



Lesson plan

25 patient cases: how to improve self-reliance?

Made by: Deltion College (in cooperation with www.zelfredzaamheidsradar.nl)

Starting point, why do we do this? <i>Learning goals/targets</i>	To see which (technological) applications can help to increase the self-reliance of a patient, it is good to look at the specific situation of a patient. In this lesson 25 situations of a patient are elaborated and with the 'Self-reliance radar' (see www.zelfredzaamheidsradar.nl) that has been developed in the Netherlands, we look at areas in which someone can be more self-reliant. Areas are: • eating and drinking • continence • posture • mobility • day and night • dressing and undressing • body temperature • hygiene • safety • communication • contact with others • value system • daily activities • recreation and play • learning ability For each area you can 'score' how independent the patient is: 1 = fully dependent 2 = largely dependent 3 = partly dependent 4 = partly independent 5 = (almost) independent With the options available in their own country, students can formulate advice for those specific situations.
Learning environment (school, work placement, company)	School
Who is involved (students/teachers/clients...)	Students and teachers



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Preparations, instructions to the students	There are two possibilities to work with the casus. 1. You let the students work with the cases, including the score on the 'zelfredzaamheidsradar'. You print the cases for the students. Make an overview of websites in your country where you can find tools to support self-reliance. Dutch examples are: www.goedgebruik.nl (-> zoeken -> meer zelfredzaamheid), www.zorgvannu.nl, www.hulpmiddelenwijzer.nl, www.dementiewinkel.nl. Let the students think about tools that can improve the patient's self-reliance. 2. You only give the text of the cases to students and they make a score on the radar and the areas themselves. After let the students think about tools that can improve the patient's self-reliance.
Duration/schedule	For each case a student will spend about 45 minutes: understanding the case, finding applications and arguing what the added value is and how this contributes to increasing self-reliance.
Description of the learning process, what kind of welfare technology is involved	The student learns to focus on one situation and what can help in that. By searching specifically on websites with tools, the student will gain more insight into the possibilities that are available to improve self-reliance.
Evaluation plan of the module, how do we evaluate the module	It can be interesting to see how different groups work on the same case and to see where similarities and differences exist. In working out the case, there is no right or wrong. It is important that students think about it and discover possibilities.
Anticipated benefit to the client, student, working life	Students learn more about the possibilities of (technological) tools that can improve self-reliance.
Teaching materials	• Document with 25 patient cases (Take notice of the copyrights) • Overview of websites used in your country where you can find all kinds of tools (technological / non-technological) which can be used to improve persons self-reliance (you have to create this overview for your own situation by yourself).