

## IO 9

Identification and definition of exemplary joint transnational learning modules (based on ECVET) for the closing of frequent competence gaps identified within testing of the HCEU matrices



Making qualifications comparable is not the final step in order to enable the mobility of workers on the European labour market. Since health care qualifications/ certificates are different across national and institutional borders here in Europe it is very likely that the matrices in the home country do not fit in all aspects with the ones of the destination country. It is therefore necessary to find ways to bridge those deviations when they are representing deficits in order to facilitate recognition in the destination country.

For this purpose HCEU identify and define joint transnational learning modules in order to provide bridges in between existing qualifications within recognition processes.

The learning modules are based on IO3 Learning Outcomes and and thus support and prepare the recognition process and of course the start in the new job opportunity .



## Module 1

### CA 2.1.a

To be able to support the patient/client to perform basic care.

The professional caregiver is able to support patient's/client's in performing resource oriented basic care and to assist others in performing basic care. This is done autonomously and self-responsibly but according to instruction

### CA 2.1.b

To be able to perform basic care in all care cases.

The professional caregiver autonomously and self-responsibly performs resource oriented basic care in all care cases.

## Methods:

Teaching conversation, instruction, practical training, group work, partner work, individual work, Roleplay, blended learning

Learning Outcomes	Content	Lessons
The professional caregiver is able to:		
<ul style="list-style-type: none"> <li>perform skin care and prophylactic measures of patient's/client's regarding skin,</li> </ul>	<ul style="list-style-type: none"> <li>Basics of the skin and skin appendages</li> <li>skin colour</li> <li>skin temperature</li> <li>skin surface</li> <li>skin turgor</li> <li>Decubitus risk and prophylaxis</li> </ul>	8
<ul style="list-style-type: none"> <li>perform measures of body wash and personal hygiene of patient's/client's in various situations and places (e.g. full body wash, intimate body wash, in bed, at the washbasin),</li> <li>implement special concepts in basic care (e.g. Bobath),</li> <li>perform basal stimulation (e.g. for revitalising, soothing),</li> </ul>	<ul style="list-style-type: none"> <li>Forms of whole-body washing (sweat-reducing, skin-stabilizing, etc.)</li> <li>Basal calming GKW</li> <li>Invigorating GKW</li> <li>Special care concepts (e.g. bobath)</li> </ul>	8

<ul style="list-style-type: none"> <li>perform measures of body wash and personal hygiene of patient's/client's in various situations and places (e.g. full body wash, intimate body wash, in bed, at the washbasin),</li> </ul>	<ul style="list-style-type: none"> <li>Whole body wash in bed</li> <li>Support in washing in bed</li> <li>Support in washing at the sink</li> <li>Support in showers</li> <li>Support in dressing and undressing</li> </ul>	8
<ul style="list-style-type: none"> <li>CA21as001 support patient's/client's in personal hygiene (e.g. oral care, hair care, nose care, ear hygiene, shaving),</li> <li>CA21bs005 perform nose and mouth hygiene for patient's/client's with nasally or orally inserted tubes (e.g. stomach tube, endotracheal tube),</li> <li>perform basal stimulation (e.g. for revitalising, soothing),</li> </ul>	<ul style="list-style-type: none"> <li>Observation and assessment of oral mucosa</li> <li>Oral care support</li> <li>Oral care, dental care</li> <li>denture care</li> <li>Eyes, ears and nose care</li> </ul>	8
<ul style="list-style-type: none"> <li>empower the patient/client to act self-determinedly through resource-orientated care,</li> </ul>	<ul style="list-style-type: none"> <li>Body care as communication/interaction</li> <li>Integration of prophylaxis/mobilisation into daily body care in clinics and outpatient care</li> </ul>	8

## Module 2

### 2.2.a

The professional caregiver is able to order and distribute meals and, if necessary, support patients/clients without specific dietary restrictions or functional limitations according to nutrition plans.

