INOVSAFECARE

Educating students for innovative infection prevention and control practices in healthcare settings

InovSafeCare Model

InovSafeCare

WELCOME!

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InovSafeCare

INOVSAFECARE MODEL

Contextualization…

within the Project,

along with its development

InovSafeCare Model

Contextualization within the Project

- **The InovSafeCare Model is a model for facilitating nursing students to learn good practices in the field of HCAIs prevention and control, raising awareness and encouraging them to critically reflect on current maladaptive practices in the clinical settings and develop innovative solutions for their resolution.**

- **In order to promote its use in a perspective of international cooperation for innovation, the InovSafeCare Model was developed as a generic model, which will be independent of local teaching or working culture in nursing.**

- **However, practical recommendations will be provided on how to implement this model in nursing curricula, taking into account specifics of different European teaching and learning systems, reason why it will be developed in collaboration with all partners (to get experiences in the functionality and in the adaptability of the model into the curriculum in different working and teaching cultures).**

Empirical basis of InovSafeCare Model

What do you think?

What do you suggest?

- **Qualitative data** (**nurses & teachers perspectives on HOW the process should be done**) - **Categories**
- **Quantitative data** (**students perspectives about the curricula and personal dimensions**)

InovSafeCare Model

Contextualization within the Project

Globally, the InovSafeCare Model contains:

- **Concrete learning goals for HCAIs prevention and control;**
- **A theoretical pathway that encourages the student to critically analyze the clinical settings where his/her training takes place, reinforcing the need to develop (singularly or in collaboration) innovative solutions that reinforce the basic assumptions of HCAIs prevention and control;**
- **Innovative pedagogical methods and learning paths for the acquisition of specific HCAIs prevention and control skills and knowledge;**

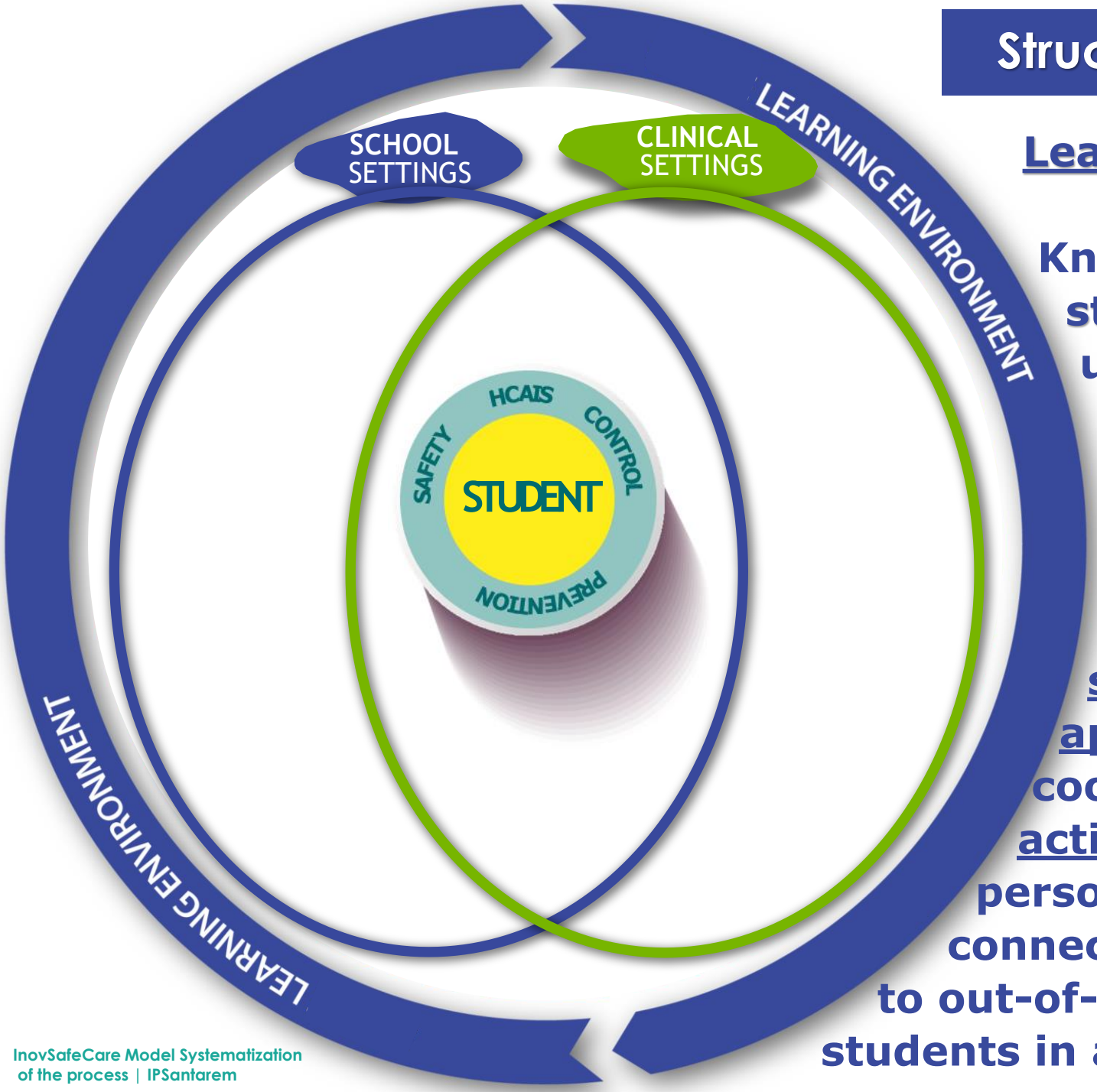
- Certification criteria of the acquisition of competences within HCAIs prevention and control.

