



# **FINE Conference “Nursing Education for a Sustainable Future: Challenges and Opportunities”**

UIC Barcelona, March 2024

**Training Transversal Skills in Healthcare Higher Education: Learnings and Challenges from an International and Interdisciplinary project (ITSHEC)**

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Co-funded by the  
Erasmus+ Programme  
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# ITSHEC

Integration of **Transversal Skills**  
into **Health** and **Social Care**,  
Higher Education and the  
Curriculum



Universitat  
Pompeu Fabra  
Barcelona



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Barcelona



## About

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The ITSHEC – **Integration of Transversal Skills into Health and Social care Higher Education and the Curriculum**– project aims to improve the training of healthcare and social work professionals in terms of transversal skills throughout the undergraduate and postgraduate training journey

*ITSHEC is co-funded by the Erasmus+ project of the European Union*



**Critical and creative thinking**



**Interpersonal/socio-emotional skills**



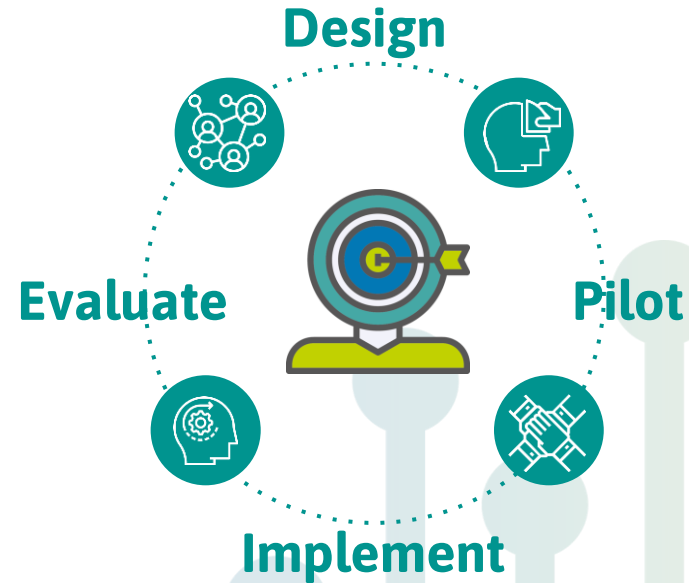
**Learning to learn**



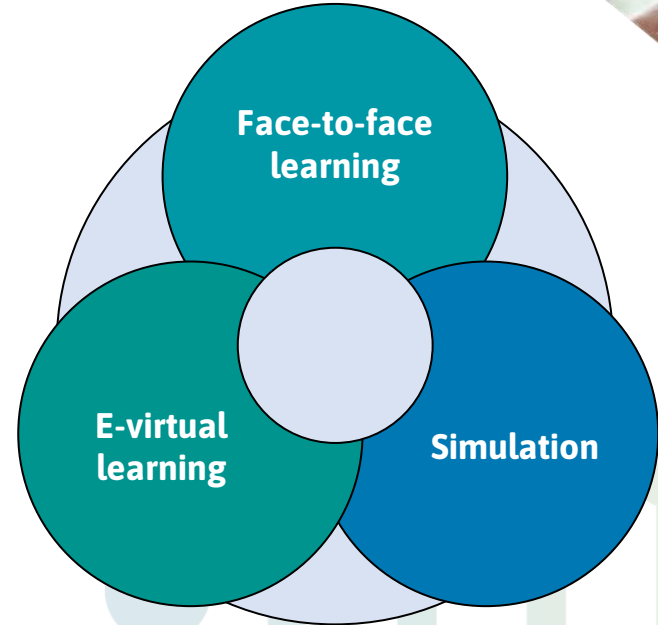
## Objectives

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The main objective of this project is to **design, pilot, implement and evaluate teaching-learning strategies for undergraduate and postgraduate** training that address learning outcomes based on the transversal skills mentioned before



Because we **recognize the relevance of transversal skills in addressing the challenges of the future for healthcare and social work professionals**, this project is developing practical tools to aid in acquiring and developing key competencies in different educational environments: **face-to-face training, simulation and e-virtual learning**



