

Course: Behaviour & communication-5

credits: 1

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| Course code | PHLM19GC5 | Modes of delivery | Tutorial |
| Name | Behaviour & communication-5 | Assessments | TEST-01 - Report |
| Study year | 2022-2023 | | |
| ECTS credits | 1 | | |
| Language | Dutch, with parts in English | | |
| Coordinator | R.F. Berghuis | | |

Learning outcomes

For the courses Behavior & Communication 4 to 7, the learning outcomes have been formulated based on five of the seven CanMeds professional roles, namely:

Communicator:

- During curricular activities, the student demonstrates mastery of the knowledge needed to perform effectively in the role of communicator.
- As a communicator, the student forges confidential, therapeutic relationships with patients and their families in the work placement organisation/position, and can interact with all age categories and cultural backgrounds.
- When conducting medical consultations in a practical training context, the student is able to independently record patient history and follow-up screening data in paper and/or electronic files.
- When conducting counselling discussions, the student can explain a treatment proposal backed by care providers in language that is understandable for patients and in accordance with the rules of professional communication.

Manager:

- During curricular activities, the student demonstrates mastery of the knowledge needed to perform effectively in the role of manager.
- The student organises the activities that constitute their own medical practice in alignment with the interests and organisational structure of the care institution.
- The student organises the activities that constitute their own medical practice in a manner that safeguards the quality of those activities.
- As an entrepreneurial professional, the student can conduct an analysis of their own organisation in relation to societal and political developments and their impact on the Dutch health care system (personal leadership).
- As an entrepreneurial professional, the student can contribute to the (re)formulation of a health care organisation's policies in response to societal and political developments (personal leadership).
- As an entrepreneurial professional, the student can apply the implications of policy changes made in response to societal and political developments to the work placement organisation/position (personal leadership).

Collaborator:

- During curricular activities, the student demonstrates mastery of the knowledge needed to perform effectively in the role of collaborator.
- The student can operate as a starting professional in the development, implementation and evaluation of medical/relevant policy in both mono- and multidisciplinary teams and collaboration processes.
- The student takes the initiative to optimise continuity of care across the care chain in collaboration with professionals (personal leadership).

Health Advocate:

Content

In the course Behavior and Communication, which is part of the learning trajectory of Medical Practice, we work on the professional CanMEDs roles of communicator, collaborator, organizer/manager, and (professional) personal leadership, related to themes of medical professionalism. The subjects that are central during Behavior and Communication 5 (GC5) are ethical accountability focused on psychological issues (moral deliberation) and current events and presentations (input of case studies) by students related to literature (health psychology and sociology). It is about people's health behavior and how you can influence this in an advisory and supportive sense. Attention is paid to efficient (medical) consultation, communication skills, and reflection on one's (professional) actions, health psychology, and sociology. Communication skills (oral and written) concerning policy discussion, from informed consent to Shared Decision Making (SDM), are practiced through role-play and training actors. The last also involves dealing with the patient's emotions. Topics to be dealt with follow the cases and patient problems discussed during the clinical medicine lectures.

- During curricular activities, the student demonstrates mastery of the knowledge needed to perform effectively in the role of health advocate.
- In the context of prevention, students can independently provide written information to groups interested in public health in plain language and in accordance with the rules of professional communication.
- In the context of indicated and/or health care-related prevention, students can independently provide written information to patients and their families and/or loved ones in plain language and in accordance with the rules of professional communication.

Professional:

- During curricular activities, the student demonstrates mastery of the knowledge needed to perform effectively in the role of professional.

Included in programme(s)

M Physician Assistant

School(s)

School of Health Care Studies

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