# Course: Clinical reasoning and arguing bachelor level 1 credits: 10

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| **Course code** | HVVB25BVZ1 |
| **Name** | Clinical reasoning and arguing bachelor level 1 |
| **Study year** | 2025-2026 |
| **ECTS credits** | 10 |
| **Language** | Dutch, with parts in English |
| **Coordinator** | M. Palsma |
| **Modes of delivery** | Action learning<br>Assignment |
| **Assessments** | Clinical reasoning and arguing bachelor level 1 - Portfolio assessment |

**Learning outcomes**

**Area of expertise** 1. Clinical reasoning and arguing

**Level** Level 1

**Description** The novice professional communicates in an authentic setting in a person-centred and interprofessional manner with the care recipient, their loved ones and the care professionals involved, so that the needs of the care recipient and their loved ones are met.

**Area of expertise** 1. Clinical reasoning and arguing

**Level** Level 1

**Description** The novice professional uses clinical reasoning based on evidence-based practice to determine the need for nursing care with the care recipient and their loved ones and provides this care in moderately complex authentic situations.

**Area of expertise** 1. Clinical reasoning and arguing

**Level** Level 1

**Description** The novice professional encourages, in an authentic setting and in a culturally sensitive manner, the self-management of the care recipient and their loved ones, in line with the needs of the care recipient and their loved ones.

**Indicators**

**Description**

1.1 Can use appropriate models and theories to gather and combine information from various sources in the different phases of the nursing process (BN2020).

1.2 Establishes the nursing process based on provided theories and classifications related to clinical reasoning and makes choices based on the steps of EBP and relevant legislation and regulations (BN2020).

1.3 Can use appropriate communication skills to connect with the care recipient and their loved ones in a culturally sensitive and person-centred manner (BN2020).

1.4 Can use available (healthcare) technology, apps and data to support professional and person-centred communication with the aim of strengthening the self-management of the care recipient and their loved ones (BN2020).

**Content**

As a healthcare provider, nurses focus on strengthening people's self-management in their social context wherever possible. The need for nursing care is determined through clinical reasoning by the nurse. Clinical reasoning is a continuous process of data collection and analysis focused on the questions and problems of the care recipient and their loved ones.

Nursing thinking and acting, or clinical reasoning, can be methodically structured in different ways in different fields of work. The nurse demonstrates a critical, inquisitive and reflective (basic) attitude and justifies their actions based on various sources of knowledge (EBP). In this process, the nurse focuses on risk assessment, early detection, problem recognition, intervention and monitoring (LOOV, 2016).

In this module, students demonstrate skills in the nursing process in an authentic context to support self-management among care recipients and their loved ones. The student applies the previously learned methodologies and classifications, such as Nanda and Omaha classification, in an authentic context. He/she learns to systematically collect information in an authentic context from a care recipient. He/she combines this information and draws up a care plan, substantiated with theories, classifications and legislation, and justifies this care plan in the portfolio assessment.

In the nursing process, students apply the communication skills they have learned, with a focus on person-centred communication, person- and family-centred care and the use of ICT. In this module, EBP plays an important role in substantiating an intervention and its application in practice. The student presents this intervention with supporting evidence to colleagues in practice and discusses its application.

This module also focuses on personal and professional (identity) development in a cyclical process, aimed at learning objectives, self-evaluation and reflection. These reflections must be carried out using a reflection method that has been taught.

The module is linked to a 20-week practical learning period, during which the student will complete two other modules. Within the supportive education, the student will be guided by the teacher supervisor. Formative action is one of the basic principles of supportive education. Supportive education takes place in groups in learning communities and through individual conversations.

**Topics covered:**

- EBP in practice
- Nursing process and classifications
- Application of the nursing process in practice
- Clinical reasoning and electronic client files
- Person- and family-centred care
- Cultural sensitivity
- Asking for and receiving feedback
- Formulating learning objectives

**Competence mastery level (CBN, 2022)**

The first level involves a moderately complex authentic context in which the focus is on the methodical application of knowledge and skills based on guidelines and protocols in varying but similar situations. The nature of the task is structured, with known methods being applied.

You learn to guide your own learning (self-management) in terms of planning, motivation and reflection. Reflection is aimed at knowledge and understanding, with a focus on innovation.

The guidance provided is aimed at increasing self-management.

**Assessment**

In this module, competencies are assessed on the basis of specific learning outcomes. For each learning outcome, various pieces of evidence are collected in a portfolio. Each piece of evidence is included in the portfolio once. The completed portfolio is used as input for the portfolio assessment (which also assesses the other modules belonging to the PLP1).

During the portfolio assessment, the student demonstrates that they have mastered the learning outcomes. The input from the portfolio and the assessment together form the assessment.

The assessment takes place individually at the internship location with the teacher supervisor and the work supervisor. The module is assessed on all learning outcomes with a grade.

All learning outcomes must be at least satisfactory. If a module is assessed as unsatisfactory during the regular assessment, the student may retake the module during the same practical learning period. In consultation with the teacher supervisor and work supervisor, it will be determined what the retake will entail and how it will be organised.

