



# **Introduction to the further training module “Digitisation in nursing and health professions” for specialist in vocational orientation**

(Rosa Caballero Dominguez)

**Developed by the Spanish partner** **Desarrollado por el socio español**  
**”Comunidad Foral de Navarra”**

**Contact data:**

Rosa Caballero Dominguez

Tel.: ++ 34848428983

[rosa.caballero.dominguez@navarra.es](mailto:rosa.caballero.dominguez@navarra.es)

Itziar Garciarena González

Tel.: ++ 34847426130

[mi.garciarena.gonzalez@navarra.es](mailto:mi.garciarena.gonzalez@navarra.es)

Raquel Delgado Senosiain

Tel.: ++ 34848429254

[raquel.delgado.senosiain@navarra.es](mailto:raquel.delgado.senosiain@navarra.es)

The Erasmus+ - project is funded by the European Commission



## Content

1. Explanation and aim of the further training module.....	3
2. Framework of the module .....	5
3. Recommended used materials for the training module.....	5
4. Didactic structure .....	6
5. Applied teaching and learning methods.....	8
Free licence .....	9

## 1. Explanation and aim of the further training module

**Professions are changing, today's market is changing, new needs and requirements for work** are emerging. That is why the figure of the counselor is very important. We come across a large number of people who are not sure which route to take, need help, are unaware of the changes and new professions that appear on the market. Professional Guidance should help all those who request it.

Professional Guidance understood as the set of tools and activities at the service of all those people who have to make decisions about their career path and are not clear about the options and for all those who want to work.

The current market has changed. Digitization and covid 19 have led to the emergence of new professions. Those that we have known until now are no longer exercised in the same way, they have been modified, changed, altered.

In this module, Professional Guidance will be directed to the health and care sector, a very broad sector that has been modified by digitization and COVID-19 that has generated new professions unknown until then.

The health and care sector has undergone a great change. The professions that we knew until now have been modified. The requirements that were needed to practice these professions are no longer the same. Digitization has led to the emergence of new professions related to this sector and new professionals that we were not used to until now.

### ***The target group the module addresses and the requirements to participate in the qualification:***

The target group for this module is guidance professionals. These professionals develop their activity in educational centers of Secondary Education, Vocational Training, Universities, Labor Administrations and in Private Entities and Foundations.

Therefore, the groups of counselors are the following:

- Educational counselors from Secondary Education and Vocational Training centers
- Teaching staff who carry out the orientation work in the centers
- Tutors of teaching groups
- University counselors
- Counselors from private entities
- Counselors of foundations and NGOs
- Counselors from employment agencies (labor administration)

### ***Objectives of the training module:***

The objective of this module is to provide counselors with all those tools and skills to guide people who want to work in the health and care sector and want to know the professions that exist and the new ones that are appearing, as well as the requirements for to be able to study these professions, and how to adapt to the changes the people who are already

working in this sector. Likewise, another of the objectives is to train the guiding agents themselves in the knowledge of new digital skills that affect the health and care sector. This module wants to provide basic tools to counselors in such a way that they can develop their functions in counseling aimed at the health and care sector knowing:

- New professions in the social health sector.
- Necessary skills to work in the social and health sector.
- Necessary training to work in the health and care sector

***Target group of the further training module and participation requirements:***

***Content of the module:***

This module will cover the changes that occur and the new professions that appear in the health and care sectors. But we know that this sector is influenced by other sectors and therefore it is necessary to relate it to them.

- Industrial sector
- Service sector

And within them the professional fields:

- Pharmacy
- Medicine
- Dependency care
- Digitization. Programmers
- Psychology
- Educators

***Work processes, knowledge, and skills covered by the module:***

To carry out this module it is necessary to carry out the following phases:

- Know orientation as a primary need in its main phase by analyzing the specific phases of orientation to direct it to employment in the health and care sector and in training in this sector.
- Knowledge of the European normative framework of guidance to have a better understanding of the structure and service of guidance.
- Search for the necessary tools for more specific guidance applicable in the health and care sector.
- Analysis of the role of transversal competences in the orientation applied to the health and care sector.
- Study of the orientation by competences.
- Analysis of the current market in the health and care sector. Hiring trends and current demands for new professions in this sector are analyzed.
- Analysis of the health and care sector analyzing current and new professions. Changes in the competencies required in the professions that cover this sector.

