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Training guide Bachelor of Nursing

Study guide Bachelor of Nursing / Avans / 2021-2022

Dear participant,

This is the Avans + Bachelor of Nursing training guide.

In this training guide an explanation is given on a number of relevant points:

- + The substantive program,
- + The learning environment
- + The development assessment,
- + The final assessment,
- + The implementation and organization
- + The didactic starting points of the study program.

We wish you success with the Bachelor of Nursing course.

Kind regards,

Avans +

Nursing team

## 1. Vision of learning Avans +

### **The participant as a learning professional**

Participants usually opt for part-time training, they are therefore self-motivated and also are normally treated as a professional in the organization where they work. In the first place the participant himself takes responsibility for the learning process or learns to take it. Avans + supports that learning process, guides and facilitates, but does not take it over. Attendees will be challenged on their own opinion and decision making skills and encouraged to integrate in a professional behaviour. Participants will be challenged not only to learn, but also to practice and experience, making their learning experiences enriched. The choice for certain teaching methods in the program is based on these principles.

### **Social constructivism**

Avans+ aims to be practice-oriented and to provide practical tools on the basis of which participants become better and more effective in the exercise of their profession. From the educational point of view the Avans + philosophy best suits the educational currents called Social Constructivism. This is because constructivist theory assumes that the acquisition of knowledge and skills is not so much the result of a direct transfer of knowledge through the teacher, but rather the result of the participant's thinking and actions. Participants learn by linking new information to what they already know. Constructivism thus emphasizes the active role of the participant in processing information and the acquisition of knowledge and skills. Social processes play important role here.

### **Learning by experience**

Along with the social constructivist theory come the principles of experiential learning from Kolb. Avans + uses Kolb's insights in educational and didactic concept of its development processes. Each person works on the basis of Kolb's cycle course with a range of work forms and learning activities. Avans + has a strong belief that knowledge is only acquired through the activity of the participant. Each participant has his own cognitive strategy or learning style. This means that the good form of education or work, other than in the form of customization and therefore consistent with the learning style of the participant, does not exist. The participant must as much as possible organize his own learning process in line with his own learning style.

## 2. Learning environment

All modules in the training have a *blended* design, that is, it is a mix of professional practice, online learning and classroom meetings.

There are meetings with a teacher and also parts of the day when learning activities are being worked on online, on the location, without a teacher. During the meetings no theory is explained (which has been studied and discussed in advance), but it is practised during learning activities, in which applying, processing and deepening of the learning material takes place. In the other parts of the day work is done without a teacher, on the location or online.

### 2.1. Learning activities

Learning activities consist of various assignments, such as reading assignments, literature study and research, self-testing with the help of tests and critical reflection, watching films, online discussions, practical assignments, et cetera. Because every module NLQF 6 finishes with a test, the learning activities are set up in such a way that the module contributes to the development of bachelor level. By using different forms of learning, optimal learning results are achieved.

### 2.2. Learning forms

You learn independently, but not alone. *Social learning* is an important basis for the education; you can get to know yourself best with the help of others. Input from fellow participants, colleagues, peers, practitioners and supervisors is indispensable for your development. You study and make assignments based on instructions that you will find at the various meetings in our digital learning environment. The literature (books, articles, websites, videos) is highly advised in the first module; in the following modules we expect an increasing investigative attitude and you will be stimulated to bring in more your own resources.

Avans<sup>+</sup> works from a vision of *practice-based learning*. Difficult situations in the work environment are a strong motivator. By reflecting on your own case, individually or in the group, you create your own insight; The offered theory helps you to broaden the learning experience giving perspective to new actions. In the safe learning environment of the classroom, learning team or social learning environment you can experiment with new behaviour, gain practical experience with this in your work environment, after which again reflection follows. Methodical reflection is the most powerful tool to get yourself to continue to develop throughout your career. Learning to reflect is therefore a core component throughout the entire course.

### 2.3. Learning teams

You work on learning activities in learning teams. These are prepared at the start of each module. Learning teams consist of groups of 4 or 6 participants who work with one another on a learning activity. In order to achieve the additional skills and full potential of the various participants the composition of the learning teams will change at every module. The group formation and collaboration of the learning team will be evaluated in the middle and at the end of the module.

### 2.4. Study skills

Study skills are practised in in each module. There are exercises, tips and other pieces of information about study skills and effective learning included. In addition, (peer) feedback is used as an effective form of acquiring study skills. This happens in the learning teams through questions or comments, which you ask to each other at the various learning activities. In the learning teams it is (online) discussed, supplemented and corrected.

More information about the learning environment can be found in the module guides.

## 3. Development assessment

You complete a development assessment prior to the course. The results have been discussed with you by the assessor. You also made an assignment in the form of a self-scan, in which you roll your competencies in relation to the CanMeds and areas of competence. The results of the assessment and the self-scan form the basis for your personal and professional development goals, which you include in the module Professional identity.

## 4. Critical professional skills and development goals

Critical professional competencies are competencies that are included in every module of the course on which you work with the help of the personal and professional development goals. The word critical means that you must demonstrably have these skills obtained when you complete the course. The critical professional skills are briefly explained below. You can find more information about this at the Integrated Professional Performance.

