Scenario title

Communication and counseling in the setting of diagnosis (oncology settings)*

Target audience

The target audience refers to teacher Training for VET teachers working in the field of oncological nursing. The scenario is addressed to participants involved in training activities at EQF-level 3 and 4.

Problem to solve - Learning Situation

Oncology nurses are often confronted with the fact that people diagnosed with cancer and their caregivers experience a high level of stress around the time of diagnosis, which affects communication between the nurse and the person with the cancer.

Perceived uncertainties about the course of the disease and lack of information and knowledge lead to serious limitations in everyday life. Cancer diseases can have an impact on emotional, psychological and social well-being. They affect all areas of life and thus also the quality of life of people affected by cancer and their caregivers. The period from the beginning of a disease until the first official diagnosis is considered a crisis in the Illness Trajectory Model. This phase is often accompanied by great uncertainty, with feelings fluctuating between hope and despair or fear. People affected by cancer and their caregivers often experience the diagnosis as an existential threat.

VET teachers working in the field of oncological nursing need to promote nurses' communicative competencies in relation to challenging conversational situations. For this purpose, it is important to combine both scientifically based communication models and practical exercises.

Overview of scenario

EQF levels 3 - 4

This scenario deals with the challenges for oncology nurses to respond professionally to unplanned, difficult conversational situations in the context of nursing care for people with cancer.

Competencies covered from DigCompEdu

01	Professional Engagement		
1.3	Reflective practice	To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.	
	B2 Expert	Using a range of resources to develop one's individual	*I actively seek out good practices for VET, courses or other advice to*

		digital and pedagogic practices.	*improve my own digital pedagogies and wider digital competences.*
			I evaluate and reflect on how to use digital technologies to improve my educational practice.

02	**Digital resources**		
	2.2 Creating and modifying digital resources	To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or cocreate new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.	
	C1 Leader	Creating, co-creating and modifying resources according to the learning context, using a range of advanced strategies.	*I create and modify digital resources and activities adapted to the learning context and the group of trainees, using innovative strategies such as online assessment sheets, online surveys, thematic games, collaborative platforms.*
			I use tools like h5p, Padlet, Mentimeter, Kahoot, and others

			to create interactive activities for my graduates.

03	**Teaching and Learning**		
	3.1 Teaching	To plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.	
	B1 Integrator	Integrating available digital technologies meaningfully into the teaching process	*I can integrate the use of several different digital technologies and tools in the theoretical lesson and in supporting the independent learning of students.*
			I can integrate several different digital technologies and tools in practical training and work based-learning environments.
	3.3 Collaborative Learning	To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing	

		communication, collaboration and collaborative knowledge creation.	
	B2 Expert	Using digital environments to support collaborative learning	*I can use online (Internet) learning environments to support collaborative learning of the VET students in the classrooms.*
			I can apply digital environments used for the collaboration and communication in the work processes for the purposes of collaborative learning.

05	Empowering Learners	
	5.3 Actively engaging learners	To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

	B2 Expert	Using digital technologies for learners' active engagement with the subject matter.	*I can explain and demonstrate to VET students and apprentices the advantages of using digital technologies for the active and effective acquisition of vocational knowledge, skills and transversal skills in the classrooms and practical training environments.*
			I can initiate and implement the training projects which involve using of digital technologies for the active engagement of the VET students and apprentices in the acquisition of vocational knowledge, skills and competence.
	C1 Leader	Innovating digital strategies for active learning.	*I can design the new methodical-organisational approach of active learning for the VET students and apprentices based on the application of digital technologies.*
			I can develop new technological solutions of digital applications

			for the active learning for the VET students and apprentices.

Learning Taxonomy

Level	Description	Coverage
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing	FL
Evaluating	Making judgments based on criteria and standards through checking and	FL
Analysing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through	FL
Applying	Carrying out or using a procedure through executing or implementing	LP
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining	LP
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory	LP
LP = Learning Prerequisites, FL = Focus of the Learning Scenario		

Scenario description

The content work is based on an audio recording of an authentic situation in everyday hospital life: The nurse comes into the patient's room with a completely different request, the patient has just been "informed" and still has many questions or a great need for information. The nurse experiences excessive demands due to this "ad hoc" situation.

In three units the teachers work out with the learners how to deal with such situations. Theoretical methods as well as the reflection of own experiences are elaborated.
The tutor guides the teacher with the content as well as the technical implementation of the learning unit. He explains how to work with digital presentation tools, the use of digital tools for collaborative work in the classroom as well as the planning and creation of videos with the smartphone.