- Analysis of the current orientation in the health and care sector and the adaptation of the orientation to be flexible with current changes and trends.
- Implementation of entrepreneurship in the health and care sector.

The work will be done for 5 days. Each day the following will be worked on:

Day 1- Professional and competency orientation.

Day 2- Labor market and health and care sector.

Day 3- Visits within the health and care sector of different professions. New professions in the sector. Digital professions.

Day 4- Entrepreneurship.

Day 5- Creation of a business project in the health and care sector.

## **2. Framework of the module**

### ***Time scale of the module:***

This module will be carried out in 5 blocks of content with 5 sessions of 4 hours each day with a 15 'break in the middle of the session.

The hours of the sessions will be from 4:00 p.m. to 8:15 p.m. with a 15 minute break in each session.

### ***Framework conditions for the learning process that are used and why (for example training places):***

The teaching-learning process will be carried out in a classroom, with tables, chairs, laptops at each table, digital board, projector and screen, whether in an educational center, labor administration, foundation, NGO, private entity. The furniture will be designed for facilitate individual and team work.

### ***Necessary technical equipment:***

It is necessary to have computers, internet, flip chart projector and digital whiteboard.

### ***Number of participants per training unit:***

For this module, a number of no more than 12 guiding participants and professional orientation teachers is recommended, to facilitate group dynamics and individual work.

## **3. Recommended used materials for the training module**

The recommended materials are computers with internet access.

Regulations on European and national orientation of the member country.

Recommended professional orientation bibliography.

Entrepreneurship methodologies

#### 4. Didactic structure

##### **Structure of the module:**

The structure of the module is developed in the documents listed below:

- Table of contents for the qualification of the module.
- Rough concept for the qualification of the module.
- Detailed schedules for the qualification of the module.

##### **Teaching and learning content (structure):**

A.- Theoretical foundations of Professional Guidance.

A.1- Importance of educational and employment orientation.

- ✓ Evolution and contextualization of Professional Guidance. Organizational models.
- ✓ Needs and functions of Professional Guidance in educational centers.
- ✓ Bases of guidance for employment. Professional development programs. Factors that influence employability.

A.2- Regulatory regulations for Professional Guidance: Europe, Spain.

- ✓ European social model. Strategic role of Professional Guidance.
- ✓ European strategy for employment and occupation. Guidelines for the integration of services.
- ✓ Active employment policies. National Employment System. Qualifications and Vocational Training System.

A.3- Orientation by competencies.

- ✓ Information and communication technologies and tools: coaching, mentoring.
- ✓ Transversal competences: labor and the near future.
- ✓ Professional ethics in orientation.

B.- Study of the labor market. Health and care sector.

B.1- Current market trends.

- ✓ Market indicators.
- ✓ Analysis of the contracting in the market.
- ✓ Market organization through proactive policies by the State.
- ✓ Discussions and studies on the future of employment.

B.2- The health and care sector.

- Explanation of the new professions in the health and care sector.
- Identification of different sectors related to the health and care sector.
- Analysis of the causes that motivate the changes in the professions.
- Competencies that are required to be able to work in this sector.
- Justification and need for training: new technologies, aging population, digitization, crisis caused by covid 19.

B.3- Visits to different professions in the health and care sector. New digital professions in the sector.

**C.- Fundamentals of entrepreneurship.**

**C.1- Entrepreneurship in the health and care sector.**

- ✓ Entrepreneurship: concept, tools, resources.
- ✓ Development of entrepreneurial competence.

**C.2- New methodologies applied to entrepreneurship.**

- ✓ Active methodologies
- ✓ Design thinking, Lean start up

**C.3- Creation of a business project in the health and care sector.**

- ✓ Generation of the idea using active methodologies.
- ✓ Steps necessary to create a viable business project.

**C.- Fundamentos del emprendimiento.**

**C.1- Emprendimiento en el sector sanitario y asistencial.**

- ✓ Emprendimiento: concepto, herramientas, recursos.
- ✓ Desarrollo de la competencia emprendedora.

