSTAVITEV PROJEKTA



Modular e-course with virtual coach tool support

COACH BOT: MODULARNI E- TEČAJ S PODPORO VIRTUALNEGA UČITELJA

V okviru usposabljanj za zaposlene v zdravstveni negi in negi na domu bi vam želeli predstaviti mednarodni projekt COACH BOT, ki ga izvajamo znotraj akcije Leonardo da Vinci- Vseživljenjsko učenje. V projektu sodelujejo izobraževalne organizacije iz šestih evropskih držav (Italija, Velika Britanija, Danska, Romunija, Švica in Slovenija). V projektu uporabljamo možnosti, ki jih ponujajo sodobni trendi poučevanja (e-učenje, študij na daljavo). Namenjen je vsem vam, ki se v izrednem izobraževanju izobražujete za področje zdravstvene nege. V projekt je vključena tudi virtualna pomočnica, poimenovali smo jo Clara, ki vam bo nudila pomoč pri študiju na daljavo.



Of course I can. Tell me what you are having trouble with.

Can you help me?

To je Clara. Med drugim vam bo odgovarjala na vprašanja v zvezi s komunikacijo z različnimi skupinami pacientov, od starostnikov, slepih in slabovidnih, gluhih in naglušnih, pa do umirajočih in njihovih svojcev.

Ravno tako se Clara »spozna« na področje etike in zakonodaje v zdravstvu in socialni.

Predstavitve projekta bo potekala v sredo, 25.11.2009, med 14.45 in 16.30 uro v prostorih Srednje zdravstvene šole Ljubljana.

PROGRAM:

- 14.45-15.00 Registracija udeležencev
- 15.00-15.10 Pozdrav in uvod (Marija Verbič, ravnateljica Srednje zdravstvene šole Ljubljana)
- 15.10-15.30 Projekt COACH BOT: priložnost za dodatno usposabljanje zaposlenih v zdravstveni negi in negi na domu (Maja Klančič, Srednja zdravstvena šola Ljubljana)
- 15.30-15.45 Tehnični vidik projekta COACH BOT (Dejan Rudolf, Srednja zdravstvena šola Ljubljana)
- 15.45-16.15 Diskusija: potrebe zaposlenih v zdravstveni negi in negi na domu po dodatnem usposabljanju
- 16.15-16.30 Zaključek konference

Na predstavitvi boste prejeli delovni material programa, povabili vas bomo tudi k sodelovanju v fazi preizkusa programa.

Po zaključku predstavitve se predavanja v izrednem izobraževanju nadaljujejo po programu.

Za prigrizek bo poskrbljeno.

Več informacij o projektu lahko dobite na www.forcom.it/coachbotproject oz. preko elektronske pošte dejan_rudolf@guest.arnes.si.

COACH BOT presentation

COACH BOT
Module E-Course with virtual
Coach Test Support

Predavatelj
Jugoslavica, Maja Štanič
Mesto: Ljubljana, Slovenija

Priloge
• COACH BOT
• Priloge

OIP projekta
• OIP projekta
• OIP projekta

Povzetek opravljenega
• Povzetek opravljenega
• Povzetek opravljenega

Individualizirana izobrazevalna pot
• Individualizirana izobrazevalna pot
• Individualizirana izobrazevalna pot

KATALOG ZNANJ
1. Znanje
2. Znanje
3. Znanje

A. ZDRAVSTVNE (SOCIALNE) TEME
A. ZDRAVSTVNE (SOCIALNE) TEME

1

B. NACIONALNA/ EU ZDRAVSTVENA ZAVESNOST
B1. Zdravstvena in psihološka nega na domu
B2. Zdravstvena in psihološka nega na domu
B3. Zdravstvena in psihološka nega na domu
B4. Zdravstvena in psihološka nega na domu
B5. Zdravstvena in psihološka nega na domu
B6. Zdravstvena in psihološka nega na domu
B7. Zdravstvena in psihološka nega na domu
B8. Zdravstvena in psihološka nega na domu
B9. Zdravstvena in psihološka nega na domu
B10. Zdravstvena in psihološka nega na domu