### *Professional leadership*

You work on professional leadership through professional identity, personal and professional effectiveness and development power.

*Investigative ability*

Investigative capacity includes: critical thinking, opening up and assessing of scientific knowledge and research skills.

*Communication and collaboration*

Components of communication and cooperation are meta-communication, giving feedback and receiving, peer cooperation and integral cooperation.

*Critical reflection*

This is based on the reflection on one's own thinking, feeling and acting and gains in-depth reflection from a moral, ethical, theoretical, personal and conceptual perspective. Also normative professionalising is part of this.

*Nursing entrepreneurship*

The following are central to this: organizational awareness and professional innovation.

*Quality promotion*

This concerns the quality of care and the quality of the profession.

In addition to the personal and professional development goals that you work on throughout the entire course with various learning activities and in practice, for each module you formulate one (or more) *module specific development goal (s)*. These are development goals that fit within the CanMEDS roles that you develop in the relevant module. The personal and professional development goals are module transcending but the module specific development goals are linked to the content of the module, the learning outcomes and the specific CanMEDS roles. They also contribute to critical professional skills.

During the entire course you will be developing in the critical professional skills supervised by a teacher Personal and Professional Leadership (PL). This PL teacher is the person who follows the development from the beginning to the end of the course and also the person who can help if you get stuck somewhere. You can find more information about this in the module guides.

You develop critical professional skills not only from the study program but also in the professional practice. The development from professional practice is followed by the practice or work supervisor. You will find more information in the separate module manuals and components that are practice-related or feedback will be provided.

## 5. Final assessment

You work on your personal and professional development goals during all modules, in the training and in professional practice. You must be able to prove at the end of the course in all CanMEDS roles and in the critical professional skills to operate at NLQF level 6. With the successful conclusion of the integral professional performance, at the end of the modules, you prove that you control the CanMEDS roles at NLQF level 6.

You demonstrate the critical professional performance in a final assessment in which you defend to function on NLQF based on critical reflection on all development goals level 6. This final assessment takes place after you have successfully completed all modules.

The final assessment will be with two examiners and (possibly) the practice or work supervisor decreased, whereby the practice or work supervisor can provide feedback and the examiners check the assessment.

## 6. Self-responsibility

You bear your own responsibility for your development goals, with Avans + creating the necessary conditions. As soon as you notice that the development is stagnating, expect that we will indicate this to the program manager.

## 7. Bachelor of Nursing program

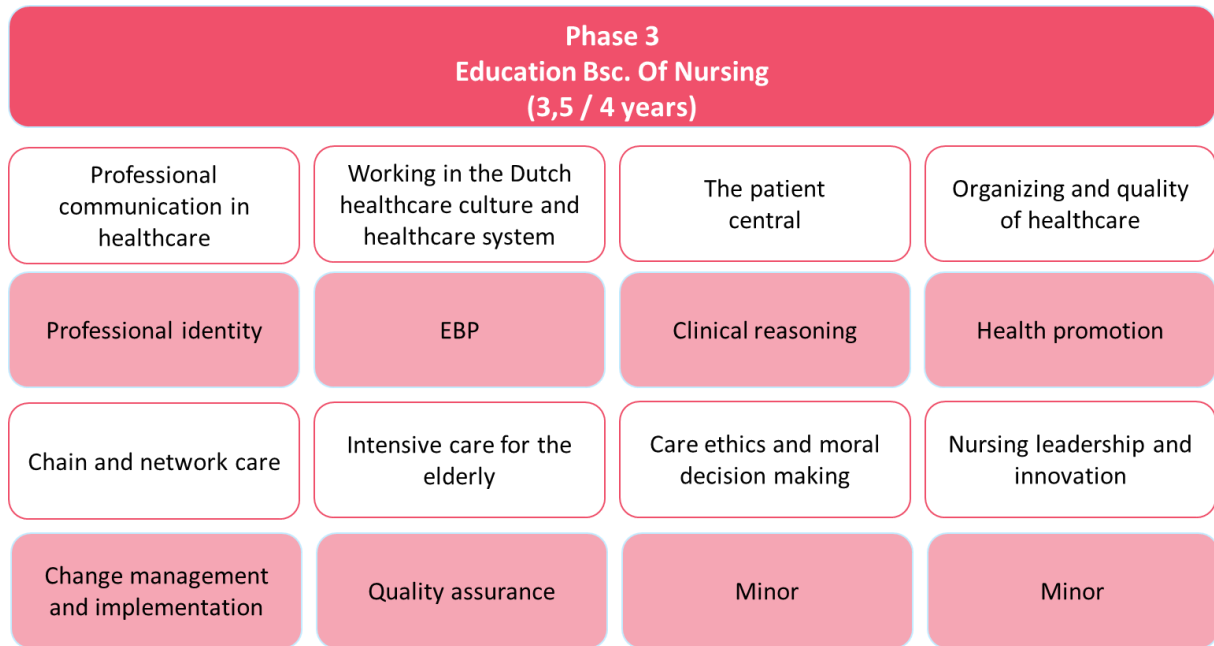
### **Integrated training offer**

The training offers an integral and flexible range of *learning activities*. With 'integral' we mean that the learning activities are derived from *learning outcomes*, which in turn are derived from the CanMEDS roles and competences of the Bachelor of Education program Nursing 2020. Based on the learning outcomes, *integrated professional performance has been* drawn up, which is derived from the learning outcomes of the module. This shows you at the end of each module, how you function at NLQF level 6. In every 10-week module you develop yourself with various learning activities to the required bachelor level.