Designing the InovSafeCare Model

- **InovSafeCare intends to be an operative Model centered on learning/teaching process in HCAI prevention and control area**

- **Main goal is to emphasize the area and the objectives of the ISC Model are**
  - **To provide a student-centred learning environment that capacitates to intervene in HCAIs control and prevention process**
  - **To enhance learners' awareness and involvement in the process of HCAIs prevention and control**
  - **To develop creative and critical thinking in clinical decision making, evidence-based supported, to prevent and control HCAIs**
  - **To encourage learners' entrepreneurship towards innovative approach perspectives in HCAIs prevention and control**

Structure of the InovSafeCare Model



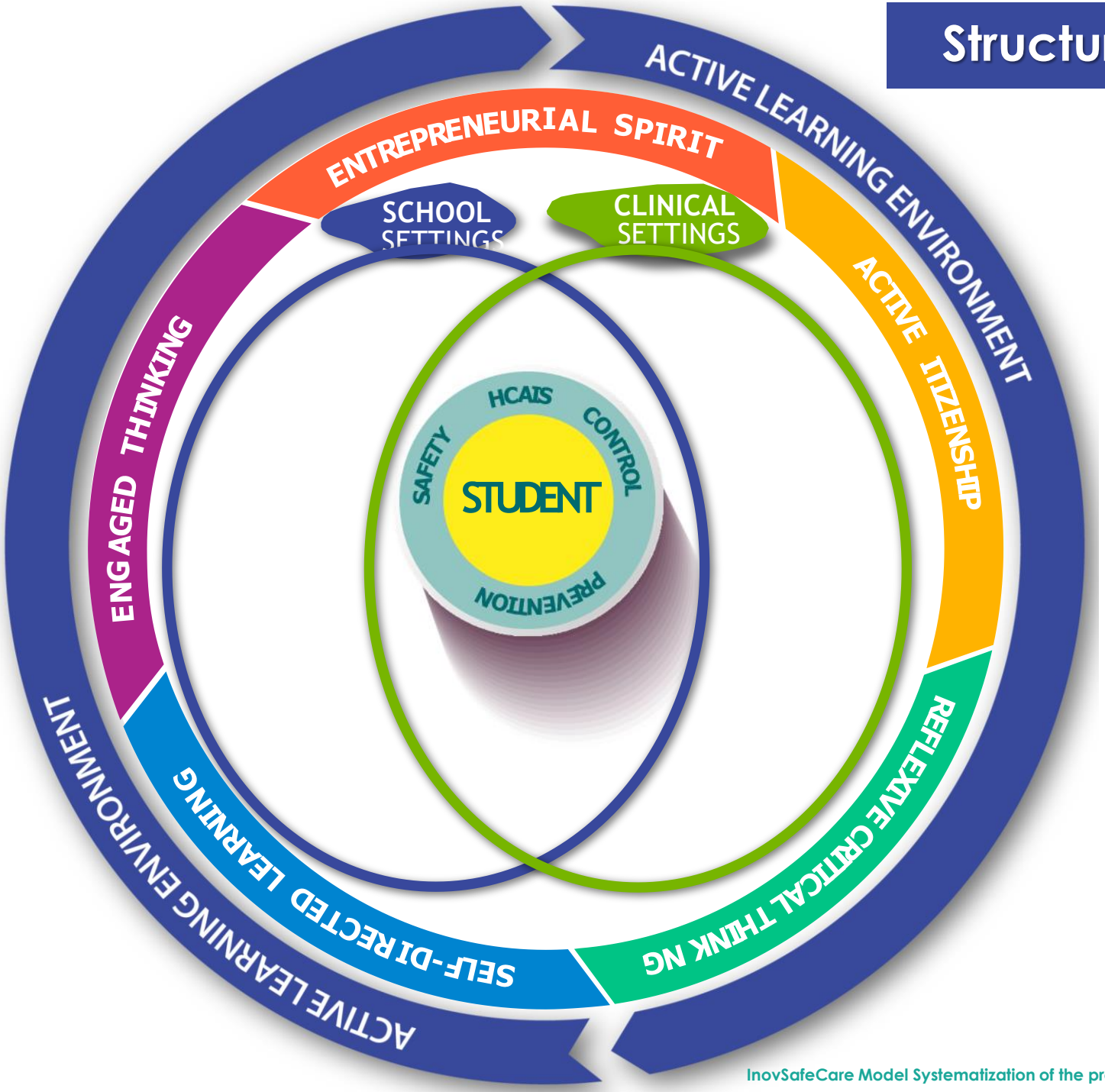
Learning Environment

Known important variable that affects students' learning process in general, understood as the diverse physical locations, contexts and cultures in which students learn.

Active learning

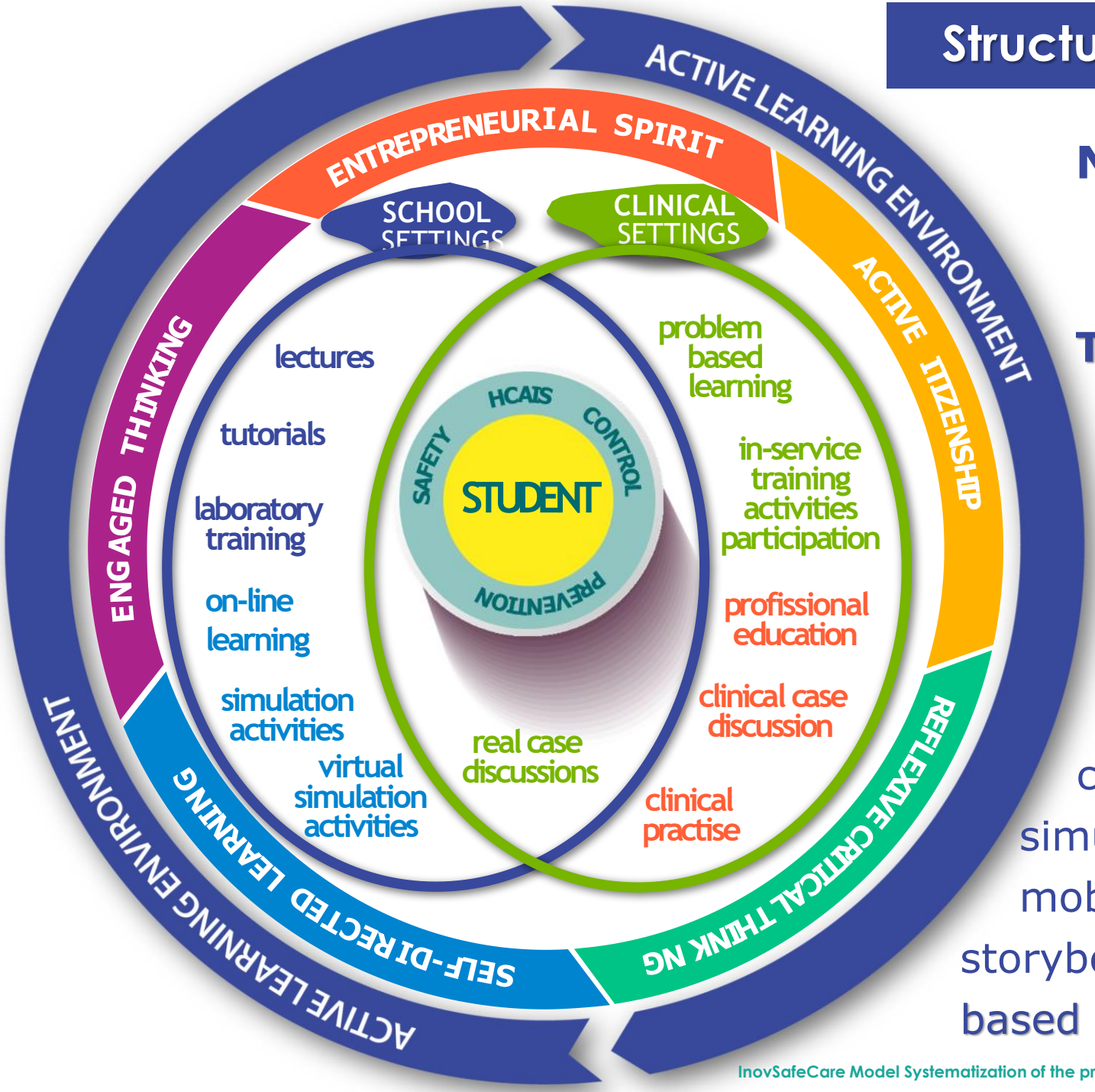
Includes any activity encouraging students to participate in learning approaches which involve them with cooperative activities that promote active engagement by making learning personally relevant for the learner, connecting teaching activities within school to out-of-school experiences, engaging students in authentic tasks.

