

Course: Complex care Issues

credits: 2

Course code	PHLM24CZ	Modes of delivery	Tutorial
Name	Complex care Issues	Assessments	Knowledge test - Computer, organised by STAD examinations
Study year	2025-2026		
ECTS credits	2		
Language	Dutch, with parts in English		
Coordinator	C. Lammers		

Learning outcomes

Medical expertise

LU-MD. 0.: During within school activities, the student demonstrates the conditional knowledge to properly perform the role of medical expert.

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

LU-MD.2.1.: The student independently integrates effective, ethically sound, diagnostic skills in a complex patient problem into patient care.

LU-MD.2.2.: The student independently integrates effective, ethically sound, therapeutic skills in a complex patient problem in patient care.

LU-MD.2.3.: The student independently integrates effective, ethically sound, individual-centered preventive skills in a complex patient problem in patient care.

Communication

LU-C. 0.: During within school activities, the student demonstrates the conditional knowledge to properly fulfill the role of communicator.

LU-C.3.1.: The student can, in understandable language and according to the rules of professional communication, have a conversation 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 language that is understandable for the patient and in accordance with the rules of professional communication.

LU-C.5.2.: The student can independently explain the treatment proposal supported by caregivers in an advisory/counseling conversation in language comprehensible to the patient and in accordance with the rules of professional communication.

Collaboration

LU-S. 0.: During within school activities, the student demonstrates the conditional knowledge to properly fulfill the role of collaborator.

LU-S. 1.1.: In the context of developing, implementing and evaluating the (medical) policy, within mono- and multidisciplinary teams and collaborative processes, the student can position himself/herself as a novice professional.

LU-S. 3.2: The student takes initiative to optimize the continuity of care within the care chain in cooperation with professionals.

Societal conduct

LU-MH. 0.: During within school activities, the student demonstrates the contingent knowledge to adequately perform the role of a health advocate.

LU-MH.1.1.: In the context of prevention, the student can independently provide information to a group of interested parties in public health in understandable language and in accordance with the rules of professional communication.

LU-MH.1.2.: The student can, in the context of indicated and/or care-

Content

In the course Complex care issues the topics for Clinical Medicine & Pharmacotherapy 8 "Complex care questions" and Behavior & Communication-* are integrated. In the 3rd study year, attention is paid to patient problems in the life phases from preconception to life-long learning. Within the context of Healthy Ageing, various complex health issues are addressed. Pivotal during this block of education is the question how medical care can address these questions in an integrated manner. Students are encouraged to act as master's degree care professionals, especially at the moment when standard interventions do not suffice any longer. All this after a careful assessment of an intercollegiate discussion on the medical, ethical and legal aspects that can play a role in complex care issues.

Students are encouraged to develop a vision of how they can contribute to positive health and self-management of the patient as healthcare professionals. Attention is paid to communication skills through discussion and conversation linked to specific complex care questions: sexuality, problematic parenting situations, Atypical Somatic complaints, and palliative care. Through role-play, interdisciplinary consultation with the neighborhood team, and directing theatre concerning discussions with family, attention is paid to discussing and practicing dealing with specific and complex care questions.

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 affect his professional practice for the benefit of health-oriented, integrated care.

Leadership

LU-L. 0.: During within school activities, the student demonstrates the conditional knowledge to adequately fulfill the role of manager.

LU-L. 1.2.: The student organizes his own work within his medical practice in such a way that the quality of his work is not compromised.

LU-L. 3.1.: The student can, as an Entrepreneurial professional in the context of social and political developments and their influence on the Dutch health care system, perform an analysis of his own organization.

LU-L. 3.2.: As an Entrepreneurial professional, the student can contribute to the development/adjustment of policy within a health care organization in order to adequately respond to social and political developments.

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-granting institution/practicum.

Professionalism

LU-P. 0.: During in-school activities, the student demonstrates the conditional knowledge to properly fulfill the role of professional.

Included in programme(s)

Physician Assistant

School(s)

School of Health Care Studies

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