Caribbean University of Nursing

Program Handbook and Syllabus

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1 – Introduction

Welcome to Caribbean University of Nursing! This Program Handbook provides information about CUN's BSN curriculum and courses, enrollment-requirements, testing and grading-system. The information given in this Program Handbook is valid until further notice and can be subject to change on certain details, without prior notice. In case parts of this current Program Handbook are revised or in case a new Program Handbook is issued, students, faculty and staff will be notified by e-mail, message boards, Student Services, the university's website and/or other available types of information systems and all will receive an electronic version of the revised Program Handbook. Hard copies of the Program Handbook will be available at surcharge, at the Educational Development Department and Student Services. Revisions and updates of the Program Handbook are given a revision-number. The latest version is always available on the university's website and other available types of information systems, so when in doubt, you are referred to these resources or you can contact the Educational Development Department or Student Services.

Nurses play a vital role in the total care-package, delivered to patients. Nurses usually spend more time in direct contact with patients and their relatives and friends, than physicians do. Therefore, the patient's experience is highly influenced by the way nurses work, their knowledge and their skills. The level of professionalism and social skills nurses portray, have a huge impact on the institutions they work for, their culture and overall quality and public image. Also, nurses are involved in taking care of people in situations in which a physician is not necessarily required or available.

The world is getting smaller and multicultural societies, communities and institutions are no exception to the homogeneous rule anymore. Nurses, now-a-days, must be able to understand, anticipate, respect and deal with a variety of cultures, traditions, believes and values and yet be able to offer the best possible (evidence based) care, under all circumstances.

The scope of healthcare is changing too. There where 'cure' and 'care' professionals, medical specialists, home-care and the social environment of a patient were once separated 'entities', they are now intertwined, functioning as an integrated healthcare-team, from a holistic point of view, where not just the medical indications and implications are considered, but also aspects of life, like culture, religion, lifestyle and nutritional habits.

Therefore our mission is to have nursing students and faculty work together to enhance the health of all populations, through innovative, integrative and interdisciplinary nursing education, research and practice.

CUN is not governed by any particular political, cultural, religious or social philosophy or organization, but finds its inspiration in all ideas and initiatives that support a positive development of individuals and mankind, with respect for nature and the universe. We encourage critical and creative thinking. We do not only believe in healthcare equality, but also in educational fairness and equality in opportunity. That means all students, passing standard prerequisites, are given the chance to follow our nursing programs. We have no ballot and our programs are not the sole prerogative of A-grade students. It is CUN's task to bring all eligible students to excellence.

2 – CUN's BSN Program

2.1 – Program Options

CUN offers the following three program-options, all leading to a BSN Diploma.

1. Full Bachelor of Science in Nursing (BSN) integrative nursing program, for entry-level students. This program takes four full-time academic years to complete, of which the whole last semester is a full-time senior internship, in an affiliated hospital or similar healthcare institution.
2. Transfers (personalized BSN-programs for students coming from another healthcare-related educational institution). These are 'tailor-made' programs and their duration depend on the CUN-similar courses already completed and passed.
3. Upgrades (personalized BSN-programs for nurses with a US/Canadian LPN diploma or similar diploma or a European level 5 diploma in the field of nursing or similar -non US/Canadian or European- diploma). These tailor-made programs take approximately two academic years to complete.

Programs are developed under auspices and ownership of the Caribbean Educational Development Foundation (CED), by the Program Development Committee, consisting of the Program Development Manager, CUN's President or, in her absence, CUN's Director, a senior year delegate of the Student Council and external nursing-experts.

2.2 – Educational Principles

CUN's program offers a Concept Based Curriculum (CBC). A CBC works from concepts, 'the bigger picture', so to speak, instead of engaging the student in an almost microscopic focus on details and more or less isolated topics, right from the start. A CBC confronts the student with a general concept, in a particular field, discussing and analyzing the 'framework'. These concepts and frameworks can be applied to different clinical settings and situations and across different medical specialties. Exemplars are then given for each concept. Clinical reasoning, analysis, research and Evidence Based Practice enable students to couple other exemplars to certain concepts, instead of having to memorize isolated facts and scenario's.

CUN's educational strategies are based on Integrated Learning (IL) and Problem Based Learning (PBL). The idea behind IL is that students learn more and better by their own experiences and research, than by memorizing and retrieving isolated facts, without having had the opportunity to 'connect the dots'. PBL is a student-centered learning-method in which students research a subject by trying to solve an (initially) 'open-ended problem'. The PBL process does therefore not necessarily focus on problem-solving with a (pre)defined solution. The goal is to develop research and team-work skills. This means that research is an extremely important part of the program. Research at CUN will start already during the first academic semester of the first year, for entry-level students. This initial research consists of literature research and research that is part of the curriculum itself (scenario research), since students are, at that point, not yet adequately equipped to conduct or take part in any other kind of scientific research. During the first semester of the third year (semester 5) courses will be offered, dedicated to Nursing Research and Statistics, to take students to the next level, where their understanding of nursing research is concerned. Attention will be paid to a plethora of characteristics that (can) influence the quality of healthcare.

2.3 – International Standards

CUN's Nursing Program fully complies with international standards, as set forth in the Essentials of Baccalaureate Education for Professional Nursing Practice (US Association of Colleges of Nursing, 2008), the regulations set forth in the Laws on Professions in Individual Health Care ("BIG", Dutch government, 1998), standards set forth in the WHO European Standards for Nursing and Midwifery and the Family and Community Nurse Competencies of the ENHANCE project. Having a statutory seat in Curacao, being an Associated Member of the European Union, as part of the Kingdom of the Netherlands, CUN subscribes to the Bologna Process. Since our program is highly integrative, we proudly adhere to the principles and standards of the American Holistic Nurses Association.

2.4 – Program Prerequisites

Entry-level students must have completed a High School level education or a secondary level vocational education. English, Math and Basic Sciences must have been part of the curriculum and must have been passed. A HESI Admission Assessment Exam (HESI A2), in the fields of English, Mathematics and Basic Science is part of the admission process and must be passed.

Prerequisites and enrollment conditions for transfer and upgrade students can be found in CUN's Transfer and Upgrade Policy document, which can be found on CUN's website:
https://cunursing.com/wp-content/uploads/2023/11/Transfer-and-Upgrade-Policy.pdf

2.5 – Course Prerequisites

Course prerequisites are mentioned in the general course details section of each course, described in the syllabus part of this Program Handbook. Transfer and upgrade students must have completed and passed course prerequisites at their former institution, if they want to be enrolled in courses, for which such course prerequisites are required or they will have to complete and pass these prerequisites at CUN, before being enrolled in the concerning course(s).

3 – Academic Calendar

CUN has a two academic semester structure, facilitating students from around the world, but mainly synchronized with the European/Dutch academic year. The program has an average weekly study-load of 37 hours.

Standard semesters and formal breaks are the following.

1. **Semester 1 – September (first week of the month) till February (end of the month).**
   - 1.1 21 teaching-weeks.
   - 1.2 03 weeks winter-break (third week of December till the first week of January).
   - 1.3 01 week of regular end-of-semester examinations (third week of February).
   - 1.4 01 lecture-free week, for retake and catch-up examinations (last week of February).
2. **Semester 2 – March (first week of the month) till August (end of the month).**
   - 2.1 21 teaching-weeks.
   - 2.2 03 weeks summer break (first week of July till third week of July).
   - 2.3 01 week of regular end-of-semester examinations (third week of August).
   - 2.4 01 lecture-free week, for retake and catch-up examinations (last week of August).

Official Curaçao national holidays CUN complies with are the following.

1. New Years Day (January 01).
2. The Monday following the last day of Carnival.
3. Good Friday (the Friday before the first day of Easter).
4. Easter (Easter Sunday and Easter Monday, exact dates vary).
5. King's Day (April 27).
6. Labor Day (May 01 or May 02).
7. Ascension Day (the Thursday ten days before Whitsunday).
8. Flag Day (July 02).
9. Curacao Day (October 10).
10. Christmas (December 25 and December 26).
11. New Years Eve (starting in the afternoon, at 12:00 PM, of December 31).

4 – Curriculum

4.1 – Curricular Structure

During the first academic year and part of the second academic year, of CUN's curricular structure, General Education (GE) and Nursing Prerequisite courses are offered. GE courses are prerequisites for the core nursing courses that are offered during the second, third and fourth academic year. The eighth semester is reserved for internships. Anatomy & Physiology is divided into two separate courses. Pathophysiology is divided into three separate courses. Therefore, the Anatomy & Physiology and Pathophysiology courses can not all be completed during the first academic year.

GE courses are the following:

1. Study Skills for Nurses
2. Communication Skills
3. Psychology
4. Sociology
5. Introduction to Nursing
6. Microbiology
7. Chemistry
8. Anatomy & Physiology
9. Pathophysiology
10. Academic Writing

During semester 6, until the end of the semester 7, students are required to write a dissertation.

Each semester of each academic year generally offers five courses of 03 US credits and 06 ECTS credits to be earned, for each course. The dissertation has 15 US credits and 30 ECTS credits to be earned of which only 03 US credits have to be paid.