# Intellectual outputs (IO)

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**Methodological guide:** It includes the Pedagogical framework as well as innovative teaching-learning strategies to assist lecturers in integrating these methodologies into their teaching activity, as well as evaluating the improvement of transversal skills among undergraduate and postgraduate students

**Toolkit:** It comprises a set of educational resources and activities to work on transversal skills

**Virtual reality tools:** materials and educational resources to work on transversal skills



# Methodological Guide

Pedagogical Framework


1. Pedagogical Framework
2. Teaching-learning methodologies
3. Evaluation Framework

Teaching Methodologies

Evaluation Framework

Carrió M, Rosa N, coordinators. *Learning strategies to promote transversal skills on health and social care studies: a methodological guide*. Barcelona: ITSHEC; 2022. 98 p. DOI: 10.31009/itshec.2022.01 <http://hdl.handle.net/10230/54514>

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



## Learning strategies to promote transversal skills on health and social care studies

### A methodological Guide

Mar Carrió and Nathália Rosa  
(coordinators)



Integration of Transversal skills in Health and Social Care, Higher Education and curriculum

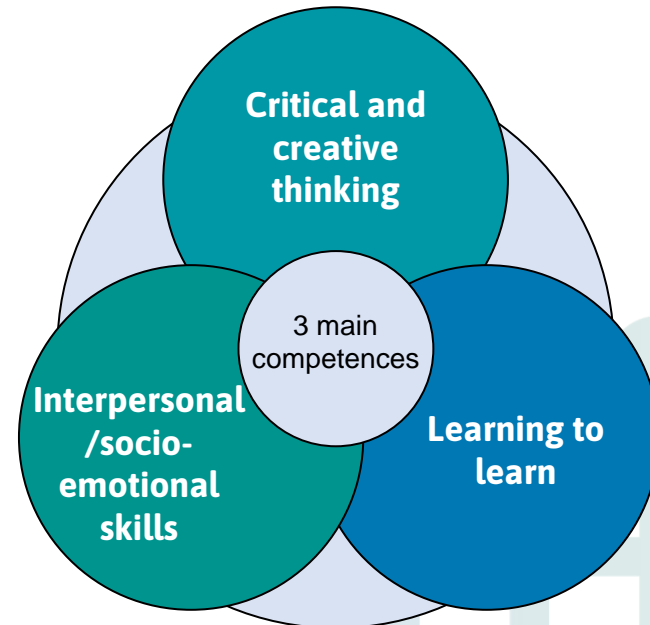


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# Methodological Guide: Pedagogical Framework

Pedagogical  
FrameworkTeaching  
MethodologiesEvaluation  
Framework

**Aim:** Support lecturers who strive to implement the training of transversal skills into their subjects, courses, and modules





