ITSHEC

Co-funded by the Erasmus+ Programme of the European Union

"Transversal skills for humanization of technology for health and social wellbeing" - International Summer School

Program July 2022

1. Descriptive details of the subject

Name of the subject: "Transversal skills for humanization of technology for health and social wellbeing" - International Summer School

Number on credits: 2 ECTS

Target students: 3rd -5th year students of health sciences and social service

Faculty coordinator: Mar Carrió

Teaching language: English

Teaching team: Mar Carrió, Nathália Rosa, Eija Raatikainen, Katriina Rantala-Nenonen, Sandra Kostic, Ana Marusic, Ariadna Graells Sans, Eva Padrosa Sayeras, Luis Villarejo Muñoz.

Dates of the subject: 04 to 08/07/2022

Student workload: 25-30 hours

2. Teaching plan

Brief description of the course

"Transversal skills for humanization of technology for health and social wellbeing" - International Summer School comprises a training offer to health and social care students about transversal skills, especially critical and creative thinking, interpersonal/socio-emotional and citizen-oriented skills and learning to learn. The course is mostly taught in English and will take place in Barcelona, Spain, between 4 and 8 July 2022.

The Summer School is organised in the context of the European project ITSHEC Integration of Transversal Skills into Health and Social care, Higher Education and the Curriculum - and will involve students from different European Universities: University of Split (UNIST) - Croatia; Metropolia University of Applied Sciences (MUAS) - Finland; Universitat Pompeu Fabra (UPF) and Escola Superior d'Infermeria del Mar (ESIMar Nursing School) - both from Spain.

The ITSHEC project aims to improve the training of healthcare and social services professionals in transversal skills throughout the undergraduate and postgraduate training journey. ITSHEC is co-funded by the Erasmus+ project of the European Union.

Skills and learning outcomes

After successfully finishing the course students will be able to:

- Able to express ideas clearly and fluently.
- Able to work cooperatively with others: listens to others, incorporates what others say, encourages peers' participation, engages in group decision making, helps peers selfishly, and accomplish shared goals.
- Able to identify and deal creatively with unexpected, unforeseen, and complex situations that can be exploited, and to evaluate different solutions.
- Able to acquire, process, produce, and evaluate information critically and from the perspectives of different fields and decisions, taking into account both individual and community perspectives.
- Has the capacity for self-assessment.
- Able to use prior knowledge to plan a strategy for approaching a new task, and to transfer what they have learned from one context to another, or from a previous task to a new task.

Contents

- Telemedicine
- Health literacy
- New pathologies caused by technologies applied to healthcare
- Ethics in the use of healthcare technology
- Multidisciplinary work in health services

Teaching methodology

The Summer School is a 5-day programme based on experimentation and active methodologies based on different teaching-learning approaches (PBL, role-play, gamification, virtual reality, cooperative learning and simulation.). Throughout the sessions, students will experiment with the methodologies which will help to improve their transversal, English and internationalization skills and expand their network of contacts. The training will also include field visits to see and discuss with professionals the role of transversal skills in real workplaces and working environments.

1. Problem-based learning is a widespread methodology in higher education that uses realistic problems as a starting point for the learning process. The main benefits of using PBL

are that it promotes deep learning and long-term knowledge acquisition. It is also an excellent context for developing transversal skills.

2. Roleplaying is an experiential teaching-learning strategy that encourages student participation by proposing different cases and scenarios in which the students must develop specific roles (different from their own).

3. Virtual Reality environments allow students to be immersed in a highly realistic, vivential first-person learning experience that only requires a VR headset. As a result, VR environments are emerging as a fundamental learning methodology for distance and life-long education.

4. Cooperative learning is a pedagogical practice that involves students working together to achieve goals that would otherwise not be performed or completed working alone. It is a recognized way to promote learning in different kinds of subject areas and develop transversal skills.

5. Simulation in health sciences is defined as a tool that creates a situation or environment to allow people to experience a representation of a real health care situation for practice, learning, evaluation, testing or further investigation of human actions in a safe environment .

6. Gamification uses game elements outside the context of a game to improve and enhance students' learning outcomes. This methodology influences students' motivation levels, increasing their participation in activities and the acquisition and integration of learning outcomes.

Assessment

- **PBL Projects**: The PBL activity will be assessed by the students' participation in the activities and by the oral presentation that will be given in the last session. Represents *40% of the total Summer School grade* (70% oral presentation and 30% participation).
- **Simulation:** This activity will be assessed by the students' participation in the group discussion. *Represents 20% of the total Summer School grade.*
- **Role play, cooperative learning and gamification:** This activity will be assessed by the students' participation in the whole activity. *Represents 20% of the total Summer School grade.*