4.2 – Overview of Courses Offered

Year 1

Semester	Course-code	Course	Credits	
			US	ECTS
1	1 BN1STUD11	**Study Skills for Nurses** • Concept Mapping for Nursing – BN1STUD11-A • Basic Math for Nursing – BN1STUD11-B • Study Skills for Nursing – BN1STUD11-C	03	06
	2 BN1COM11	**Communication Skills** • Communication in Nursing – BN1COM11-A • English for Nursing – BN1COM11-B	03	06
	3 BN1PSY11	**Psychology** • Psychology for Health Professionals. • Social Psychology; the dynamics of human experience.	03	06
	4 BN1SOC11	**Sociology** • Introduction to Sociology. • The Sociology of Health, illness, and Healthcare.	03	06
	5 BN1NURS11	**Introduction to Nursing** • Concepts for Nursing Practice (used throughout the program). • Holistic Approach to Nursing (throughout the program).	03	06

Total regular US credits Semester 1: 15

Semester	Course-code	Course	Credits	
			US	ECTS
2	6 BN1MICRO21	**Microbiology** • Microbiology (systems approach). • Microbiological simulations and videos, lab-work.	03	06
	7 BN1CHEM21	**Chemistry** • Essentials of General, Organic and Biochemistry. • (Simulated) lab-work and videos.	03	06
	8 BN1PHY21	**Anatomy & Physiology 1** • Fundamentals of Anatomy and Physiology • (Simulated) lab-work and videos.	03	06
	9 BN1PATHO21	**Pathophysiology 1** • Applied Pathophysiology (conceptual approach). • (Simulated) lab-work and videos.	03	06
	10 BN1WRITE21	**Academic Writing** • Writing for Publication for Nurses (used throughout the program). • Concise Guide to APA Style.	03	06

Total regular US credits Semester 2: 15

Year 2

Semester	Course-code	Course	Credits	
			US	ECTS
3	11 BN1PHY32	**Anatomy & Physiology 2** • Fundamentals of Anatomy and Physiology – continued. • (Simulated) lab-work and videos.	03	06
	12 BN1PATHO32	**Pathophysiology 2** • Applied Pathophysiology – continued. • (Simulated) lab-work and videos.	03	06
	13 BN1NUT31	**Nutrition 1** • Essentials of Nutrition and Diet Therapy.	03	06
	14 BN1CLIN31	**Clinical Skills 1** • Nursing Interventions & Clinical Skills – Basic skills. • Virtual Reality Scenarios and 'real-life' skills training.	03	06
	15 BN1ACOM31	**Advanced Communication Skills** • Advanced Communication and Interviewing Skills. • Instructive (role play) videos.	03	06

Total regular US credits Semester 3: 15

Semester	Course-code	Course	Credits	
			US	ECTS
4	16 BN1PATHO43	**Pathophysiology 3** • Applied Pathophysiology – continued. • (Simulated) lab-work and videos.	03	06
	17 BN1NUT42	**Nutrition 2** • Life, Nutrition and Wellness.	03	06
	18 BN1CLIN42	**Clinical Skills 2** • Nursing Interventions & Clinical Skills – Intermediate skills. • Virtual Reality Scenarios and 'real-life' skills training	03	06
	19 BN1PLAN41	**Nursing Care Plans 1** • Conceptual Nursing Care Planning.	03	06
	20 BN1PROAS41	**Health Promotion** • Health Promotion throughout the Lifespan.	03	06

Total regular US credits Semester 4: 15

Year 3

Semester	Course-code	Course	Credits	
			US	ECTS
5	21 BN1CLIN53	**Clinical Skills 3** • Nursing Interventions & Clinical Skills – Advanced skills. • Virtual Reality Scenarios and 'real-life' skills training	03	06
	22 BN1PHARMA51	**Pharmacology** • Pharmacology; A Patient-Centered Nursing Process Approach. • Clinical Nursing Calculations.	03	06
	23 BN1CAM51	**CAM** • Fundamentals of Complementary, Alternative and Integrative Medicine.	03	06
	24 BN1PLAN52	**Nursing Care Plans 2** • Conceptual Nursing Care Planning – continued.	03	06
	25 BN1RES51	**Nursing Research** • Nursing Research; Methods and Critical Appraisal. • Statistics for Nursing (using Intellectus and SPSS).	03	06

Total regular US credits Semester 5: 15

Semester	Course-code	Course	Credits	
			US	ECTS
6 (– 7)	26 BN1DISS	**Dissertation** • To be completed and graded ultimately at the end of semester 7. Only 03 US credits need to be paid.	15	30

Semester	Course-code	Course	Credits	
			US	ECTS
6	27 BN1SURG61	**Medical-Surgical Nursing** • Concepts for Interprofessional Collaborative Care.	03	06
	28 BN1INFO61	**Nursing Informatics** • A Health Informatics, Interprofessional and Global Perspective.	03	06
	29 BN1EPI61	**Epidemiology**	03	06
	30 BN1PED61	**Maternal, Newborn and Pediatric Nursing** • Foundations of Maternal, Newborn and Women's Health Nursing. • Essentials of Pediatric Nursing.	03	06
	31 BN1MENT61	**Psychiatry & Mental Health Nursing**	03	06
	32 BN1CHRON61	**Nursing for the Chronically ill**	03	06

Total regular US credits Semester 6 (Dissertation credits not included): 18

Year 4

Semester	Course-code	Course	Credits	
			US	ECTS
7	33 BN1GERIA71	**Geriatrics & Gerontological Nursing** • Geriatrics and Healthy Aging.	03	06
	34 BN1EMER71	**Medical Emergencies** • Acute Nursing Care, Recognising and Responding to Medical Emergencies.	03	06
	35 BN1GLOB71	**Global Health & Disaster Nursing** • Global Health. • Disaster Nursing and Emergency Preparedness.	03	06
	36 BN1CULT71	**Transcultural Nursing**	03	06
	37 BN1ORG71	**Health Organizations & Leadership** • Health Organizations. • Leadership and Nursing Care Management.	03	06

Total regular US credits Semester 7 (Dissertation credits not included): 15

Semester	Course-code	Course	Credits	
			US	ECTS
8	38 BN1INTER	**Nursing Internships (21 weeks)** • Preparation • Internships	15	30

Total regular US credits Semester 8: 15

Total regular US credits BSN Program, without Dissertation: 123

Total regular US credits BSN Program, including Dissertation: 138, of which 126 US credits must be paid.

4.3 – Curricular Content and Activities

The standard curriculum will be supplemented with activities that, in CUN's vision, are essential and therefore will be mandatory for all students (field-trips, symposia, guest-lectures and workshops). An important part of CUN's program are the lifelike online virtual reality and simulation sessions.

On-premises and off-premises online course activities are divided into

1. Theory
2. Self-study
3. Practice (not graded).
4. Graded exercises, assignments and exams.

During lectures (theory) relevant videos may be shown and discussed and/or relevant exercises may be assigned and discussed.

Self-study is meant for studying theory, conducting further research and completing exercises.

Group-wise PBL-sessions (usually case-studies) are to be completed during allotted hours.

Lab-sessions may be online simulations, VR scenarios or sessions in a physical lab-environment.

Discussions and the exchange of ideas about the subject-matter are important, especially during scenario-research and case-studies (PBL).

Students may be offered readers, additional course-outlines and other relevant study-materials, composed by the Program Development Committee and/or CUN faculty-members.

Mandatory textbooks are assigned for each course and each course-unit. Students are expected to have available and to study their mandatory textbooks, preferably e-books, during all contact- and self-study hours. A detailed list of all mandatory textbooks and necessary online subscriptions can be found in CUN's Literature References document, available in the faculty- and student-portals and on CUN's website. There may be paper and electronic textbooks available in CUN's physical and electronic library. Updates of mandatory textbooks and how and where to order them, for all courses, is published, at least three months before the start of the first academic semester, in CUN's Literature References document.

Course-related (practice-)tests and exercises are developed and offered by CUN faculty-members. Additionally, relevant (practice-)tests and exercises are also available online, offered by specialized third parties. Hyperlinks to third party platforms are made available in the student's SISC account or the concerning URL's are distributed to the students, in a timely manner.

Courses, course-units and study-related activities are completed with one or more graded assignments (lab-work, PBL assignments, literature study, oral presentations, assigned graded exercises). Once all course-components are completed, a final course-exam needs to be passed, by the student.

Healthcare-related community service (or volunteering), may be considered part of the curriculum, for which the student is awarded credits or a formal certificate of completion, to the discretion of the concerning faculty-member(s) or the student's Mentor.

5 – Program Goals

1. For students to acquire the knowledge, skills and attitudes, necessary to care for patients, without prejudice and to understand, respect and anticipate the patient's cultural and religious background, his traditions, believes and values, social environment and economic situation, family-situation, psychological profile (state of mind, fears, hopes, expectations), lifestyle and his healthcare experiences.
2. For students to learn that, although their actions as a nurse need to be based on best practices (EBP), resulting in probable or predictable outcomes, nurses must also be able to be creative and take on the spot decisions, in extraordinary situations, in which regular EBP based actions are not (fully) possible or feasible, using their creative and critical thinking capabilities.
3. For students to learn that, in healthcare, the patient's well-being is critical and that 'healing' a patient is a combination of physical, mental, emotional, spiritual and 'environmental' dimensions and needs, that don't necessarily start with applying for medical help.
4. For students to learn that, besides 'mainstream' (Western) therapies and pharmaceuticals, complementary and alternative medicine (CAM) can have an important added value for the patient's healing process.
5. To offer students a framework of ethics and principles, to work within, using their critical thinking.
6. To promote the student's own well-being, motivation, empowerment, personal growth and fulfillment.
7. For students to understand that completing a nursing education is not an 'end-station', but that they are expected to engage in life-long learning, to stay up to date.
8. To prepare the student for and assist the student in starting a career in nursing.