# Methodological Guide: Teaching and learning methodologies

Methodological Guide

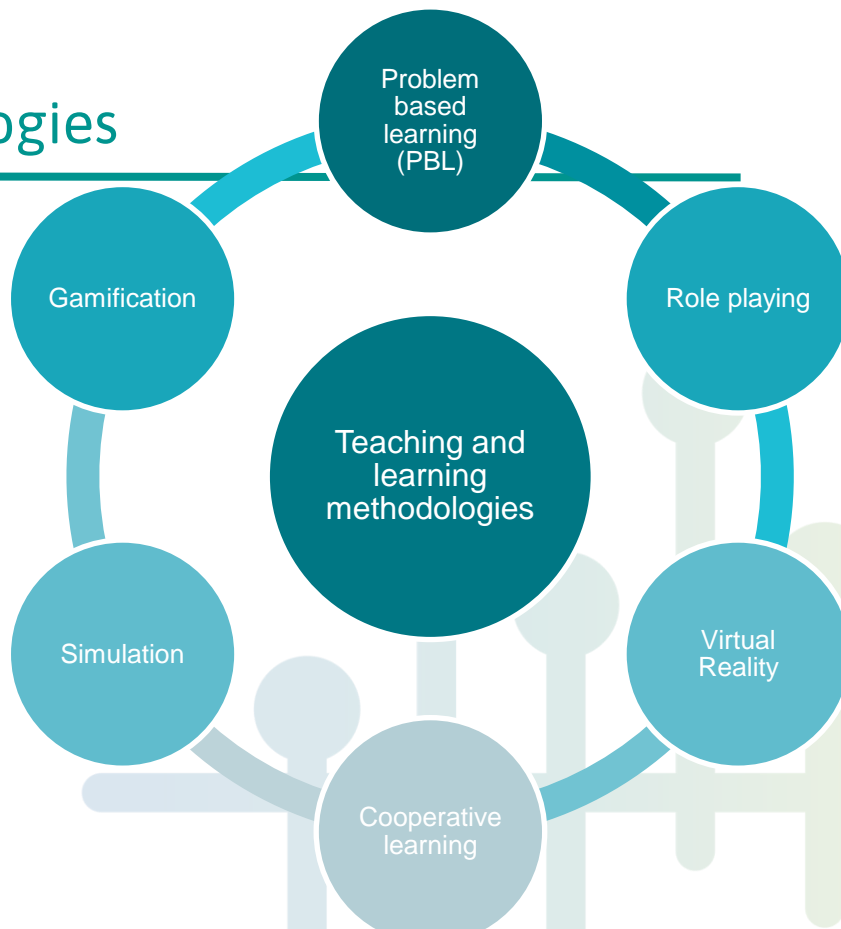
Teaching Methodologies

Evaluation Framework

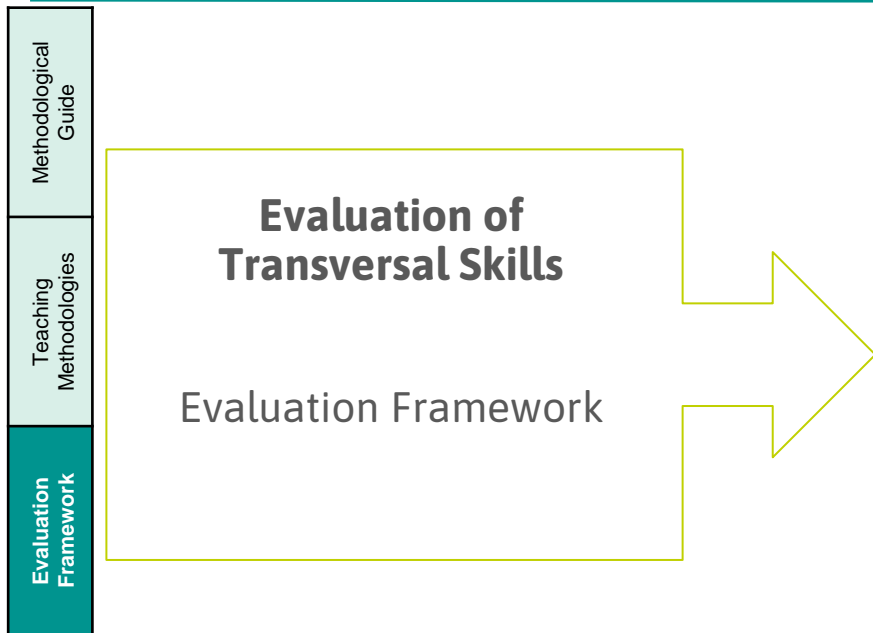
## Teaching-learning methodologies

Six methodologies for improving transversal skills

The guide also brings specific content about including a **gender perspective in teaching and learning**



# Methodological Guide : Evaluation framework



**Multi-method approach** that integrates multiple perspectives (student, teacher, peer-to-peer) and tools (rubrics, checklists, scales, evaluative argumentation, portfolio, among others)

Explains **how to plan, design, and use the different methods and tools** to evaluate the acquisition of transversal skills

# Methodological Guide




Download  
it here!



