

Programme

Qualification awarded

Bachelor of Science

Length of the programme

48 months

ECTS credits

240

Level of qualification

Bachelor

Mode

Dual

Language

Dutch, with parts in English

School

School of Nursing

Locations

Groningen

Nursing

Profile of the programme

The Bachelor of Nursing at the Academy of Nursing develops students to become caring professional nurses who operate at the heart of the community; play an essential role within their professional field and specific work environment, have an eye for innovation leadership and make a practical continuous contribution to the quality of care.

The Academy of Nursing inspires students by offering challenging assignments that are derived from professional nursing practice and are linked to the developments within the nursing profession, professional nursing practice and society in general.

Through intensive contact with the professional field, the Bachelor of Nursing program strives to develop a curriculum that is in line with the needs within society, and anticipates on new developments in the profession, both nationally and internationally.

As a starting professional, the nurse is a generalist who provides high-quality, compassionate and respectful care. The graduate nurse demonstrates a professional attitude at all times. The graduate nurse is able to work in various healthcare fields. The Canadian Medical Education Directions for Specialists (CanMEDS) roles that a nurse needs to work in these different work settings are the same.

The Bachelor of Nursing program offers students the greatest possible chance of a place on the labor market after graduation.

CanMEDS roles

1. Nurse Expert & Professional Care Provider
2. Communicator
3. Collaborator
4. Evidence-based Practice Scholar
5. Health Promotor
6. Organizer
7. Professional & Quality Care Facilitator

Areas of competence

- Professional practice
- Communication
- Collaboration
- Knowledge & Science
- Social practice (civic professionalism)
- Organization
- Professionalism & Leadership in Quality & Safety

Learning outcomes

Healthcare provider

Clinical reasoning

Providing the care

Improving people's self-management skills

Referring patients to other doctors

Core concepts

The continual process-based collection and analysis of data, designed to help the healthcare provider identify the patient's needs and problems and select the right outcomes and interventional procedures.

Providing comprehensive care by independently performing all the necessary nursing procedures (including risky procedures and procedures which are only allowed to be carried out by competent medical practitioners) in complex situations, having due regard for applicable laws and regulations and always keeping in mind the patient's overall condition.

Helping patients, their loved ones and their social contacts improve their self-management skills, with a view to allowing them to be better able, despite their health issues, to perform activities of daily living and enjoy a better quality of life.

Determining and describing the nature, duration, amount and purpose of the care and nursing the client needs and organising for them to receive that care and nursing, in consultation with the client, on the basis of the problems with which the patient has been diagnosed or of problems yet to be examined and diagnosed.

Communicator

Personalised approach to communication

Using ICT

Core concepts

Actively listening to the patient, providing the patient with information, allowing them to make decisions with regard to the care with which he/she is to be provided, and treating the patient like a unique person; acting alternatively like a guide, coach, expert or adviser, depending on what is needed at the time.

Utilising the latest information and communications technologies and providing patients with remote healthcare (eHealth), in addition to face-to-face meetings with the patients.

Partner and collaborator

Professional relationship

Joint decision-making

Core concepts

Maintaining contact with the patient, their loved ones and social contacts, maintaining long-term care-based relationships and carefully cutting back on contacts as necessary.

Systematically consulting the patient and their loved ones on the nursing care to be administered, ensuring that various sources of knowledge are explicitly

