

## Exploration: Observation in the Clerkship Nursing and Contextual Medicine/Studium Generale (D013026)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)  
Credits 4.0 Study time 120 h Contact hrs 45.0 h

### Course offerings and teaching methods in academic year 2020-2021

A (year)	Dutch	Gent	fieldwork	3.75 h
			PDE tutorial	3.75 h
			lecture	23.75 h
			seminar	13.75 h

### Lecturers in academic year 2020-2021

De Moerloose, Barbara	GE35	lecturer-in-charge
Balthazar, Tom	RE23	co-lecturer
Decruyenaere, Johan	GE35	co-lecturer
Devisch, Ignaas	GE39	co-lecturer
Reniers, Jan	GE51	co-lecturer

### Offered in the following programmes in 2020-2021

	crdts	offering
<a href="#">Bachelor of Science in Medicine</a>	4	A

### Teaching languages

Dutch

### Keywords

Health care organization, communication, empathy, health, community, stages of life, philosophy, health law, studium generale, professional behaviour

### Position of the course

#### 1. Contextual medicine and youth health care:

The student learns the normal physical, psychomotor and social development of a baby during the first year of life and studies the stages of life of a child and an adult. Youth health care is the preparation for the course of paediatrics. The normal child and preventive health care are discussed.

#### 2. Introduction to medical philosophy; Health law

Interpretation of the medical education, profession and technical therapeutic skills in a broader social and philosophical perspective with the intention to gain contextual insights and learning methodical reflection.

Learning the regulation about health care professions and their competences.

Learning the legal implications of professional negligence.

#### 3. Studium generale and Professional behaviour

-gives the student the occasion to critical reflection about the position of a medical doctor within a wider social perspective.

-gives the student the occasion to critical reflection about his/her own behaviour and the behaviour of others in the broader context of the curriculum, health sciences and society. Professional behaviour is defined as behaviour showing standards and values of the professional. This is viewed as observable behaviour and it contains 4 dimensions: dealing with tasks and work, dealing with others, dealing with oneself, dealing with curriculum/society.

### Contents

#### 1. Contextual medicine and youth health care:

Three visits at home of a family with an infant to learn:

- The normal physical and neuromotor development of a normal child during the first

year

- The normal nutrition of the child during the first year
- Influence of the arrival of a baby on the functioning of a family, the emotions of pregnancy, child birth and parenthood
- The methodology of observation and exploration
- Distance and empathy

Four lectures about prophylactic care, nutrition, growth and maturation and psychomotor development.

Two lectures about the different stages of life, 2 interviews and 3 group sessions to prepare, present and discuss the interviews.

## **2. Introduction to medical philosophy; Health law**

- The student will become acquainted with (medical) philosophy and reflection skills. Several topics will be discussed in capita selecta relevant for the medical education and profession.
- Regulation of health professions
- Liability and insurance in health care
- Treatment of incompetent patients and patient with psychic problems

## **3. Studium generale and Professional behaviour**

Studium Generale is a compilation of lectures, debates etc in the context of today's society and conceptual aspects of health.

Professional behaviour is about actual behaviour and not about a skill. The goal of this behaviour is the wellbeing of the patient. From students we expect professional behaviour during their studies.

The theoretical concept of professional behaviour is based on abstract, idealistic aspects such as honour, integrity, responsibility, duty and respect, that are difficult to measure. The more practical concept has to do with behavioural aspects that can be observed and measured: dealing with tasks/work, dealing with others, dealing with yourself and dealing with the educational system/the society.

Themes to be discussed in four mentor sessions: subject matter of the studium generale, euthanasia, intercultural competences and professional/unprofessional behavior.

In a personal interview with the mentor the student reflects about experiences of the past year.

### Initial competences

Having obtained the skills (a.o. communication skills, active listening and empathy) and competences required to pass year 1.

