



Education and Culture DG

Lifelong Learning Programme

RENOVA

R10 [TASK 3.3]

## MANAGEMENT IN HEALTH: CURRICULUM FOR THE E-LEARNING SESSIONS

English version

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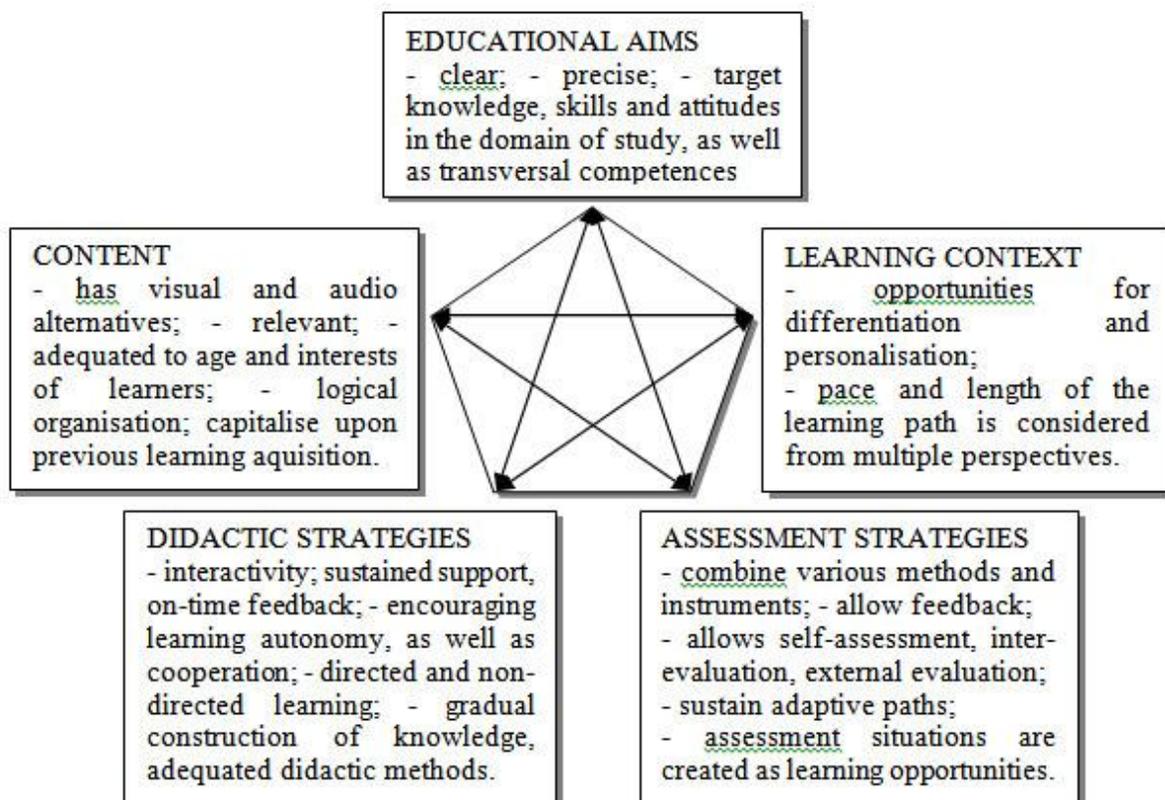
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## 1. FRAMEWORK – FIVE CURRICULUM COMPONENTS

As stated in the “Report on Project Framework” (R9), in designing the curriculum for the elearning sessions of RENOVA training path, there were considered five interrelated components: educational aims, content, learning context, didactic strategies and assessment. Each of these five components has specific aspects to be considered when viewed through the lens of an efficient elearning experience:



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## 2. MODULES

Each course module (or chapter) has at least two and up to four elearning units, which allow trainers/ professor to capitalise upon the most generous themes of the course (chosen by the project team) and to exercise with the students some of the most sensitive and/or difficult aspects of the nursing profession, in a safe environment.

The following descriptions are referring exclusively to the elearning sequences of RENOVA training path, starting with Communication module, then Ethics, Financial and Legislation.

