

(D013057)

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 3.0 **Study time 90 h** **Contact hrs** 25.0 h

Course offerings and teaching methods in academic year 2020-2021

A (year)	(language of instruction Gent unknown)	self-reliant study activities	5.0 h
		practicum	5.0 h
		lecture	1.25 h
		group work	13.75 h

Lecturers in academic year 2020-2021

Pype, Peter	GE39	lecturer-in-charge
Boeckxstaens, Pauline	GE39	co-lecturer

Offered in the following programmes in 2020-2021

	crdts	offering
Master of Science in Teaching in Health Sciences (main subject Medical Sciences)	3	A
Master of Medicine in Medicine	3	A

Teaching languages

Keywords

Interprofessional collaboration; Professional development

Position of the course

1. Interprofessional collaboration in healthcare leads to higher quality of care. Interprofessional education at the undergraduate level prepares students for interprofessional collaboration.
2. On graduation students need to be prepared for the workplace. Reflection on aspects of professionalism and self-reflection on personal growth are part of the preparation.

Contents

1. Three day module on Interprofessional collaboration in healthcare and society. During a plenary lecture the scenario and assignments of the module will be explained. During the module the medical students will be collaborating with students from other disciplines in (health)care. On day 1 students work on general patient cases. On day 2 students work on complex ethical cases. On day 3 students explore the impact of structure and organisation on the quality of care. Both patient aspects and team aspects will be highlighted during the module. Other disciplines that may participate are e.g. nursing students, social work, occupational therapy, physiotherapy, speech language therapy and audiology,...
2. During the last year of their undergraduate education students write a reflection paper starting from a patient case that touched them during their training. Students need to show their ability for critical reflection and synthesis of the content of the E-lijn throughout their training. Different aspects need to be touched upon in this paper:
 - Evidence based and socially responsible care
 - Interprofessional collaboration
 - Care innovation
 - Ethical care delivery

Students will write this paper from the perspective of their personal professional development. What did I learn and what do I still need to learn. This paper will be supervised by a staff member.

Initial competences

Elements of Gezondheid en Maatschappij II. Community oriented primary care (COPC) in which students describe patient needs according to ICF, design an interprofessional care plan and reflect upon interprofessional collaboration in primary care.

Elements of Exploratie: Arts in de maatschappij V. Interprofessionele oefening zorgstrategie.

Final competences

- 1 Students work with care providers and others who contribute to the delivery of prevention and health services and programmes.
- 2 Students acknowledge and engage roles and responsibilities of others in a multidisciplinary team.
- 3 Students apply communicative skills to provide and receive feedback, to engage in discussions and interactions and to conduct difficult conversations within a team.
- 4 Students collaborate in a constructive way taking into account differences in values, roles, goals and actions among care providers and other professionals as well as family members and other lay people.
- 5 Students know how to interact in an ethical and deontological way with individuals, family members and lay people during interprofessional person and population centered care delivery.
- 6 Students know how to use the unique and complementary skills of other care providers and other disciplines to improve care quality and to enhance learning.
- 7 Students know how to contribute to knowledge exchange, effective communication, conflict resolution and positive interprofessional working relationships in a clear and respectful manner in order to reach full understanding of information, treatment and decision making in practice and policy.
- 8 Students know how to effectively collaborate within teams in diverse settings, both as a leader as well as in a supportive role.

Conditions for credit contract

This course unit cannot be taken via a credit contract

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, lecture, online discussion group, practicum, self-reliant study activities, online lecture

Extra information on the teaching methods

One introductory plenary session.

During the three day module students work in small groups on a variety of themes.

Students prepare individual and joint reports. This module may comprise on campus and online parts.

Students prepare the reflection paper individually based upon literature and personal experiences during their training.

Learning materials and price

Learning materials on Ufora.

Detailed instructions for the reflection paper will be posted on Ufora.

References

Course content-related study coaching

Titularis: Prof dr Peter Pype

Other teachers: dr Pauline Boeckxstaens

During the three day module tutorship is provided by staff members of the Faculty and institutions for higher education or by external clinicians.

A Faculty staff member will be assigned to support students in writing the reflection paper.

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

Examination methods in case of permanent evaluation

Portfolio, participation, assignment

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

The three day module will be evaluated through a combination of observations by the tutor and portfolio reports.

The individual paper will be evaluated by a staff member during a discussion.

Calculation of the examination mark

This course contains 2 partims both counting for 50%:

1. Three day module interprofessional collaboration in healthcare and society.
2. Individual reflection paper

If a student passes for both partims ($\geq 10/20$) the end result is the mathematical mean of both partims. If a student has two or more tekortpunten* he/she cannot pass for this course. If the mathematical mean would still be $\geq 10/20$ the overall score will be brought back to the fail score.

In case of non justified absence or non-attendance to a part of the course students cannot pass and the overall score will be brought back to the fail score. In case of justified absence during the three day module an individual task can be assigned including an oral exam.

*Tekortpunt(en) are the number of points below 10 out of 20, for each partim.