Course: Specialistic practice learning 5 credits: 12

Course code	PHLM19SEPA-SEM5
Name	Specialistic practice learning 5
Study year	2025-2026
ECTS credits	12
Language	Dutch, with parts in English
Coordinator	C. Lammers
Modes of delivery	Work placement
Assessments	Appraisal - Portfolio assessment

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 the internship/practical training, independently discuss his findings from anamnesis and examination with other health care providers in order to provide optimal care to the patient.
LU-C.5.1.: The student is able to formulate a treatment proposal for the optimal care of the patient in consultation with colleagues and other health care professionals.
LU-C.6.1.: The student demonstrates effective verbal communication in conversation with other health care professionals about the patient care entrusted to him/her within the internship providing institution/practicum site.
LU-C.6.2.: Within the internship providing institution/practicum site, the student can effectively report in writing to other health care providers the patient care entrusted to them.

Collaboration
LU-S. 1.1.: In the context of developing, implementing and evaluating (medical) policy, within mono- and multidisciplinary teams and

Content

Specialist practice learning is organized through Specialist Entrustable Professional Activities (SEPAs). The students acquire specialist competencies (SEPAs) 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 SEPAs being formulated by the preceptor. As an extension of this, students write the learning work plans that describe how the SEPAs 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 proces of development.

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. 3.2.: The student takes initiative to optimize the continuity of care within the care chain in cooperation with professionals.
LU-S. 4.1.: The student reflects on his own role in collaboration with others within primary care processes.
LU-S. 4.2.: The student reflects on his/her own role in collaborating with others within change processes.
LU-S. 4.3.: 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. 4.4.: The student can, based on the reflection on his own role in the cooperation with others within change processes, effectively adjust his actions where necessary.
LU-S. The student shows 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 these are aligned with the interests of and the organization within the health care institution.
LU-L. 2.1.: The student shall ensure an efficient and effective coordination of the treatment processes within his/her own activities regarding his/her medical practice, so that continuity in the care chain is guaranteed.
LU-L. 3.3.: The student can, as an Entrepreneurial professional, apply the implications of policy changes based on social and political developments within the internship providing institution/practicum.
LU-L. 4.1.: The student provides an adequate transfer to other (health care) professionals of patients who have been treated within the 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.: The student can, in the context of prevention, independently give information in understandable language and in accordance with the rules of professional communication to a group of interested parties in public health.
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, integrated care.
LU-MH.2.2.: The student is able to apply relevant new developments and insights that influence his/her 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 in accordance with the ethical rules of conduct that apply within the professional group.
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.3.1.: The student can independently act professionally in an ethically responsible manner in accordance with the medical, legal and professional obligations applicable to the profession.
LU-P.6.1.: The student can make a systematic contribution to the quality of the specialty field by emphasizing the importance of evidence-based medicine.
LU-P.7.1: The student will be able to make a systematic contribution to quality assurance within the health care institution/multidisciplinary practice within the practicum through analysis and following the PDCA circle

Included in programme(s)

Physician Assistant

School(s)

School of Health Care Studies

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