*Resit*

There are various reasons for taking a resit, namely:

Missed opportunity (MO) due to failure to complete the entire practical learning period; no portfolio assessment will take place. The student will try again to pass the modules in a subsequent practical learning period. The student, work supervisor and teacher supervisor will schedule a final meeting.

Missed opportunity (MO) due to the absence of MAZ criteria in the elaboration of the modules; the assessment will take place at the agreed time. The student has the opportunity to make up for the gap in a resit of the module in the same learning period.

Insufficient; If one or more modules are assessed as insufficient during the portfolio assessment, the module(s) in question will be marked as insufficient. The student is entitled to retake the module during the same learning period. It is not possible to extend an internship period.

In order to progress to PLP2/3, students must pass the three modules belonging to PLP1 (Arguing for care, Working on health and Directing care). If one module is not completed satisfactorily, it is possible, in consultation with the teacher supervisor, to restart PLP 2 within the resit semester. This procedure and conditions are explained in more detail in the PLP1 course.

Feedback from the work supervisor, other colleagues and professionals in the field, fellow students and lecturers prior to the assessment is part of the learning process.

(Exemptions may be granted on the basis of previous results obtained elsewhere and/or work experience).

**Name** TEST - 01 - Clinical reasoning and arguing at bachelor's level 1

**Weight** 1

**ECTS** 10

**Assessment method** Portfolio assessment

**Assessment scale** 1

**Supporting documents**

- Care plan PLP1
- Recommendation evidence-based practice (EBP)
- Proficiency test - interim BVZ/RVZ

Explanation of assessment(s)

*TEST - 01 - Clinical reasoning and arguing at bachelor's level 1*

During the practical learning period, the student collects evidence which he/she/they presents to the assessor in a portfolio. The assessor reviews the portfolio prior to the portfolio assessment. If the portfolio meets the MAZ criteria, the assessment takes place in which the student demonstrates that he/she/they has achieved the learning outcomes.

This is an oral presentation in which the student demonstrates insight and can justify the choices made in the care process. Attention is paid to communication skills, promoting self-management and person- and family-centred care. The module is graded on the basis of the portfolio assessment.

**The portfolio contains the following evidence for each learning outcome:**

*Learning outcome 1:*

- **Care plan (individual product):** In consultation with the work supervisor, a decision is made to develop/adapt a care plan for a care recipient in an authentic context. Students must make responsible choices in this process for the chosen nursing diagnosis and formulate appropriate goals and interventions, taking into account the care recipient's self-management.
- **Recommendation for evidence-based practice (EBP) (individual)**: Students produce and present a poster to colleagues explaining, among other things, the six steps of the EBP process and making a recommendation for an intervention appropriate to the target group within the authentic context.
- **2x Proof of competence (individual):** Focused on the provision of care and justifying care.

*Learning outcome 2:*

- **2x Proof of competence (individual)**: Focused on promoting self-management and cultural sensitivity.

*Learning outcome 3:*

- **2x Proficiency test (individual):** Focused on person- and family-centred communication (linked to the RvZ proficiency test).

<u>Proficiency tests (individual)</u>

During the internship period, students take *two* proficiency tests.

Once in the first half and once in the second half of the internship period. In this competency test, the student consciously demonstrates their actions within the nursing process to the work supervisor and collects feedback on this. Attention is paid to communication skills, promoting self-management and person- and family-oriented care.

The proficiency test focuses on the learning outcomes of the modules “Arguing for Care”, “Directing Care” and “Working on Health”.

During the practical learning period, students work on personal and professional (identity) development in a cyclical process focused on learning objectives, self-evaluation and reflection. During the semester, students submit a total of two reflections on situations that have been meaningful to them and that contribute to their personal and professional identity development.

**Evidence**

Care plan PLP1

Individual product

In consultation with the work supervisor, a decision is made to develop/adapt a care plan for a care recipient in an authentic context. Students must make responsible choices in this process for the chosen nursing diagnostics and formulate appropriate goals and interventions, taking into account the self-management of the care recipient.

Recommendation for evidence-based practice (EBP)

Individual product

The student delivers and presents a poster to colleagues explaining, among other things, the six steps of the EBP process and making a recommendation for an intervention appropriate to the target group within the authentic context.
Proficiency test - interim BVZ/RVZ

Individual product

The student takes two proficiency tests during the internship period.

Once in the first half and once in the second half of the internship period. In this proficiency test, the student shows the work supervisor how they perform oral and written communication within their own discipline and collects feedback on this. The proficiency test focuses on the learning outcomes of the module “Arguing Care” and the module “Directing Care”.

(This is the same interim test as for RVZ).
Proficiency test - conclusion BVZ/RVZ

Individual product

The student takes two proficiency tests during the internship period.

Once in the first half and once in the second half of the internship period. In this proficiency test, the student shows the work supervisor how they perform oral and written transfers within their own discipline and collects feedback on this. The proficiency test focuses on learning outcomes from the module Arguing Care and the module Directing Care.

(This is the same interim test as for RVZ).

| **Included in programme(s)** | **School(s)** |
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| Nursing | School of Nursing |

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