**C.2- Nuevas metodologías aplicadas al emprendimiento.**

- ✓ Metodologías activas
- ✓ Design thinking, Lean start up

**C.3- Creación de un proyecto de empresa del sector sanitario y asistencial.**

- ✓ Generación de la idea utilizando metodologías activas.
- ✓ Pasos necesarios para crear un proyecto de empresa viable.

**Competencies/skills/knowledge to be acquired during the training**

Competencies / skills / know-how	Objectives - at the end of this module the learner will know / can do the following
Professional or technical skills	
Mastery of orientation techniques.	Knowledge of the theoretical and practical skills of the orientation techniques.
Knowledge of the different professional itineraries.	Information management of the different educational itineraries.
Knowledge of orientation processes.	Carrying out the design and orientation programs.
Knowledge of the labor market.	Knowledge of labor trends and social problems.
Ability to adapt to changes in the professional world.	Updating and flexibility in the face of changes.
To handle digital tools.	Use of digital media: internet, email, video conferencing tools.
Teamwork.	Knowledge of teamwork and adaptability.
Ability to work with people.	Manejo de las relaciones laborales.
Adaptation to new information and communication technologies.	Knowledge and application of the changes in the new technologies that are appearing in the market.
Sector-specific competencies	

Knowledge of the trends in the labor market and the changes that are being experienced.	Study and management of recruitment techniques, especially in the health and care sector.
Knowledge of the health and care field.	Study of the professions in the health and care sector.
Knowledge of the new professions that are appearing in the health and care sector.	Stay informed and updated of all the changes that appear in the health and care sector.
Knowledge of the networks, associations and foundations of the sector.	Know the sources of information and be able to work on them and carry out and distribute tasks in said networks.
Knowledge of the problems that affect the sector, such as aging and the constant need to use new technologies with adaptation to the changes that this entails.	Be aware of the related problems in the health and care sector.
<b>Horizontal competencies</b>	
Emotional competence	Proper handling of emotions.
Professional ethics	Knowledge of codes of practice and ethical standards and their application in compliance with legislation.
Communication skills.	Listen and pay attention, question, support, ask, understand, maintain relationships with the parties. Assertiveness.
Task management.	Planning in the accomplishment of the tasks.
Empathy.	It involves being able to put yourself in other people's shoes.
Learn to learn.	Ability to learn by oneself and in groups and in a work team. Know new learning techniques.
Digital competence.	Mastery of information and communication techniques.

## 5. Applied teaching and learning methods

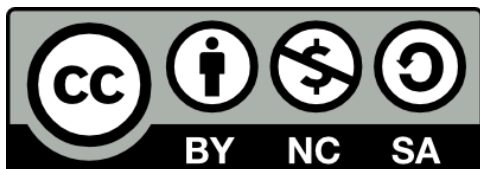
Theoretical-practical expositions will be combined facilitating both team and individual work, fostering debates between professionals to facilitate learning in more strategic sectors.



## Free licence

The product developed here as part of the Erasmus+ project "BOQua digital" was developed with the support of the European Commission and reflects exclusively the opinion of the author. The European Commission is not responsible for the content of the documents

**The publication obtains the Creative Commons Licence CC BY- NC SA.**



This license allows you to distribute, remix, improve and build on the work, but only non-commercially. When using the work as well as extracts from this must

1. be mentioned the source and a link to the license must be given and possible changes have to be mentioned. The copyrights remain with the authors of the documents.
2. the work may not be used for commercial purposes.
3. If you recompose, convert or build upon the work, your contributions must be published under the same license as the original.