### Final competences

- 1 To gain insight into the development of the newborn and the growing child.
- 2 Get acquainted with the different stages of life.
- 3 Gain experience in communication.
- 4 Gain experience in interviewing parents of newborns.
- 5 To develop skills in reporting and presentation techniques.
- 6 To develop reflection skills.
- 7 Approaching the community in which the physician is functioning from a broader perspective.  
To gain knowledge regarding the wider social scope wherein the doctor will function.
- 8 Professional behaviour: developing insight in and acquire skills belonging to professional behaviour
  - dealing with tasks and work: time management, dealing with stress, leadership skills (reporting, recognizing own boundaries)
  - dealing with others: collaborating with others/communication, giving presentations, team work, receiving and giving feedback, negotiating
  - dealing with curriculum/society: developing a critical point of view
- 9 To gain insight in basic principles of philosophy and ethics.
- 10 To gain insight in the proximity of medical and philosophical thoughts and in social and cultural contexts.
- 11 To learn how to argue and discuss from an ethical and philosophical perspective.
- 12 To explain and clarify the relation between identity and physicality.
- 13 To assimilate contemporary scientific literature.
- 14 To gain insight in the social dimension of health.
- 15 To know and to be able to apply legal binding rules about the exercise of health professions
- 16 To understand the legal implications of professional negligence in health care
- 17 To know and to be able to apply legal binding rules about the treatment of incompetent patients

## Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

## Conditions for exam contract

This course unit cannot be taken via an exam contract

## Teaching methods

Lecture, PDE tutorial, fieldwork, seminar

## Extra information on the teaching methods

**If necessary due to COVID19, adaptations to the teaching methods might be executed. These adaptations will be communicated on Ufora.**

Guided group discussion, feedback, nominations, attending cultural events.  
Lectures.

## Learning materials and price

Syllabi: Notes for contextual medicine (about 12 euros) and notes for "Introduction to Medical Philosophy"

Additional information: see Ufora

Books:

- Not obligatory: Codex Gezondheidsrecht (24 EUR - can be used as well in BA1 and BA3)
- De roze billen van Renoir. Inleiding in de medische filosofie (Acco, +/- 30 euro)

## References

## Course content-related study coaching

Chairman of the Line-commission: Prof. dr. P. Pype  
e-mail: peter.pype@ugent.be  
Responsible teacher: Prof. dr. B. De Moerloose  
e-mail: barbara.demoerloose@ugent.be

## Evaluation methods

end-of-term evaluation and 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

Written examination with multiple choice questions, report

## Examination methods in case of permanent evaluation

Portfolio, participation, job performance assessment, report

## Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

## Extra information on the examination methods

**If necessary due to COVID19, adaptations to the examination methods might be executed. These adaptations will be communicated on Ufora.**

**1. Contextual medicine and youth health care:** The student's evaluation is based on regular contacts with the family, interviews, completeness of portfolio, presence and active participation in group discussions, presentations, final reports and written exam on youth health care. (score: /20)

**2. Introduction to medical philosophy and Health law**

Multiple choice exam (score: /20)

**3. Studium generale and professional behaviour** (pass/fail score)

-Studium Generale: The student passes or fails if  $\geq 2$  or  $< 2$  correct reports respectively, are being posted on Ufora and positively evaluated. (score: pass/fail)

-Professional Behaviour: Pass/fail score.

Evaluation is based on participation, reflection, portfolio based on tasks and reflection of the session with the mentor.

Evaluation of participation during tutorials

Evaluation through critical incidence report (reports concerning professional behaviour not related to official evaluation moments, inclusive not justified absences)

## Calculation of the examination mark

There are 3 partims:

- 1 Contextual medicine and youth health care
- 2 Introduction to medical philosophy and Health law
- 3 Studium generale and professional behaviour

If a student has three or more deficit points\*, he/she will not be able to make the grade for the total of course unit. If the average is a figure of 10 or more on 20, the result will be reduced to the highest figure of not succeed (9/20).

A student who on purpose decide not to participate to the evaluation of a partim, will not be able to succeed for the course unit. If the total score will succeed the 8/20, the score will be reduced to the highest score that can't be deliberated.

\*deficit point: deficit points are the total of points that a student is missing to reach half of the score on 20 (=10), this is per partim