

## Exploration of Youth Health Care. Exposure (D013027)

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 33.0 h

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

A (year)	Dutch	Gent	lecture	11.25 h
			group work	12.5 h
			seminar: coached exercises	3.75 h
			lecture: response	5.0 h
			lecture	

### Lecturers in academic year 2020-2021

Piers, Ruth	GE35	lecturer-in-charge
Balthazar, Tom	RE23	co-lecturer
Decruyenaere, Johan	GE35	co-lecturer
Devisch, Ignaas	GE39	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

### Position of the course

This course contains several parts:

#### 1. Ethical reflection

Stimulate critical reflection on ethical dilemmas in health care. The focus is on achieving competences and attitudes of self-reflection, argumentation and deliberation in a small group of peers.

#### 2. Ethics in health care

Following the evolution in medical technology, more than ever human beings can interfere in the beginning of life. As a consequence, we are confronted with new questions and dilemmas regarding abortion, quality of life and increased responsibility of parenthood. We will discuss some of these dilemmas in scientific literature and frame them within the broader context of contemporary healthcare.

#### 3. Health law

In a program in which care, health and physicality are central, it is crucial to be able to use the essential sources of health law and to learn the essential legal principles about patient rights, professional secrecy and privacy protection. The focus is on the beginning of life.

-To learn the essential rules about medical interventions in the beginning of life (IVF, PID, abortion)

-To learn the essential rules about the treatment of minor patients

#### 4. Studium generale

Open up the broader social horizon.

#### 5. Reflection on professional behaviour

Stimulate critical reflection on one's own professional behavior and attitude and that of other health care workers.

### Contents

### 1. Ethical reflection

Small group ethical reflection concerning patient cases at the beginning of life.

### 2. Ethics in health care

The student is introduced into the nature of ethical reflection in the medical field in particular of medicine at the beginning of life.

### 3. Health law

- Legislation concerning medically assisted reproduction
- Legislation concerning abortion
- Legal aspects of treatment of children and minor patients

### 4. Studium generale

Series of lectures and debates on different aspects of society

### 5. Reflection on professional behaviour

Professional behaviour is about actual behaviour and not about a skill. The theoretical concept of professional behaviour is based on abstract, idealistic aspects such as honour, integrity, respectability, 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. The mentor system is an important aspect of professional behaviour. Every student is assigned a mentor together with 8 or 9 other students. This mentor will guide the same group during the six years of the curriculum.

## Initial competences

## Final competences

### 1 Ethical reflection

To be able to self reflect about own values and norms, argument and discuss difficult cases with peers.

### 2 Ethics in health care

To be able to critical reflect on the influence of medical technology on human life

### 3 Health law

To know and to apply legal binding rules concerning medical interventions in the first stages of life

To know and to apply legal binding rules concerning the treatment of children and minor patients

### 4 Studium Generale

Through participation and presence during the Studium Generale, the student learns to situate the medical training in the global intellectual training at the university

### 5 Reflection on professional behaviour

Development of skills regarding teamwork, summary and report of findings  
Professional behaviour and related attitudes

## 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

Group work, lecture, seminar: coached exercises, lecture: response lecture

## Learning materials and price

## References

## Course content-related study coaching

## Evaluation methods

end-of-term evaluation and continuous assessment

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

Written examination with multiple choice questions, open book examination, report

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

Written examination with multiple choice questions, open book examination, report

## Examination methods in case of permanent evaluation

Report

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Calculation of the examination mark

There are 3 partims:

1. ethical reflection
2. ethics in health care and health law
3. Professional behaviour & studium generale

If the student succeeds for the three partims than the endscore is the weighted average of ethics in healthcare and health law.

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 10 or more on 20, the score will be reduced to 9/20.

A "fail"-score voor professional behavior and/or studium generale and/or ethical reflection automatically ends up in 9/20.

A student who on purpose decides not to participate to the evaluation of a partim, will not be able to succeed for the course unit. If the total score succeeds 8/20, the score will be reduced to the highest score that can't be deliberated: 7/20.

\*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

The results of a partim are transferable to the second chance exam.