Short description of LC tasks

As part of the community-specific teaching, students carry out integrated tasks. These tasks provide them with a deeper understanding of LC-specific aspects of themes from the basic programme. The goal of completing these tasks is to acquire competences that are relevant to working as a doctor in different settings.

Learning Community Global Health

The tasks are related to the themes in the basic programme and put clinical knowledge in a global context. The tasks in the LC Global Health consist of an opening seminar introducing the topic, two sessions in small groups with an experienced facilitator and a closing seminar where outcomes of group work are discussed and further elaborated by specialists in the area. In all tasks students acquire competencies which are relevant for the later performance as medical doctor, wherever in the world.

Example task 1 Anaemia: Students learn about anaemia (lack of red blood cells) in the basic programme, and study the causes of anaemia as well as the global epidemiology. Causes of genetic origin, infection, nutrition, etc. are explored. In computerlabs students work with models to experiment with statistics and epidemiology (which constitute the basis of evidence-based medicine). Students learn to how to find and interpret medical literature. With the knowledge gained students are able to describe in a short paper how serious the problems of anaemia are in countries, and which health programmes can be undertaken to reduce the problem.

Example task 2 HIV/AIDS: Student analyse a series of blogs by persons living with HIV/AIDS. This gives them insights in how people acquired HIV and which medical, mental and social challenges they encountered living with the disease. In seminars experts in HIV with worldwide experience share their experiences in providing care for patients and discuss challenges for adherence to therapy, side effects of treatment, pregnancy or personal relations. Based on acquired communication skills students produce a video-message for a person living with HIV/AIDS, which is presented to HIV and communication specialists.

Learning Community Intramural Care

Example of a task in Year 1
Bloody serious
This task focuses on blood tests. Tests are an important part of specialist diagnostics. This task introduces you to lab tests of blood and bone marrow in the clinical context. You learn how Hb level is determined, what a blood smear looks like and what coagulation tests can be conducted. You also determine your own blood type. This prepares you for a clinical vignette (case) in which you answer questions about blood and blood tests and write a detailed account of how to inform patients about this type of testing or the results of such tests. The two competences central to this task are Medical expertise and Communication.
**Example of a task in Year 2**

Respiratory failure

Respiratory physicians treat patients with lung problems in all age groups and in various stages of respiratory failure. How do you determine the stage of the disease in a patient and what treatment should be given to this patient? In this task, you focus on a particular area of the diagnostics and treatment of respiratory failure patients. Under the supervision of an expert, everyone in your group deepens their knowledge of the chosen area and share this knowledge with the entire year group. You participate in a simulation of a case meeting at an outpatients’ clinic to discuss a respiratory failure patient, where your contribution to the decision-making about the diagnostics or treatment of this patient is assessed. The two competences central to this task are Medical expertise and Collaboration.

**Learning Community Molecular Medicine**

Students work on a specific assignment, or task, for a period of three weeks. Each task revolves around a medical theme, such as Genetics, Oncology, Infection, Metabolism, etc. Throughout the year students cover approximately 12 tasks. Typically, students work in small groups of 2, 5 or 10 students on a task. Each task is supervised by an expert teacher.

*Example Task 1 Genetics:* In a lab students isolate DNA, amplify this by PCR and compare the DNA sequence from a healthy person with the mutant allele from a patient. They use computer tools to identify the disease mutation, and write a letter to the patient in which they explain in simple wording what they have found and what this means for the patient and his or her relatives.

*Example Task 2 Oncology:* Students are divided in groups of 10 students. Under supervision of a cancer expert, each group is assigned a tumor suppressor or oncogene. Five students study the molecular events on how mutations in these genes can cause cancer, while the other 5 students study treatment options. Collectively, the group produces a poster which is presented in a minisymposium.

**Learning Community Sustainable Care**

*Example task 1: Patient-specific communication about cancer*

This task focuses on the national breast cancer screening programme. Students learn to reflect on the benefits of cancer screening and learn how to present written information about the advantages and disadvantages of screening in a manner appropriate to patients. In this task, students write a patient information leaflet about the benefits of breast cancer screening. To support them in this task, seminars are offered on patient-specific communication, epidemiology and cancer registration, cell cycle and oncology and oncogenesis. Two coaching group meetings are held during the task period. In the first meeting, students prepare for the writing of the leaflet. In the second, the leaflets created are discussed and each group selects the best leaflet. Task duration is three weeks.

*Example task 2: Organizing care for patients with respiratory disease*

This task focuses on the diagnostics of obstructive pulmonary disease. Students create a diagnosis and treatment plan on the basis of randomized patient data. They also become familiar with questionnaires used in this patient group and write a critical assessment of one of these questionnaires. As part of this task, students visit the Asthma/COPD department of the GP
laboratory, where they practise pulmonary function tests. To support them in this task, seminars are offered on the diagnostics of obstructive pulmonary disease, the organization of obstructive pulmonary disease care and the use of questionnaires in clinical practice. During the task period a coaching group meeting is held in which students practise the use of questionnaires. Task duration is three weeks.