

## Community Oriented Primary Health Care (H001840)

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.

|                    |  |                    |        |
|--------------------|--|--------------------|--------|
| <b>Course size</b> | <i>(nominal values; actual values may depend on programme)</i> |                    |        |
| <b>Credits</b> 5.0 | <b>Study time</b> 150 h  | <b>Contact hrs</b> | 45.0 h |

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

|                |       |      |                               |         |
|----------------|-------|------|-------------------------------|---------|
| A (semester 2) | Dutch | Gent | self-reliant study activities | 1.25 h  |
|                |       |      | lecture                       | 7.5 h   |
|                |       |      | seminar: coached exercises    | 1.25 h  |
|                |       |      | project                       | 31.25 h |
|                |       |      | PDE tutorial                  | 1.25 h  |

### Lecturers in academic year 2020-2021

|                           |      |                    |
|---------------------------|------|--------------------|
| Ryssaert, Lynn            | GE39 | staff member       |
| Willems, Sara             | GE39 | lecturer-in-charge |
| De Maesschalck, Stéphanie | GE39 | co-lecturer        |

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

|  |              |                 |
|--|--------------|-----------------|
| <a href="#">Linking Course Master of Science in Social Work and Social Welfare Studies</a> | <b>crdts</b> | <b>offering</b> |
|  | 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, student are stimulated to reflect critically and engaged from their own professional background on the strenghts, weaknesses, treaths 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, students 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.
- 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

Educational theories, 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, self-reliant study activities, seminar: coached exercises

### Extra information on the teaching methods

- This course includes a projectweek (COPC week). The COPC week is organised from Monday till Friday.
- As a preparation on the COPC week, two plenary classes are organised. Because of COVID19 modified forms of work can be rolled out if necessary. An alternative assignment will be provided in which the predefined learning objectives of the COPC week can be achieved and in which the various themes dealt with in the COPC week are also included.
- 2 lectures (plenary classes) on social differences in health
- an exercise on determinants of health consisting of:
  - individual preparation:
    - going through the learning path;
    - independent assignment (to be submitted via the Ufora tool 'assignments');
  - group discussion
    - participation in (online) group discussion

- group score 'participation & depth of group discussion
- 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**

Rhyne, R. et al. (1998). Community-oriented primary care: health care for the 21st century. Academic Public Health.

### **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**

### **Examination methods in case of permanent evaluation**

Participation, assignment, peer 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**

- COPC week:
  - Mandatory assignment in preparation of the COPC project week: ICF-module
  - Mandatory participation during the entire COPC project week (from Monday till Friday)
  - 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' if necessary by COVID19 - COPCweek in an alternative form with individual preparation phase with independent work/individual assignments; online group discussions; reporting and reflection.
- exercise on determinants of health
  - going through the learning path
  - individual preparation
  - participation in (online) group discussion
  - group score 'participation & depth of group discussion'
- working college on diversity
  - Mandatory assignment in preparation of the "working college" (via Ufora)
  - presence and participation 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**

- exercise 'determinants of health' (/5)
- COPC week (/30)
- working college on diversity (/5)