6 – Key Competencies

1. The nurse is able to (autonomously) organize and execute patient-centered care (for the ill, the handicapped and the dying), for all ages, ethnic, social, cultural and religious backgrounds and types of illness, taking into account a patient's psychological profile and lifestyle, without prejudice, in a variety of roles and within a variety of institutions.
2. In order to decrease any possible health-risks for patients, staff and visitors, related to medical treatment and examination, the nurse is able to implement the highest possible levels of preventive measures.
3. In order to promote speedy recovery and healthy lifestyles, the nurse is able to programmatically offer awareness and guidance, for patients, their relatives and their communities.
4. In order to make sure that prevention-program goals are reached, the nurse is able to coordinate and execute relevant tasks and duties.
5. In order to assure, maintain and increase his/her professionalism, the nurse is able to (co-)develop new care-plans and care-programs and/or to upgrade existing care-plans and care-programs, integrating cure, care and prevention.
6. In order to manage patient-care as efficiently and effectively as possible, the nurse proposes and implements improvements in an institution's policies and methods.
7. The nurse is able to initiate, develop, implement and maintain quality assurance standards.
8. The nurse is able to adequately work within interprofessional teams, to communicate efficiently and effectively with team-members, their patients and the patients' families and friends and to coach individual care-team members (including interns and volunteers).
9. The nurse is able to demonstrate clinical judgment and to integrate EBP, clinical expertise and patient values and preferences (where possible and feasible), in achieving the highest possible patient outcomes.
10. The nurse is able to conduct nursing- and healthcare-related research, both autonomously and as part of a research-team.
11. The nurse is able to organize and execute community-, family- and patient-centered care, during crisis, emergency and disaster situations, complying with the ICN Framework of Disaster Nursing Competencies.
12. The nurse is able to adequately use all necessary care-methods, instruments, technologies, machines, information- and communication systems and perform all legally accepted medical interventions and instruct other care-team members.

Nurses are expected to possess and be able to use all necessary cognitive, affective, sensory and psycho-motoric skills and possess the personality traits, that are needed to achieve the above mentioned key competencies. Such skills and personality traits are, among others, making decisions under pressure, math skills, physical endurance, observation and analysis, patience, compassion, being non-judgmental and open minded, being a team-player, being able to lead and coach, being communicative and pro-active and being focused and dedicated.

7 – Course Regulations

Regulations for academic planning, schedules and attendance are as follows.

1. CUN's academic planning and schedules are not open for adjustment to individual needs of students, except for circumstances of compelling interest or as part of an adaptive and personalized study strategy. Circumstances of compelling interest include the following.
   - 1.1 Certain personal issues (to be evaluated by the Student Counselor).
   - 1.2 Illness and/or temporary loss of bodily functions and illness/complications during pregnancy. Pregnant students enjoy a 'grace-period', starting two weeks before the expected date of delivery until six weeks after the actual date of delivery, not withstanding additional 'time-off' needed, in case of complications.
   - 1.3 Family related emergencies.
   - 1.4 Situations of 'force-majeure'.
   - 1.5 Participation in agreed sports, cultural, religious or social events (of a certain importance).
   - 1.6 Participation in agreed study-related or professional activities (e.g. field-trips, conferences, exhibitions, workshops, volunteering).
2. All contact-hours (classes, meetings, tutorials, lectures, practicals, laboratory and clinical hours), mentioned in any relevant course-outline or schedule and additional contact-hours of which students have been notified in a timely manner, are mandatory, unless specifically stated otherwise. Students must have attended at least 80% of all contact-hours, allotted for a certain course. Having attended less than 80% of the contact-hours will result in a 'fail' for the grading-component 'Attendance and participation'. Attending 70% or less of the allotted contact-hours for a course will result in a 'fail' for the whole course(-unit).
3. Schedules are provided/published at least two months before the start of each academic year or academic semester. Schedule-changes are published at least two calendar weeks before the start of each concerning academic semester or directly after they have been decided on. Unforeseen schedule-changes (e.g. because of sudden illness of an instructor), are made known as soon as possible or upon arrival of the students. CUN will always try to schedule alternative lectures, practicals or assignments. If this is not possible or feasible, affected students are expected to consider the canceled contact-hours as self-study hours, for that particular course.
4. The academic planning includes all curricular contact hours, field-trips, seminars, workshops and other internal and external professional activities, for a specific academic period. Extra-curricular activities, organized by any student-body or organization, not being part of or not being supervised by CUN, are expected to be made public through the respective channels of those bodies and organizations. CUN cannot be held responsible for any possible misunderstanding deriving from their planning. Curricular contact-hours, field-trips, practicals, seminars, workshops and other curricular activities always take priority over any other (extra-curricular) activity, may their schedules overlap.
5. Voluntary withdrawals can be requested on paper and electronically. Forms are available at Student Services. Voluntary withdrawal requests will have to be co-signed by the student's Mentor. Since courses are carefully matched and planned (prerequisite-wise), voluntary withdrawals for separate courses, by entry-level students, are not possible.
6. In order to be re-enrolled, after missing more than one full semester, a general entrance exam, on the previously completed courses, must be passed. Depending on the actual course-schedules, students may become part of another year-group ('cohort') or student-team, after re-enrolling. A Voluntary Withdrawal Fee will apply (https://cunursing.com/tuition-fees/).
7. Course-components and program-related activities are assigned to students by faculty-members, based on the academic planning and the student's progression and adaptive study strategy, if applicable (course-eligibility). Courses and other program-related activities are made accessible in the SISC accounts of the student, in a timely manner. The students are then electronically notified. Courses and other program-related activities can also be 'blocked', if necessary, by the concerning faculty-member.

8 – Credit System

CUN complies with both the US Credit System and the European Credit Transfer and Accumulation System (ECTS). CUN calculates 28 study-hours, for obtaining one ECTS credit, being the European average and 45 study-hours, for obtaining one US credit.

Mathematically, that means, that one US credit represents 1.6 rounded off ECTS credits and the equivalent of two ECTS credits is 1.25 US credits. The difference between two ECTS credits and one US credit is 11 hours. To compensate for this difference in credit transfer situations, the International Credit Conversion Guide uses a multiplying factor of 0.5, to calculate US credits from ECTS credits, meaning two ECTS credits become one US credit. Two UK credits (20 study-hours per credit) count for one ECTS credit.

The European standard for a full BSc program is 60 credits (1,680 study-hours), per academic year, totaling to 240 credits (6,720 study-hours) for four academic years. The US standard for a full BSc program is 30 credits (1,350 study-hours), per academic year, totaling to 120 credits (5,400 study-hours), for four academic years. Since CUN's BSN program contains 138 US credits (representing 6,210 hours) and 276 ECTS credits (representing 7,728 hours), including dissertation, CUN complies with both systems.

Decimal credits (-.5) may be awarded for certain separate course-units, as long as they total to a whole number.

Awarded credits, if any, for extra-curricular activities, workshops, symposia and field-trips are based on the time they take to complete and the level/quality of the subject-matter, to the discretion of the concerning faculty-member or the student's Mentor. The standard amount of credits for a full CUN program may be exceeded, without any formalized limit.

9 – Grading System

9.1 – Grading Conversion Table

To promote 'student mobility' and deliver full grading transparency, CUN uses a Grading Conversion Table, to express the correlation between the different systems used in different countries and regions. CUN's Grading Conversion Table includes the European system of assigning points, from 01 (lowest) to 10 (highest), the letter-system, used in the Americas and some European, African and Asian countries, in different modalities, from F (lowest) to A (highest) and the percentage system, used as a reference for achievement in both other mentioned systems.

Grading Conversion Table:

Percentage	Letter Grading	Points Grading	GPA
96 – 100	A	10	4
90 – 95	A-minus	9	3.6
80 – 89	B	8	3.2
70 – 79	B-minus	7	2.8
60 – 69	C	6	2.4
50 – 59	C-minus	5	2
40 – 49	D	4	1.6
30 – 39	D-minus	3	1.2
20 – 29	E	2	0.8
0 – 19	F	1	0.4

9.2 – Conditions for Passing a Course

In order to pass a gradable part of the curriculum, students generally have to score at least 70% = B-minus = 7. Grading component 'Attendance and participation' must be passed with at least 80%. A score of less than 80% for 'Attendance and participation' results in failing the component. In case 'Attendance and participation' is scored with less than 70%, the course(-unit) is failed, regardless of the scores earned for any of the other graded components.

In case the (total) score for (all) graded course-components is between 60% and 69%, the student may be eligible for completing an additional assignment on particular (failed) subject-matter, instead of retaking the complete exam or assignment, to the discretion of the concerning instructor. Such additional assignments have to be completed within seven consecutive days.

To be eligible for graduation, the student not only needs to pass all courses and study-related activities, he also needs to score an overall Grade Point Average (GPA) of at least 2.8.

9.3 – Grading Weight Policy

With every course and course-unit, in the syllabus, a 'grading weight' is given, for all graded course-components, as a percentage of the total grade.

Grading-wise, all courses and course-units are divided into the following components.

1. Attendance and participation.
2. Graded assignment(s).
3. Final exam.

'Attendance and participation' is always given a grading weight of 32%. 'Graded assignments' and the 'Final exam' are always given a grading weight of 34% each. Graded assignments may divided into two or more separate components. In that case the grading weight percentage is generally divided equally among the different graded assignment-components.

Attendance and participation.	32%
Graded assignment.	34%
Final exam.	34%

The following scenarios may occur.