### **Trajectory**

The trajectory exists of 16 modules of 10 weeks. The order of the modules may differ from a baseline determination.





*Overview modules*

*Current training offer*

The program includes current policy frameworks, quality frameworks and developments within the society, care and nursing included in the curriculum, such as: positive health, personal care, proactive care planning, joint decision making, etc.

Based on demographic developments and the increasing complexity of healthcare issues, extra attention is paid to intensive care for the elderly, with continuity of care relation to network, chain and transmurial care.

## 8.1 Learning outcomes year 1

### Module 1: Professional communication in healthcare

#### Learning outcomes

The participant improves digital and professional communication skills in order to work with the methods, plans and systems used in the healthcare. The participant improves IT skills to work with ICT systems and applications as well as writing skills that enable him / her to communicate via healthcare systems.

The participant is proactive and dialogue-oriented when communicating with his / her colleagues and care recipients and he / she uses the appropriate conversation techniques effectively.

### Module 2: Working in the Dutch healthcare culture and healthcare system

#### Learning outcomes

The participant provides care in the context of Dutch care culture and Dutch care system, according to the professional Dutch standards.

The participant supports the care recipient in an appropriate way while providing personal care, he / she takes into account the wishes, needs, and privacy of the care recipient and his close relatives and stimulates the care recipients' self-reliance and autonomy. In doing so the care recipient shows cultural sensitivity and acts in a professional way in terms of contact and treatment.

The participant independently carries out risky actions which belong to his responsibilities in authentic situations and takes into account all legal regulations (BIG Act, procedures and protocols).

### Module 3: The patient central

#### Learning outcomes

The participant makes decisions in cooperation with the care recipient and takes into account the care plan for living, which is based on personal care, and systematically takes the steps forward in the nursing process.

The participant provides care in the context of multidisciplinary cooperation and makes use of professional network of the care recipient.

The participant provides palliative care in a person-oriented way, based on what the care recipient understands by quality of life and death. The participant can justify his actions due to the context of care ethics and end-of-life laws and regulations.

### Module 4: Organizing and quality of healthcare

#### Learning outcomes

The participant organises and coordinates the care for the care recipient at team level and guarantees continuity and quality of care in consultation with the care recipient, taking into account relevant guidelines and protocols.

## 8.2 Learning outcomes year 2-4

Learning outcomes have been drawn up on the basis of the Bachelor of Nursing 2020 training profile, that correspond to what you as a bachelor nurse must be able to demonstrate after completion of the course.

### Learning outcomes per module

<b>Module Professional identity</b>
CanMEDS roles: Reflective (EBP) professional, Organizer and Professional & Quality promoter
<b>Preface</b>
<p>Professional identity is about the role and position of the bachelor nurse. You analyse which developments in society and in the care and nursing policy have an influence and you formulate your own vision of your profession, your role and position as a bachelor nurse in the broad context of care and your contribution to the development of the field. You analyse on the basis of assessment and the self-scan on the CanMEDS roles what you need to get into the CanMEDS roles Reflective (EBP) professional, Communicator, Organizer and Professional and Quality promoter to be able to function at NLQF 6 level and which development goals are needed for personal and professional leadership within those CanMEDS roles.</p> <p>In this module you make a start with the Personal and Professional Leadership (PPL) learning track with determining development goals. In each subsequent module you reflect on progress and effects in a structured and critical way and adjust your development goals, in order to be able to demonstrate in a final assessment at the end of the course that you are functioning at NLQF 6 level.</p> <p>On the basis of this and the learning outcomes and the integral professional performance you formulate which development goals contribute to the desired effect. You proactively shape your own development to constantly make an optimal contribution to the organizational objectives.</p>
<b>Learning outcomes</b>
<p>You are sensitive to developments in society and healthcare and you oversee the impact thereof on the role and position of the bachelor nurse in the current care and nursing policy macro, meso and micro level. You can translate the relevant transitions in healthcare to the professional practice of the nurse and have their own substantiated vision, focused on:</p> <ul style="list-style-type: none"> <li>+ the quality of care provision in relation to health and behaviour;</li> <li>+ personal care in which promoting positive health, prevention and self-management of care recipients is integrated;</li> <li>+ insight into job differentiation and distinctive mbo and bachelor competencies of nurses, following the Bachelor of Nursing 2020 training profile;</li> </ul> <p>You function at the level of a bachelor nurse in the CanMEDS roles Reflective (EBP) professional, Organizer and Professional and Quality Promoter and show a proactive and learning attitude, in which you critically reflect on your personal and professional development goals.</p>