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## Learning strategies to promote transversal skills on health and social care studies A methodological Guide

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# Toolkit

Collection of specific educational resources or activities for HE to be applied in the classroom or other educational environments

## Each activity contains:

1. Learning outcomes
2. Brief description of the activity
3. Teaching-learning approach
4. Activity plan: step by step (Before the activity, During the activity and After the activity)
5. Evaluation tool

**Download  
it here!**



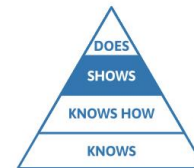
Interpersonal and socio-emotional skills



Creative and critical thinking



Learning to learn



## Activity 1. Humanizing Technology: the dilemma between

ation with a patient showing anxiety in order to  
d shared decision-making in relation to treatment

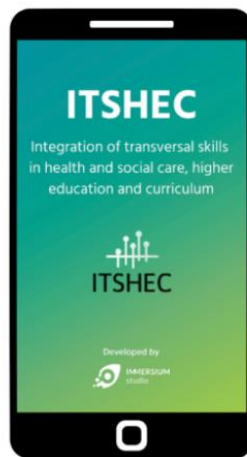
tion with the interprofessional team members in  
tablish a functional distribution of roles  
d gaps in knowledge and develop strategies to  
and collectively

ain an ICU patient, namely Tina Meyers, wakes up  
ed and anxious. The interprofessional team will  
e situation to her while managing altogether the  
ty students will mainly work on their  
but they will also need to think creatively and

# Virtual Reality tools

**Design and piloting of an application to foster the development of students' transversal skills in the field of healthcare and social care.**

- 3 different scenarios focused on working on each transversal skill (interpersonal and socioemotional skills, critical and creative thinking, learning to learn)
- Piloted among students
- **Methodological guide for the design and usage of educational resources based on virtual reality in HE**



App available (Free license)



ITSHEC VR  
Learning  
Immersium Studio



Download with QR Code



Google Play (Android)

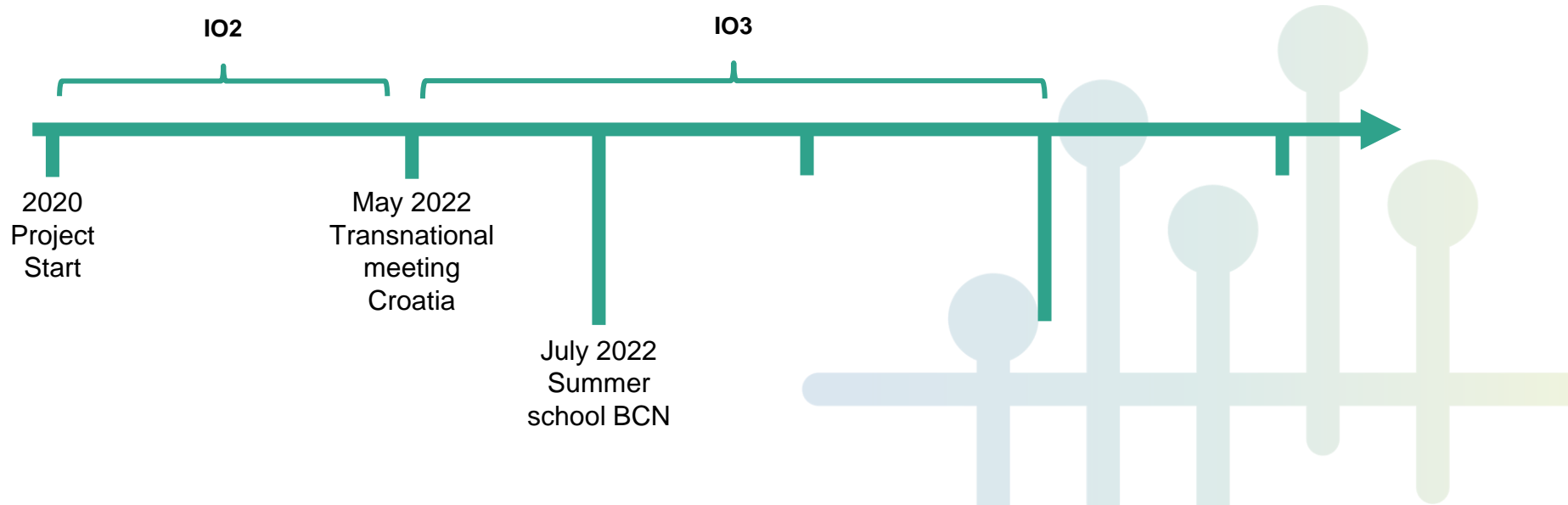


App Store (IOS)

