



Work-integrated experiential learning BMZ2022: Schaarste in de Zorg

Students take a trip to authoritative governmental institutions within their field of study.

Activity type

Group visit.

Activity duration/study load

Two-day visit.

Intended learning outcomes

- To understand the role of the government and other governmental bodies in the process of allocating scarce resources in healthcare;
- To critically reflect on this role;
- To compare the theory and practice of allocating scarce healthcare resources.

GCEd elements

Understanding complex interdependency, perspective taking, critical thinking, moral/ethical reasoning, active listening, self-reflection, sense of purpose, change agency, curiosity.

Teacher preparation

The teacher organises a full program for a visit, including transport, organisations and speakers, and a ho(s)tel.

Student preparation

Students inform and prepare themselves for their visit to the institution(s) by studying the purpose of the institutions and how the institutions enacts their purpose in society.

Flow

This differs per organisation. For instance, students visit various government institutions that are involved in drawing up, deciding on and / or implementing policy on care and / or insurance in the Netherlands and that have to deal with scarcity in care. They prepare for the visit by answering questions such as What does the institution do? How does the institution deal with scarcity? How does the government agency intervene?