B.1. Zdravstvena in psihološka nega na domu
B.1. Zdravstvena in psihološka nega na domu

B.2. Zdravstvena in psihološka nega na domu
B.2. Zdravstvena in psihološka nega na domu

B.3. Zdravstvena in psihološka nega na domu
B.3. Zdravstvena in psihološka nega na domu

B.4. Zdravstvena in psihološka nega na domu
B.4. Zdravstvena in psihološka nega na domu

B.5. Zdravstvena in psihološka nega na domu
B.5. Zdravstvena in psihološka nega na domu

B.6. Zdravstvena in psihološka nega na domu
B.6. Zdravstvena in psihološka nega na domu

B.7. Zdravstvena in psihološka nega na domu
B.7. Zdravstvena in psihološka nega na domu

B.8. Zdravstvena in psihološka nega na domu
B.8. Zdravstvena in psihološka nega na domu

B.9. Zdravstvena in psihološka nega na domu
B.9. Zdravstvena in psihološka nega na domu

B.10. Zdravstvena in psihološka nega na domu
B.10. Zdravstvena in psihološka nega na domu

2

B11. Zdravstvena in psihološka nega na domu
B11. Zdravstvena in psihološka nega na domu

B12. Zdravstvena in psihološka nega na domu
B12. Zdravstvena in psihološka nega na domu

B13. Zdravstvena in psihološka nega na domu
B13. Zdravstvena in psihološka nega na domu

B14. Zdravstvena in psihološka nega na domu
B14. Zdravstvena in psihološka nega na domu

B15. Zdravstvena in psihološka nega na domu
B15. Zdravstvena in psihološka nega na domu

B16. Zdravstvena in psihološka nega na domu
B16. Zdravstvena in psihološka nega na domu

B17. Zdravstvena in psihološka nega na domu
B17. Zdravstvena in psihološka nega na domu

B18. Zdravstvena in psihološka nega na domu
B18. Zdravstvena in psihološka nega na domu

B19. Zdravstvena in psihološka nega na domu
B19. Zdravstvena in psihološka nega na domu

B20. Zdravstvena in psihološka nega na domu
B20. Zdravstvena in psihološka nega na domu

3

B21. Zdravstvena in psihološka nega na domu
B21. Zdravstvena in psihološka nega na domu

B22. Zdravstvena in psihološka nega na domu
B22. Zdravstvena in psihološka nega na domu

B23. Zdravstvena in psihološka nega na domu
B23. Zdravstvena in psihološka nega na domu

B24. Zdravstvena in psihološka nega na domu
B24. Zdravstvena in psihološka nega na domu

B25. Zdravstvena in psihološka nega na domu
B25. Zdravstvena in psihološka nega na domu

B26. Zdravstvena in psihološka nega na domu
B26. Zdravstvena in psihološka nega na domu

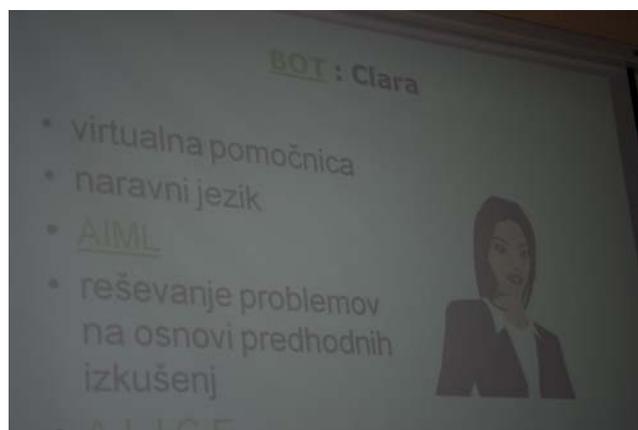
B27. Zdravstvena in psihološka nega na domu
B27. Zdravstvena in psihološka nega na domu

B28. Zdravstvena in psihološka nega na domu
B28. Zdravstvena in psihološka nega na domu

B29. Zdravstvena in psihološka nega na domu
B29. Zdravstvena in psihološka nega na domu

B30. Zdravstvena in psihološka nega na domu
B30. Zdravstvena in psihološka nega na domu

4



COACH BOT dissemination activity

The COACH BOT project poster has been put on the walls of Srednja zdravstvena sola Ljubljana. Every participant of the conference received a COACH BOT brochure, a copy of COACH BOT presentation layouts and a copy of questionnaire, that was fulfilled after the seminar. The analysis of the results is a part of this report.