**Content table for the qualification module „Digitisation in nursing and health professions” of the Erasmus+-project „BOQua digital“**

**Developed by:**

Rosa Caballero Dominguez,  
[rosa.caballero.dominguez@navarra.es](mailto:rosa.caballero.dominguez@navarra.es),  
Tel: ++ 34 8484 28983

Itziar Garciarena González:  
[mi.garciarena.gonzalez@navarra.es](mailto:mi.garciarena.gonzalez@navarra.es)  
Tel:++ 34 8484 26130

Raquel Delgado Senosiain  
[raquel.delgado.senosiain@navarra.es](mailto:raquel.delgado.senosiain@navarra.es)  
Tel:++ 34 8484 29254

No. Teach- / Learning unit o.	Title of teaching / learning unit	Title of teaching / learning unit	Possible teaching materials (These can be created, adapted or supplemented by the trainer)
<b>A0</b>	<b>Theoretical foundations of Professional Guidance</b>		
A1	Importance of educational and employment orientation.	Evolution and contextualization, organizational models, needs and functions, bases, professional development programs and factors in employability	Projector, screen and computers.
A2	Regulatory regulations for Professional Guidance: Europe, Spain.	Social model, strategic role, European strategy for employment and occupation, guidelines for the integration of services, active employment policies, National Employment System, Qualifications and Vocational Training System	Projector, screen and computers.
A3	Guidance by competencies	Information and communication technologies and tools. Transversal competences both at work and in the near future and professional ethics in guidance	Projector, screen and computers.
<b>B0</b>	<b>Estudio del mercado laboral. Sector Sociosanitario</b>		
B1	Study of the labor market. Social and Health Sector.	Market indicators, hiring analysis, market organization through proactive policies by the state, debates and studies on the future of employment.	Projector, screen and computers.
B2	The health and care sector.	Explanation of new professions, identification of different sectors related to it, analysis of the causes that motivate changes in the professions, skills to work in this sector, justification and need for training	Projector, screen and computers.
B3	Visits to different professions in the health and care sector. New professions in the sector.	Visits to different professions in the health and care sector seeing new digital professions in the sector	Transport by bus or private cars.



<b>C0</b>	<b>Fundamentals of entrepreneurship</b>		
C1	Entrepreneurship in the health and care sector.	Entrepreneurship, development of entrepreneurial competence	Projector, screen and computers.
C2	New methodologies applied to entrepreneurship.	Active methodologies. Design thinking, lean startup	Projector, screen and computers.
C3	Creation of a business project in the health and care sector.	Generation of the idea through active methodologies. Steps necessary to create a viable business project	Projector, screen and computers. Websites of official bodies related to the creation of companies and private entities.

## Rough concept for the qualification module „Digitisation in nursing and health professions” of the Erasmus+-project „BOQua digital“

### Developed by:

“Departamento de Educación- Comunidad Foral de Navarra”

Rosa Caballero Dominguez,

Tel: ++ 34 8484 28983

[rosa.caballero.dominguez@navarra.es](mailto:rosa.caballero.dominguez@navarra.es),

Itziar Garciarena Gonzalez,

Tel: ++34 8484 26130

[mi.garciarena.gonzalez@navarra.es](mailto:mi.garciarena.gonzalez@navarra.es)

Raquel Delgado Senosiain

Tel:++ 34 8484 29254

[Raquel.delgado.senosiain@navarra.es](mailto:Raquel.delgado.senosiain@navarra.es)

	Day 1	Day 2	Day 3
<b>Topic</b>	<b>Theoretical foundations of Professional Guidance.</b>	<b>Study of the labor market. Health and care sector.</b>	<b>Professions in the health and care sector. New digital professions.</b>
<b>Teaching unit</b>	A1, A2 y A3	B1 y B2	B3
<b>Total duration</b>	4 hours	4 hours	4 hours
<b>Objectives</b>	Know the theoretical foundations of Professional Guidance to apply them to the health and care sector. Manage the regulations of Professional Guidance in Europe and Spain and know and understand the keys to Guidance by competencies.	Know the trends of the labor market in the health and care sector. Study of new professions, necessary skills and training needs in the health and care sector.	Visits to different professions in the health and care sector to learn about new professions on the spot.
<b>Content</b>	<ul style="list-style-type: none"> <li>Importance of educational and employment orientation. (A1)</li> <li>Regulatory regulations for Professional Guidance: Europe, Spain. (A2)</li> <li>Orientation by competencies. (A3)</li> </ul>	<ul style="list-style-type: none"> <li>Current market trends. (B1)</li> <li>The health and care sector. (B2)</li> </ul>	<ul style="list-style-type: none"> <li>Visits to different professions in the health and care sector, learning about new professions on the spot. New digital professions in the health and care sector. (B3)</li> </ul>
<b>Method / Duration</b>	Introduction 30 minutes. A1 60 minutes; A2 60 minutes; A3 90 minutes. Welcome, presentation of the assistants through a dynamic. Reading, comments and discussions.	Introduction 30 minutes. B1 90 minutes; B2 120 minutes. Group work, sharing, preparation of a dossier.	Introduction 30 minutes. B3 210 minutes. Visits to different professions in the health and care sector and digitized professions in said sector
<b>Know-how check</b>	Knowledge test.	Performance test.	Classroom equipped with projector, screen, computers, blackboard and flip chart.