1. All components are passed. In that case the course(-unit) is passed.
2. All components are failed. In that case the course(-unit) is failed.
3. Only one of the three components is passed (32% or 34%). In that case the course(-unit) is failed.
4. Two of the three components are passed. In that case the student may be eligible for completing an additional assignment, which then necessarily has to be passed, in order to pass the course(-unit).

   4.1 'Attendance and participation' + 'Final exam' (66%).
   4.2 'Attendance and participation' + 'Graded assignment' (66%).
   4.3 'Final exam' + 'Graded assignment' (68%).
5. In case 'Graded assignment' is divided into two separate components and the student passes only one 'Graded assignment' component + 'Attendance and participation' + 'Final exam', the student passes the course(-unit). The total score will then be 83%.

   - 'Attendance and participation': pass = 32%
   - 'Graded assignment' 1: pass = 17%
   - 'Graded assignment' 2: fail = 0%
   - 'Final exam': pass = 34%
6. In case there are three or more 'Graded assignment' components, the calculations and conditions may become a bit more complicated, since the student may, for instance, pass 'Attendance and participation' + 'Final exam', but only one of, let's say, four 'Graded assignment' components.

   - 'Attendance and participation': pass = 32%
   - 'Graded assignment' 1: pass = 8.5%
   - 'Graded assignment' 2: fail = 0%
   - 'Graded assignment' 3: fail = 0%
   - 'Graded assignment' 4: fail = 0%
   - 'Final exam': pass = 34%

   Although the total score in this scenario is 74.5%, so above the minimum necessary score percentile of 70, three of the four 'Graded assignment' components are failed. Since these failed components represent 25.5% of the total score possible for 'Graded assignment' and the separate 'Graded assignment' components may be very different in content and type, the instructor may choose to assign an additional assignment for (part of) the three failed 'Graded assignment' components.

10 – Study-load Policy

Study-load is calculated in study-hours. The general study-load per week is 37 hours. Contact-hours are generally from Monday to Friday. For each course(-unit) in the syllabus the 'course-load' is broken down into study-load per course-component. Study-hours are divided into the following categories, called 'status' in the syllabus.

1. Allotted hours (fixed number of hours, for mandatory attendance and participation).
   - 1.1 Mandatory attendance and participation, during lectures/plenary exercises.
   - 1.2 Mandatory attendance and participation, during PBL-sessions.
   - 1.3 Mandatory attendance and participation, during role-playing sessions.
   - 1.4 Mandatory attendance and participation, during lab sessions.
   - 1.5 Attendance and participation, during mandatory extra-curricular activities, guest-lectures, field-trips and other mandatory activities.
   - 1.6 Final exams.
2. Recommended hours (suggested minimum number of hours needed to complete a task).
   - 2.1 All types of self-study.
   - 2.2 Unsupervised and ungraded study-related activities.
3. Projected hours (estimated minimal number of hours, necessary to complete a task).
   - 3.1 Unsupervised assignments.
   - 3.2 Unsupervised exercises.
   - 3.3 Preparations for presentations.

The number of allotted, recommended and projected hours, for each course-component, depends on course-level categories. Courses are divided into the following course-level categories, with their corresponding study-loads, per type of course-component. Study-hour totals are always rounded off to a whole number.

Category	Course-level	Course-component	Study-load
1	General Education – separate course-units. <u>Courses</u>: - Study Skills - Communication Skills	Attendance and participation.	- Two 50-minute (consecutive) lecture-sessions, per planned week, including exercises. OR - Two 50-minute (consecutive) lecture-sessions, per planned week. - One 50-minute activity-session, per planned week.
		Self-study	The total number of planned allotted hours for lecture-sessions.
		Written assignments.	25 hours per assignment.
		All other components.	The number of planned (allotted) hours for the concerning or other relevant components, multiplied by 1,5.
		Final exam.	02 hours.

Category	Course-level	Course-component	Study-load
2	General Education and Nursing Prerequisites – Full courses. <u>Courses</u>: - Psychology - Sociology - Introduction to Nursing - Microbiology - Chemistry - Anatomy & Physiology - Pathophysiology - Academic writing	Attendance and participation.	- Two 50-minute (consecutive) lecture-sessions, per planned week. - One 50-minute activity-session, per planned week.
		Self-study	The total number of planned allotted hours for lecture-sessions, multiplied by 3.
		Written assignments.	25 hours per assignment.
		All other components.	The number of planned (allotted) hours for the concerning or other relevant components, multiplied by 3.
		Final exam.	02 hours.

Category	Course-level	Course-component	Study-load
3	Core Nursing Courses and Nursing Specialty Courses. <u>Courses</u>: - Nutrition - Clinical Skills - Advanced Communication Skills - Nursing Care Plans - Health Promotion - Pharmacology - CAM - Nursing Research - Medical-Surgical Nursing - Nursing Informatics - Epidemiology - Maternal, Newborn and Pediatric Nursing - Psychiatry & Mental Health Nursing - Nursing for the Chronically ill - Geriatrics & Gerontological Nursing - Medical Emergencies - Global Health & Disaster Nursing - Transcultural Nursing - Health Organizations & Leadership	Attendance and participation.	- Two 50-minute consecutive lecture-sessions, per planned week. - One 50-minute activity-session, per planned week. OR - One 50-minute lecture-session, per planned week. - Two 50-minute activity-sessions, per planned week.
		Self-study	The total number of planned allotted hours for lecture-sessions, multiplied by 3.
		Written or certain other graded assignments.	25 hours per assignment. OR The number of graded assignments, multiplied by 3, with a minimum of 25 hours.
		All other components.	The number of planned (allotted) hours for the concerning or other relevant components, multiplied by 3. AND/OR The total number of planned allotted hours for activity-sessions, multiplied by 2. OR The total number of planned allotted hours for activity-sessions, multiplied by 3.
		Final exam.	02 hours.

11 – Online Study Facilities

Students following courses off-premises (online) make use of their online SISC-account (Student Information and Study Center), the same way on-premises students do. They can log in from any place in the world where there is an adequate and safe internet-connection available. 'Adequate' is defined as offering sufficient bandwidth, up- and download-speed and reliability. 'Safe' is defined as offering the possibility to use the internet without any outside interference and being able to use a protected connection (VPN and encryption). SISC offers online off-premises students the same functionality and content as is offered to on-premises students. Each SISC account contains the student's personal information ('profile'), available courses, course-components and study-materials, including hyperlinks to third-party platforms, assessments and grades for completed course-components, an e-portfolio, an 'announcements' section and a 'forum' and 'blog' function, for discussions with fellow-students and faculty-members. Students can only access courses and course-components, in which they are formally enrolled ('course eligibility'). A detailed explanation of all SISC functions is distributed to entry-level students, during their orientation-days and to transfer- and upgrade-students, before they start their personalized program.

Online course-components may be offered either 'recorded' or 'live'. Recorded sessions and components are available in SISC or in CUN's file-server and can be viewed online, by the student. Third party video-presentations, exercises and simulations can be viewed from within SISC or downloaded from the protected platforms, to which CUN and the student have a subscription. Live online sessions are on-premises sessions, that are broadcast, using an online 'virtual classroom'. Live sessions are, of course, 'time-zone sensitive', so it may not be feasible for all off-premises students to always participate. Live sessions are therefore generally recorded, so students can view them at a later moment.

Since practically all textbooks that are used are downloadable e-books, (off-premises) students will not have any problems buying or reading them, in time. In case a student is unable to order and download an e-book himself, he can request Student Services to order the concerning e-book, using a Book Order Request Form (BORF). As soon as the e-book is made available by the supplier, an access-code for downloading the e-book is sent to the student. Please be referred to the Literature References document for more details (https://cunursing.com/cun-handbooks/).

Some courses require students to have certain online subscriptions, in order to complete and/or train lab-simulations, virtual reality clinical scenarios or course-related exercises. In case such a subscription is necessary it is mentioned under the concerning course's 'Learning, Teaching and Testing Strategies' section, in the syllabus.

All (access to) research-activities, assignments, exercises and exams are made available electronically, in the SISC-accounts of on-premises and off-premises students.

Internships, clinicals and/or healthcare-related community service by off-premises students, living outside of one of the islands of the Kingdom of the Netherlands, are generally arranged and coordinated electronically and by using virtual meeting software. In case internships are arranged and coordinated outside of the Kingdom of the Netherlands, a locally available coordinator/preceptor is assigned, by CUN.

CUN is working on making its electronic library available online, so all students have 24/7 access, from anywhere in the world. Access to the electronic library is username and password protected.

Study-related documents that are kept outside of SISC, are saved in CUN's online file-server. Students and other authorized users have 24/7 username and password protected access.

Back-ups of all files, SISC-accounts and content, e-mail and other critical electronic content and software are made on a weekly basis. The file-server also offers (personal) contact-lists and calendars.

CUN is working on making its electronic research-database available online, so all students have 24/7 access, from anywhere in the world. Access to the electronic research database is username and password protected.

For the creation of online mind maps, the Mindomo platform is used.

Online exams and graded assignments are offered through CUN's proctoring platform.

For the use of any electronic functionality CUN's ICT policies are applicable (https://cunursing.com/policies-and-standards/).

12 – Clinicals, Lab-sessions, Internships and Community Service

Including and not withstanding the (general) rules, policies and standards mentioned above, students are expected to adhere to and are subject to the following.