Structure of the InovSafeCare Model



This **active learning environment** can arouse and encourage **engaged**, **reflexive and critical thinking**, enhance **creativity** and support **self-directed learning**, in order to help students handle present and future challenges increasing **citizenship** and **entrepreneurial spirit.**

Structure of the InovSafeCare Model

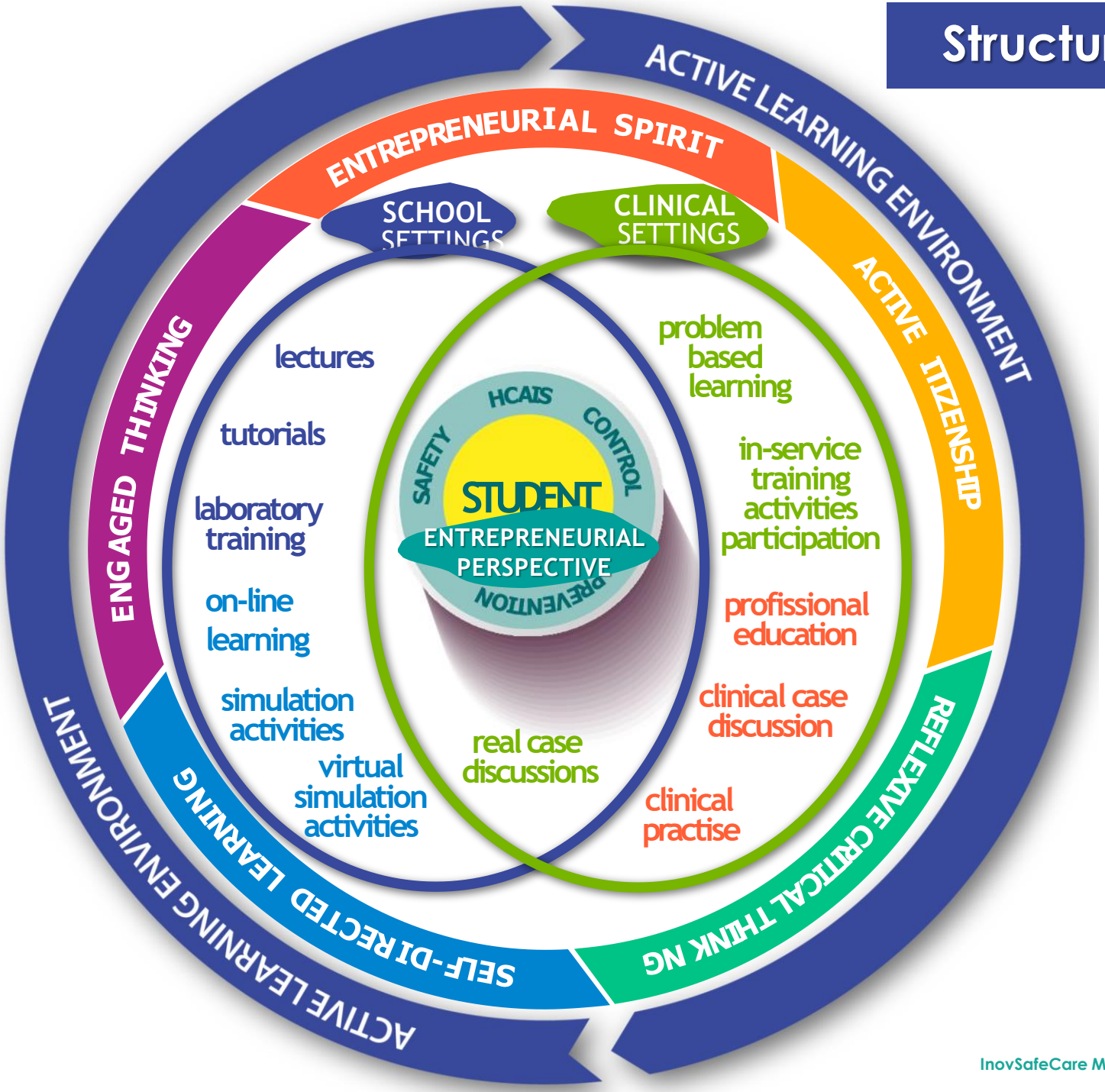


Nursing Education Innovative Strategies

Technological: simulation, digital teaching aids, online teaching and assessment, e-learning, virtual learning environments, social media and mobile technologies