<b>Materials</b>	Notes from the teacher, power point presentations and recommended bibliography.	Notes from the teacher, power point presentations and recommended bibliography.	Notes from the teacher, power point presentations and recommended bibliography.
<b>Equipment/room</b>	Classroom equipped with projector, screen and computers, blackboard and flip chart.	Classroom equipped with projector, screen, computers, blackboard and flip chart.	Classroom equipped with projector, screen, computers, blackboard and flip chart.

	<b>Day 4</b>	<b>Day 5</b>
<b>Topic</b>	<b>Fundamentals of entrepreneurship.</b>	<b>Creation of a business project in the social and health sector.</b>
<b>Teaching unit</b>	C1 y C2	C3
<b>Total duration</b>	4 hours	4 hours
<b>Objectives</b>	Know the tools and resources of entrepreneurship, as well as the techniques to develop entrepreneurial capacity.	Creation of a business project in the social and health sector.
<b>Content</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship in the health and care sector. (C1)</li> <li>• New methodologies applied to entrepreneurship. (C2)</li> </ul>	<ul style="list-style-type: none"> <li>• Generation of the idea using active methodologies. (C3)</li> <li>• Steps necessary to create a viable business project. (C3)</li> </ul>
<b>Method / Duration</b>	Introduction 30 minutes. C1 90 minutes; C2 120 minutes; Activities to develop entrepreneurial capacity. Study and practical application of agile methodologies applied to entrepreneurship. Analysis of company projects. Questions, clarifications, exercises, debates.	Introduction 30 minutes. C3 210 minutes. Creation of groups to carry out the project. Generation of the idea through active methodologies. Project development.
<b>Know-how check</b>	Practical application of entrepreneurship methodologies and tools.	Exhibition of the project using elevator pitch techniques. Study of the feasibility of the project in groups.
<b>Materials</b>	Notes from the teacher, power point presentations and recommended bibliography.	Notes from the teacher, power point presentations and recommended bibliography.
<b>Equipment/room</b>	Classroom equipped with projector, screen, computers, whiteboard and flip chart.	Classroom equipped with projector, screen and computers, blackboard and flip chart.

**The detailed for the qualification module “Digitization in nursing and health professions” of the Erasmus+-project „BOQua digital“**

**Developed by:** Rosa Caballero Dominguez,  
[rosa.caballero.dominguez@navarra.es](mailto:rosa.caballero.dominguez@navarra.es),

Itziar Garcarena González  
[mi.garciarena.gonzalez@navarra.es](mailto:mi.garciarena.gonzalez@navarra.es)

Raquel Delgado Senosiain  
[raquel.delgado.senosiain@navarra.es](mailto:raquel.delgado.senosiain@navarra.es)

Tel: ++ 34 8484 28983

Tel: ++ 34 8484 26130

Tel: ++34 848429254

**Day 1: Teaching unit A**

Start	Duración [Min]	Título	Content	Material	Methods
16:00	30	Welcome and introduction	Welcome to the participants. Presentations by the participants and presentation by each of them of what they expect from the module. Presentation of the project partner in Navarra. Contents, objectives, methodology and evaluation of each of the sessions.	Teacher notes, slides and bibliography. Computer, blackboard, flip chart.	Presentation of the participants to the course. Presentation by the teacher of the content of the module.
16:30	60	Unit A1	Educational and employment guidance. Evolution of Professional Guidance: job guidance, for employment. Needs of Professional Guidance in educational centers. Professional development programs. Influencing factors in employability.	Teacher notes, slides and bibliography.	Presentation and analysis of information working in a group. Presentation of results and debate.
18:30	15	Break			
18:45	60	Unit A2	Regulatory regulations for Professional Guidance in Europe and Spain. European social model. Strategic role of Career Guidance and European strategy for employment and occupation. Guidelines for the integration of services and active employment policies. National Employment System. Qualifications and Vocational Training System.	Teacher notes, slides and bibliography.	Presentation, group work, presentation of results and discussion
19:45	90	Unit A3	Orientation by competencies. Information and communication technologies and guidance tools. Keys and importance of transversal competences. Transversal labor competencies and the near future. Professional ethics in counseling.	Teacher notes, slides and bibliography.	Group work and presentation of results. Debate.
20:15	End of day 1				