1. Before a student starts any clinical or internship, learning-objectives, assignments, role, procedures and placement-conditions are defined and formalized and a Tripartite Affiliation Agreement is signed.
2. Before starting a clinical or internship, students receive a thorough preclinical training.
3. The student is expected to thoroughly study the concerning patient-charts and other relevant materials, being part of the student's CUN program materials, as well as offered by the concerning institution/affiliate.
4. A dedicated mentor, preceptor or supervisor is assigned, at the concerning (external) lab or institution, to guide the student and to evaluate his attitude, knowledge and practical performance.
5. In case a student is confronted with a family-member, friend or acquaintance, being a patient in a concerning institution or ward, he is expected to immediately notify his institution mentor, preceptor or supervisor and his CUN Student Mentor. The student will then be (temporarily) assigned to another ward or transferred to another institution.
6. During clinicals, internships and community volunteering, special attention is given to the following.
   6.1 Patient- or public's safety.
   6.2 Team-work.
   6.3 Communication with patients (and their relatives/friends), the public and other team-members.
   6.4 Expressing empathy, understanding and patience, toward patients and their relatives/friends.
   6.5 Cultural and social awareness.
   6.6 Adherence to the concerning institution's rules, policies and standards.
   6.7 Use of medical and nursing instruments and equipment and the ability to interpret data.
   6.8 Clear understanding of the student's role.
7. During lab-sessions, special attention is given to the following.
   7.1 Adherence to the concerning laboratory rules, policies and standards.
   7.2 Adherence to agreed upon and/or standardized deadlines and procedures.
   7.3 Use of laboratory instruments and equipment and the ability to interpret (test-)results.
   7.4 Clear understanding of the student's tasks and limitations.
   7.5 Accuracy in the handling of lab-work and tests.
8. In case a student shows illicit behavior of any kind or under-performs, at any moment, according to the concerning mentor, preceptor or supervisor, the student's CUN Student Mentor will be notified. The student's CUN Student Mentor will then discuss the situation with the student and take appropriate action. The student may be dismissed from his clinical or lab work, as a result and/or fail the concerning part of the program.
9. Voluntary withdrawal from a clinical or internship must be requested by the student and his CUN Student Mentor, who will then notify the concerning institution and discuss further procedures and future re-admission.
10. Before the start of a clinical or internship, the student must undergo a thorough medical check-up and obtain a renewed health-certificate. The student will not be allowed to start his clinical or internship, while suffering from an infectious disease or while carrying communicable bacteria and/or viruses or while suffering from (initially asymptomatic) diseases that can or will affect the student's performance or the health of others.
11. In case of accidents or injuries, caused by the student or of which the student is a victim, the concerning laboratory or institution mentor, preceptor or supervisor notifies the student's CUN Student Mentor immediately. CUN and the concerning (external) laboratory or institution will then follow proper legal and/or medical procedures. In case of proven liability proper insurance procedures will be followed.

12. In case a student is too indisposed to perform his duties or in case he appears to suffer from an infectious disease or in case he has been into contact with (potentially) infected body-fluids or instruments/equipment, he notifies his (external) laboratory or institution mentor, preceptor or supervisor and his CUN Student Mentor as soon as possible, withdrawing from his duties until he is cured and/or no longer infectious. The concerning lab-session(s) or internship(s) will be suspended.
13. Students are trained in and are expected to adhere to local and international privacy regulations, regarding personal and health information, in compliance with the EU GDPR articles. In case confidential information is, in any way, disclosed by the student or remains is his possession intentionally or because of indiscretion, carelessness or imprudence on his part, all involved will be notified as soon as possible and measures will be taken to restrict further disclosement. In case of intentional disclosure the student will be dismissed from his duties and suspended for the (remainder of) the current academic semester.
14. Students may, under no circumstances, try to seek or obtain personal gain at a patient's or client's expense or press or advise patients or clients to reimburse him in any way, concerning his (nursing) duties. Willingly engaging in such behavior will lead to dismissal from the student's duties and a written warning in the student's file. Depending on the severity of the violation, suspension may follow.
15. Students may, under no circumstances, engage in a sexual relationship with a patient or client, during the patient's or client's stay in the concerning institution. Such behavior will lead to dismissal from the student's duties and a written warning in the student's file. In case the sexual behavior is proven to be without the consent of the patient or client, the proper authorities will be notified and the patient or client will be advised to press legal charges. In case of sexual behavior without consent of the patient or client, the student will be expulsed from CUN.
16. Students will not exceed the legal and agreed upon functional boundaries and limitations, as defined and formalized in the clinical or internship agreement.
17. The student will report any kind of abuse, maltreatment, medical malpractice, unauthorized treatment or any other complaint or illicit behavior, by institution staff and/or physicians, to his CUN Student Mentor, who will then take appropriate action. Depending on the severity of the illicit behavior the student may be transferred to another institution.

13 – Research

Research is a very important part of nursing education and nursing practice. Research sharpens critical thinking, deepens and broadens knowledge and research outcomes can enhance the quality of healthcare. For CUN's BSN programs, multi-cultural, multi-ethnic and holistic principles are key, besides internationally standardized parts of the curriculum and Evidence Based Practice. CUN's nursing programs don't just focus on Western (medical and pharmacological) therapies or other typically Western ways of cure and care.

13.1 – Research Objectives

Research, at CUN, mainly focuses on the following.

1. The role of traditional aspects of cure and care, in different non-Western cultures, countries and communities and how these aspects relate to (modern) Western cure and care, where healthcare outcomes are concerned.
2. The role of traditional, natural and alternative medicines and therapies in Western cultures and how they relate to holism and modern pharmaceutical therapies.
3. The level of healthcare in different countries, related to standards of living, government (financial) support, number and level of healthcare workers and other relevant factors and how they effect healthcare outcomes.

Research at CUN starts already in an early stage of the program. Research, at that point, will be mainly literature research and research that is part of the curriculum itself (scenario research), since the student is, at that point, not yet adequately equipped to conduct or take part in any other kind of scientific research.

During the first semester of the third year (semester 5) a course is offered, dedicated to nursing research and statistics, to take the student to the next level, where research is concerned (BN1RES51 – Nursing Research).

Attention can be paid to a plethora of characteristics that (can) influence the quality of healthcare. Some key characteristics are the following.

1. The disparities between developed and developing countries, between certain regions and between certain communities.
2. Existing healthcare characteristics.
3. Social structures.
4. Cultural and religious characteristics.
5. Criminality and the justice system.
6. History
7. Healthcare politics and goals.
8. Social and political stability.
9. Agricultural and industrial developments.
10. Pollution, waste-management, hygiene.
11. Climate and weather.
12. Geographical characteristics.
13. Demographics
14. Economics

To be able to investigate and monitor all these healthcare characteristics and developments, in different countries, regions and communities, it is necessary to stay closely connected to international, as well national and local (healthcare) networks and experts.

13.2 – Research Guidelines

Research papers must be written in APA-style (https://apastyle.apa.org/about-apa-style), being an international standard for scientific papers. You are also allowed to use the PERRLA MS Word add-in or PERRLA Online. During the second semester of the first year you follow a dedicated academic writing course (BN1WRITE21 – Academic Writing).

You may be asked to orally and digitally present your research, using a presentation application, like MS PowerPoint's Research Presentation Template.

Research is conducted and documented in at least the following stages and subjects.

1. Name(s) of the researcher(s) and title of the research project.
2. Formulation of the type of research (quantitative, qualitative or mixed, literature, clinical, other).
3. Formulation of adequate research question(s).
4. Formulation of the importance of the research question(s), for nursing and/or healthcare.
5. Description of the relevant existing theoretical and/or practical framework(s).
6. Formulation of an hypothesis, if possible and feasible.
7. Definition and description of the following.
   - 7.1 Research method(s), materials used, procedures followed.
   - 7.2 Research 'objects' and/or 'subjects' (sample population).
   - 7.3 Research data-collection method(s).
   - 7.4 Planning.
8. Pilot Study, if necessary and if so, evaluation and description of the outcomes.
9. The actual Research.
   - 9.1 Collection of data.
   - 9.2 Categorization and coding of the collected data, in a meaningful way.
   - 9.3 Analysis of quantitative data, using statistical method(s).
   - 9.4 Analysis of qualitative data, using descriptive method(s).
   - 9.5 Meaningful conclusions (interpretation of findings) and the answer(s) to the research question(s).
10. Preparation and writing of the research paper.
11. Publication of the research paper.
12. Preparation of an oral and/or digital presentation.
13. Presenting the research and its outcomes.

14 – Examination Regulations

Examinations fulfill a number of functions, important for both society and the individual student/graduate.

1. Exams provide important information about knowledge, insights, attitudes and skills that the student/graduate has acquired ('competencies').
2. Exams grant the student/graduate certain rights.
3. Examination-results are an honest and objective reflection of the student's/graduate's performance and level.
4. Society must be able to trust that examinations take place in accordance with the rules set by local, regional and international legislators and that the diplomas issued, on the basis of examinations, guarantee that the student/graduate has performed at the required level.

In order to guarantee the quality of our exams and the associated processes, we have formulated the following set of regulations and procedures, relating to the exams or parts thereof, as a guideline for all those who have a role in preparing, administering, taking and evaluating exams.

CUN's Examination Regulations are reviewed once a year, before the start of every academic year, by the Program Development Committee, in close consultation with CUN's faculty. In this capacity the Program Development Committee acts as the Examination Board.

A designated member of the Educational Development Department is responsible for formally assessing, approving and releasing exams and assessment-criteria, submitted by faculty-members.

Examination Regulations are an integral part of the Student Handbook, Faculty Handbook and CUN's Program Handbook/Syllabus. In case of alterations in the Examination Regulations, for a specific academic year, a new version of the mentioned handbooks will be made available, before the start of the concerning academic year.

