Module Description (Version March 2018)

Module 1 The Health Professional
During the first three weeks, this module introduces you to:

- The general content and structure of the entire program as well as the assessment program
- Problem Based learning (the educational approach)
- the nature of health professions: how is a profession defined?
- intercultural communication in health care
- effective use to the learning facilities like the university library, the communication tool in use and the student portfolio system and the student guidance system.

During the fourth week: Module ‘Ethical Political Praxis’ (1 week)
This module critically engages three interrelated ‘why-what-how’ questions regarding EPP within the context of advancing individuals’ and societal health. Adopting a critical approach to learning means that its content is situated within a historical context of unequal relations of power, which produced and continue to reproduce structural conditions that are harmful to humanity—health. This positioning informs the ‘why’ of EPP, a deep concern with a grossly unequal distribution of health and healthcare between people who make up humanity. Concrete instances of ethical-political dilemmas, to be drawn from the participants’ own lived experiences, will serve to practically engage with the ‘how’ of EPP—the process of operationalizing ‘moral will and moral skill’ (value and power rationality) in contexts of preventing or mitigating harm and promoting health. The short module employs a dynamic interactive learning style that can perhaps best be compared with a ‘jam session’, an often impromptu performance by a group especially of jazz musicians that is characterized by improvisation.

Module 2 Innovation
It is recognized that healthcare services are facing many challenges in a climate of increasing demands and expectations from society. The ability to innovate is important for the future success of all health care organizations. By making some simple but profound changes in behaviours and processes leaders can have great impact on the culture for innovation.

Innovation is about what’s new and what’s next. Innovation—whether small or incremental, large or disruptive—is about change. Innovation is also about what works … better.

In this module you learn to build a culture for innovation. They can discover the need for innovation in their professional context. Creative thinking techniques are used in interdisciplinary and intercultural problem solving and group work. You are able to invent, to select, to develop, to create new idea’s /products/processes/services to improve quality in their professional life.

Coaching in innovation and change management are important concepts in this module. You also learn to look from entrepreneurial perspective and to use the Business Model Canvas as a tool for leading business thinking.

This module offers a mix of lectures/workshops/group work/tutorial groups as a preparation for an innovation project related to clinical practice.
Module 3 Using evidence to guide practice  
(first part of the Science Track)
This module focusses on “advising professional practice”, meaning that on the basis of a question from the professional practice, relevant scientific knowledge is transferred to that professional practice. The most relevant and reliable scientific information is analyzed and synthesized, eventually in the form of (a) specific recommendation(s) appropriate to the question of the practice. That this is an important task, according to the CANMEDS-health ‘Scholar role’. You go through this task three times during the module, in ascending complexity, from the basis of a question from the professional practice, to transferring relevant scientific knowledge to the profession. You eventually delivers an individual advice report, accompanied by a portfolio to demonstrate competence in all relevant competencies.

Module 4 Quality assurance
It looks obvious, but what is good quality? It depends on criteria, so quality is in the eye of the beholder. It also looks easy, but you’ll experience barriers and learn to cross these barriers. In this module “quality control and evaluation”, we want to give you patterns to think critical about quality, quality evaluation, quality improvement and quality assurance in healthcare. Quality evaluation, improvement and assurance are essential elements in an evidenced-based practice. It looks obvious, but what is good quality? It depends of criteria, quality is in the eye of the beholder. It also looks easy, however you will experience barriers. Every healthcare giver has to work on quality - all are responsible. But also the management of care institutions, the government, health insurance and even the patient has an important role in the quality of care. There are different methodologies for project on quality evaluation, quality improvement and quality assurance. However, a good structure with plan, do, check and act is the base.

Module 5 Health promotion
In this module, the central task is to prepare for implementation of an effective health promotion program. Based on a systematic approach for the development of health promotion interventions (i.e., ‘intervention mapping’) a health problem is identified, a needs assessment is conducted, goals are formulated, effective program components are selected from the literature, and implementation and evaluation of the intervention are planned. During the module, the focus is on main principles and related theories of behavioral and environmental change. Presentations of group work and reflections on what is learned, can be used in your professional life.

