

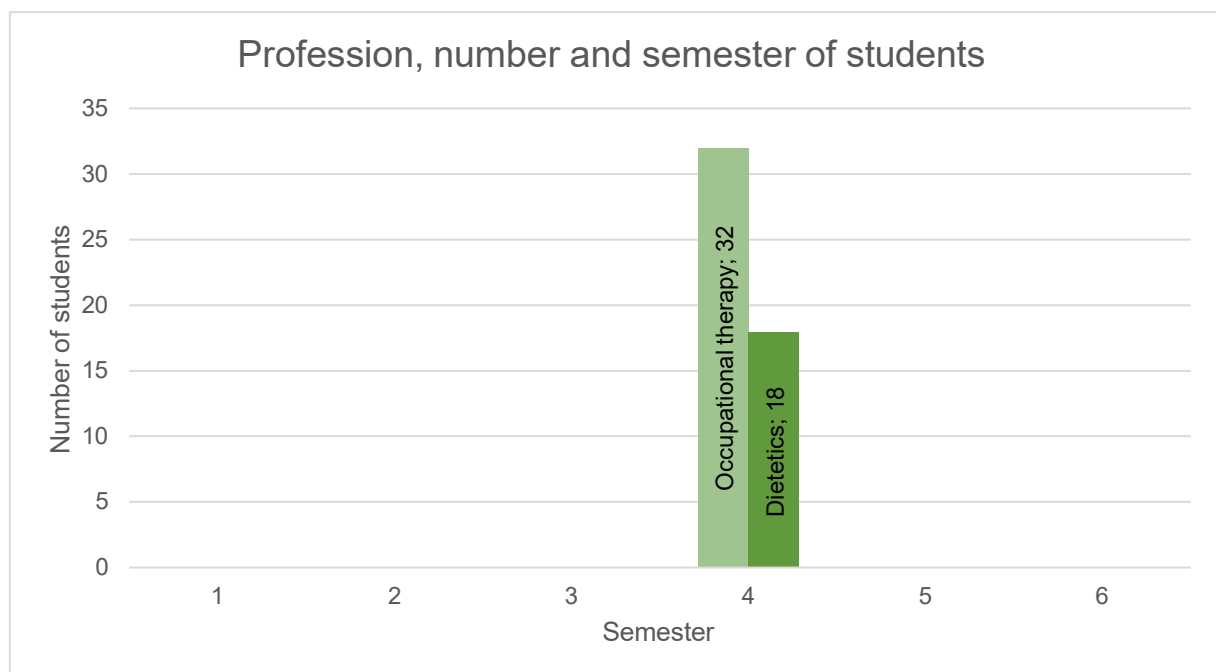
## Teaching and Learning Process Reflection

### Description

Teaching and Learning Process Reflection is placed in the 4th semester of the Bachelor Program Dietetics. Within this course it is aimed for students to appraise their own skills concerning professional, organizational, coordinating, and administrative requirements in their professional field. Since several years this is provided in cooperation with the Bachelor Program Occupational Therapy. Dietitians and occupational therapists often work together in their later surroundings e.g., by supporting patients with stroke or disabled persons. Change and exchange of professional perspectives is the main aim of this course. Students develop from learning to teaching.

**Cooperation partner:** no

**Additional funding required:** no



### Didactic concept:

Patient- centeredness	ICF	Clinical reasoning
Yes	No	Yes
<b>Observation of the Patient-Centred Care model:</b> Case studies, questions and outcomes from practical placements and patient centered processes		<b>Implementation of Clinical Reasoning:</b> case studies, questions and outcomes from practical placements and patient centered processes

**Learning principles applied:** constructive alignment

**Teaching/learning locations:** usually in-person; online courses during Covid19

**Use of learning management system:** yes, Moodle & MS Teams

**Workload and Duration of IPE Interventions:** 25 hours, 1 ECTS

<b>Intended Learning Outcomes incl. personal ranking</b>		
1	Teamwork	Yes
2	Roles/responsibilities	Yes
3	Learning/reflection	Yes
4	Communication	Yes
5	Ethics/attitudes	Yes
6	The patient	Yes
	International competence	Yes
	Digital competence (during Covid19 - switching to MS Teams and Moodle)	Yes
	Other: learning about tutors' function, change of professional perspectives, reflection of own professional behaviour, self-organisation, organisation within the team, time management	Yes

<b>Assessment domains of interprofessional learning incl. personal ranking</b>		
1	Role understanding	Yes
2	Interprofessional values	Yes
3	Teamwork	Yes
4	Interprofessional communication	Yes
5	Coordination and collaborative decision-making	Yes
6	Reflexivity	Yes

**Requirements for students:** basic medical knowledge (anatomy, physiology, pathology), classification systems, process models, practical placement

**Requirements for educators:** classification systems, teaching, and learning methods, interprofessional education, health promotion, legal aspects covering the field of health sciences, ethics, experience in interprofessional settings

**Students' evaluation:** via Moodle

**Learning experiences:**

<b>Learning experience</b>	<b>Measurement/ Evaluation</b>
Changes in students' views on the learning experience and its interprofessional nature	Via group work and presentation
Changes in attitudes or perceptions between participant groups or towards the value and/or use of team approaches to caring for a specific client group	Via group work and presentation
Acquisition of knowledge/skills linked to interprofessional collaboration	Via group work and presentation

**Prerequisites: -**

**Barriers:**

- Structural/organisational elements: maybe if lectures are not in the same semester

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