14.1 – General Conditions

1. Paper exams are kept in a locked and fireproof cabinet, until the moment they are distributed to the concerning students. Online exams and exams intended for electronic distribution are kept behind an electronic firewall, in a password protected folder. Exams for online and off-premises distribution are kept in a protected environment, on a proctoring platform, used by CUN.
2. Exams can only be taken by formally admitted CUN students, formally enrolled in the courses, for which the exams are intended.
3. An exam can only be taken if the student has completed the concerning course or course-unit in its entirety, whether or not at CUN. This condition also applies to any specific entrance exams.
4. Eligible students can register for the exams they need to partake in, using SISC or an Exam Registration Form (ERF).
5. In case completion and passing of a certain course, in its entirety, is a prerequisite for starting a next course and one or more (partial) exams are not yet completed and/or passed, the student is not allowed to take part in any exam that is part of that particular next course.
6. The student is expected to arrive in the designated exam-room and to take his seat 15 minutes before the actual start time of the exam. In case the student arrives after the stated start time of the exam, he will be denied access.
7. The student must be able to identify himself, prior to the start of the exam, with his valid CUN student ID Card.
8. During the exam, the student may only use the tools and materials that are either provided by or on behalf of CUN or are formally allowed to be used, during the concerning exam. Exam-paper, if applicable, will be provided by CUN. Scrap paper, if applicable, can be handed out by the invigilators. Any other tools, materials and/or (scrap) paper are not allowed and must be kept out of sight and out of reach of the student.

9. The student is to leave his coat, bag, mobile phone, watch and any other (electronic) communication device in a designated place, locker or in another way out of his sight and reach and the student has to switch off his mobile phone and any other (electronic) communication device.
10. From the moment the exam has started, the student is not allowed to communicate with others in any way or exchange paper or resources, if applicable, with the exception of exams that are considered a group-assignment.
11. In case the student has any questions, except during (online) off-premises exams, he can ask the invigilator to come by, by raising his hand.
12. Visiting the restroom is not permitted during an exam that lasts two clock-hours or less. During an exam that lasts longer than two clock-hours, one visit to the restroom is permitted 15 minutes after the start of the exam and no later than 30 minutes before the end of the exam. The student must be accompanied by an invigilator. The student must leave his work in such a way that it is not possible for other students to view this work.
13. Students taking a proctored online off-premises exam are not allowed to leave their place behind the device they are using, regardless of the duration of the exam.
14. Paper exams must be written in blue or black pen. The first page of the submitted work must indicate the name of the student and his CUN student number, the exam-date, the exam start-time and how many pages the work contains. Each page must have a consecutive page number and contain the student's name and CUN student number.
15. During the first 15 minutes and the last 15 minutes of the exam-time, the student is not allowed to leave the room.
16. Once (partly) completed exams have been submitted, they can not be returned to the student until after they have been assessed and graded.
17. Online (off-premises) exams are taken on devices provided by or on behalf of CUN or on a student's own device, allowed by CUN, connected to a secure digital network, that provides access to the proctoring platform used by CUN. Devices need to comply with the conditions CUN sets for desktop-computers, laptops and tablets, used by students, including a minimum of 8 GB of RAM, a minimum processor-speed of 2 GHz, a working webcam, a working microphone and certain necessary software, in particular an Internet-browser like Chrome or Firefox. Any other kind of software or applications that are not necessary for completing the exam, may not be open or used, during the exam.
18. All instructions for taking the online (off-premises) exam are made known to the student electronically, via the proctoring platform. Reading the instructions and asking and answering questions about the instructions, in case of real-time presence of an (online) invigilator, is not deducted from the exam time.
19. The use of earplugs, headphones and other types of earphones is not permitted, during any kind of (proctored) exam.
20. Making any kind of deliberate background noises (singing, humming, tapping), during exams, is not permitted.
21. Switching off a device's monitor/screen, webcam and/or microphone, at any moment, for any reason and for any duration, during an online proctored exam, is not permitted.
22. Using an additional monitor/screen, webcam and/or microphone, during an online proctored exam, is not permitted.

14.2 – Types of Exams

'Examination' and 'exam' are used as umbrella-terms for the following types of formal testing. Not all mentioned types of formal testing will be applicable to all courses, course-units or course-components.

1. (Final) exam, first take.
2. (Final) exam, retake or 'catch-up' exam.

3. Certain graded assignments, including ‘research-papers’ (written, oral and/or presentations).
4. (Final) theoretical lab-exams (all courses and course-units with laboratory course-components).
5. (Final) practical lab-exams (all courses and course-units with laboratory course-components).
6. (Final) clinical exams (theoretical and practical).
7. Dissertation or final research assignment.

14.3 – Validity of (Partial) Exams

1. Students can only completely pass a course if all assessment-components are passed (attendance and participation, exercises, assignments, lab-work (if applicable), practicals (if applicable, including internships) and exams).
2. Completed and passed (partial) exams, that are part of a certain course, will stay valid until all concerning exams, for that particular course, are completed and passed, with a maximum duration of one full academic year, following the academic year during which the (partial) exams are completed and passed.
3. The time-limit mentioned in point 2. above may be reduced in case the content, study-load and/or level of the concerning course is significantly increased, after the (partial) exams were completed.
4. Completely passed courses stay valid, without any time-restriction.
5. In case completion and passing of a certain course is a prerequisite for starting a next course and one or more (partial) exams are not yet completed and/or passed, the concerning faculty-member(s) may decide to let the student start the next course anyway, providing the remaining exams, of the prerequisite course, are completed and passed on or before a date, to be determined by the concerning faculty-member(s).

14.4 – Planning of Exams

14.4.1 – Regular Planning

1. Exam-dates, exam-times and assignment deadlines are published in the student’s daily course schedules.
2. Exams and assignment deadlines are not scheduled during formal school-breaks, unless otherwise agreed between faculty and the concerning student(s).
3. In case exam-dates and/or -times are, for whatever reason, changed, these changes will be published at least two weeks before the dates and times the concerning examination is initially planned.
4. Changed exam-dates and/or -times cannot occur before the initial exam-date and/or -time.
5. The order in which and the way in which (partial) exams are to be completed and passed are published in the Program Handbook/Syllabus.
6. In case a student, for whatever reason, finds himself with more than one exam at the same time or within the same time-frame, the concerning faculty-members will decide a change of schedule, between them, for the concerning exams, in close consultation with the student and his Mentor.

14.4.2 – Retake and Catch-up Exams

1. Students are only eligible for an exam-retake, in case the ‘first take’ grade was below the passing-grade for that particular exam, generally a score-percentile of 70.
2. Students are only eligible for taking a catch-up exam in case an initially planned exam was missed, because of circumstances of compelling interest. These circumstances include the following.

   2.1 Certain personal issues (to be evaluated by the Student Counselor).

2.2 Illness and/or temporary loss of bodily functions and illness/complications during pregnancy. Pregnant students enjoy a 'grace-period', starting two weeks before the expected date of delivery until six weeks after the actual date of delivery, not withstanding additional 'time-off' needed, in case of complications.

2.3 Family-related emergencies.

2.4 Situations of force-majeure.

2.5 Participation in agreed upon sports-, cultural, religious or social events (of a certain importance)*.

2.6 Participation in agreed upon study-related or professional activities (e.g. field-trips, conferences, exhibitions, workshops, volunteering work)*.

** Exemptions will only be granted if it is not possible in any way to schedule the concerning activity at a moment not interfering with the regular exam-schedule.*

3. In case a 'first take' grade is between the score-percentiles 60 and 69, the student may be eligible for completing an additional assignment, without having to retake the whole exam, to the discretion of the faculty-member responsible for the concerning exam. In such a case the student also has the right to retake the complete exam.
4. Retake and catch-up exams are generally planned during the exam-period following the exam-period during which the concerning exam was failed or missed. However, students who need a retake or catch-up exam, should consult their Student Mentor to make sure their study-load stays balanced.
5. Students can request a retake or catch-up exam, using SISC or a Retake Exam Form (REF). REF's must be submitted at least three weeks before the retake or catch-up exam is supposed to be completed.
6. Students failing a retake exam must retake the concerning course or course-unit.
7. Students missing a retake or catch-up exam, with a valid reason (see point 2. above), get to choose a rescheduled date and time only once.

14.5 – Assessment of Completed Exams and Assignments

1. Completed exams are generally assessed based on assessment-rubrics, that are published in the Program Handbook/Syllabus. In case there is no assessment-rubric available, the concerning faculty-members develop, document and publish the assessment-criteria and assessment-method, prior to the exam-date.
2. Assessment and grading is the responsibility of (one of) the faculty-member(s) responsible for the course, course-unit or course-component of which an exam is a part.
3. Every exam is related to the learning outcomes, for a particular course or course-unit. Assessment and grading must be a reflection of the concerning faculty-member's assessment of the degree to which these learning outcomes are reached, by the student.
4. Exams are assessed and graded within two weeks, after being completed.
5. Submitted assignments are assessed and graded by faculty, within four weeks, after being submitted. Oral or written clarification of (parts of) a submitted assignment may be requested by faculty, before the actual grading.
6. If an exam concerns a group-assignment, the assessment and grade apply to all members of that group.
7. If an exam concerns a group-effort, with participating students completing and submitting their own 'segment', assessment and grading will start the moment all participating students have submitted their 'segment', in case deadlines are not the same for all participating students. Each 'segment' will be assessed and graded separately.
8. A second assessment and grading, by another faculty-member, than the faculty-member who did the initial assessment, may be requested by the student or group of students that took the exam. Both

detailed assessments will be filed and the highest of both awarded grades will be the final grade, for that exam.

