Vak: Graduation Internship and Professional Development 4 credits: 15

Vakcode	PIVB26GIPD4
Naam	Graduation Internship and Professional Development 4
Studiejaar	2026-2027
ECTS credits	15
Taal	Engels
Coördinator	A.J. Beetsma
Werkvormen	Stage internationaal Stage, werk
Toetsen	Graduation Internship - Stage Peer Consultation 3 - Verslag Portfolio Assessment 6 - Portfolio assessment

Leeruitkomsten

1. The student performs screening (using red flags, a focused patient history or proxy history, supplemented with physical examination) to determine whether the patient's request for help falls within the student's professional scope and whether there is an indication for physiotherapy. Professional role: HP, level 3.
2. The student conducts a complete physiotherapeutic assessment, establishes the diagnosis and the patient's needs, and develops a substantiated treatment plan based on clinical reasoning, scientific evidence, and contextual factors. The student applies shared decision making, carries out treatment competently, guides and coaches the patient, systematically records and evaluates progress, adjusts the treatment when needed, and ensures accurate documentation and communication. The student demonstrates adequate knowledge and application of the Body of Knowledge, Skills and Attitudes.Professional role: HP, level 3.
3. The student analyses lifestyle factors and the patient's living environment, identifies modifiable factors, and promotes healthy behaviour and self-management. The student supports the patient in achieving lifestyle improvements, builds a constructive therapeutic relationship, documents progress carefully, and adjusts guidance when necessary in consultation with those involved. The student demonstrates adequate knowledge and application of the Body of Knowledge, Skills and Attitudes.Professional role: Health promotor, level 3.
4. The student collaborates proactively and constructively with patients, partners, and other healthcare professionals, while respecting the boundaries of their own professional scope. He/she familiarises themselves with the expertise of partners and the organisation of care, informs stakeholders about the relevance of physiotherapy, and promotes sustainable, client-centred collaboration. The student takes societal developments and regulations into account and is able to represent the physiotherapy profession appropriately. Additionally, the student communicates sufficiently in English and acts with cultural sensitivity. The student demonstrates adequate knowledge and application of the Body of Knowledge, Skills and Attitudes. Professional role: Col, level 3.
5. The student organises their work efficiently and effectively, making optimal use of the resources available to the patient, the student, the organisation, and the environment. He/she monitors the physiotherapeutic care process, makes timely adjustments when needed, and documents care and reporting clearly and transparently for all stakeholders and for handover. The student is aware of the objectives of the work environment, contributes proactively, and supports a strong positioning of physiotherapy. The student demonstrates adequate knowledge and application of the Body of Knowledge, Skills and Attitudes. Professional role: ORG, level 3.
6. The student plans and organises their professional development, recognises their own expertise and limitations, and involves collaborative partners when appropriate. He/she critically reflects on their own knowledge, skills, and (physiotherapeutic) actions, remains open to feedback, and

Inhoud

The internships within the physiotherapy programme are aimed at developing, in practice, the professional roles characteristic of a beginning physiotherapist. The senior internships and the graduation internship together form a learning process in which the student deepens and broadens their professional role.

During the senior internships, the student learns to take responsibility for their own actions and works under supervision to strengthen the professional roles, with emphasis on the roles of healthcare provider and collaborator.

In the graduation internship, the focus shifts to functioning at final-qualification level. Here, the student is expected to act independently and professionally, integrating all roles. The student demonstrates the ability to analyse complex problems, select appropriate interventions, and carry them out responsibly.

The programme includes two senior internships and one graduation internship.
Throughout the senior internships and the graduation internship, the student works towards level 3 in all seven professional roles of the physiotherapist within the context of professional practice. The final level of the graduation internship is level 3, the level of a beginning practitioner.
During the first senior internship, which lasts 10 weeks, the student works on several professional products alongside the internship itself. This includes writing a CAT, a CASE (and presenting the CASE at the internship site as part of an Intercollegial Consultation – Case Presentation), and submitting various patient documentation assignments. During Senior Internship 2, the student works on the graduation assignment alongside the internship.

During the graduation internship, the student works towards a high degree of independence and complexity. In this phase, the student completes their Professional Development with a final portfolio assessment, in which their own description of their developed professional identity is central. This identity emerges through interaction between the student and the programme. A professional identity develops through practice and is continuously evolving. Professional and personal development are closely connected: personal development guides, shapes, and colours professional development, and vice versa.

provides constructive feedback to colleagues in order to continuously develop as a professional. The student demonstrates adequate knowledge and application of the Body of Knowledge, Skills and Attitudes.

7. The student is able to provide examples and evidence, based on a personal and professional analysis of their developing professional identity, demonstrating how they distinguish themselves from peers as a beginning professional.Professional role: RP, level 3.
8. The student identifies and analyses opportunities for innovation based on developments in the profession, practical needs, and their own professional growth. He/she applies relevant innovations and healthcare technologies to improve care, interprets professional and scientific information, and uses research findings where possible. As an innovative professional, the student considers the patient, the environment, internationalisation, and diversity, and is able to read and apply English-language professional literature in the international field. The student demonstrates adequate knowledge and application of the Body of Knowledge, Skills and Attitudes. Professional role: IP, level 3.
9. The student communicates effectively with patients, relatives, partners, and other healthcare professionals, both verbally and in writing, using structuring and regulating communication techniques, information and communication technologies, and presentation skills. He/she maintains clear and complete documentation, applies various communication techniques (e.g., motivational interviewing and pain education), and promotes sustainable lifestyle improvement. As a communicator, the student can communicate in English and takes cultural, social, and religious differences into account. The student demonstrates adequate knowledge and application of the Body of Knowledge, Skills and Attitudes. Professional role: Com, level 3.

Opgenomen in opleiding(en)

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