<b>Module EBP</b>
CanMEDS role Reflective EBP professional
Preface
In this module you connect science with practice. You formulate answerable research questions for specific practical situations, problems or care gaps, make use of search strategies databases for scientific literature and / or knowledge bases, assess the knowledge for validity and reliability and applicability for practice and disclose this by applying it in practice.
<b>Learning outcomes</b>
<p>You can translate clinical uncertainties in care situations into answerable research questions and use a methodical approach to answering these research questions (research methodology) for efficient and effective searching for, summarize and critically assess the most recent scientific insights from scientific and professional literature.</p> <p>You demonstrate a critical investigative and reflective attitude in professional decision-making care situations about nursing care (with care recipient, colleagues and other disciplines) and later see that the application of resources and interventions is based on considerations from recent nurse knowledge from (scientific) literature, guidelines or protocols, professional expertise and personal knowledge, wishes and preferences of the care recipient and their network.</p> <p>You contribute to the substantive development of the nursing profession, your own expertise and that of your colleagues and can provide the insights from scientific and translate professional literature into meaningful information about nursing practice in care situations at department level.</p>

<b>Clinical Reasoning Module</b>
CanMEDS roles: Healthcare provider, Communicator, Collaboration partner, Reflective EBP professional, Health Promoter, Organizer and Professional and Quality Promoter
Preface
In this module you will develop clinical reasoning skills that lead to decision making in the different phases of the nursing process. You use classification systems, models, methodologies and instruments and learn to make a well-founded choice. You also learn to indicate the care, in which principles of triage are discussed, as well as problem recognition and case and patient complexity, based on which you assign care. You learn to involve the care seeker in the decision-making process on the basis of personal care and positive health. You also learn which technological possibilities apply in healthcare. The CanMEDS role Care provider stands central to this process, but all CanMEDS roles are related to this.
<b>Learning outcomes</b>
<p>You reason clinically in complex care situations, with the help of nursing theories and models and classification systems, through diagnostic, etiological and nursing process steps prognostic reasoning. Based on this, you set healthcare needs in consultation with the person asking for care fixed on a physical, psychological, functional, social and spiritual level.</p> <p>You reason therapeutically when drawing up care goals and results and interventions. You see here the person requesting care as a cooperation partner and taking into account wishes, needs and expectations of the care recipient. You prepare a care plan based on joint decision-making, with:</p> <ul style="list-style-type: none"> <li>+ the desired behavioural and health outcomes, which aim to improve, adjust or stabilize daily functioning in relation to quality of life and to support and strengthen self-management,</li> <li>+ the care indication appropriate to the need for care,</li> <li>+ the deployment of reasoned and appropriate care, using current guidelines, professional standards and protocols;</li> <li>+ the deployment of applicable information technology.</li> </ul>

You provide care for complex care questions, based on the care plan:

- + You strengthen and support the self-management of care recipients, with the aim of maintaining, improve or adjust daily functioning in relation to health, quality of life;
- + You systematically collect, verify, organize and analyse data, after which you evaluate total care with the care recipient and assess whether adjustments to the care are necessary or whether the care can be terminated;
- + You assess whether the deployed interventions are effective by evaluating health outcomes, evaluate the process and adjust the plan.
- + You constantly and methodically reflect on your own professional actions and you create new perspectives based on responsible choices.

## Health Promotion Module

CanMEDS roles: Health Promoter and Communicator

### Preface

Health promotion stands for protecting, promoting and / or improving health.

Healthy behaviour and taking control is the key point here. This is in line with Positive Health, where people themselves know responsibility for their health and can improve it or retain by adjusting their behaviour. Changing behaviour is more complex than it seems, in which personal and environmental factors play an important role, as well as lifestyle. Why is for example, one behaviour sick of unhealthy and the other not? And also think of social influence, such as when using drugs at a dance festival. Behavioural change is influenced by various factors. This module focuses on prevention-oriented signalling of risk behaviour and risk processes adverse to health, the structured mapping of influencing factors and on the basis of a good analysis to initiate an effective strategy, in order to strengthen self-management among clients. Central to this are the CanMEDS roles Health Promoter and Communicator.

### Learning outcomes

You identify health-threatening risk signals or a risk process among a group of (potential) users at an early stage. You systematically identify health, behavioural and environmental determinants of the group of care recipients, if possible with the help of validated and current measuring or screening instruments. You analyse and evaluate the collected data based on available knowledge about causal relationships between risk behaviour and health risks and with the help of epidemiological theory. You determine which preventive measures and behavioural strategy and communication strategy are effective for the care recipient or the group of care recipients, aimed at prevention, reduction and elimination of health problems.

You support the care recipient or a group of care recipients in determining health goals and objectives health outcomes and effective interventions promoting health. You promote healthy behaviour by guiding the client or a group of clients in providing self-responsibility, self-reliance and self-management and support them in achieving a healthy lifestyle. You use effective conversation, influencing or guidance methods and reinforce the autonomy of the person asking for care.