9. For each gradable part of the course or course-unit, the 'weight' of that part, as a percentage of the total weight of all graded course-components, is published, in the Program Handbook/Syllabus.
10. Completed exams are generally graded by way of a score-percentile. For transparency and student-mobility purposes, CUN uses a Grading Conversion Table.
11. In order to pass any gradable part of a course or course-unit, students generally have to score at least 70% out of 100%.
12. In case the score for a gradable part of a course or course-unit is between 60% and 69%, the student may be eligible for completing an additional exam on a particular (failed) subject matter, instead of re-taking the complete exam or course(-unit), to the discretion of the concerning faculty-member(s). Such additional exams have to be completed within seven consecutive days.
13. To be eligible for graduation, the student not only needs to complete and pass all courses and study-related mandatory activities, he also needs to score an overall Grade Point Average (GPA) of at least 2.8.
14. Assessment of 'Attendance and participation' is generally expressed in 'Pass' or 'Fail', based on the percentage of the allotted hours the student has actually attended his classes and supervised course-related sessions. An attendance of 80% of the total allotted time is generally necessary to pass the 'Attendance and participation' part of the course. An attendance of less than 70% will usually result in a 'Fail' for the whole course or course-unit.
15. Where appropriate, assessments may be expressed in terms of 'complete' or 'incomplete' (to be completed on a later date, to the discretion of the concerning faculty-member(s)).
16. Not withstanding transferred credits, credits will only be granted after full completion of and passing a course, at CUN.
17. Assessment and grading of exams completed and submitted by LD-students are to be assessed according to determined, documented and published assessment-criteria, that are in line with the concerning student's disabilities. These modifications need to be approved by a designated member of the Educational Development Department, prior to the exam-dates.
18. Copies of assessed and graded exams are made available (electronically) to the students, e.g. to be added to their (e-)portfolio. Originals of assessed and graded exams are kept on file, without predetermined time-limit.
19. During exams taken orally, including presentations and during oral clarifications for submitted assignments and dissertations, two assessors must be present and these exams and clarifications must be at least audio-recorded, but preferably audio- and video-recorded.
20. In case, for whatever reason, an exam is initially assessed and graded by a party other than the faculty-member responsible for the concerning course or course-unit, the identity of the student is not to be revealed, beforehand.
21. Assessments and grades are to stay confidential at all times, not withstanding circumstances that require assessments and grades to become public, e.g. the moment they become part of a student's public (e-)portfolio or transcript or when they need to be shared between faculty-members.
22. Results of (non-graded) practice-tests, exercises, PBL-sessions and Role-playing sessions, whether or not being part of an adaptive and personalized learning-strategy, are not considered in final and formal assessment and grading.

14.6 – Integrity

1. All students, faculty and staff are expected to comply with the highest degree of honesty and integrity and by doing so maintain the high academic reputation of CUN and the nursing profession. This policy includes, but is not limited to, measures against lying and deceit, cheating, plagiarism (using anti-plagiarism software), blackmail and fraud.

2. In the event of identified irregularities, the accused party will be confronted and heard. Measures to be taken in case of a breach of CUN's Integrity Policy (https://cunursing.com/wp-content/uploads/2023/04/Integrity-Policy.pdf) are to the discretion of the Department Heads or the Director and may include suspension or expulsion of students and dismissal of faculty or staff. Serious criminal offenses will be reported to the authorities. The accused party has the right to file a complaint with the Complaints Board, about any decision taken by school-officials. Exams that are completed, based on any kind of breach of CUN's Integrity Policy, are deemed as 'failed' and the student will not be eligible for retaking these exams, during the concerning academic semester or academic year.
3. If an invigilator or faculty-member detects irregularities during an online (off-premises) proctored exam, the recordings will be assessed by a school-official, within five working days, after the exam was completed. If suspected irregularities are confirmed, the procedure described in point 2. above will be followed. During the five working days that the online recordings are reviewed, the concerning exam will not be assessed or graded.
4. CUN uses the Turnitin platform to prevent and combat plagiarism. All submitted exam-documents are checked on this platform. The results of each anti-plagiarism check is made known to the student and the concerning faculty-member(s).
5. CUN's Integrity Policy is confirmed by the student, in his Education Agreement, which is signed by the student and the Head of the Student Affairs Department, as soon as the student is admitted.
6. Fraud includes, but is not necessarily limited to, the following.
   - 6.1 Having access to sources that are not permitted during the exam.
   - 6.2 The deliberate misrepresentation of research data in a research report.
   - 6.3 Knowingly giving others the opportunity to commit fraud.
   - 6.4 Taking an exam under someone else's name or having someone else take an exam in ones own name.
7. Cheating includes, but is not necessarily limited to, the following.
   - 7.1 Trying to gain access or actually gaining access to exam-questions/-assignments, before the start of the exam or before the assignment is made available.
   - 7.2 Copying answers from fellow students who are also taking the exam or who have already taken the exam.
   - 7.3 Duplicating exam-questions, in any way, before, during and/or after an exam.
8. Plagiarism includes, but is not necessarily limited to, the following.
   - 8.1 Copying from the work of others and then presenting the copied material as ones authentic, own work.
   - 8.2 Presenting thoughts, ideas, concepts or structures, from third party sources, as ones own.
   - 8.3 Using texts, images, video, audio or any other materials, from others, without (proper) source-reference.
   - 8.4 Submitting as ones own, assignments or dissertations (partly) written by someone else, whether or not for a fee.
   - 8.5 Submitting assignments or dissertations (partly) generated using any kind of Artificial Intelligence.
   - 8.6 Omitting quotation marks when citing sources (literally) or not applying the APA guidelines for citing sources to the extent that citations are not directly recognizable as such.
   - 8.7 Consciously giving others the opportunity to commit plagiarism.

14.7 – Complaints

1. Students who object to the way in which a certain exam is to be completed or who object to the course of events during an exam or who object to the assessment of their exam-results, can submit a written complaint with the Complaints Board.
2. Students may consult with the Student Council, at any time, about the way in which a certain exam is to be completed or the course of events during an exam.
3. Before submitting a formal complaint with the Complaints Board, students are encouraged to request a meeting with their Student Mentor and/or the faculty-member(s), responsible for the concerning course or course-unit, to discuss their grievances.

15 – Syllabus

15.1 – Study Skills – BN1STUD11

Approved d.d. November 18, 2023, M. Mattijssen – President:

General Course Details

Course Code	BN1STUD11
Program	BSN
Semester	1
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 02 – September 06, 2024
End-date (start final course-exams)	February 14, 2025
Course-units	1. Concept Mapping in Nursing (BNSTUD11-A). 2. Basic Math for Nursing (BNSTUD11-B). 3. Study Skills for Nursing (BNSTUD11-C).
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section. - Hyperlink to the Mindomo platform in SISC, 'My courses' section,
Minimum grade to pass for each component	70% / B-minus / 7

Course Description

This course is divided into three units. The first unit, Concept Mapping, shows students what a concept map is and how to create a concept map that applies nursing theory to nursing practice. Concept maps are extremely useful when preparing and outlining care plans. During the course of the unit, we will demonstrate how you can think through every aspect of care, by using compare and contrast tactics, critical thinking skills and your experiences as a nursing student. The notion and use of Concept Mapping is not limited to this course and unit, but will be used throughout the program. Nursing Concept Maps help students and nurses to identify patient problems and health concerns, organize assessment data, determine the appropriate nursing diagnoses and interventions and assess outcomes.

The unit Basic Math for Nursing offers building blocks designed to teach you how to correlate basic math concepts with everyday activities and eventually master the more complex calculations and formulas used by nurses. Lots of case-studies are explained to deepen your understanding of mathematical challenges you will encounter as a nurse.

The third unit, Study Skills for Nursing, will teach you

1. How to manage your time.
2. How to develop your reading and note-taking skills.
3. How to search (research) literature and apply critical thinking to your reading.
4. How to write essays and reference your sources.
5. How to use feedback and reflective practice to improve your academic performance.
6. How to deliver effective presentations.

15.1.1 – Unit Concept Mapping in Nursing – BNSTUD11-A

Mandatory Literature

Schmehl, P., 2014, *Introduction to Concept Mapping in Nursing – 1st edition*, Jones & Bartlett Learning.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the unit Concept Mapping in Nursing, the student should be able to

1. Understand and explain the theory behind and the perception of Concept Mapping.
2. Understand and explain the relation between Critical Thinking and Concept Mapping.
3. Understand and apply healthcare related Concept Mapping structures.
4. Prepare and complete a healthcare related Concept Map.

Weekly schedule of topics and planned activities.

Week	Session	Activity	Topic	Learning Outcomes
1	1 2	- Theory - Exercises	- Relationship analysis. - Concept Maps and critical thinking.	1, 2
2	1 2	- Theory - Exercises	- From theory to practice. - Concept Mapping and learning styles.	1, 2
3	1 2	- Theory - Exercises	- Basic formats and relationship notations.	3
4	1 2	- Theory - Exercises	- Descriptive phrases. - Concept Map keys.	3
5	1 2	- Theory - Exercises	- Nursing action rationales. - Patient problems.	3, 4
6	1 2	- Theory - Exercises	- Diagnostic data. - Medical records.	3, 4
7	1 2	- Theory - Exercises	- Purpose based Concept Maps. - Process based Concept Maps.	3, 4

Weekly schedule continued on next page.