### 2.1. Communication module

#### **Rationale:**

Communication related skills are among the essential competencies of any healthcare professional. As a part of their job, the nurse manager should have effective communication skills: written communication, active listening, as well as nonverbal communication skills.

#### **Short description of the elearning units:**

Unit 1: (Six Elements of Communication)	The learning unit introduces a specific work related situation in nursing – the interaction between the nurse and its patient focusing on the characteristics and development in the interactive process of the Six elements of Communication.
Unit 2: (Using effective communication skills in nursing)	The learning unit provides a realistic scenario to help nurses with little work experience to exercise interaction with patient’s close relatives/ parents. Especially young patients’ parents should be correctly informed by nurses about their role, their rights, their participation to hospital’s care – using an appropriate language. The scenario is an opportunity to explore such situations and to find appropriate models of behaviour and ways to interact with young patients’ parents.
Units 3 & 4: (Inter-personal)	Student nurses play the role of a staff nurse (situation 1) and of a manager nurse (situation 2), being put in the position to decide, in close-to-crisis situations, what approach should be followed and how to communicate with colleagues.

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communication skills in nursing)

**Scope:**

- Explore medical situations in which nurses are confronted with different issues related to patients/ parents/ relatives communication; explore real-life on-the-job situations in which adequate decisions should be made on time by nurses, using appropriate management and communication skills.

**Learning objectives:**

Students will be able to:

- identify and analyze the Six Elements of Communication within an interactive process
- understand why and how they should manage the feedback process
- evaluate nurse-patient communication patterns
- understand and apply the different factors that determine how each of the six elements can be defined
- correctly interpret a specific situation regarding roles of parents/ relatives in providing care for a patient;
- use effective communication skills to present the situation to close relatives;
- adapt their approach and communication register to the specifics of the audience they address;
- support a patient’s recovery by inviting parents/ relatives to collaborate.

Students will learn and practice:

*Written and Verbal Communication skills*

- managing the schedule for nurses on staff for each shift
- creating the schedule and communicating to the nurses when they are available and making sure proper attention is given
- clearly communicating through speech suggestions and recommendations
- voice concerns to doctors on behalf of the staff

*Listening*

- listening to the concerns of the doctors, patients and the nurses, listening to the concerns of those around, comprehend the problem and communicate a solution
- listening to the patients in order to learn how well they are attended

*Nonverbal communication*

- using nonverbal skills (tone of voice, gestures etc.) to work with doctors, patients and staff members.

**Methods & strategies:**

- role play, case study, computer-assisted instruction, inductive approach

**Assessment (suggestions):**

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- observation of student’s participation to the exercise and assessment of the individual/ group outputs made available on the platform
- observation grids could be developed, targeting specific skills aimed to be developed to students (reaction/ empathy, communication, analysis/ correct interpretation of regulations)
- peer assessment

## 2.2. Ethics module

### Rationale:

In a specific medical care giving environment, the “respect for life” concept applies with the following understanding: preserve life through any possible means but prolonging life must not be an end in itself, hence not obtained through aggressive therapy.

The “respect for human dignity” concept involves the following procedures and recommended behaviour: assist the dying person up to end of his/her life by providing all the help and comfort necessary, in compliance with the will, written or transmitted, by the patient. Various representative assemblies of the caring professions have spoken internationally on the subject.

In relation to medical ethics, nurses perform based on a set of values and principles shaped by education, both formal and family related and personal experience. These values influence the decision-making and action-orientation process in the care giving act and have an impact on how a nurse perceives and understands the ethical standard. Thus, care giving staff must be aware of its positioning within a specific cultural and personal ethics related setting and be able to refer independently to the medical ethics standards.

In order to daily provide their care in accordance with the ethical standards, caregivers should integrate and apply five essential concepts: autonomy, beneficence, non-maleficence, justice and fidelity. Each concept involves a specific attitude towards the patient and indicates the right decision in a certain situation as well as the set of measures to be taken in such situation. Based on this structure, the recommended project helps the students understand the concepts starting from how they are defined and by creating, as teams, real situations around them based on their experience.

Furthermore, any student needs to be able to consider ethics issues from different perspectives, taking into account the patient’s rights, the duties towards the hospital as well as the personal ethics in dealing with conflictual relations.

