

# Real Life Learning



Last year academic master program Medicine, specialization Family medicine



The diabetic patient      The child with fever      Care for the elderly      The patient with low back pain      The tired patient

Online learning platform: Blackboard®

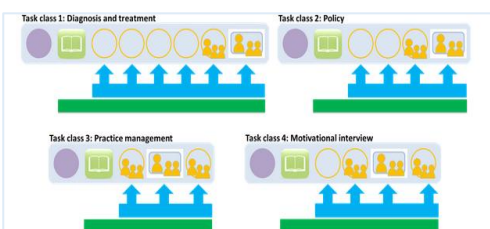
Four Components  
Instructional Design  
4C/ID

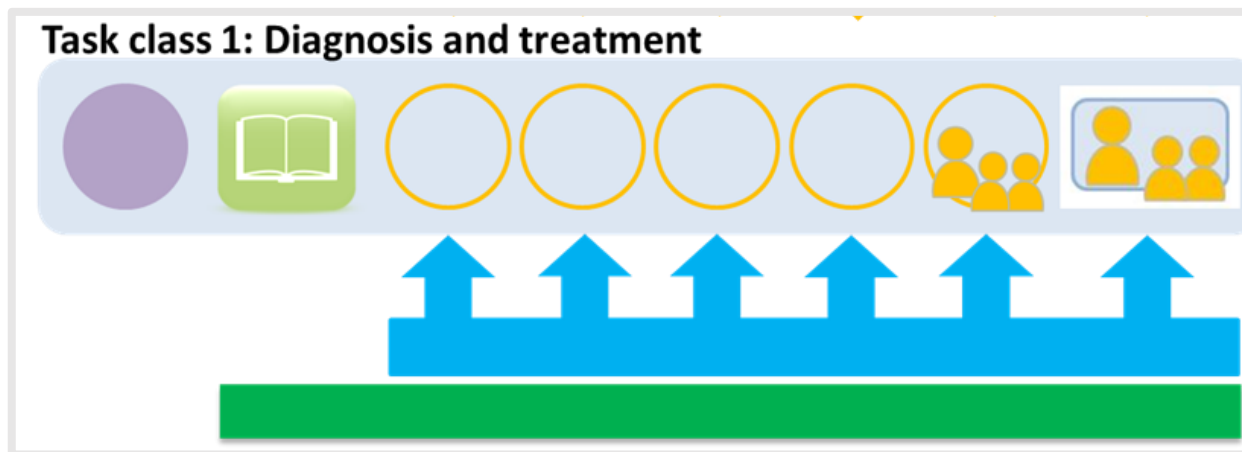
Van Merriënboer, Kirschner, 2013

Students acquire knowledge, skills & attitudes in an integrated way in order to be able to perform physician's daily tasks.

**After finishing this learning module, you will be able to ...**

1. successfully complete a consultation with a patient with diabetes.
2. organise your practice in such a way that it results in better diabetes care.





### 1. Tasks

- Tasks are based on physician's daily professional tasks = real life tasks
- Tasks are purposefully sequenced & of increasing difficulty
- Some are online, others in the classroom

- Online: Diagnose diabetes for this patient
- Online: Discussion forum: Propose a treatment to the patient
- Role play with teacher: Discuss treatment options

### 2. Supportive Information

- Cognitive feedback
- Reading tasks
- Plenary sessions
- Online library: 7/7 access

- Online test on knowledge about diagnosis
- Read Belgian guidelines on diabetes type II
- Plenary theoretical session

### 3. Procedural Information

- Step by step instruction
- Corrective feedback

- Sequenced instructions
- Good practice cases e.g. 'prescription'
- Manuals e.g. electronic health record

### 4. Part-time practice

- Isolated training of practical skills (automation)

- Diabetic foot examination

## Blended Learning:

- Self study + group work + 'lectures' + tasks during professional practice
- Online & face-to-face

## Collaboration between:

- Medical teachers
- Students
- Clerkship supervisors
- 'Real life learning' project developers
- Medical educators

## Research

- Implementation of the 4C/ID model (Vandewaetere, M., Manhaeve, D., Aertgeerts, B., Clarebout, G., Van Merriënboer, J. J., Roex, A., 2015.)
- Ease of use of the model
- Integration of clerkships into 4C/ID
- Maximizing learning

## Implementation of the educational model in:

- Vocational Training Family Medicine
- Undergraduate medical training
- Postgraduate master in preventive health care
- Continuing professional development

Using the method of **change management**



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Manhaeve Dominique, Aertgeerts Bert, Roex Ann.*  
<http://med.kuleuven.be/nl/levensechtleren>

**KU LEUVEN**

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