<b>Chain and network care module</b>
CanMEDS roles: Healthcare provider, Communicator, Collaboration partner, Organizer and Professional and Quality promoter
<b>Preface</b>
<p>In this module you learn how to care for people in vulnerable situations and / or with highly complex care questions. The developments of this are still ongoing and in practice is still unmanageable but the contours are visible and with various projects the care takes shape in this way. The core is that healthcare is based on an integrated approach and based on multidisciplinary and / or transmutal cooperation, preferably close to home. Policy documents and quality standards for this group of care seekers place the care seeker at the centre. On the basis of that principle we work together in so-called network care, involving professionals from different institutions to provide care that is laid down in a single care plan. The integrated care offering is based on a continuous approach line of care across institutional boundaries. Various transmutal care bridges and care paths give concrete form to this. Because involved professionals operate from their own professional autonomy there is actually no main practitioner. This reflects the importance of one central care provider, who is both a point of contact and a representative of the care recipient. You develop in this module in the CanMEDS roles Care provider, Communicator, Collaboration partner, Organizer and Professional and Quality promoter.</p>
<b>Learning outcomes</b>
<p>You work efficiently and effectively multidisciplinary and inter sectoral with professionals within the organization, in care networks and networks for specific patient groups and maintain network contacts for this purpose. You contribute to integrated care provision based on your own expertise and with a proactive attitude to improve the quality of care for care recipients with complex care needs safeguard vulnerable situations by:</p> <ul style="list-style-type: none"> <li>+ collecting findings systematically, analysing them and drawing conclusions from them with regard to health risks, problems and case complexity;</li> <li>+ determining in joint decision-making with the care recipient and other involved professional integral care goals, intended care results and appropriate interventions;</li> <li>+ performing care from an integrated care plan.</li> </ul> <p>You initiate collaboration on (highly) complex healthcare issues, where professionals from other disciplines and / or other institutions are involved. You make a strong case for the cooperation:</p> <ul style="list-style-type: none"> <li>+ the wishes and needs of the care recipient</li> <li>+ one integrated care plan, which is leading;</li> <li>+ the data is recorded in appropriate IT systems and resources, for supporting communication with other care providers and care organizations, such as the electronic patient file and patient portals. When recording the data and communicating you act in accordance with applicable laws and regulations (such as WBP, WGBO, BIG and the Privacy Act). You coordinate the cooperation between disciplines and organizations and guarantee the continuity of care through mutual coordination with and cooperation between professionals and organizations involved.</li> </ul>

<b>Intensive elderly care module</b>
CanMEDS roles: Healthcare provider, Communicator, Collaboration partner, Reflective EBP professional, Organizer and Professional and Quality Promoter
<b>Preface</b>
<p>As you have already seen in the Professional Identity module, the intensive care for the elderly will be continued to increase substantially in the coming years. Because the elderly stay at home much longer and receive primary care in the first place, the number of high complex requests for care in the second line will increase when things go wrong at home. Health risks and disorders in vulnerable older people increase significantly with age, such as geriatric syndromes in the physical, psychological and social field. The number of people suffering from dementia is expected to rise sharply because in the current situation there is no medicine available that will stop the process. Vulnerable elderly people can be acute or complex health problems from time to time. Often there is multi- and comorbidity and of polypharmacy. In the care approach in palliative and elderly care the perspective of the end of life is important and the choices of care recipients are central. Care is arranged from proactive care planning in a continuous and dynamic process of conversations about the end of life, quality of life, choices and what care is appropriate. The prerequisite for following this module is that you have mastered clinical reasoning. From the CanMEDS roles Care Provider and Communicator, you give shape to the CanMEDS roles partner, Reflective EBP professional, Organizer and Professional and Quality promoter</p>
<b>Learning outcomes</b>
<p>You have a vision on intensive care for the elderly and you oversee the connections in demographic developments, the prevalence of old-age diseases and disorders, current care programs and shifts in the care system and care policy, aimed at (vulnerable) elderly care, dementia care and palliative care.</p> <p>You detect vulnerable elderly people, people with (early) dementia, delirium and depression and palliative care recipients on the basis of your clinical view and where possible with the help of effective instruments for (early) signalling of (imminent) health problems. You fit in this complex care situations the etiological, prognostic and diagnostic reasoning process, with specific attention for coping, self - responsibility, self - reliance, self - direction, quality of life, physical and mental health mental safety and polypharmacy. You establish with the care recipient on the basis of proactive care planning fixed:</p> <ul style="list-style-type: none"> <li>+ which goals are desirable and achievable for the current and expected health situation on physical, psychological, social and / or spiritual ground;</li> <li>+ which goals contribute to what the care recipient understands by quality of life and appropriate balance on the one hand and independence and self-reliance on the other.</li> <li>+ which interventions are necessary and desirable, taking into account, if possible, deployment from the possible own (social) network and aimed at strengthening self-responsibility, self-reliance and self-management.</li> <li>+ to what extent goals and interventions must be integrally coordinated with subsequent care- and well-being disciplines within and outside the organization.</li> </ul>