### Methods:

Teaching conversation, instruction, practical training, group work, partner work, individual work, Roleplay, blended learning

Learning Outcomes	Content	Lessons
The professional caregiver is able to: implement the prescribed nutrition plan and drinking protocol,  order meals and drinks according to in-house rules	<ul style="list-style-type: none"> <li>• meaning and the right choice of food</li> <li>• Offer and selection</li> <li>• food registration</li> <li>• forms of boarding</li> <li>• the procedures of ordering meals/drinks according to in-house rules,</li> </ul>	6
involve the patient/client and relevant others in nutrition,  implement the prescribed nutrition plan and drinking protocol,  recognise potential rituals and habits of patients/clients	<ul style="list-style-type: none"> <li>• dietary restrictions and functional limitations and their impacts on nutrition,</li> <li>• liquids and feed quantities</li> <li>• consider health restrictions of a patient when choosing a diet</li> <li>• values and beliefs of different cultural, ethnological and religious groups and how this may affect patient's/client's within nutrition</li> </ul>	10
prepare patient's/client's for eating and drinking (e.g. correct position in bed),  support patient's/client's without specific needs in eating and drinking, set tables and serve meals (e.g. while	<ul style="list-style-type: none"> <li>• distribute food</li> <li>• patient resources</li> <li>• Classification of assistance needs</li> <li>• support of the patient's/client's in feeding and drinking</li> </ul>	6

<p>prepare patient's/client's for eating and drinking (e.g. correct position in bed),</p> <p>support patient's/client's without specific needs in eating and drinking, set tables and serve meals (e.g. while respecting patient's/client's rituals), distinguish and use different dishes according to the patient's/client's needs (e.g. feeding cup),</p> <p>recognise risk situations regarding nutrition and feeding and to call for assistance.</p>	<ul style="list-style-type: none"> <li>• volume of liquids and calories a patient/client should ingest on a daily basis,</li> <li>• Food straightening,</li> <li>• patient positioning</li> <li>• Methods and rules to pass the food and drinks</li> <li>• Aspiration prophylaxis</li> <li>•</li> </ul>	10
<p>implement the prescribed nutrition plan and drinking protocol,</p> <p>monitor the patient's/client's liquid and calorie intake and react according to nutrition plans and the patient's/client's needs,</p>	<ul style="list-style-type: none"> <li>• Determine body length and weight</li> <li>• Monitoring liquid balance</li> <li>• Indications</li> <li>• interactions between medicines and nutrients (e.g. diabetes-related nutrition and the amount of insulin)</li> </ul>	8

## Module 3

### 2.3.b

To be able to implement mobility measures including patient/client activation according to patient's/client's treatment plan and individual condition.

The professional caregiver is autonomously and self responsibly able to perform mobility measures including patient's/client's activation according to the treatment plan and to the individual conditions in all care cases.

### Methods:

Teaching conversation, instruction, practical training, group work, partner work, individual work, Roleplay, blended learning

Learning Outcomes	Content	Lessons
The professional caregiver is able to:		
<ul style="list-style-type: none"> <li>Identify movement disorders and sleep disorders and take appropriate prophylactic measures.</li> </ul>	<ul style="list-style-type: none"> <li>Basics of the musculoskeletal system</li> <li>contracture prophylaxis</li> <li><b>sleep –basics</b></li> <li>sleep disorders, medication</li> </ul>	8
<ul style="list-style-type: none"> <li>help the patient/client standing up (e.g. from bed),</li> <li>perform the transfer of the patient/client (e.g. to and out of bed, to and out of wheelchair),</li> <li>perform passive and active mobilisation,</li> <li>recognise the patient's/client's needs regarding the aids for mobility and transfer</li> <li>bring the patient/client in a position that is necessary for interventions and examinations</li> </ul>	<ul style="list-style-type: none"> <li>Supporting the mobilization - Goals</li> <li>gradual mobilization</li> <li>active and passive mobilization (with and without aids)</li> <li>patient Transfer (with and without aids)</li> <li>mobilization aids</li> </ul>	8
<ul style="list-style-type: none"> <li>perform changing the patient's/client's position (e.g. in bed, in wheelchair),</li> </ul>	<ul style="list-style-type: none"> <li>Patient positioning Principles and goals</li> <li>Supporting physiological positions</li> <li>Patient bed positioning types</li> <li>Assessment tools</li> </ul>	8
<ul style="list-style-type: none"> <li>implement specific methods of positioning and mobility measures of patient's/client's according to disease patterns,</li> </ul>	<ul style="list-style-type: none"> <li>Supporting positionings – Principles and goals</li> </ul>	8

<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• positioning for pressure relief (e.g. inclined plane, super soft positioning )</li> <li>• positionings to facilitate breathing</li> <li>• special beds</li> </ul>	
<ul style="list-style-type: none"> <li>• recognise and to manage risks situations and changes in the patient's/client's condition in the care act (e.g. recognise circulatory collapses),</li> <li>• develop a mobility and movement plan according to disease patterns and patient's/client's needs (see also CA.1.3),</li> </ul>	<ul style="list-style-type: none"> <li>• prophylaxis</li> <li>• decubitus prophylaxis</li> <li>• fall prevention</li> <li>• assessment tools</li> <li>• Basics of kinaesthetics</li> </ul>	8

