Hanze

Course: Analysing and improving care bachelor level 2 credits: 30

Course code	HVVB24AVZ2
Name	Analysing and improving care bachelor level 2
Study year	2026-2027
ECTS credits	30
Language	Dutch, with parts in English
Coordinator	C.M. Woldring
Modes of delivery	Action learning Assignment Tutorial
Assessments	Critical dialogue - Oral Research report - Portfolio assessment

Learning outcomes

1. The novice professional methodically designs, from an issue in professional practice, a substantiated and consistent research based on a problem analysis.
2. The novice professional conducts the research, reports and formulates a conclusion based on critical consideration of the research results.
3. The novice professional makes recommendations based on the results of the research and shares them appropriately to improve the specific professional situation.

Indicators level 2

- Analyses a nursing relevant practice problem and substantiates it with the latest scientific and professional literature
- Formulates an objective based on a professional product and a question appropriate to the problem analysis and the needs of the practice from the practice problem described
- Designs a method to answer the research question and justifies the choices made
- Applies aspects of research ethics and laws and regulations to his/her own research and justifies the choices made
- Analyses the data collected and describes the results
- Discusses the results, interprets and compares them with existing research and/or theories
- Reflects critically on the chosen methodology and execution of own research
- Formulates a conclusion in the light of the discussion
- Formulates recommendations appropriate to professional practice based on the conclusion
- Presents the recommendations using a product appropriate to the needs of professional practice
- Displays a critical inquisitive and reflective basic attitude

CanMeds role: Reflective EBP professional, Organiser, The professional and quality promoter.

Core concepts from BN2020 programme profile

- Investigative ability: Demonstrating a critically inquisitive and reflective (basic) attitude in care situations and care and organisational issues, justifying one's actions from (different) sources of knowledge, adopting a methodical approach with a thorough problem analysis and completing a research cycle aimed at improving a specific professional situation.
- Use Evidence-based practice (EBP): in consultation with the care recipient (and/or his network), colleagues and other disciplines, weighing up (1) actively sought recent (nursing) knowledge from (scientific) literature, guidelines or protocols, (2) professional expertise and (3) personal knowledge, wishes and preferences of the care recipient and/or his network.
- Expertise development: demonstrating active and critical behaviour to bring and maintain nursing expertise of self and others, and actively contributing to the search, development and sharing of new (forms) of knowledge.
- Professional reflection: critically considering one's own nursing behaviour in relation to the professional code and professional values and in (mono and multidisciplinary) discussions oer care recipients involved and carefully arguing, taking into account the

Content

The module Analysing and Improving Care (AVZ) focuses on conducting a practice-oriented research with the aim of improving a specific professional situation in the professional practice. During the module, you learn to methodically write a research design in the form of an analysis, advice or design, carry it out and make recommendations to professional practice based on the results. You formulate the practice problem, objective and question and a professional product fitting the need of the practice. You gain the knowledge you need for this from the recommended (scientific) literature, knowledge clips on Blackboard and response lectures offered during the research period.

You learn within a learning community with weekly physical and online meetings. In the learning community, you will learn from and with each other by reading each other's research designs, presenting the progress of your research and collecting feedback from both fellow students and lecturers. In the implementation phase of your research, you work on data collection in practice and analysis of the results. You write a critical review of the results in the discussion, a conclusion and then recommendations. As the final product of the module, you hand in the research report and present the research results to the client and other interested parties.
The 20-week module involves an average of 32 hours per week of self-study, research elaboration and consultation.

Teaching themes

Research methodologies consisting of;

- Design-oriented/action research
  - Stages of design thinking/ intervention cycle
- Quantitative research
  - Descriptive and test statistics
  - Use of SPSS
- Qualitative research
  - Interview techniques
  - Transcribing and coding
  - Use of Atlas

General topics consisting of;

- Phases of research
- Ethical aspects for practice-based research
- Sampling
- Inclusion/exclusion criteria
- Validity and reliability
- Data analysis
- Description of research results

Assessment

In the module, your research competencies are assessed based on specific learning outcomes and associated indicators. You will collect several pieces of evidence in each pair during the research period, which will be formatively assessed on a 'below level', 'at level' or 'above level' scale. The pieces of evidence do not all have to be 'at level' at the time of assessment. Through the assessment and feedback, you gain insight into your own learning process and know what steps you still need to take to eventually achieve the learning outcomes and complete the module. Formative evidence including

emotions and interests of the care recipient from the awareness that care involves a moral-ethical practice.
- Nursing leadership: taking the initiative in directing one's own profession from an entrepreneurial, coaching and results-oriented attitude.
- Participating in quality assurance: making a proactive contribution to the quality assurance of the healthcare organisation.

Competency mastery level (CBN, 2022)
Within the second level, there is a highly-complex context where the focus is on acting methodically in unpredictable, complex situations. The nature of the task is complex and unstructured. The focus is on student-driven teaching where there will be more on-demand supervision. Acting takes place independently as much as possible with argumentation afterwards. Students are encouraged in the independent application of (strategic) planning, self-efficacy, motivation and reflection. Reflection on action is aimed at daring, wanting and being, with a focus on sustainable development.

feedback is collected in a feedback log and included in the assessment of the research report.

Two assessment moments take place in the module. In the design phase of the research, there is an oral individual critical dialogue where you justify the choices made of your research design. The critical dialogue is assessed on a 'sufficient' or 'insufficient' scale, and must be assessed with 'sufficient' to be allowed to carry out the research in practice. In case of an 'insufficient' on the critical dialogue, you will receive specific feedback and the opportunity to retake the dialogue once.
At the end of the module, the research report, consisting of a description and substantiation of the research process and the feedback log, is assessed with a mark. In case of a failing grade on the research report, you will receive specific feedback and the opportunity to resit it once.

Learning outcome 1:
- Critical dialogue, oral (individual)

Learning outcome 1,2,3:
- Research report, written (duo product)

Included in programme(s)
Nursing

School(s)
Health, Care & Vitality

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