

Course: Specialistic practice learning 3

credits: 12

Course code	PHLM19SEPA-SEM3	Modes of delivery	Work placement
Name	Specialistic practice learning 3	Assessments	Appraisal - Portfolio assessment
Study year	2025-2026		
ECTS credits	12		
Language	Dutch, with parts in English		
Coordinator	C. Lammers		

Learning outcomes

Medical Expertise

LU-MD.1.1.: As a medical expert, the student independently carries out the diagnostic process in the context of common disorders and attuned to patients' presented health problems and requests for help.

LU-MD.1.2.: As a medical expert, the student will be able to formulate a treatment proposal in the context of common disorders and tailored to patients' presented health problems and requests for help.

LU-MD.1.3.: As a medical expert, the student independently carries out the treatment process in the context of conditions common within the specialty area and tailored to the presented health problems and patient requests for help.

LU-MD.3.1.: The student can explain his choices within his professional conduct to his supervisor within the institution providing internship/practicum based on best evidence.

Communication

LU-C.1.1.: As a communicator, the student creates a confidential and therapeutic relationship with patients and their relatives within the internship-providing institution/site of practice, and can deal with all age groups and cultural backgrounds.

LU-C.2.1.: Within the framework of a medical consultation within an educational setting, the student can independently record the data from a history and follow-up examination in a paper and/or digital file.

LU-C.2.2.: The student can, within the framework of a medical consultation within the institution providing internship/practical training, independently report the data from an anamnesis and follow-up examination orally to his supervisor.

LU-C.3.1.: The student can independently conduct a conversation in understandable language and in accordance with the rules of professional communication with the patient, his relatives and/or other involved parties of the patient, taking into account their cultural background.

LU-C.4.1.: The student can, in the context of a medical consultation, independently discuss the results of the medical examination/treatment in understandable language for the patient and in accordance with the rules of professional communication.

LU-C.4.2.: The student can, within the framework of a medical consultation within the institution providing internship/practical training, independently discuss his findings from history and examination with other health care providers in order to provide optimal care to the patient.

LU-C.5.1.: The student can within the internship providing institution/practicum learning place, in consultation with colleagues and other health care professionals prepare a treatment proposal for the optimal care of the patient.

LU-C.6.1.: The student demonstrates within the internship providing institution/practicum training effective oral communication in conversation with other health care professionals about the patient care entrusted to him.

LU-C.6.2.: Within the internship providing institution/practicum site, the student can effectively report in writing the patient care entrusted to him/her to other health care providers.

Collaboration

LU-S. 1.1.: In the context of developing, implementing and evaluating

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 products also the process of development.

(medical) policy, within mono- and multidisciplinary teams and collaborative processes, the student will be able to position him/herself as a novice professional.

LU-S. 1.2. The student respects, based on his knowledge about the expertise of the other, in the context of developing, implementing and evaluating the (medical) policy, within mono- and multidisciplinary teams and collaborative processes, the policy choices of the other professional.

LU-S. 2.1.: The student creates a respectful decision-making process that includes the opinions of patients and other health care providers in the creation of treatment plans.

LU-S. 2.2.: The student is able to build a cooperative relationship with the autonomous and independent patient, in order to guide him in the process of taking control of his own life.

LU-S. 3.1.: The student is able to independently analyze the care logistic chain processes and the bottlenecks in the care process within his/her internship-providing institution/practicum site.

LU-S. 4.1.: The student reflects on his own role in collaboration with others within primary care processes.

LU-S. The student can, based on the reflection on his own role in the cooperation with others within primary care processes, effectively adjust his actions where necessary.

LU-S. The student will show a collegial attitude towards other professionals, regardless of the nature of their profession.

Leadership

LU-L. 1.1.: The student organizes his own activities within his medical practice in such a way that they are aligned with the interests of and the organization within the healthcare institution.

LU-L. 2.1.: The student shall ensure an efficient and effective coordination of treatment processes within his/her own work in relation to his/her medical practice so that continuity in the care chain is guaranteed.

LU-L 4.1.: The student takes care of an adequate transfer to other (care) professionals of patients who have been treated within their own work setting, taking into account the interests of the patients.

LU-L 4.2.: The student coordinates the medical care for patients who have been treated within the medical discipline within which he is working.

Societal conduct

LU-MH.1.1.: In the context of prevention, the student can independently give information to a group of people interested in public health, using understandable language and conforming to the rules of professional communication.

LU-MH.1.2.: The student can, in the context of indicated and/or care-related prevention, independently give information to patients and their relatives and/or other involved parties, in understandable language and according to the rules of professional communication.

LU-MH.2.1.: The student is able to appreciate relevant new developments and insights that influence his professional practice for the benefit of health-oriented, integral care.

LU-MH.2.2.: Students will be able to apply relevant new developments and insights that influence their professional practice for the benefit of health-oriented integrated care.

LU-MH.3.1.: The student can independently, in the context of indicated and/or care-related prevention, extend the treatment process in order to promote the health of the patient.

Professionalism

LU-P.1.1.: The student can independently provide highly qualified medical care within the internship-providing institution/practicum site in accordance with the rules of ethical conduct applicable within the profession.

LU-P.1.2.: The student is able to independently provide highly qualified medical care within the internship providing institution/practicum site taking into account the integrity of the patient.

LU-P.2.1.: The student can demonstrate adequate professional behavior regardless of the setting: health care, scientific Research or Education.

LU-P.4.1.: The student can identify the strengths and weaknesses of their professional conduct as a result of self-reflection.

LU-P.4.2.: The student can, based on his self-reflection, name how he will work on his professional development within the framework of

lifelong learning.

LU-P.5.1.: The student asserts himself in the role of reflective professional. (receive feedback, weigh it, adjust accordingly).

Included in programme(s)

Physician Assistant

School(s)

School of Health Care Studies

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