<b>Healthcare ethics and moral decision-making module</b>
CanMEDS roles: Healthcare provider, Communicator, Reflective (EBP) professional, Health Promoter, Organizer and Professional and Quality Promoter
Preface
<p>As a nurse you have a professional relationship with the care recipient, which is characterized by dependence on the person asking for care on the one hand and the autonomy of the person asking for care on the other. The question what good care is cannot only be answered from the perspective of the care provider, as based on evidence, but is closely related to the wishes, needs and expectations of the care recipient. Care ethics is about people in the entire context, in which in addition to physical, psychological, social and cultural aspects is also attention to spirituality and meaning. Illness makes a person vulnerable and can disrupt a life. To do justice to those seeking care in that process in autonomy and authenticity, bachelor nurses need sensitivity, tact, moral and intercultural awareness and appropriate treatment. You apply moral decision-making in complex care situations, in which different interests play a crucial role. You map out the care situation from different perspectives and make reasoned choices in interest of the care recipient on the basis of different scenarios. You do this from the CanMEDS roles Care provider, Communicator, Reflective (EBP) professional, Health Promotion, Organizer and Professional and Quality promoter</p>
Learning outcomes
<p>You work from a professional care relationship with the care recipient acting in accordance with the Nurse Professional Code. You are aware of moral, ethical and cultural aspects in the care provision and are able to organize and execute care from the perspective of the care recipient. You reflect critically on your actions, personal characteristics and the interaction of your own moral framework of values and norms in relation to that of the care recipient and on the basis of this you formulate new perspectives for your professional conduct.</p> <p>You respond comprehensively to the emotions of the care recipient and you ensure tactful and appropriate treatment, which does justice to the emotions of the patient and ensures that he or she is heard and feels understood. You use appropriate conversation techniques for this.</p> <p>You recognize and identify ethical questions, dilemmas and meaningful issues, you discuss these with the client and colleagues, you use decision models where possible and make well-founded ethical decisions. If moral or ethical considerations give cause for this, you deviate from guidelines and protocols and record the arguments in the patient file.</p> <p>You participate in ethical committees and in moral deliberations and in both mono and multidisciplinary discussions on ethical dilemmas and care issues, you will show involvement and argue your points of view carefully, taking into account the emotions and interests of the care recipient on the basis of the 'need to know' principle.</p>
<b>Module Nursing leadership and innovation</b>
CanMEDS roles: Organizer and Professional and Quality Promoter
Preface
<p>In this module you develop yourself in proactive nursing leadership and the application thereof professional practice, within and outside the organization. You learn from the CanMEDS roles of Organizer and Professional and quality promoter to lead the positioning of the nurse discipline, coaching starting nurses, a safe working environment and patient safety.</p> <p>You know the developments in the profession, you form a vision and you analyse which gaps or shortcomings play a role in the profile of the nursing profession. You contribute to safety policy within the organization and within the department. You learn to draw up an innovation proposal that will strengthen the nursing profession.</p>
Learning outcome
<p>You position yourself as a proactive bachelor nurse and you know your qualities and development points from the perspective of your (work) context. You show self-awareness of your own role</p>



amid other roles within the organization and the influence that you can exercise. You act proactive in the pursuit of positioning and profiling the profession, act as a professional ambassador and has a broad behavioural repertoire and knowledge base collaboration, team processes and conflict management and you coach (new) colleagues. You take responsibility with regard to the safety policy within the organization and the department. You monitor patient safety, report errors and incidents, identify and report possibilities for improving care provision. The nurse plays an active role in setting up an attractive working environment.

You identify and analyse gaps or shortcomings in the positioning and profiling the profession within and outside the organization. You show proactive nursing leadership by strengthening the professional group from all CanMEDS roles and initiate innovation proposals that strengthen, position and profile the professional group inside and outside the organization. You create support with management and colleagues, where you advise and motivate.

### **Change management and implementation module**

CanMEDS roles: Organizer, Professional and Quality Promoter

#### **Preface**

In this module you learn from the CanMEDS roles Organizer and Professional and Quality promoter to prepare an implementation plan that is in line with the innovation proposal of the module Nursing leadership or the health promotion intervention of the module Health promotion. You learn important principles of change management and how you can influence strategic and tactical level. You can apply and implement change proposals in a structured and phased manner. You learn to determine the best change strategy, create support, deal with resistances and how to steer the progress of the implementation.

#### **Learning outcomes**

You prepare an implementation plan for a change in the primary process, following on from the policy cycle of the organization. For the implementation you prepare a suitable strategy and describe in a structured and phased manner how the change will be applied in practice. You implement the change and apply implementation principles from the organization and change management for a successful implementation. You contribute proactively and enthusiastically to effective cooperation within your team to achieve objectives and create support.

### **Quality assurance module**

CanMEDS roles: Reflective EBP professional and Professional and Quality promoter

#### **Preface**

Quality care is part of daily professional practice. As a bachelor nurse you contribute to the quality of care in various ways. From the CanMEDS role Care provider you do that through guarantee the quality of care, in relation to what the care recipient wishes and understands by quality of life. From the CanMEDS role Reflective EBP professional and Professional and Quality promoter you contribute to professionalization activities, patient participation and the quality system in the department organizational level. In this module you learn how quality improvement is realized from macro, meso and micro level and from the perspectives of the person asking for care, the profession and the organization.

#### **Learning outcomes**

You continuously strive to deliver the best care and you promote the importance of quality of care. You monitor and guarantee the quality of nursing care at the level of the care recipient, department and organization methodically and on the basis of quality indicators. You measure quality by applying the quality cycle of the organization and use relevant and validated measuring instruments to map the quality of care. On the basis of data about the quality of health care, together with colleagues, other disciplines and / or other institutions, you will make a quality

improvement at the level of the client, department and organization, in line with the core values of the organization. You use recent (nursing) knowledge from (scientific) literature. You participate in professionalization activities through peer evaluation, peer consultation, knowledge sharing and protocol.