## Module 4

Prophylaxis in care

### Methods:

Teaching conversation, instruction, practical training, group work, partner work, individual work, Roleplay, blended learning

Learning Outcomes	Content	Lessons
The professional caregiver is able to:		
identify and describe the most common cardiovascular system disorders and take appropriate prophylactic measures.	<ul style="list-style-type: none"> <li>• cardiovascular system</li> <li>• Primary, secondary and tertiary prevention</li> <li>• thrombosis prophylaxis               <ul style="list-style-type: none"> <li>○ medicamentous</li> <li>○ Not medicamentous</li> </ul> </li> <li>• assessment tools</li> </ul>	8
name and describe the most frequent breathing restrictions and to take adequate prophylactic measures.	<ul style="list-style-type: none"> <li>• respiratory system</li> <li>• Pneumonia prophylaxis</li> <li>• Hygiene</li> <li>• Resources</li> <li>• Excercises</li> <li>• assessment tools</li> </ul>	8
name and describe the most frequent restrictions of movement and immobility and take adequate prophylactic measures.	<ul style="list-style-type: none"> <li>• Basics of the musculoskeletal system</li> <li>• Decubitus and Ulcera incidence</li> <li>• Mobilisation Excercises</li> <li>• pressure-relieving bearings</li> <li>• aids</li> <li>• decubitus and contracture prophylaxis</li> <li>• Intertrigo prophylaxis</li> <li>• fall prophylaxis</li> <li>• assessment tools</li> </ul>	8
identify and describe the most common restrictions of the gastrointestinal tract and take appropriate prophylactic measures.	<ul style="list-style-type: none"> <li>• gastrointestinal tract</li> <li>• Basics of the digestive system</li> <li>• Basics oft urinary system</li> <li>• constipation prohylaxis</li> <li>• cystitis prophylaxis</li> <li>• General measures</li> <li>• Special measures</li> <li>• assessment tools</li> </ul>	8

identify and describe the most common restrictions on food intake and take adequate prophylactic measures.	<ul style="list-style-type: none"><li>• ingestion of food</li><li>• Support during food intake</li><li>• dehydration prophylaxis</li><li>• oral hygiene</li><li>• Soor and parotitis prophylaxis</li><li>• assessment tools</li></ul>	8
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## Module 5

### 2.4.c

The professional caregiver is autonomously and self responsibly able to care for urinary and bowel catheters, to place and handle urinary and bowel catheters and to administer irrigations and enemas into catheter systems.

#### Methods:

Teaching conversation, instruction, practical training, group work, partner work, individual work, Roleplay, blended learning

Learning Outcomes	Content	Lessons
The professional caregiver is able to:		
inform the patient/client about administering catheters and the procedure, choose the right kind and size of urinary catheters (e.g. for male or female patients/ clients, 14 Charrière), choose and prepare materials for administering urinary catheters (e.g. anaesthesia gel, blocking liquid),	<ul style="list-style-type: none"> <li>• anatomy of the genitourinary system</li> <li>• Indications and contraindications</li> <li>• complications</li> <li>• Catheter types and sizes</li> <li>•</li> </ul>	8
place urinary catheters,	<ul style="list-style-type: none"> <li>• Transurethral catheterization</li> <li>• preparation patient</li> <li>• preparation material</li> <li>• exercises</li> </ul>	8
choose the correct drainage system for specific diseases and the patient's/client's needs (e.g. hourly urometer, leg pouch), perform bladder irrigation (e.g. single dose, continuous),	<ul style="list-style-type: none"> <li>• Transurethral Catheter - Care</li> <li>• drainage systems</li> <li>• bladder irrigations</li> <li>• Remove permanent catheter</li> </ul>	8
choose and prepare materials for administering suprapubic catheters,	<ul style="list-style-type: none"> <li>• Basics of suprapubic catheters</li> <li>• Indications and contraindications</li> <li>• complications</li> </ul>	8

	<ul style="list-style-type: none"> <li>• Catheter types and sizes</li> <li>• Pro and contra</li> <li>•</li> </ul>	
place suprapubic catheters,	<ul style="list-style-type: none"> <li>• suprapubic catheterization <ul style="list-style-type: none"> <li>○ preparation</li> <li>○ assistance</li> </ul> </li> <li>• Care measures</li> <li>• Suprapubic bladder catheter - bandage change</li> </ul>	8