Module 6 Practice based research 1 (second part of the Science Track)
The central task in this module is "doing practice-based research". This means that on the basis of a question derived from the professional practice, relevant scientific and practice relevant knowledge is integrated in professional practice. From the question and the rationale for a practice-oriented research, a research plan, a preparation plan for study, data collection and analysis, relevant findings and recommendations to the practice will be reported. This task, is related to the CANMEDS competency ‘health Scholar-role’. You go through this task twice in this module. In increasing complexity, you perform a practice-oriented research. The complexity changes from simplified, to simulated or realistic in a very clear situation, from prescribed to guided and from a presentation to a report of the results. In this module you work in groups and the participation in practice is still limited. Eventually the Group delivers a research report, accompanied by a portfolio to demonstrated competence in all relevant competencies related to this task. The research will fit within the profile of an interprofessional working professional who initiates and accompanied changes in professional practice.
Module 7 Professional leadership
Good leadership is critical to ensure quality healthcare delivery. A leader can be described as “one who manifests direction, integrity, hardiness, and courage in a consistent pattern of behavior that inspires trust, motivation, and responsibility on the part of the followers who in turn become leaders themselves”. Understanding some leadership competences is a main focus of this module. In this module you will identify your own leadership skills and apply some theories on leadership. Further, this module addresses several themes of leadership such as emotional intelligence, communication skills, cooperation, ethics and leading change. Scientific skills are strengthened by searching and appraising scientific articles on leadership, and conducting and analyzing interviews. Lectures, working groups, debate, job shadowing and moral deliberation are working forms used in this module to enhance your knowledge on leadership.

Module 8 Project- and change management
In previous modules you have studied theories on quality management and innovation in healthcare. This module puts the focus on managing the processes behind projects and changes. It will offer frameworks that help you translate innovative ideas into the realisation of changes that contribute to the quality of care. Like in real life, ‘Project and Change Management’ is the glue that binds quality management and innovations into a larger meaningful entity.

You get a picture of the change process as a whole. Starting from the basic components of a project, you further elaborate the functional areas and later the phases of conducting a project, limited in time. The final step is then the upgrade from projects to changes in continuous processes. This module is related to the module Professional leadership, in which the personal and professional qualities of the innovative professional are central. Improving quality of care remains the ultimate goal of this module. You are expected to continue looking from an entrepreneurial and innovative perspective. The results of their creative thinking and generating and selecting of new products, processes or services from the Innovation in healthcare module will be used and further elaborated in terms of factors that determine the chances of success of implementation.

Module 9 Practice based research 2 (third part of the Science Track)
This module continues with the task “doing practice-based research” (see module practice-oriented research). You will go through this task during this module; they submit a research plan, which will executed in the next module. The complexity of this task is to master level, because it will focus on a real practical situation and you have a responsibility in the execution. You are supported and guided, but you will make individual choices in the implementation of this part of your task. Finally in this module, each student submits a research plan on, accompanied by a portfolio to demonstrate competence in all related competencies. The research will fit within the profile of an inter professional working professional who initiates and accompanied changes in professional practice.
Module 10 Interprofessional approach in health
The interest in interprofessional collaboration is increasing. The World Health Organisation (WHO, 2010) ‘recognizes interprofessional collaboration in education as in practice as an innovative strategy that will play an important role in mitigating the global health workforce crises.’ They describe collaborative practice in health care as ‘multiple health workers from different professional backgrounds who provide comprehensive services by working with patients, their families, caregivers and communities to deliver the highest quality of care across settings.’
The main goals for professional collaboration are to improve the quality of patient care, to reduce inefficient use of human and other resources and to find new ways of facing major workforce and lack of professionals. Sometimes these goals can only be reached when professionals use an ‘interprofessional approach’.
This module will give you more insight and understanding of the principles of an interprofessional approach and collaboration. Not only principles and competences that concern the professionals themselves are important, but you will also be challenged to find out more about education and the environment in which an interprofessional approach will or can be successful.

Module 11 Technology in Care
Technology in care is more and more seen as a catalyst to nowadays care delivery. Technology to support caregivers and care receivers becomes better accepted as well. But how to determine what good care technology is and what clients’ needs are is still a subject matter that is not clearly described yet. In this module an overview of existing care technology is provided and discussed against the background of different contexts and settings in health care. You will encounter technology in care as a possible solution for problems arising in daily practice of health care professionals here in the Netherlands but will also transfer their knowledge and skills. In general the focus will be that you as (future) health care practitioner gain awareness about technology in care as possible solution within current health care and service delivery. You are able to discuss from an evidence based point of view the necessity for technology in care, advantages and disadvantages, barriers and hindrances as well as facilitating factors for the implementation of care technology in relation to three different cases. You will at the one hand learn to consider relevant steps in the provision of existing technology for specific problems of an individual user (client) and will on the other hand from a different stakeholders’ perspective learn and perform the relevant steps in user-driven design and development of innovative products and service re-design. In such a way that clients’, care professionals’ and other stakeholders’ needs are well considered and effects on care logistics are described.

Module 12 Practice based research 3 (fourth part of the Science Track)
This module also continues with the task “doing practice-based research” (see practice oriented research modules 1 and 2). You through this task partly in this module; you come from an annotated research plan (module practice-based research do 2), to implementation and reporting of research. The complexity of this task is on master level, as explained in the previous module. Where necessary, you are supported and guided, but you make individual and independent choices in the implementation of this part of your task. Ultimately provides you a research report on, accompanied by a portfolio to competence in all relevant competencies to prove in your task.