

Tartu Health Care College subject – keep track on changing blood glucose values.

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Starting point, why do we do this? <i>Learning goals/targets</i>	To teach students to use equipment to keep track on changing glucose values app and smart meter. Guide the students how to introduce it to the elderlies. The purpose of this unit in long-term is to reduce the real-life visits to the family physicians (the need to change the dose of medicine) and collect data and keep track on changing blood glucose values.
Target group (students)	Students, elderly
Learning environment (school, work placement, company), <i>what welfare technology is involved</i>	School, home, family physician office Different countries have different systems (for example Contour™Plus One Meter and Contour™ Diabetes app in Estonia).
Who is involved (students/ teachers / clients...)	Students, teachers, clients/elderly, family members.
Preparations, instructions to the students	<u>Preparations:</u> TEACHERS: 1) Ensure that students have completed their blood glucose test learning. 2) Preaper the tools 3) Put ready the app environment to use 4) Gather a group of elderly people with diabetes who are interested in using a new meter and the app. 5) Divaide students to groups, 2 people groups. 6) To give students an elderly person, who is taught to use the divace and the

	application. STUDENTS: 1) Students need to have smartphones and log to school wifi network 2) Download the app 3) Watch online glucose device study films and try to perform actions on the device real-time. • Measure the blood gluucose value (with test fluid) • Use the lighting system to see in the dark • Use alarm system for high and low readings (red lighting) 3) Savet he measurments in app • Collect data and send it to the teacher 3) The task is to give a feedback about the experience. 4) After the feedback, students have to make a plan how to present and teach the use of this divace for elderly. 5) Teach the divace and app use to elderly. 6) Give a feedback about the experience. 7) Discussion
Duration/schedule, <i>description of the learning process</i>	Duration: 10 academic hours • Students are divided into groups • Students will get divace and adress for app • Students will download and learn how to use app and the device • Students have to give feedback and discuss the problems • Brainstorming and make the plan for teacheng the elderly • Introduction the device and app to elderly • Students have to give feedback and discuss the problems which occurred
(Description of the learning process, what kind of welfare technology is involved)	Welfare technology involved: - o Video - o Internet - o Applications

	- o Phone - o Device Teaching methods: - o Individual work - o Online research - o Group work - o Practical experience - o Using digi-technology - o Feedback - o Discussion - o Brainstorming - o Evaluation and feedback Students will get practical experience how to work with elderly's and how to teach them how to use device and app.
Evaluation plan of the module, how do we evaluate the module	Non-differential evaluation when the students have participated in all assignments and have actively participated in all seminars and in practical activities.
Anticipated benefit to the client, student, working life	Expands the students horizons, develops clients assessment skills, develops communication skills, develop teamwork skills, develops performance skills. The student knows how to use and knows how to The student improves their own communication skills and client assessments skills with the elderly. The student understands better the problems of the elderly what can arise during the use of platform. To teach students to use app and smart meter and knows how to teach this to the elderly. The purpose of this unit in long-term is to reduce the real-life visits to the family physicians (the need to change the dose of medicine) and collect data and keep

	track on changing blood glucose values.
Feedback/evaluation of the whole subject. Comments from the test group: (students, teachers, clients, working life)	The feedback is continuously given throughout the learning process and at the end of the subject.

Study tasks for Tartu Health Care Students

Seminar 1. 2x45 minutes

Teacher divides you to groups, 2 persons in group:

Task 1.

- o Download the app, that is provided by teacher.
- o Watch online glucose device study films and try to perform actions on the device real-time.
 - Measure the blood glucose value (with test fluid)
 - Use the lighting system to see in the dark
 - Use alarm system for high and low readings (red lighting)

Task 2.

- o Save the measurements in app
 - o Collect data and send it to the teacher

Task 3

- o The task is to give a feedback about the experience.
- o Discuss the problems which occurred

Independent homework in groups (4x45 minutes):

- o Make a plan how to present and then teach the use of this device for elderly
 - Elderly is provided by the teacher to the group
- o Teach the device and app use to elderly.

Seminar 2. 2x45 minutes

- o Describe your patient and learning process. Each group.
 - Give a feedback about the experience.
 - Discuss the problems which occurred
- o Discussion
- o Sum up the unit.