## Day 2: Teaching unit B1 and B2

Start	Duración [Min]	Título	Content	Material	Methods
16:00	30	Introduction to the labor market	Introduction to the labor market with special emphasis on the health and care sector.	Slideshow.	Analysis of what is presented.
16:30	90	Unit B1	Keys in the current market, indicators and analysis of the contracting in the market, types of contracts most used. Proactive state policies favoring hiring and stable employment. Studies on the future of employment in the health and care sector: new professions, new recruitment modalities	Teacher notes, slides and bibliography.	Presentation, group work, debates and discussion.
18:00	15	Break			
18:15	120	Unit B2	Changes in professions in the social health sector. Relationship of sectors with the health and care sector. Causes of changes in professions. Necessary skills to work in the health and care sector. Justification and need for training in this sector: new technologies, digitization, aging, covid 19.	Teacher notes, slides and bibliography.	Analysis, group work, presentation, sharing. Discussion.
20:15	End of day 2				



### Day 3: Teaching unit B3

Start	Duration [Min]	Título	Contet	Material	Methods
16:00	30	Introduction of the activity to be carried out: visits to companies in the social health sector.	Explanation of the visits to be made and the professions to visit, analyzing the new professions in the health and care sector.	Slideshow of the activity to be carried out.	Analysis of the evolution of new professions and the changes that digitization has caused
16:30	90	Unit B3	Visits to different professions in the health and care sector seeing new digitized prof	Bus, private cars.	Carrying out visits.
18:00	15	Descanso			
18:15	90	Unit B3	Visits to different professions in the health and care sector seeing new digitalised professions.	Bus, private cars.	Visits by bus or private cars.
19:45	30	Unit B3	Compilation and organization of the different professions visited.	Computers, blackboard, flip chart.	Study, analysis and group work of the professions visited.
19:45	End of day 3				



#### Day 4: Teaching units C1 and C2

Start	Duration [Min]	Título	Content	Material	Methods
16:00	30	Introduction to entrepreneurship.	Introduction to entrepreneurship: concept, keys, need, methods.	Teacher notes, slides and bibliography.	Analysis and study of entrepreneurship in general.
16:30	90	Unit C1	Entrepreneurship in the health and care sector and development of entrepreneurial competence in this sector.	Teacher notes, slides and bibliography.	Presentation of activities to be carried out, creation of work groups, presentations of work carried out. Results, debate.
18:00	15	Descanso			
18:15	120	Unit C2	Study of new entrepreneurship methodologies: active methodologies, design thinking, lean start up and practical application.	Teacher notes, slides and bibliography.	Team work. Practical application of the new active entrepreneurship methodologies. Debates
20:15	End of day 4				



### Day 5: Teaching unit C3

Start	Duration [Min]	Título	Content	Material	Methods
16:00	30	Introduction to business creation.	Introduction to the project to create a company in the health and care sector	Slide presentation. Notes from the teacher. Bibliography. Materials on the internet.	Presentation of the activity to be carried out. Creation of work groups and distribution of tasks to be carried out in the groups.
16:30	60	Unit C3	Generation of the idea of a business project in the health and care sector.	Internet, post it, blank sheets, blackboard. Computers	Team work. Presentations. Debate and discussion.
17:30	15	Break			
17:45	150	Unit C3	Creation of a business project in the health and care sector based on the idea generated and its viability already analyzed.	Assignment of tasks in working groups. Entrepreneurship tools.	Group work developing the business project. Presentation of the project. Debate.
20:15	End of day 5				