	considered, and taking into consideration the patient's values when decisions are to be made.
Multidisciplinary collaboration	Acting on the basis of one's own expertise as a nurse and collaborating with representatives of one's own discipline and other disciplines (both from the healthcare industry and from other industries) on an equal footing with regard to multidisciplinary care and treatment goals.
Continuity of care	Sharing knowledge and information so as to guarantee the uninterrupted involvement in the patient's therapy of the necessary healthcare providers over the course of time.
<u>Self-reflecting professional adhering to the principles of EBP</u>	<u>Core concepts</u>
Research skills	In situations where care must be provided and where things must be organised, engaging in critical analysis and examinations, reflecting on one's findings, being able to account for one's own decisions on the basis of different sources of information, taking a methodical approach, including a thorough analysis of the problem, and completing the entire examination cycle so as to improve a particular professional situation.
Applying the principles of EBP	In consultation with the patient and/or their contacts, one's colleagues and representatives of other disciplines, actively seeking to find recent knowledge as presented in academic journals, guidelines or protocols and weighing this knowledge against one's own professional expertise and the patient's knowledge, wishes and preferences, or those of their contacts.
Professional development	Proactively seeking to obtain and maintain a high level of nursing expertise and helping others do the same, and actively contributing to the search for and development and exchange of new knowledge or new types of knowledge.
Reflective practice	Critically reflecting on one's own conduct as a nurse as related to the professional code of conduct and professional values, and presenting thorough arguments and a heart for one's patients in discussions on patients with both professionals from one's own discipline and from other disciplines, taking into account the patient's emotions and interests, and always remembering that medical ethics must be upheld.
Moral sensitivity	Displaying continual compassion and sensitivity to the patient's wishes, needs and associated emotions, and responding to them in an appropriate and patient-specific way, thus ensuring that the patient feels heard and understood.
Health promotor	<u>Core concepts</u>
Prevention-oriented analysis	Analysing the patient's conduct and environment to determine how they contribute to the patient's health problems and other patients' health problems.
Promoting a healthy lifestyle	Helping people establish a healthy lifestyle in relation to existing or potential health issues.
<u>Organiser</u>	<u>Core concepts</u>
Discipline-specific leadership	Having an enterprising, coach-like and result-oriented attitude so as to be able to take charge of one's own discipline.
Care coordination	Taking the initiative in organising the patient's care, consulting the patient and arranging things with the various healthcare providers and healthcare organisations so as to ensure that the patient receives proper care in accordance with the treatment plan.
Promoting safety	Continually and methodically contributing to the promotion and safeguarding of safe conditions for both patients and healthcare providers.
Nursing entrepreneurship	Understanding and acting in accordance with the financial, economic and organisational interests of various types of healthcare providers.
<u>Healthcare professional and promotor of high-quality care</u>	<u>Core concepts</u>
Promoting quality assurance (providing high-quality care in BN2020)	Administering high-quality care and monitoring and safeguarding the quality of the nursing care being administered in a methodical and critical manner.
Participating in quality assurance	Making a proactive contribution to the healthcare organisation's quality assurance strategies.
Professional conduct	Acting and conducting oneself in accordance with professional standards and the professional code of conduct, being accountable for one's own decisions and upholding the good reputation of the profession.

Propaedeutical phase Nursing	60
▢ Module 1: The executive nurse	30
▫ HVMP17VMKM1 - Nursing and medical knowledge A	8
▫ HVMP17KVBM1 - Introduction to the profession of nursing	5
▫ HVMP18VBAM1 - Methodical determination, planning and executing nursing care	17
▢ Module 2: The organizing nurse	30
▫ HVMP17VMKM2 - Nursing and medical knowledge B	8
▫ HVMP18GBVM2 - Methodical analysis health behavior and health promotion	12
▫ HVMP17ORGM2 - Organising care: promoting safety	10
▢ Transcendant propaedeutic module	0
▫ HVMP18OMPM - Transcendent propaedeutic module nursing skills and knowledge	0
Bachelor phase Nursing	180
▢ Module 3: The care professional	30
▫ HVMB18AVZM3 - Tuning care	15
▫ HVMB18VARM3 - The nurse as a rolemodel	15
▢ Module 4: Clinical reasoning	30
▫ HVMB18KVPM4 - Critical reasoning within the nursing process	20
▫ HVMB17DBVM4 - Professional development training	10
▢ Module 5: Cooperation within care organizations	30
▫ HVMB19PEMM5 - Patient Empowerment	8
▫ HVMB17EBPM5 - Application of Evidence-based practice	12
▫ HVMB19KEVM5 - Quality and safety	10
▢ Module 6: Health promotion	30
▫ HVMB18GELM6 - Supporting the realisation of a healthy lifestyle	15
▫ HVMB18PREVM6 - Developing, organising, executing and evaluating a preventive group intervention	15
▢ Module 7: Quality assurance	30
▫ HVMB18BEPM7 - Image and positioning	7
▫ HVMB19ONDM7 - Research towards the purpose of contributing to quality of care	23
▢ Transcendant module bachelor	0
▫ HVMB18OMBM - Transcendent bachelor module nursing skills and knowledge	0
▢ Electives: minor of choice <i>electives</i>	30

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