

# COMPETENCIES IN DEVELOPMENT

## An example of real life and blended learning

Master Youth Health Care for medical doctors (postgraduate)

### General theme of the course

Development and developmental assessment in young children



- Risk and protective factors of early development
- Parental contribution to developmental surveillance
- Primitive reflexes, postural reactions, tonus and position
- Fine and gross motor development
- Evaluation of neuromotor function



Language development



Developmental language disorders

**General aim of the course**  
 Students acquire knowledge, skills & attitudes  
 In an integrated way in order to be able to perform  
 youth health care professional's daily tasks

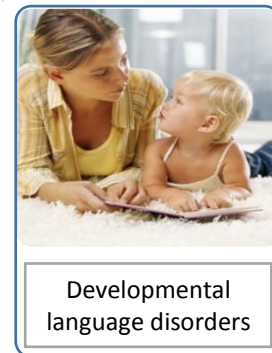
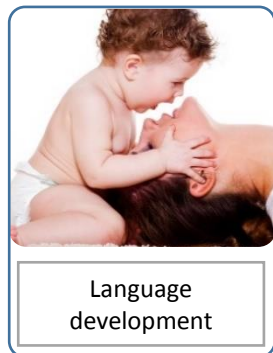
**Educational model**  
 Four Components  
 Instructional Design  
 4C/ID  
 Van Merriënboer, Kirschner, 2013

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

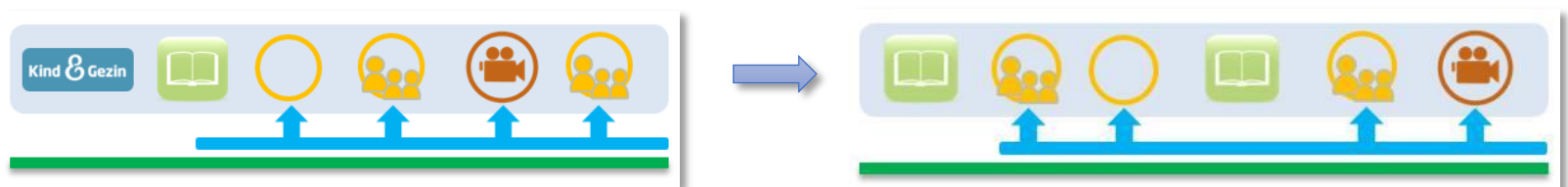


1. discern the different stages in the normal language development and the normal variation in a population of young children
2. take some current language assessments in young children in practical situations and be able to interpret the tests findings

## EXAMPLE - LANGUAGE DEVELOPMENT AND DISORDERS



### SOFIA® E-LEARNING PLATFORM



4C/ID-based learning tasks



### FACE-TO-FACE SESSIONS WITH EXPERT/TEACHER

- To give feedback on learning tasks
- To deepen theoretical knowledge
- To train practical skills
- To present and discuss real life cases



### PROFESSIONAL PRACTICE

To transfer what is learned to the workplace (well baby clinics or school health centres):

- Train integrated knowledge, skills and attitudes in real professional life
- Reflect on real life cases in order to link theory with practice

## Lessons learned:

- Define learning goals in terms of competencies to be achieved, and not merely as knowledge to be obtained;
- Real life cases are discipline and setting specific. Input from professional peers is needed to design real life tasks that are representative and having relevant levels of complexity;
- Take care of a close fit between the different blends of the whole course. Most importantly, face-to-face sessions must build upon the other trajectories of the program (i.e. e-learning course and professional practice), when they focus on deepening from what is learned;
- Be aware that a “believer” is able to design the course, but needs “followers” to implement it in daily teaching.

## Research

- Feasibility evaluation of the course
- Assessment of learning effects (pre- and post-test)

## Potential dissemination of the program

- Other themes in master Youth Health Care
- Vocational Training Family Medicine
- Vocational Training Pediatrics
- Continuing professional development

## Study performed with the support of the KU Leuven

- Centre Environment and Health - Youth Health Care
- Centre for Developmental Disorders
- Academic Centre for General Practice
- Educational Support Office, Faculty of Medicine

<http://med.kuleuven.be/nl/levensechtleren>

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