Community Oriented Primary Health Care (H001840)

Course Specifications
Valid as from the academic year 2018-2019

Course size
Credits 5.0
Study time 150 h
Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019
A (semester 2) Dutch PDE tutorial 2.5 h
lecture 7.5 h
project 31.25 h
seminar: coached exercises 1.25 h

Lecturers in academic year 2018-2019
Willems, Sara
GE39 lecturer-in-charge

Offered in the following programmes in 2018-2019
Linking Course Master of Science in Social Work and Social Welfare Studies
5 A

Teaching languages
Dutch

Keywords
primary health care, community oriented care

Position of the course
This basic course aims at introducing the basic concepts and structure of primary health care in Belgium. The links between health care and welfare services are elaborated, as are actual evolutions concerning interprofessional cooperation. Students get acquainted with the basic concepts of an integrated systematic approach within the framework of community oriented primary care (COPC). During a project week (COPC week) they get to know COPC in practice, amongst others by developing a ‘health profile’ for a local community. Hereto, the students collaborate with student from other disciplines, a.o. medicine.

Through discussion and reflection, students are stimulated to reflect critically and engaged from their own professional background on the strengths, weaknesses, threats and opportunities for primary care.

Further, this course elaborates the link between health and working and living conditions (social determinants of health). the tutorial aims to foster working together and communicating on this topic. By means of cases, student learn to frame the influence of living and working conditions on health in theoretical frameworks, using international academic literature.

Further, this course aims to train generic and professional competences to deal with diversity in a professional context is emphasized. Students acquire a theoretic knowledge about diversity, the importance of culture and the pitfalls of simplifications and prejudices. The teaching method “working college” aims at reflecting on ‘diversity’. By means of the “working college” students gain an understanding of their own ideas, simplifications, stereotypes and prejudices and their impact on intercultural competences.

This course contributes to the following competence areas:
• To approach the construction of social problems and social problem definitions in various domains (forensic, social work, social-cultural work, youth work, child care, ...) departing from different paradigms.
• To know the basic tenets of adjacent sciences of Social Work (such as psychology, sociology, anthropology, deontology, physiology, health care,) and explain their relation to Social Work.

(Artwork)
• To acquire insight into the core concepts, explanatory models, theoretical frames of reference, research traditions, recent theory building, limits and historical development of Pedagogy and to creatively engage with this knowledge.
• To critically reflect on one's own thinking, decision-taking and acting, and making adjustments accordingly.

The given competence areas are to be realised based on introductory learning outcomes in a clear defined situation with concrete conditions and shared responsibility. The competence areas are situated in the context as described in ‘content’.

Contents
• Community Oriented Primary Care: conceptual framework, illustration of COPC based on interviews with patients and care providers, describing the health needs of the community; interprofessional collaboration and describing care needs based on ICF.
• illness, health and socio-economic health differences
• Diversity and professionalism: definition, pitfall of simplifications and a potential solution, different processes to come to interculturality, generic and professional competences.

Initial competences
Fundamentele pedagogiek I, Sociale agogiek

Final competences
1 • Describing a multidimensional health profile of a specific area (neighbourhood/village/city…) based on different sources of information (individual patients, health care providers, statistical data,…)
2 • Describing the care needs of a patient in an individual multidisciplinary care plan, based on the ICF model.
3 • Reflecting on the division of roles, strengths and weaknesses of different forms of interprofessional collaboration.
4 Reflecting on own ideas, reductions, stereotypes and prejudices and their impact on intercultural competences.

Conditions for credit contract
Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in ‘Starting Competences’

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Lecture, PDE tutorial, project, seminar: coached exercises

Extra information on the teaching methods
• This course includes a projectweek (COPC week). The COPC week is organised from Monday till Thursday (included), full days. On Friday there is a half-day reflection session.
• As a preparation on the COPC week, two plenary classes are organised
• two additional plenary classes on social differences in health
• A PGO tutorial with 2 sessions of 1,5 hour (A-session and B-session) on social differences in health
• an interactive "working college" on diversity + preparatory assignment

Learning materials and price
Notes made during lectures and selection of literature on Minerva.
Cost: 10 EUR

References

Course content-related study coaching
• Interactive support using MINERVA.
• On appointment made by e-mail (sara.willems@ugent.be or lynn.ryssaert@ugent.be).

Evaluation methods
continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

(Approved)
Extra information on the examination methods

• Mandatory assignment in preparation of the COPC project week: ICF-module
• Mandatory participation during the entire COPC project week (from Monday till Thursday included, full days) and the reflection session on Friday (half day)
• Level of participation during the activities of the COPC week, measured through peer-assessment and by the tutor.
• Group report COPC project week
• Assignment/paper health advocacy 'letter addressed to caregiver/institution'
• Mandatory participation during the tutorial (2 sessions of 1.5 h)
• Level of participation during the tutorial (2 sessions) scored by the tutor
• Mandatory assignment in preparation of the "working college" (via Minerva)
• Mandatory presence during the "working college" (1.5u)

Participation in all mandatory activities is a requirement to pass for this course. No full or partial exemptions are possible.
In case of a justified absence (see the University teaching and exam regulations), a replacement assignment will be provided.

Calculation of the examination mark

• tutorial (/5)
  • presence and level of participation
• COPC week (/30)
  • Mandatory assignment in preparation of the COPC project week: ICF-module
  • presence and level of participation
  • group report
  • assignment/paper health advocacy
• working college (/5)
  • Mandatory assignment in preparation of the "working college"
  • presence and level of participation