### Short description of the elearning units:

Unit 1:	This unit is using assessment (test) as an opportunity to clarify the relationships between nursing ethics and the cultural values,
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(Cultural values, identification and positioning)	specific to a person, to an organisation, to a cultural environment.
Unit 2:  (Fundamentals of Health Ethics - Essential concepts)	After a short remembering of the main concepts significance, students form groups of 6 and use an online collaborative document to identify and describe situations/ examples to illustrate these concepts and their applicability.
Unit 3:  (Nursing Ethics - Managing specific situations)	The scenario illustrates an ethics related situation that can occur in the day-to-day work of a medical nurse – non-compliant patient, contagious disease, personal approach. The learning scenario is regarding the situation of nurses coping with non-compliant patient, by putting the student into the role of a practitioner managing a crisis situation involving a patient refusing the treatment. Ethical aspects are to be considered within this specific situation – student nurse analyse, choose strategy and make decisions based on different perspectives of ethical principles.
Unit 4:  (Management of ethics and health related situations)	Management of ethics and health related situations based on the 6 Steps Action Plan: <ul style="list-style-type: none"> <li>- Step 1: Ask the question; in any given situation, are we confronting to an ethical problem?</li> <li>- Step 2: Gather relevant informations: the views of the patient, family, institution</li> <li>- Step 3: Verbalize the problem</li> <li>- Step 4: Identify possible actions</li> <li>- Step 5: Negotiate a plan</li> <li>- Step 6: Evaluate the plan as you go</li> </ul>

**Scope:**

- Supporting a better understanding of ethical standards (specifically: autonomy, beneficence, non-maleficence, justice and fidelity) through identifying and describind the situations where they apply or should be applied; Planning a care situation in the light of medical ethics.

**Learning objectives:**

Students will be able to:

- recognize their belonging to a certain set of personal/cultural values
- recognize the impact of these values on the care giving act
- Integrate the personal/cultural values and the recommended ethics standards

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- provide care, on a daily basis, in accordance with the ethical standards integrating five concepts: autonomy, beneficence, non-maleficence, justice, fidelity
- understand, identify and correctly apply, in the concepts in real situations
- recognize the concepts, recognize and remember the definition of the concepts
- recognize situations where the concepts apply
- identify situations from their experience where the concepts should be or have been applied
- create new situations around the concepts inspired by the daily basis occurrences in their work
- identify and use the principles of medical ethics according to the European legislation and recommendations in the domain
- understand, work and apply medical ethics related concepts: respect for life, respect for people and their dignity
- provide care, on a daily basis, in accordance with the ethical standards integrating five concepts: autonomy, beneficence, non-maleficence, justice, fidelity
- understand, identify and correctly apply the ethical principles in real situations
- identify the principles of medical ethics according to the European legislation and recommendations in the domain
- understand, use and apply medical ethics related concepts: respect for life, respect for people and their dignity
- use and apply the 6 Steps Action Plan for the management of an ethical issue.

#### **Methods & strategies:**

- Quiz, conversation, computer-assisted instruction, Case study

#### **Assessment (suggestions):**

- Peer-observation, peer-assessment (groups would provide feedback for the others, posting a comment on each group's exercise page)
- Essay upon the applicability of ethical principles in real-life professional situations, with a focus on conflictual/ crisis situations.
- Individual presentation of ethical issues associated with the given situation.

## 2.3. Financial module

#### **Rationale:**

Acting as a manager, the nurse needs to be able to coordinate and assist a team of individuals based on some essential management tools: delegation, time management, negotiation, motivation, conflict management.

