

## Course: Specialistic practice learning 2

credits: 12

<b>Course code</b>	PHLM19SEPA-SEM2
<b>Name</b>	Specialistic practice learning 2
<b>Study year</b>	2022-2023
<b>ECTS credits</b>	12
<b>Language</b>	Dutch, with parts in English
<b>Coordinator</b>	A. Grootoonk

<b>Modes of delivery</b>	Work placement
<b>Assessments</b>	Appraisal - Portfolio assessment

### Learning outcomes

The learning outcomes for the courses Specialist practice learning 1 and 2 are based on five of the seven CanMeds professional roles, namely:

#### Medical Expert:

- As a medical expert, the student independently carries out the diagnostic process for common ailments in a manner tailored to the health problems and treatment demands presented by patients.
- As a medical expert, the student can formulate a treatment proposal for common ailments that is tailored to the health problems and treatment demands presented by patients.
- As a medical expert, the student independently carries out treatment processes for ailments in the relevant specialist domain and in a manner tailored to the health problems and treatment demands presented by patients.
- Within the work placement organisation/position, the student can cite best evidence to explain choices made in their own professional conduct to their supervisor.

#### 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 medical consultations in the work placement organisation/position, the student is able to independently report patient history and follow-up screening data orally to their supervisor.
- The student can conduct discussions with patients, their families and/or loved ones in plain language, in accordance with the rules of professional communication and with due regard for their cultural backgrounds.
- When conducting medical consultations, the student is able to independently discuss medical screening results using language that is understandable for patients and in accordance with the rules of professional communication.
- When conducting medical consultations in the work placement organisation/position, the student is able to independently discuss patient history and screening findings with other care providers in order to deliver optimal patient care.
- Within the work placement organisation/position, the student is able to draw up a treatment proposal in consultation with colleagues and other care professionals in order to deliver optimal patient care.
- Within the work placement organisation/position, the student communicates effectively with other care providers, both orally and in writing, about the patient care entrusted to them.
- Within the work placement organisation/position, the student can report effectively in writing to other care providers about the patient care entrusted to them.

#### Manager:

### Content

Specialist practice learning is organized through Specialist Entrustable Professional Activities (SEPA's). The students acquire specialist competencies (SEPA's) at their own practical learning place. A medical specialist as a preceptor is a necessary condition for monitoring the learning process and for providing medical education in practice. Daily supervision can be delegated to a mentor (i.e. fellow medical doctor or certified Physician Assistant). For the requirements of assigning such a mentor role, reference is made to the apprenticeship agreement. The own practical learning place is a powerful learning environment in which knowledge is applied and skills are practiced. Specific skills are acquired in one's own work situation, with the SEPA's being formulated by the preceptor. As an extension of this, students write the learning work plans that describe how the SEPA's in specialist practice are achieved. This competence development and the supporting documents are carefully kept in the portfolio. At the end of each semester it will be assessed whether the goals set by the student in his learning and working plans have been achieved. The duties and responsibilities of the student, the preceptor, the employer and the coach from the study program are described in the "Learning in practice" manual. The portfolio shows, besides the product also the process. There are requirements for the documents which must be shown in the portfolio (described in the "Learning in practice" manual). In the first study-year the students will work at internationalization by a Skype-project. Students will contact online with PA-students from abroad (matched by the school) to discuss with them about similarities and differences about the school, the profession and healthcare.

- With regard to the activities that constitute their own medical practice, the student ensures efficient and effective alignment of treatment processes to guarantee continuity in the care chain.
- The student ensures proper transfer of patients who have finished treatment in their work setting to other care/relevant professionals, taking account of patient interests.
- The student coordinates medical care for patients in treatment in the medical discipline in which they work.

#### Collaborator:

- When contributing to the development, implementation and evaluation of medical/relevant policy in mono- and multidisciplinary teams and collaboration processes, the student respects the policy choices of other professionals based on their own knowledge of that person's expertise.
- The student creates a respectful decision-making process in which the opinions of patients and other care providers are considered when formulating treatment plans
- Within the work placement organisation/position, the student can independently forge a collaborative relationship with the autonomous, independent patient, with the aim to guide them in the process of taking control over their own life.
- Within the work placement organisation/position, the student can independently analyse logistics processes in the care chain and bottlenecks in the care process.
- The student reflects on their own role in collaborations with others in primary care processes.
- The student reflects on their own role in collaborations with others in change processes.
- The student can effectively adapt their own conduct as needed based on reflection on their role in collaborations with others in primary care processes.
- The student can effectively adapt their own conduct as needed based on reflection on their role in collaborations with others in change processes.
- The student is a good colleague towards other professionals in the work placement organisation/position, regardless of the nature of their professions.

#### Professional:

- Within the work placement organisation/position, the student can independently deliver highly qualified medical care in accordance with the ethical code of conduct for the profession.
- Within the work placement organisation/position, the student can independently deliver highly qualified medical care that takes account of patient integrity.
- The student demonstrates effective professional conduct in all settings, whether health care, scientific research or education.
- On the basis of self-reflection, the student can specify how they will work on their own professional development in terms of professional conduct and lifelong learning
- As a reflective professional, the student is open to assessment (receives, considers, and adjusts in response to feedback).

#### **Included in programme(s)**

M Physician Assistant

#### **School(s)**

School of Health Care Studies

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