Non technological: utilization of concept mapping, use of high-fidelity simulation in teaching and assessing mobilization of reflexion processes, use of storyboard technique, utilization of problem-based learning or peer learning

Structure of the InovSafeCare Model



Structure of the InovSafeCare Model

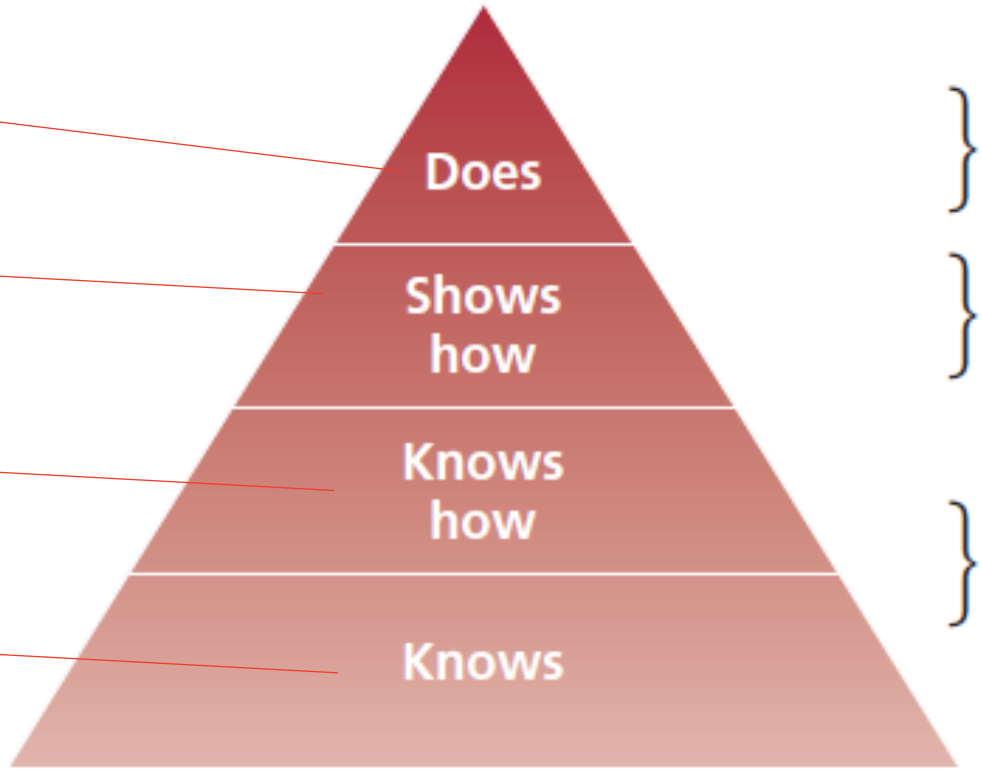
Action

Performance

Competence

Knowledge

Figure 2. Miller's Triangle

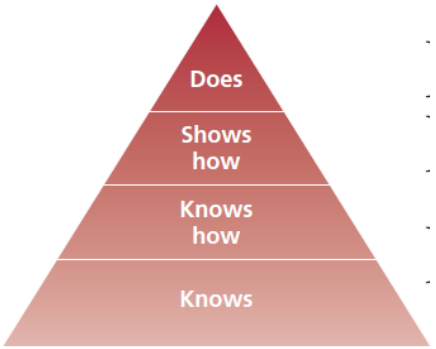


Advanced level learner is able to perform independently

Intermediate level learner is able to apply their knowledge and skill under supervision