The scenario is divided into three units. In the first unit, references between the presented case and the learners' own experiences are elaborated with the help of the use of digital questioning tools. The tutor guides the teacher in dealing with the topic and the use of the tools. The second unit includes the teaching of the SPIKES and the NURSE model. In the third unit, teachers learn

how to guide learners in planning and creating their own video to develop their own conversational situations.

Scenario Objectives

The goal is to enable teachers to conduct the learning scenario "Communication and Counseling in the Setting of Diagnosis (Oncology Settings)" with students. For this purpose, the following competencies are taught:

- Understanding of the methods to be taught (SPIKES-model (Baile et al., 2000) and NURSE-model (SAMW, 2019)
- Own practical experience with challenging conversation situations
- Technical competencies for the use of documentation tool.
- Technical skills for creating videos with the smartphone
- Technical competencies in the use of digital presentation tools

Requirements

Teaching/learning infrastructure and technology:
- Internet Access
- PC or tablet
- Presentation tools (e.g. projector)
- Students: Smartphone

Outline plan

Unit 1	Creating a reference between the case and self-experienced similar experiences
Timing	2 hours
Methods	Class discussion, use of questioning tools in an online collaboration platform (e.g. Miro, Flinga), digital clustering with sticky notes.
What the learners are doing	The teacher presents the case study by playing the audio file (situation in oncological care); The Learners listen to the audio file together in plenary. Afterwards, the teacher asks the participants to refer to their own previous experiences and to type their own examples using an online collaboration platform (e.g. Miro, Flinga).

	The teacher moderates the summary and visualization of the individual work results in the plenary with a projector. The teacher now encourages participants to reflect on the situation from the perspective of the caregiver, the person affected by cancer, the family member, and taking into account institutional influences. The teacher asks the learner to type their answers as short tags into the online collaboration platform; The teacher clusters the answers to the individual perspectives in plenary with a projector; The teacher now asks for helpful or counterproductive ways of acting and asks the participants again to enter their experiences as a short free text into the online collaboration platform; The teacher moderates the summary and visualization of the results in plenary with a projector;
Equipment and Support	Online collaboration platform (e.g. Miro, Flinga)

	PC or tablet Internet access Projector Students: Smartphone
Reference to DigCompEdu	01 Professional Engagement - 1.3 Reflective practice 02 Digital resources - 2.2 Creating and modifying digital resources
Assessment of/for learning	The evaluation of the results is documented by the answers on the sticky notes and the free text input in the class discussion
Resources/links/relevant content/Examples	Miro: https://miro.com/de/ Flinga: https://flinga.fi/

Unit 2	**Learners learn how to work with the SPIKES and NURSE model**
Timing	3 hours
Methods	Class discussion, individual work, collaborative work with online collaboration text editor (e.g. Google docs, Etherpad).
What the learners are doing	The teacher provides two articles about the SPIKES model (Baile et al., 2000) and the NURSE model (SAMW, 2019). These models are presented in the literature to assist in

	making informed conversations about serious illness more efficient and client-centered; The teacher asks the learners to analyze which strategies they already use in their everyday work or which are particularly suitable for ad hoc conversations. This discussion is to take place interactively using Etherpad; Afterwards, the teacher structures the collected results together with the learners in a plenary session;
Equipment and Support	Online collaboration text editor (e.g. google docs) PC or tablet Internet access Projector Students: Smartphone
Reference to DigCompEdu	01 Professional Engagement - 1.3 Reflective practice 02 Digital resources - 2.2 Creating and modifying digital resources 03 Teaching and Learning - 3.1 Teaching 03 Teaching and Learning - 3.1 Collaborative Learning
Assessment of/for learning	The results are documented in the Etherpad

Resources/links/relevant content/Examples	https://etherpad.org/

Unit 3	**Learners develop individual strategies for action in ad hoc conversations by creating their own videos**
Timing	4 hours
Methods	Concept development of a video, video production with the smartphone, presentation and discussion/reflection in the plenary
Self-preparation	The teachers learn how to develop a concept for a video shoot with the learners with self-tutorial videos. Then teachers learn video production with the smartphone with self-tutorial videos.
What the learners are doing	The teacher explains the concept and production of a video with the smartphone to the learners. Then he splits the

	learners into groups of four; The learners develop and produce the video; In plenary, the learners present their results in small groups: What consequences can be derived from the video analysis for dealing with ad hoc conversations in general. The teacher moderates the presentations and compiles the results in a document;
Equipment and Support	PC or tablet Internet access Projector Students: Smartphone
Reference to DigCompEdu	01 Professional Engagement - 1.3 Reflective practice 02 Digital resources - 2.2 Creating and modifying digital resources 03 Teaching and Learning - 3.1 Teaching 03 Teaching and Learning - 3.1 Collaborative Learning 05 Empowering Learners - 5.3 Actively engaging learners
Assessment of/for learning	Saving of the created videos; Documentation of the class discussion/reflection round in a text document.