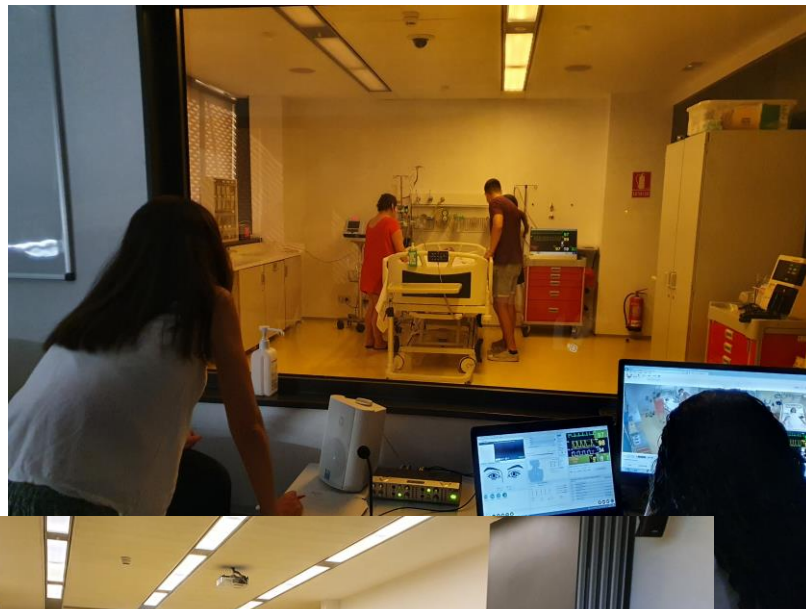
# How did we make it?

## A 3 years journey

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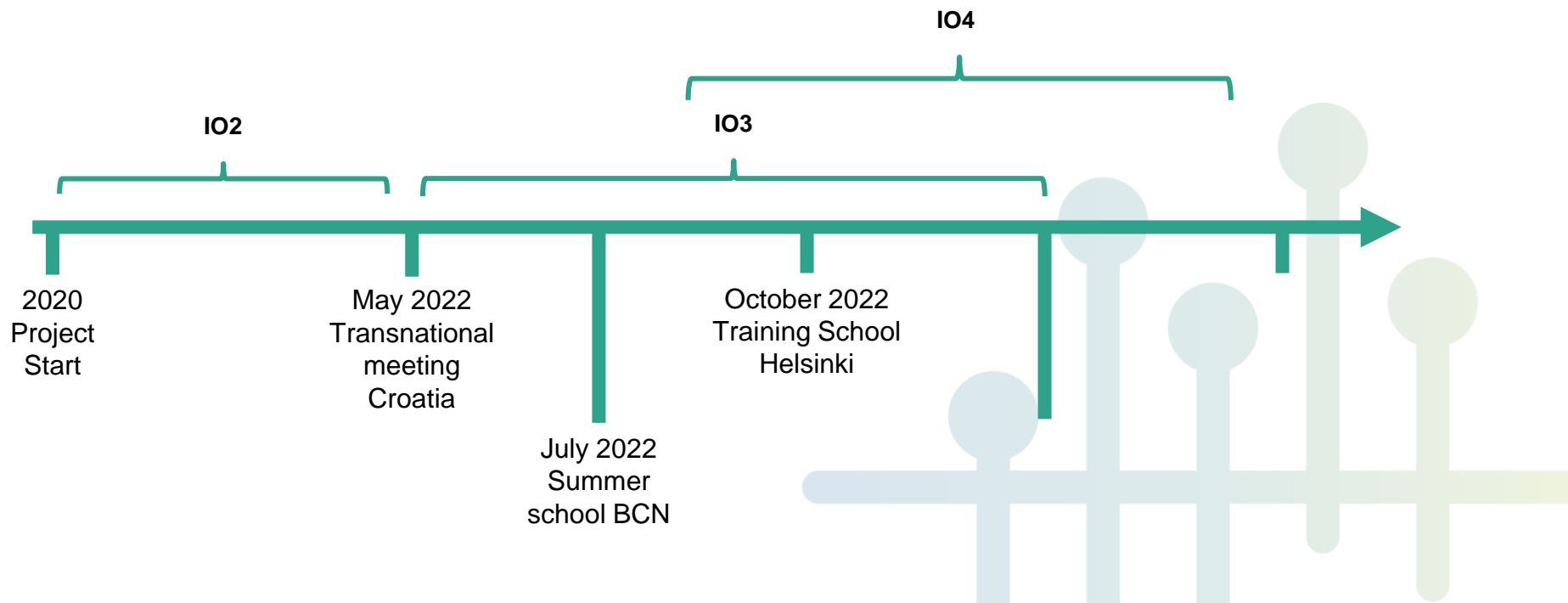