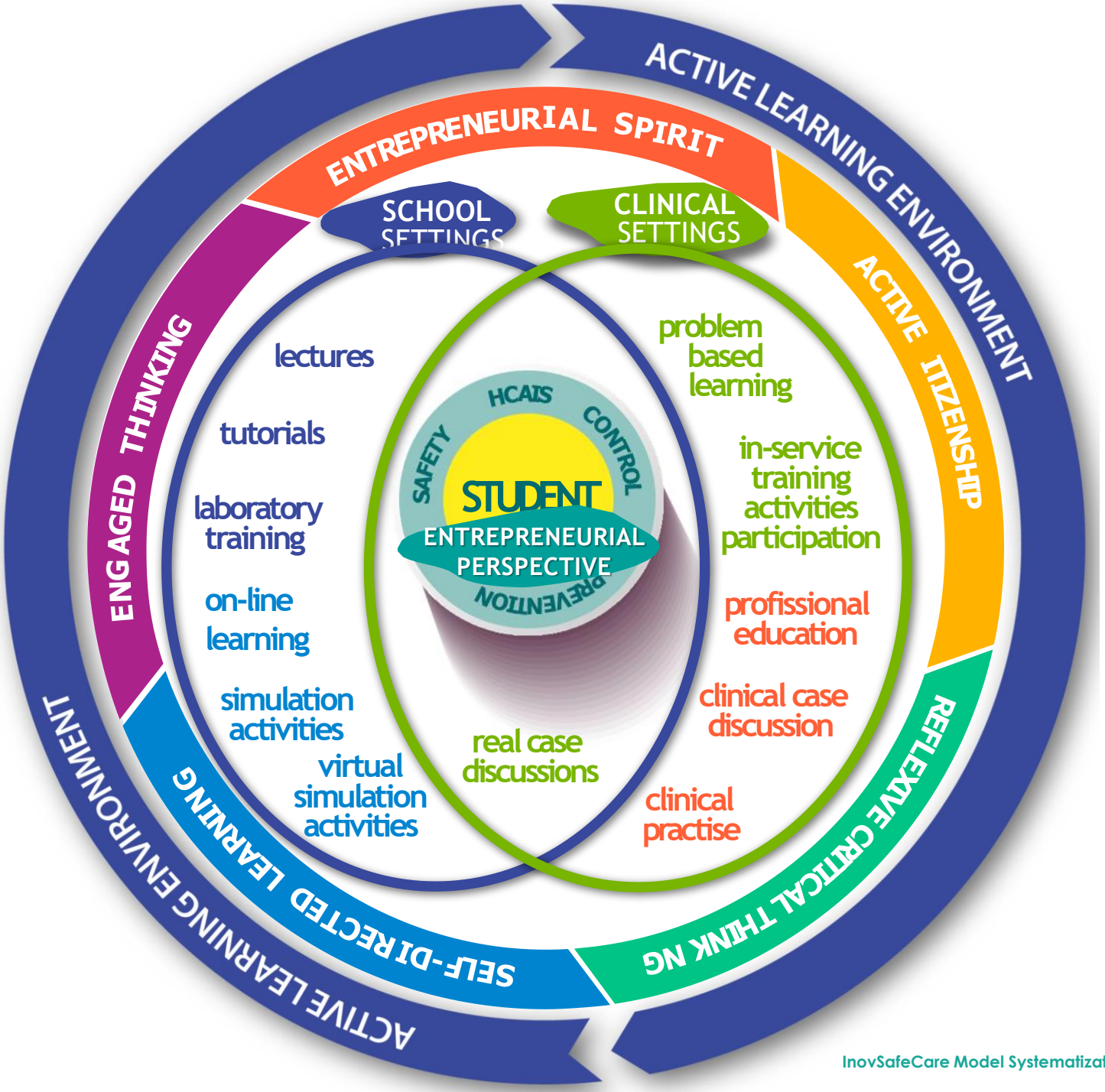
Basic level learner aware of knowledge and skill required for competency

Operationalization of the InovSafeCare Model



Active Learning environment

(School and Clinical Settings)

Focus - approach and development of:	
1st year	**Knowledge** + Skills + Attitudes → HCAIs Core contents | Fundamental Competencies
2nd year	**Knowledge** + **Skills** + Attitudes → HCAIs Specific Contents | Meta Competencies
3rd/4th years	**Knowledge** + **Skills** + **Attitudes** → InovSafeCare Competencies Profile

InovSafeCare Model