## 9. Practical research

There is no graduation phase in the Bachelor of Nursing program. The line of research comes as one common thread in each module to be followed and tested at NLQF level 6. In the EBP module a critical attitude, investigative ability, analytical and abstraction skills are developed and the application of existing knowledge is dealt with. The research skills that are central to the learning outcomes of the module are introduced in all modules.

The integrated professional performance of the modules in cluster 3 consists of, among other things, an improvement process or an innovation process. Setting up and implementing an improvement process or implementing change processes is a form of practice-oriented research.

Improvement and change processes are central. Participants must be able to initiate projects methodically. They do not conduct practice-oriented research (master level), but receive knowledge and new insights about it. The program teaches a critical and inquisitive attitude with which improvement and change processes are targeted on improving patient care (focus on hospitals) can be deployed within one's own professional practice.

Characteristics of practice-oriented research in the study program are:

- + Knowledge development: knowledge sharing and dissemination;
- + Immediate improvement of professional practice;
- + Testing interventions for effectiveness (applicability and feasibility);
- + Knowledge, experience and expertise combined;
- + Close cooperation with practice;
- + Makes a major contribution to increasing / improving professional practice;
- + Networks;
- + The needs of the professional practice / patient are central;
- + The professionals ask the right questions;
- + Solving problems in practice / social participation.

## 10. Implementation and organization

The study program is coordinated by Avans + affiliated with Avans University of Applied Sciences. Avans + is leading in improving the performance of people and organizations. By means of innovative development processes, characterized by a personal approach and practical applicable knowledge acquisition, Avans + achieves measurable performance improvement of individuals and organizations.

Avans + offers approximately 350 (post) bachelor and master degrees for different sectors including care and welfare.

### 10.1. Location information

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### 10.2. Quality assurance

A large number of activities takes place in the context of quality assurance and optimization, both at the level of the organization and at the level of the Bachelor of Nursing. The quality of the training is guaranteed by Avans + among others through a Professional field advisory board, CEDEO, evaluations, etc.

### 10.3. Work field advisory board

In order to be able to design and offer practical training it is important to have in-depth contacts with the professional's workplace. Understand what is there and what knowledge and skills are needed. For the Bachelor of Nursing is therefore a so-called work field advisory board (WAR) established. The function of this WAR is, at an early stage, signal and discuss current developments in the discipline. The WAR advises Avans + how the training can optimally connect to these current developments, and therefore with the wishes and needs of our clients.

Participants in the WAR:

- + are involved at strategic level in decision-making processes within organizations in care;
- + endorse the importance of competence development and have a vision on which this should take shape;
- + have the willingness to share this vision with others and in turn are willing to learn from others;
- + have a constructively critical attitude towards competence development for bachelor nurses.

### 10.4. CEDEO recognition

All Avans + routes carry the CEDEO quality mark. CEDEO is an independent intermediary organization that adopts 'human resources improvers', such as training institutions customer satisfaction, quality, continuity and business orientation.

### 10.5. Evaluation

Each study program is evaluated both at individual (participant) level and in groups through digital evaluation forms and during the last meeting. Examples of subjects on which the opinion of the participants is asked are:

- + working forms
- + lesson material
- + quality teacher / trainer
- + content
- + communication and information
- + organization and logistics

Recommendations from the participant evaluations are discussed with the teachers and training management for both procedural and substantive improvements of the education. All individual forms are processed into one final score, which is discussed by the training manager in the periodic teacher meetings. Avans + uses as a standard at least an average score of 7 on a 10-point scale. A lower one average score is the reason for action.

## 10.6. Target group in the training process

### Teachers

Avans + only uses teachers who have many years of practical experience in healthcare or adjacent areas. Seniority, enthusiasm and commitment are key elements at their approach. Through our broad network we have access to leading specialists who provide training on behalf of Avans +. The teacher stimulates the participants' interest in the field and stimulates them to further develop competences within this field. Wherever possible, the teacher creates interfaces with the participants' own practice and strives to fit optimally with their experience. Avans + stands under all circumstances guarantee the quality of the teachers. The teachers at Avans + must adhere to the education and examination regulations (OER).

### Teacher PL

The Personal and Professional Leadership (PL) teacher supervises the participants during the entire training in personal and professional development leadership and in the learning process. The PL teacher follows the development of the participants in all modules via Connect + and via the personal logbook on Blackboard. If there are (personal) situations that disrupt the learning and development process the PL teacher may contact you in consultation with the participant with the training manager. The PL teacher is also the connecting factor between the training and practical learning.

### Core teacher

A core teacher has been appointed for each module in the Bachelor of Nursing course, who will be the training manager. The core teacher is responsible for the content and didactics within the module and is the point of contact for and supervision of subject-specific teachers.

### Back office

A training coordinator has been appointed for the Bachelor of Nursing program, and is responsible for operational activities. The training coordinator acts as point of contact for technical matters, communication with teachers, location, literature, attendance and absence registration and administrative work.

The training coordinator can be approached directly by participants regarding common practical matters.

### Training Management

For the Bachelor of Nursing program, a training manager has been appointed and given the final responsibility. The training manager directs the educational process and monitors the learning objectives and quality of the training. The training manager takes care of the acquisition and arranges timely deployment of teachers.