The COACH BOT presentation is also available at the Srednja zdravstvena sola Ljubljana web site.

<http://www.srednjazdravstvenaljubljana.si/PROJEKTI%20na%20SZLj/Forms/AllItems.aspx>



ANALYSIS of the questionnaire

The conference was attended by 38 participants; 28 representatives of employees of the healthcare sector (students of adult education unit) and 10 teachers. The teachers did not fulfil the questionnaire and all the others did.

The results of the analysis are described below.

- The questionnaire – the relationship with the patient and with relatives

The 89,7% of respondents considered as fundamental the providing of adequate recreational activities within a health care service at home, and the remaining 10,3% believes that it is nevertheless an important part of the activity, though not essential. None of the subjects considered it to be non significant.

| Do you think that it is important to provide individuals suitable recreational activities in a care home? | | |
|--|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, it is fundamental in the home health care assistance | 26 | 89,7 |
| Yes, it is important but not necessary | 3 | 10,3 |
| No, it is not important | | |

The vast majority of the sample (65,5%) feel that they are capable of supporting the patients in all aspects of their daily activities, however, recognizing the usefulness of continuous upgrading of their skills and abilities. Only one subject (3,4%) was satisfied with the current situation, believing he has expertise enough to handle the different situations encountered in daily activities, while nine person (31,0%) acknowledges having the need to improve their knowledge and skills.

| Do you think to be able to support individuals in all aspects of their daily activity? | | |
|---|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, I am satisfied | 1 | 3,4 |
| Yes, but it is always useful to update own competencies and skills | 19 | 65,5 |
| No, I need to improve knowledge and basically skills | 9 | 31,0 |

One third of subjects in the sample (34,5%) say they sometimes find it difficult to enter into a relationship with the patient, while two thirds (58,6%) has never encountered such difficulties. Two of the persons claiming to be often at odds.

| Do you have difficulties in interacting with your patients? | | |
|--|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, often | 2 | 6,9 |
| Yes, sometimes | 10 | 34,5 |
| No, never | 17 | 58,6 |

The third majority of the sample (37,9%) say they have sometimes difficulties in relating to the relatives of persons receiving care, while more than half majority contacted (58,6%) claim to never have such difficulties. One of the persons claiming to be often at odds. It is to note how the subjects contacted acknowledge having greater difficulty in entering into relationships with relatives than with patients.

| Do you have difficulties in interacting with your patients' family? | | |
|---|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, often | 1 | 3,4 |
| Yes, sometimes | 11 | 37,9 |
| No, never | 17 | 58,6 |

The questionnaire – elements about law un the socio-health sector

Two-thirds of the sample (65.5 %) say they will be able to find information on policies and procedures to which the social-health workers should refer, but had difficulty in the case of information of greater specificity. 13,8% of subjects considered himself to be able to find any information, while 6 subjects claim not to be able to take such steps (20,7%).

| Do you know where to find national policies and procedures care workers should follow? | | |
|--|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, I am able to find each information I need | 4 | 13,8 |
| Yes, but I don't know how find each specific information I need among the several laws and regulations | 19 | 65,5 |
| No, I don't know where it is possible to find these information | 6 | 20,7 |

The 10,3% of subjects considered to be able to understand the whole text of a national or European law relating to his profession, while 62,1% believed that he could not understand in all its parts. The 27,6% of the sample can not answer.

| Do you think you would understand "everything" if you read the text of a national or European law related to your profession? | | |
|---|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, I would understand "everything" | 3 | 10,3 |
| No, I wouldn't understand "everything" | 18 | 62,1 |
| I don't know | 8 | 27,6 |

