Hanze

Course: Working on health bachelor level 2 credits: 15

Course code	HVVB26WAG2
Name	Working on health 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	WAG - PLP Level 2 - Portfolio assessment

Learning outcomes

Area of Expertise and Learning Outcome(s)

2. Working on health– Level 2

LOL 2.1 – WAG – N2

The novice practitioner analyses, in an authentic setting, the high-risk behaviour and level of self-management of the care recipient and (where applicable), their loved ones, using established models, and applies this information to promote health through preventive care for the care recipient and their loved ones and/or a target group.

LOL 2.2 - WAG - N2

The novice practitioner designs and implements, in an authentic setting, preventive (eHealth) interventions tailored to the needs of the care recipient and (where applicable), their loved ones, aimed at promoting self-management in achieving a healthy lifestyle.

Indicators
Description

2.5 Actively approaches care recipients and their loved ones who are at high risk of health problems and, together with their loved ones, methodically assesses the shared burden and capacity, as well as the stage of self-management (BN2020).

2.6 Designs health-promoting (eHealth) interventions drawing on various sources of knowledge (EBP) based on an analysis, and implements these for care recipients and their loved ones, thereby strengthening self-management and actively involving the support network (BN2020).

2.7 Organises preventive care effectively and efficiently and adopts a proactive approach within interprofessional collaboration (BN2020).

Content

In this course, the novice practitioner develops the skills to work with the care recipient to promote their health. The novice practitioner learns to fulfil the nursing coordination role within preventive care, including interdisciplinary coordination with relevant disciplines in accordance with existing legislation.

In highly complex situations, the novice practitioner identifies and analyses high-risk behaviour and risk diagnoses in service users and their loved ones, whilst taking into account their capacity, burden and self-management. The early-career professional defines appropriate care outcomes, explores EBP interventions and designs (where necessary, in collaboration with other disciplines) a prevention plan, with a focus on ICT.

The novice practitioner learns to respond to the care recipient’s needs and to offer support based on motivational interviewing techniques. Key themes emphasised in this course are: promoting healthy behaviour; behavioural analysis; risk analysis; environmental analysis; and motivational interviewing techniques.

Within this course, the novice practitioner also works holistically on their personal and professional (identity) development through a cyclical process, focused on learning objectives, self-evaluation and reflection. These reflections must be carried out using a taught reflection methodology.

Formative intervention is one of the basic principles of special educational needs support.

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 on-demand basis. Actions are carried out as independently as possible, with justification provided retrospectively. Novice practitioners are encouraged to apply (strategic) planning, self-efficacy, motivation and reflection independently. Reflection on their 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 as well as providing 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 the PLP 3 – BKV – 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 retake the assessment during the same practical training period. The nature and format of any retake 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 retake, namely:

Missed opportunity (GK) due to failure to complete the entire 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 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 such cases, 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 course.

Feedback from the work supervisor, other colleagues and professionals in the field, fellow students and lecturers prior to the assessment forms part of the learning process. The lecturer-examiner is responsible for monitoring the standard.

- TEST 01 – WAG – PLP Level 2

Evidence for the assessment

Assessment

Individual product

Feedback focused on actively engaging with the care recipient (and their loved ones) and (where possible) jointly assessing their capacity/burden and self-management. A proactive approach to identifying potential risk behaviour/risk diagnoses, raising these issues with the work supervisor, and subsequently taking the initiative to approach the patient (and their loved ones).

Infographic

Individual product

Presentation of the analysis of risk diagnoses/risky behaviour, (where applicable) willingness to change, and self-management in a highly complex case. The analysis provides a framework for care outcomes/goals.

Factsheet

Individual assignment

Choices and justification of possible interventions, with a focus on Evidence-Based Practice (EBP).

Short Practical Evaluation (SPE) 1

Individual assignment

Case discussion with a supervisor, colleagues or a multidisciplinary team, centring on a proposal for preventive care based on the analysis.

Short Practical Evaluation (SPE) 2

Individual assignment

An evaluation by a work supervisor following a brief observation of a practical situation, in which (at least) one of the following two options is chosen as the basis for the assessment:

- Feedback on a conversation using Motivational Interviewing (client/relatives) *and/or*
- Feedback on communication regarding the coordination of preventive care (e.g. shared decision-making).

Included in programme(s)

Nursing

School(s)

Health, Care & Vitality

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