In addition, the program manager coordinates, in collaboration with the examination committee, activities related to:

- + intake procedure;
- + testing and examination;
- + exemptions and resit opportunities.

## Appendix didactic starting points Bachelor of Nursing (BoN)

For different dimensions of flexibility, the following starting points have been chosen for the didactic concept for working in learning teams:

### **Grouping of participants: groups and learning teams**

This means that participants are divided into groups and divided into learning teams within a group.

- + The training organization is set up at group level (planning contact meetings, etc.).
- + The learning team is the starting point for supervising the learning process by teachers.
- + Within a learning team, participants work together on assignments and give each other (peer) feedback.

A group consists of 20 participants and a learning team consists of 4 or 6 participants (which again consist of duos composed from the outcome of the development assessment).

There are permanent learning teams within a training module. Within a learning team, the individual participants can set their own accents, focusing on their own interests and specific learning questions (from your own case and personal situation).

### **Level of the learning trajectory**

The modules are designed independently of each other and each module works towards NLQF 6 level.

### **Design content of the learning trajectory**

There is no substantive freedom of choice at the level of the study program and the learning outcomes, that is fixed in the training profile. The modules can, however, be adjusted at the level of healthcare domain and healthcare provider (for example, a hospital). This may involve, for example other models, plans, methods and techniques used and the input of own studies.

### **Entry options**

The starting time of the training is determined in consultation with the care institutions. Modules can also be followed separately.

### **Supply vs. demand-driven teaching and learning activities**

A range of teaching and learning activities is developed for all modules, from which the individual participant and the learning team, in consultation with the coaching teacher, make choices to shape their own learning process and learning within the learning team as well as possible. In addition, for each module, in consultation with the participant and the employer, we examine what their own case histories and their own practical situation require and what possibilities these offer for learning activities that are appropriate for the participant. This is possible both before and during training.

### **Learning environments**

All three learning environments are used to shape the learning process. Per learning outcome, the didactic design of this has been worked out.

Starting points are:

Professional Practice:

- + Learning activities focused on discovering, practicing and applying in practice. Application assignments with suggestions for applying the knowledge and skills learned fit into one's own work context, exchange experiences and provide each other with online feedback to give.
- + Learning activities aimed at reflecting on professional practice.
- + Deployment of practical counsellors for conversations.
- + Learning activities for observing and learning from colleagues (experts) and their own care team for knowledge development.
- + In each module learning activities to 'look beyond one's own fence', for example, other departments in the hospital.
- + The design of learning tasks activates an attitude in which the question of the care recipient is central.

Online (Connect +):

- + Orientation on learning outcomes and assessment criteria and own developmental formulate learning questions.
- + Learning activities aimed at knowledge sharing between participants.
- + Activating preparation assignments for the contact meetings and inventory learning questions. The starting point is that participants are prepared for the contact meetings. Prior to each contact meeting the participants indicated what the specific learning questions are, so that in the contact meetings they are taken into account.
- + Accessible online learning material, such as knowledge clips, articles, detailed examples. An important point of attention in online learning is active learning in the digital learning environment. Learning is an activity. A question of thought in an article becomes a stronger learning activity if you share your response with other participants and an online discussion is being held or points of view are substantiated. A video or knowledge clip becomes a learning activity if the viewer must ask questions while watching the video and answer about the content of the video.
- + Self-tests via the learning environment. Self-tests provide individual feedback for the participant at his own level and give the teacher an overall picture of the whole group (learning analytics).
- + Interactive case exercises, in which the participant formulates answers through the learning environment and receives automatic feedback based on example answers or which participants exchange information among themselves.
- + Use of existing online e-learning modules.
- + Working on own issues and cases. For this the participants receive their own central place in the digital learning environment in which they, can work on their own learning issues and cases from their own work context. Also other participants from the learning team, the teachers and the study coach have access to this online workspace to provide (peer) feedback.
- + Teaching capacity is mainly used online to provide direction to the content online discussions and exchanges within learning teams, inventorying learning questions and giving feedback on participants' elaborations.

Meetings on location:

Contact meetings are completed with a combination of:

- + Plenary instruction by the expert teacher (supply-driven) for in-depth explanation and sharing practical experiences.
- + Demand-driven education based on learning questions from participants.
- + Collaborative learning activities in learning teams.
- + Discussing and exchanging results and (peer) feedback.
- + Coaching learning process and development of participants in the context of personal leadership.
- + Making agreements about learning activities between the contact meetings.

**Test forms and moments**

Both the test form and the test moment are determined in principle, but the consultation is possible to deviate from the test form.

**Generic steps per learning outcome**

In order to match the Bachelor of Nursing training offer to the participant's partial questions, we work according to the following generic steps per learning outcome:

1. Orientation on the learning outcome and the performance to be delivered.
2. Estimating your own level and formulating your own learning questions.
3. Choosing a learning question or case from your own work context.
4. Discussing learning questions and cases in the learning team.
5. Drawing up a work plan for collaborative learning in the learning team: choosing from learning activities, planning, agreements on collaborative learning and (peer) feedback.
6. Implementing work plan.
7. Mid-term feedback and reflection on content, learning process and personal development.
8. Adjusting learning questions and work plan.
9. Final feedback and reflection on content, learning process and personal development.
10. Review.