CAS in transplantation care: initial experience with training

ISODP 2017

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<table>
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<th>Challenges in Health Care 2020</th>
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<td><strong>Multimorbidity</strong></td>
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<td><strong>Old age</strong></td>
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<td><strong>Technological progress</strong></td>
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<td>«outpatient before inpatient»</td>
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<td><strong>Shortage of specialists</strong></td>
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Starting Position

• Increase of patients’ needs before and after transplantation

• The usual health care training does not prepare for this group of patients

• Institute for Nursing Science at the University of Basel (INS) introduces PhD students to innovative scientific technique based on the example of people who have received transplanted organs

Consequences:

• Practices/Clinics call for training and education in Transplantation Care
• Kalaidos University of Applied Sciences develops a programme of further education in Transplantation Care with 450 hours of workload (15 ECTS) together with care professionals and experts with practical experience with MScN and PhD INS and the network of Transplantation Care
Module Transplantation Care
«Identifying connections and systems»

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<th>Problem Description</th>
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Abbildung: Entwicklungsorientiertes Modell (Vroom, 2000, S.51)
Module Clinical Assessment
«Assessing the medical condition»

Ursina Baumgartner
Module Patient Education
«Reflecting Training/Consultation»

Nieren-Transplantation
Ein Ratgeber für Patienten und Angehörige

TRIAS
Evaluation by using the CanMEDS roles
CAS in Transplantation Care
Selected Competencies

- Professional
- Communicator
- Scholar
- Expert
- Collaborator
- Health Advocate
- Manager

- Develop critical thinking, open-mindedness for new things, understand the background using research
- Make space for health condition of patients, create trust/confidence, keep a precise results record
- Assess a patient’s situation precisely and thematically, choose and propose specific steps of action, evaluate procedures and amend them accordingly
- Identify learning needs/motivation, look for solutions together with the persons affected
- Develop critical thinking, open-mindedness for new things, understand the background using research
Conclusion

The envisaged objectives have been achieved:

- Students are able to identify problems relevant for their workplace:
  - pollakisuria/nocturia
  - lack of concentration
  - fear
  - adherence

- Students find evidence-based approaches to possible solutions

- Nursing staff are sensitized to recognize individual patients’ problem faster and to offer profound, evidence based solutions

- Nursing Stuff develop training programmes/brochures
Quellen

- https://www.aerzteblatt.de/bilder/2009/06/img138268.jpg
- http://www.royalcollege.ca/rcsite/canmeds-e
Contact

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