Hanze

Course: Clinical reasoning and arguing bachelor level 2 credits: 15

Course code	HVVB26BVZ2
Name	Clinical reasoning and arguing bachelor level 2
Study year	2026-2027
ECTS credits	15
Language	Dutch, with parts in English
Coordinator	L.K. Veerman
Modes of delivery	Action learning Assignment
Assessments	BVZ - PLP Level 2 - Portfolio assessment

Learning outcomes

Area of Expertise and Learning Outcome(s)

1. Clinical reasoning and arguing– Level 2

LOL 1.1 – BVZ – N2

The novice practitioner, through clinical reasoning based on evidence-based practice, assesses the need for nursing care in consultation with the care recipient and their relatives, and provides this care in authentic, complex situations.

LOL 1.2 – BVZ – N2

In an authentic setting, the novice practitioner encourages the self-management of the care recipient and their relatives in a culturally sensitive manner, whilst responding to their needs.

LOL 1.3 - BVZ - N2

The novice practitioner communicates, in an authentic setting, in a person-centred and interprofessional manner with the care recipient, their loved ones and the relevant healthcare professionals, ensuring that the needs of the care recipient and their loved ones are met.

Indicators

Description

1.5 Combines and determines the nursing process in a systematic, valid and reliable manner, makes reasoned choices based on the steps of EBP, and utilises the best available evidence from scientific research (BN2020).

1.6 Provides nursing care, appropriate to the moment and circumstances, from a holistic perspective encompassing living, wellbeing, care, meaning, social context and culture (BN2020).

1.7 Applies appropriately substantiated information and communication technologies to complement personal contact with the care recipient and their loved ones, with the aim of strengthening the self-management of the care recipient and their loved ones (BN2020).

Content

In this course, the novice practitioner demonstrates skills in the nursing process within a highly complex, real-world context, with a view to supporting self-management amongst service users and their loved ones. The novice practitioner applies the methodologies and classifications learnt within this highly complex, real-world context.

The novice practitioner combines this information and determines the nursing care required on the basis of relevant theories and models. Evidence-based practice (EBP) plays a key role throughout the entire nursing process. In doing so, the novice practitioner combines scientific insights, the wishes and needs of the care recipient and their loved ones with clinical expertise. All of this culminates in a case discussion, which the novice practitioner organises on two occasions to gather feedback. One session takes place in a clinical setting and the other in front of a supervising tutor and a second examiner. During the case discussion, emphasis is placed on encouraging the care recipient’s self-management.

Within the nursing process, the novice practitioner applies the communication skills they have learnt, with a focus on person-centred communication, person- and family-centred care, and the use of ICT.

This course also focuses on personal and professional (identity) development through a cyclical process, centred on learning objectives, self-evaluation and reflection. These reflections must be carried out using a taught reflection methodology.

Formative assessment is one of the basic principles of supportive education.

Competence Mastery Level 2 (CBN, 2022)

At the second level, the context is highly complex, with the focus on acting methodically in unpredictable, complex situations. The nature of the task is complex and unstructured. The focus is on student-led learning, with guidance provided more on an ad hoc basis. Actions are carried out as independently as possible, with justification provided retrospectively. The novice professional is encouraged to apply (strategic) planning, self-efficacy, motivation and reflection independently. Reflection on one’s actions centres on daring, willing and being, with the emphasis on sustainable development.

Assessment

In this course, the required competences are assessed on the basis of the specific learning outcomes. The learning outcomes must be demonstrated at CBN Level 2 through a portfolio assessment.

During the work placement, the trainee professional collects various supporting documents for the portfolio. Feedback from the work supervisor, fellow students and the supervising lecturer prior to the assessment forms part of the learning process and also serves as input for the final assessment. The fully completed portfolio serves as the basis for the portfolio assessment interview (during which the other course associated with PLP 3 – RVZ – is also assessed).

Together, the portfolio and the portfolio assessment interview lead to the assessment of the course’s learning outcomes. In this way, the

novice professional demonstrates mastery of the learning outcomes.

The assessor reviews the portfolio prior to the portfolio assessment interview to identify any questions, uncertainties or areas requiring further exploration. During the portfolio assessment interview, the novice professional can then provide additional explanations. The assessment takes place at the placement site in the presence of the academic supervisor and the workplace supervisor, with the workplace supervisor able to provide additional input and the academic supervisor ultimately responsible for the assessment.

The course is assessed against all learning outcomes. All learning outcomes must achieve at least a pass mark. If a course is assessed as a fail during the regular assessment opportunity, the trainee may take a resit during the same practical training period. The nature and format of any resit will be determined in consultation with the academic supervisor and the workplace supervisor.

Exemptions may be granted on the basis of results previously achieved elsewhere and/or work experience.

Retake

There are various reasons for taking a resit, namely:

Failure to complete the practical training period; no portfolio assessment will take place. The trainee will attempt to pass the course again during a subsequent practical training period. The student, workplace supervisor and academic supervisor will schedule a final review meeting.

Missed opportunity (GK) due to the absence of MAZ criteria in the module's implementation; the assessment of the content will still take place at the agreed time. The trainee professional has the opportunity to rectify this shortcoming during a resit of the course within the same learning period.

Fail; If one or more modules are marked as a fail during the portfolio assessment, the module(s) in question will be classified as a fail. In this case, the trainee professional is entitled to retake the course within the same study period.

Procedures and conditions are explained in more detail on the PLP2/3 course.

- TEST 01 – BVZ – PLP Level 2

Evidence for the assessment

Case discussion (BVZ)

Individual assignment

The trainee first conducts a case discussion in a practical setting with their work supervisor and receives substantive feedback. The trainee then takes this feedback to the case discussion with two examiners (LOL 1).

During this case discussion, the novice practitioner presents a methodological and scientific justification for the chosen interventions, taking into account the wishes and needs of the service user and their family, as well as the clinical expertise of the professionals involved.

As part of LOL 2, the novice practitioner demonstrates during the case discussion that they pay attention to encouraging self-management.

Proficiency test (BVZ)

Individual assignment

The novice practitioner undertakes a proficiency test *twice* during the placement period.

One in the first half and one in the second half of the placement period. In this demonstration of competence, the novice practitioner deliberately demonstrates their actions within the nursing process to the work supervisor and gathers feedback on this. Attention is paid here to communication skills, promoting self-management, and person- and family-centred care.

The competency assessment focuses on the learning outcomes of the 'Justifying Care' and 'Coordinating Care' modules.

Short Practical Evaluation (KPE)

Individual assignment

A care-related discussion with the care recipient and their relatives. Examples include an admission interview, a discharge interview, a care coordination meeting, a discussion in which motivational interviewing is applied, or shared decision-making (LOL3).

Included in programme(s)

Nursing

School(s)

Health, Care & Vitality

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