Nearly 76% of the sample claims to be aware of the role and its responsibility towards patients. 20,7% of the sample claims they are not completely aware about some specific tasks related to their role. One person has problem with colleagues in relation to different responsibilities and tasks of the profession (3,4%).

| Yes, but some specific tasks related to my role are not clear | 6 | 20,7 |
|---|-----------|----------------|
| No, since sometimes I have problems with colleagues in relation to the different responsibilities and tasks | 1 | 3,4 |
| Do you think to be enough conscious of your role and responsibilities towards your patients? | | |
| | Frequency | Percentage (%) |
| Yes, I am aware of my role | 22 | 75,9 |

The

79,3% of respondents said that they had sometimes an ethical problem in the course of work. The other say they have had often problem in the course of work (10,3%) or did not remember having this difficulty (10,3%).

| Have you ever had troubles in managing the ethical aspects of your profession during your daily work? | | |
|--|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, often | 3 | 10,3 |
| Yes, sometimes | 23 | 79,3 |
| No, never | 3 | 10,3 |

- **The questionnaire – elements of interest for the realization of the course**

The vast majority of the sample had never attended an online course (93,1%). Only one person has participated in more than five online course and one from 2 to 5. %).

| Have you ever participated in an on line course? | | |
|---|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, one time | | |
| Yes, from 2 to 5 times | 1 | 3,4 |
| Yes, more than 5 times | 1 | 3,4 |
| No, never | 27 | 93,1 |

Two thirds of the sample said they feel at ease in front of a PC (53,6%), while the other third say they are a bit 'uncomfortable (20,7%) or very uncomfortable (10,3).

| How do you feel in front of a PC? | | |
|--|-----------|----------------|
| | Frequency | Percentage (%) |
| Comfortable | 20 | 70,0 |
| A little bit uneasy | 6 | 20,7 |
| Much uneasy | 3 | 10,3 |

All of the sample use the Internet and email, although 57,1% claim to use them often, while 42,9% only sometimes.

| Usually, do you use Internet or the e-mail service? | | |
|--|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, often | 16 | 57,1 |
| Yes, sometimes | 12 | 42,9 |
| No, never | | |

The 69% of the sample said that finding time for an upgrade of its competence only occasionally, while the remaining 31% had frequent occasion to update.

| Do you have time to upgrade your competence compatibly with your work? | | |
|---|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, often | 9 | 31,0 |
| Yes, sometimes | 20 | 69,0 |
| No, never | | |

One third of the sample would prefer to attend a course that covers a broad spectrum of subjects (34,5%), while more than half 51,7% would prefer a course "focused" on specific topics which were felt to be most needed.

| | Frequency | Percentage (%) |
|--|-----------|----------------|
| Do you prefer an all-embracing course to upgrade your competence or a focused course? | | |
| A course embracing all the topic is better | 10 | 34,5 |
| I prefer only the topics I need | 15 | 51,7 |

| | | |
|---------------|----------|-------------|
| I don't know. | 4 | 13,8 |
|---------------|----------|-------------|

More than two-thirds of the sample (71,4%) believe the latest update on issues relating to their sector employed only occasionally, while 21,4% said to keep constantly updated. Only a few (7,1%) did not update about news related to their work.

| Do you know the newest topics pertaining your sector? | | |
|--|-----------|----------------|
| | Frequency | Percentage (%) |
| Yes, I keep up to date. | 6 | 21,4 |
| Yes, sometimes | 20 | 71,4 |
| No, I don't | 2 | 7,1 |

The majority of subjects had sufficient knowledge of English (48,3%) or no knowledge (34,5%). Only 17,2% considered that their level of English is good, but nobody considers to be an "advanced".

| What is your level of competence in English language? | | |
|--|-----------|----------------|
| | Frequency | Percentage (%) |
| No competence | 10 | 34,5 |
| Enough | 14 | 48,3 |
| Good | 5 | 17,2 |
| Advanced | 0 | 0 |