Assessment of/for learning

Assessment will be conducted at each unit using different methods and tools to include validation of competencies, use of digital tools and skills, learner engagement, and peer learning. Teachers will be supported to use digital skills to conduct assessment of learning using the following different methods and tools:

- Different types and tools for documentation, for example with Etherpad, Miro or Flinga
- Class discussion and reflection
- Sticky Notes

References

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York: Longman.

Baile, F. W., Buckmann, R., Lenzi, R., Glober, G., Beale, A. E., & Kudelka, P. A. (2000). SPIKES—A six-step protocol for delivering bad news: Application to the patient with cancer. The Oncologist (5), 302-311. https://www.mdanderson.org/documents/education-training/project-echo/10%2027%2016%20ECHO-PACA%20SPIKES.pdf

Schweizerische Akademie der Medizinischen Wissenschaften. (SAMW) 2019. Kommunikation im medizinischen Alltag. Ein Leitfaden für die Praxis.

Appendix for the learning scenario „Communication and counseling in the setting of diagnosis (oncology settings)"

The learning scenario consists of three parts (units):

First Unit

Establish a connection between the case and similar own experiences.

The following tasks should be carried out by the teachers with the learners in this unit:

Exercise 1:

Now that you have heard the case study, you can think of something similar that you have experienced in your professional practice: Situations in which people affected by cancer, possibly in the presence of their relatives, have received their cancer diagnosis shortly beforehand in an informative conversation and you were now confronted with this conversation situation ("ad hoc conversation") by chance and unprepared?

Is there an example that was particularly challenging or that particularly stuck in your mind?

Please briefly enter your case study in the digital collaboration tool:

Short text input into a collaborative online tool like Flinga or Miro

Exercise 2:

Now try to reflect on your case scenario (see task 1). How did you feel as a nurse in this situation? What is your guess, how did the person with cancer feel in this situation and how did the relatives feel? And what impact do you think the institution can have on this situation?

Please describe your opinion of the situation with max. two single keywords per perspective of the acting persons/institution:

Perspective of the nurse

Sticky note I (50 characters)

Sticky note 2 (50 characters)

Perspective of the person with cancer

Sticky note 1 (50 characters)

Sticky note 2 (50 characters)

Perspective of the relatives

Sticky note 1 (50 characters)

Sticky note 2 (50 characters)

Influence of the institution

Sticky note 1 (50 characters)

Sticky note 2 (50 characters)

Exercise 3:

Please think about these "ad hoc conversations" for a moment. How did you behave in these situations? Which courses of action did you use for such "ad hoc conversations"? And which ones did you experience as helpful or, on the contrary, as counterproductive?

Please enter only one helpful and one counterproductive action option per text input!

helpful ways of acting

> Short text input into a collaborative online tool like Flinga or Miro

Counterproductive ways of acting

> Short text input into a collaborative online tool like Flinga or Miro

Second Unit

Learners learn about the SPIKES and NURSE model.

Teachers should implement the following tasks with learners in this unit:

Exercise:

In the literature, different concepts are presented that are intended to support more efficient and client-oriented informational conversations in the case of serious illnesses. In the following articles, two well-known conversation models are presented:

- the SPIKES-Modell (Baile et al., 2000)

● the NURSE-Modell (SAMW, 2019)

Please read the two articles and create a post on the first or second question:

·   Which of the principles outlined in the articles do you already apply? Give an example from your work practice.

·   In your view, which action steps or strategies can be transferred to ad hoc conversations? Give reasons.

Type your answers into a collaborative text editor.

e.g. Etherpad or Google Docs

Third Unit

Learners develop individual action strategies for ad hoc conversations by making their own videos.

The following task is for teachers to carry out with learners in this unit:

Exercise:

Objective: Developing individual action strategies in ad hoc conversations.

Method: Implementation and analysis of simulated situations in a protected space.

Preparation:

Form groups of 4 and divide roles:

· nurse

· Person to be cared for

· Silent observer

· Cameraman (with smartphone)

Execution:

1. The nurse leaves the room and the group chooses a typical scenario of an ad hoc conversation from their everyday work.

2. The nurse is called back into the room and is told the context in a few sentences. She enters the patient's room with an order (blood pressure measurement, anamnesis conversation, ringing the bell, etc.) and the simulation begins.

[The video should not be longer than 5 minutes.]

Reflection in plenary:

The video is watched together: Caregiver, person being cared for and observer give brief feedback: "How did you feel in the situation? What did you observe?"

Planum analysis:

The videos are watched again: What went well? What would you do differently?

Mutually developed conclusion:

What consequences can be derived in general for dealing with ad hoc conversations? What would you pay attention to? What would you avoid?