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Time is a valuable resource and not all nursing time is spent on direct patient care. Managing the time involves planning ahead and realising that unforeseen events may disrupt this plan

**Short description of the elearning units:**

<p>Unit 1:  (Economic and financial management skills in nursing – Budget and Funding)</p>	<p>This training session is aimed at bringing nurses in the position to function both as caregivers as well as managers of the care unit and health facilities. In their managerial function, nurses need skills related to managing human health (patients, staff), facilities, equipment more or less complex, stocks etc, in the interests of an efficient economic and financial management.</p>
<p>Unit 2:  (Economic and financial management skills in nursing – bed management and discharge process)</p>	<p>A thorough system of bed management makes it easy to admit patients into units, and saves time searching for available beds throughout the hospital. In connection with an efficient discharge planning, these specific managements units in nursing can be more successfully covered by nurses on their daily activity. This practical exercise will assist the nurses in better coordinating bed scheduling at the level of entire hospital, and allow unit staff to assign patients to specific beds.</p>
<p>Unit 3:  (Economic and financial management skills in nursing – staff management)</p>	<p>The given practical situation will assist the student in correctly managing the team at a certain moment in the activity through applying the management strategies, prioritization and organization.</p>
<p>Unit 4:  (Economic and financial management skills in nursing – Time Management and Prioritising)</p>	<p>The practical activity relates to a situation that may occur in the daily work of a nurse. The student will find himself in a complex situation that needs the right prioritizing approach as well as efficient organizing and decision-making in due time.</p>

**Scope:**

- To educate future health managers in what the management of professional teams consists of – stimulate the efficiency of a diversity of individuals, at best costs, while meeting quality standards that ensure optimum care.

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**Learning objectives:**

Students will be able to:

- develop their discharge planning skills in order to meet the accelerating demands of simple and complex discharge issues
- understand that discharge planning begins at admission
- gain the skills and confidence to anticipate length of stay and predict discharge dates so that requirements can be addressed in a timely manner
- explore ways of discharging patients at weekends, bank holidays etc, and recognise the importance of liaising effectively with the other stakeholders
- identify needs and problems
- set objectives
- plan, implement and evaluate actions
- manage their time
- decide upon priorities and plan accordingly
- identify the exact priorities (question what will be the consequence if this is not done immediately, in the next hour, this shift)
- re-assess situations and respond appropriately

**Methods & strategies:**

- Role play, case study, computer-assisted instruction

**Assessment (suggestions):**

- observation of student’s participation to the exercise and assessment of the individual/ group outputs made available on the platform
- observation grids, targeting specific skills aimed to be developed to students (reaction/ empathy, communication, analysis/ correct interpretation of regulations)

**2.4. Legislation module**

**Rationale:**

Communication

**Short description of the elearning units:**

<p>Unit 1:  Applying the general legislative framework (National law and European directives) in the nursing activities</p>	<p>This chapter seeks to support nurses in the process of establishing the right approach in care giving by understanding and applying a legislative framework based on the the national laws and practices completed by the European legislation.</p>
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<p>Unit 2:  (Basics of the European legislation Framework)</p>	<p>This chapter is aimed at defining the framework that the European legislation seeks to offer in the health related context and the degree of involvement in each local system of the EU members.</p>
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**Learning objectives:**

Students will be able to:

- understand, identify and apply different legislation related concepts and principles that regulate their work in the context of a local legislation applied in harmony with the European Health directives
- explain and differentiate between legislative concepts and specific situations where these apply per se or need particular adaptation
- recognize and explain main articles related to Health in the Chart of Fundamental Rights
- work and organize their work taking into consideration the legal principles that govern their professional field
- understand, identify and apply different legislation related concepts as they are defined in the European framework
- identify and recognize the extent to which the European concepts apply or should apply in their work within a local and particular context
- understand, explain and apply the main principles and concepts introduced by the European legal directives
- explain and differentiate between legislative concepts and specific situations where these apply per se or need particular adaptation
- understand and differentiate between the concepts introduced within the European legislation framework
- work and organize their work taking into consideration the legal principles that govern their professional field, in a European context

**Methods & strategies:**

- scenario-based learning, experiential learning

**Assessment (suggestions):**

- peer-assessment, observation.

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## Annex 1. Description model for projects & project scenarios

The digitized scenarios will be designed upon the following scheme:

Project Title/ Theme:	
Authority (Institution):	
Audience:	
Project short description:	
Scope:	
Learning objectives (outcomes, at trainees' level):	
Key (instructional) strategies:	
Methods:	
Assessment:	
Description of activity:	
Effective practices/ processes:	
Integration/ sustainability:	
Evaluation and amelioration:	

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