

Community Oriented Primary Health Care (K000032)

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

Course offerings and teaching methods in academic year 2020-2021

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

	crdts	offering
Master of Science in Teaching in Social Sciences (main subject Sociology)	5	A
Master of Science in Sociology	5	A

Teaching languages

Dutch

Keywords

Primary Health Care, Community Oriented Care

Position of the course

This basic course aims at making clear the basic concepts and structure of primary health care in Belgium. The link is made between health care and welfare services and actual evolutions concerning the cooperation between both services. Students are invited to critical reviewing this to known sociological concepts. (competence M.1.1 and M.1.2)

Secondly this subdivision of training handles about the link between health and illness and living conditions. By means of cases, students learn how this interaction fits in with the existing theoretical frameworks and they reflect critical about it. (competence M.3)

The teaching method "tutorial" aims at working together in group and communicating about this theme (competence M.4).

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.

Finally students are getting familiar with the basic concepts of an integrated systematic approach within the framework of community oriented primary care. They get the opportunity to put this knowledge in practice in a local community (competences M.5.1 and M.5.4) Therefore, they work together with students of other study programmes. (competences M.4.3 and M.6.1)

Contents

- Cooperation in primary health care: concepts, financing, actual developments, analysis of the limiting and enabling factors in relation to an interdisciplinary approach of health problems in primary care
- 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

To have successfully completed the educational components 'Sociology' and 'Social Inequality' (3BA), or to have acquired the competences targeted in these components in another way.

Final competences

- 1 To be able to designate, analyze and discuss basic concepts of primary health care and community oriented care and their relation to social problems
- 2 To be able to interpret basic concepts of health care and their relation to the social definition of social problems; to be able to discuss the meaning of these concepts from a sociological frame of thought.
- 3 To work in an interdisciplinary manner and in teams.
- 4 To look up, compile, interpret, integrate, and present scientific information systematically.
- 5 To acquire the necessary knowledge and insight in the organisation of the health care system at the level of neighbourhoods.
- 6 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,...)
- 7 Reflecting on the division of roles, strengths and weaknesses of different forms of interprofessional collaboration.

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, 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, Bogue K, Kukulka G, Fulmer H. *Community Oriented Primary Care: health*

(Approved)

care for the 21st Century. Washington, American Association for Public Health, 1998.

Course content-related study coaching

Op afspraak via e-mail (sara.willems@ugent.be of 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, 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 on determinants of health (/5)
- COPC week (/30)
- working college on diversity (/5)