## Summer School, Barcelona 2022



# How did we make it?

## A 3 years journey



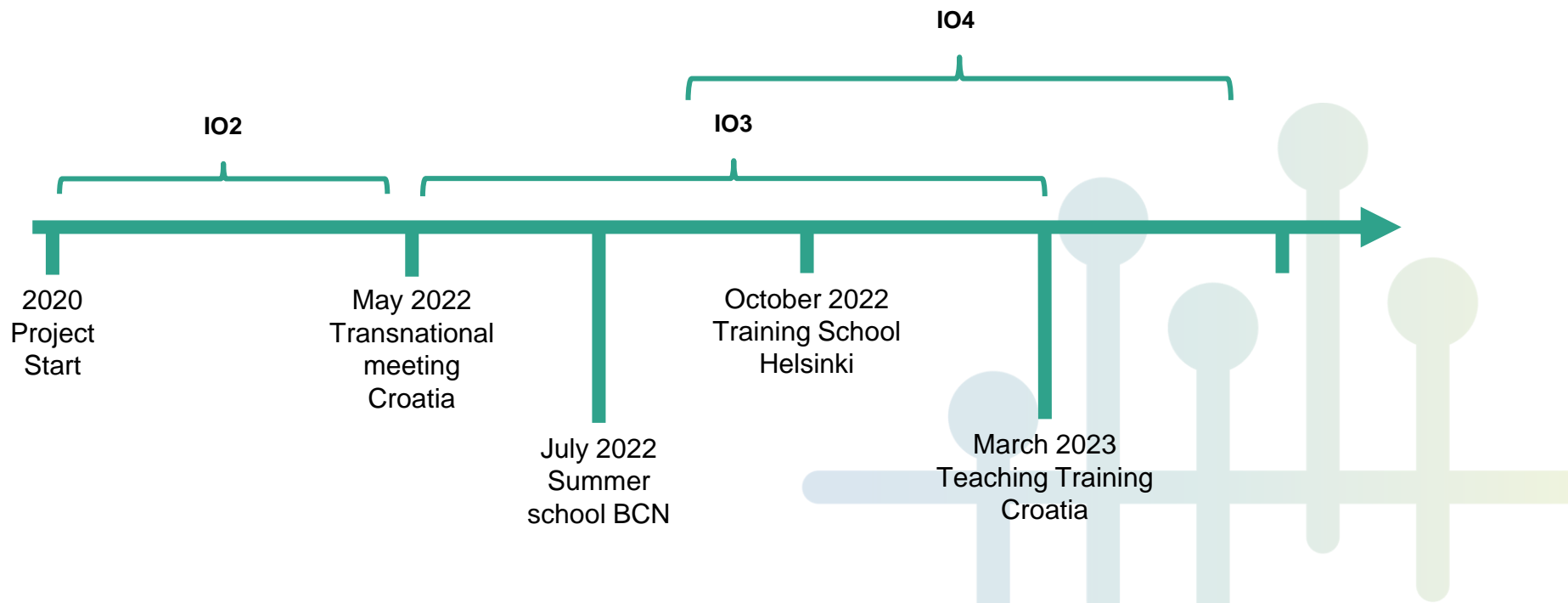


## VR Training, Helsinki 2022



# How did we make it?

## A 3 years journey

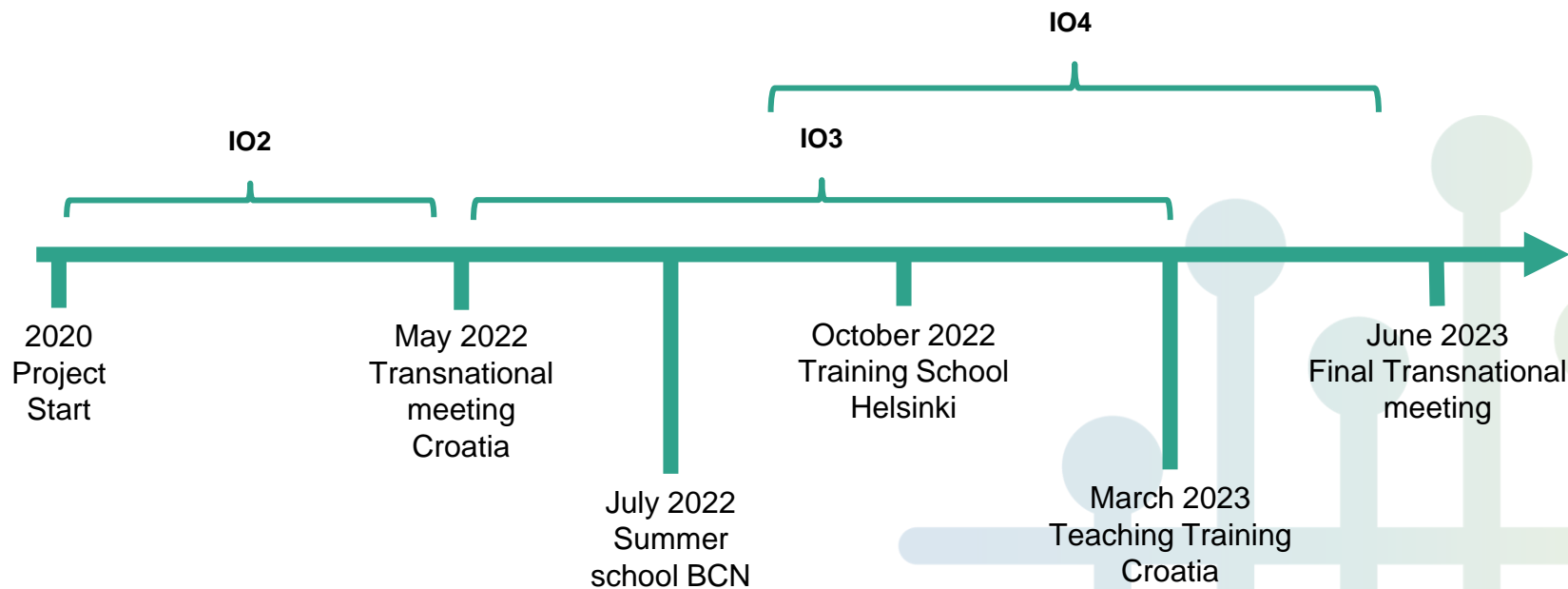


## Teaching Training, Split 2023



# How did we make it?

## A 3 years journey



## Conclusions: What did we learn?

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- The development of transversal skills in HE should be a **continuous, participatory, and dialogical process**
- We need **new teaching-learning approaches** to address transversal skills
- These approaches require a **change in the role of teachers**, from being knowledge transmitters to learning facilitators, as well as proactivity from students
- We believe that if lecturers employ more targeted training and assessment strategies, students will be able to achieve a higher degree of development in critical and creative thinking, interpersonal and socioemotional skills, and learning to learn





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