8	1 2	- Theory - Discussion - Exercises	- Hand-drawn Concept Maps. - Computer generated Concept Maps.	4

Teaching, Learning and Testing Strategies

1. Lecture, discussions and exercises, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also example templates will be shown and discussed.
2. During self-study hours, by the instructor assigned individual (online) exercises/Concept Maps must be completed, to be reviewed by the instructor and discussed with the student. These exercises must be completed and discussed, but are not graded as such. To be completed on or before a date and time determined by the instructor.
3. Written assignment (preparing and completing a nursing Concept Map), about a specific nursing scenario/topic/concept, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   3.1 The Concept Map must contain at least six direct relationships to the main topic and at least one relationship to each of the direct relationships.
   3.2 Evaluation and grading criteria, based on CUN's general Rubric for Concept Maps, will be made available and explained by the concerning instructor.
4. Final exam, covering all Learning Outcomes.
   4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring-platform. Final exams completed any other way will be discarded.
   4.2 The final exam must be completed within 02 full clock-hours.
   4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given nursing scenarios or concepts.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown on next page.

Course-load Breakdown for Unit Concept Mapping in Nursing

Theory	Hours	Status
Lecture, discussions and exercises.	16	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	16	Projected
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 59
US Credits: 01
ECTS credits: 02

15.1.2 – Unit Basic Math for Nursing – BNSTUD11-B

Mandatory Literature

Egler L.M., Propes D., Brown A.J., 2014, *Basic Math for Nursing and Allied Health – 1st edition*, McGraw-Hill Education

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the unit Basic Math for Nursing, the student should be able to

1. Understand and use numbers and numbering systems.
2. Understand and solve basic mathematical story-problems.
3. Understand and apply basic mathematical operations.
4. Understand and calculate complex mathematical operations.
5. Understand and calculate with different systems of measurement.

Weekly schedule of topics and planned activities

Week	Session	Activity	Topic	Learning Outcomes
1	1 2	- Theory - Exercises	- Numbers - Numbering-systems (Arabic, Roman). - Story-problems	1, 2
2	1 2	- Theory - Exercises	- Number-values - Solving equations.	1, 2
3	1 2	- Theory - Exercises	- Additions - Subtractions	3
4	1 2	- Theory - Exercises	- Multiplications - Divisions	3

Weekly Schedule continued on next page.

5	1 2	- Theory - Exercises	- Calculating fractions.	4
6	1 2	- Theory - Exercises	- Converting decimals to fractions. - Converting fractions to decimals. - Rounding	4
7	1 2	- Theory - Exercises	- Converting decimals to percents. - Ratios - Proportions - Cross-multiplication	4
8	1 2	- Theory - Exercises	- Imperial and metric system. - Weight, height, (liquid) volume and temperature - Converting metric to imperial and imperial to metric.	5

Teaching, Learning and Testing Strategies

1. Lecture and exercises, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online.
2. During self-study hours, by the instructor assigned individual (online) exercises and exercises included in the mandatory textbook must be completed. These exercises must be completed and discussed, but are not graded as such. To be completed on or before a date and time determined by the instructor.
3. Written assignment, solving a number of mathematical problems, related to nursing tasks, to be determined by the instructor. To be completed within four weeks after being assigned.

   Calculation methods used must be added to the concerning answers/solutions. Lack of evidence of used calculation methods can lead to a reduction of the final grade.
4. Final exam, covering all Learning Outcomes.

   4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring-platform. Final exams completed any other way will be discarded.
   4.2 The final exam must be completed within 02 full clock-hours.
   4.3 The final exam can consist of a combination of given mathematical solutions, being correct or incorrect, mathematical problems to be solved, open questions and multiple-choice questions.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-level Breakdown on next page.

Course-load Breakdown for Unit Basic Math for Nursing

Theory	Hours	Status
Lecture and exercises.	16	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	16	Projected
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 59
US Credits: 01
ECTS credits: 02

15.1.3 – Unit Study Skills for Nursing – BNSTUD11-C

Mandatory Literature

Ghisoni, M., Murphy, P., 2020, *Study Skills For Nursing, Health and Social Care – 1st edition*, Lantern Publishing

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the unit Study Skills for Nursing, the student should be able to

1. Develop resilience, using different strategies.
2. Manage study-load and study-time, efficiently and effectively.
3. Understand and apply reading-strategies and effective note-taking.
4. Apply effective literature searches.
5. Write healthcare related essays, based on given templates/structures and correctly reference used resources.
6. Prepare and deliver effective and appealing healthcare related presentations.
7. Effectively work in teams.

Weekly Schedule on next page.

Weekly schedule of topics and planned activities

Week	Session	Activity	Topic	Learning Outcomes
1	1 2	- Theory - Discussions - Exercises	- Using the five 'R's' to develop resilience (rest, replenish, reflect, relax, respire). - Resilience for life long learning (holistic approach).	1
2	1 2	- Theory - Discussions - Exercises	- Effective time management. - Internal time-wasting. - External time-wasters.	2
3	1 2	- Theory - Discussions - Exercises	- Finding the right information. - Using internet search engines. - Finding evidence.	3, 4
4	1 2	- Theory - Discussions - Exercises	- Using (online) libraries, research sites and reference lists. - Making concise notes. - Planning and writing a literature review.	3, 4
5	1 2	- Theory - Discussions - Exercises	- Types of literature. - Grey literature. - A systematic approach to literature reviewing.	4
6	1 2	- Theory - Discussions - Exercises	- The six-stage process of developing critical thinking. - Feedback	3, 4, 5
7	1 2	- Theory - Discussions - Exercises	- Referencing journals and books. - Organizing and composing texts for essays and reports.	5
8	1 2	- Theory - Discussions - Exercises	- The PICO model. - The SPICE model. - Spelling and structure.	5
9	1 2	- Theory - Discussions - Exercises	- Summaries, quotes and citations. - Reflective writing. - Academic integrity and plagiarism.	5, 6
10	1 2	- Theory - Discussions - Exercises	- Preparing a presentation. - Planning a presentation. - Holding a presentation.	6
11	1 2	- Theory - Discussions - Exercises	- Working in teams. - Roles in teams. - Dealing with conflicts within teams.	7

Teaching, Learning and Testing Strategies

1. Lecture, discussions and exercises, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online.
2. During self-study hours, by the instructor assigned individual (online) exercises and exercises included in the mandatory textbook must be completed. These exercises must be completed and discussed, but are not graded as such. To be completed on or before a date and time determined by the instructor.
3. Individual literature review, related to a nursing topic, chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   3.1 A template/model may be made available and must then be used.
   3.2 Evaluation and grading criteria, based on CUN's general Rubric for Literature Reviews, will be made available and explained by the concerning instructor.

3.3 At least two relevant (nursing) research texts must be used as resources, to be found on (nursing) research websites and/or in scientific (nursing) journals.
3.4 The paper must be at least one, but at most two full pages, A4 format.
3.5 Top, bottom, left and right margin: 20 mm.
3.6 Font-size 14 for the title.
3.7 Font-size 12 for the sub-title, if applicable.
3.8 Font-size 10 for regular text, single line-spacing.
3.9 Spacing between paragraphs 01.50 mm.

4. Oral presentation, prepared, planned and held by a group of at least two, but at most four students, related to a nursing topic, chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned and to be held on a date and time determined by the instructor.
   4.1 A template/model may be made available and must then be used.
   4.2 All participating students must be assigned a certain documented task or certain documented tasks and will be held accountable for their efforts, by both their group-members and the concerning instructor.
   4.3 Evaluation and grading criteria, based on CUN's general Rubric for Oral Presentations will be made available and explained by the concerning instructor. All group-members are granted the same grade.
   4.4 All documentation as part of the preparation, planning and execution of the presentation must be submitted to the concerning instructor, before or immediately after the presentation is held.
   4.5 The actual presentation must have a duration of at least 15 minutes, but at most 25 minutes.
   4.6 Presentations are recorded and held before a peer-group (fellow-students and a instructor). Off-premises students can take part in or follow the presentations online.
5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring-platform. Final exams completed any other way will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Literature review.	17% of total grade.	Minimum score-percentile earned: 70.
Oral presentation.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown on next page.

Course-load Breakdown for Unit Study Skills for Nursing

Theory	Hours	Status
Lecture and exercises.	22	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	22	Projected
Assignment and Exam	**Hours**	**Status**
Literature review.	08	Projected
Oral presentation.	08	Projected
Final exam.	02	Allotted

Total hours: 62
US Credits: 01
ECTS credits: 02

15.2 – Communication Skills – BN1COM11

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1COM11
Program	BSN
Semester	1
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 02 – September 06, 2024
End-date (start final course-exams)	February 14, 2025
Course-units	1. Communication in Nursing – BN1COM11-A. 2. English for Nursing – BN1COM11-B.
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section. - Online role-playing sessions in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

This course is divided into two units. The unit, Communication in Nursing, introduces students to the ideas, theories and techniques of effective, responsible, assertive and caring communication between nurses and their patients and between nurses and other members of the healthcare-teams they are part of. The unit has an emphasis on mindfulness, resilience and inter-professional communication.

The unit English for Nursing aims to improve the student's professional communication skills in the English language, specific for nursing. With an emphasis on listening and speaking, the unit covers the core areas of nursing, with tasks and activities based on everyday nursing scenarios.

15.2.1 – Unit Communication in Nursing – BN1COM11-A

Mandatory Literature

Balzer Riley, J., 2024, *Communication in Nursing – 10th edition*, Elsevier Health Sciences.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the unit Communication in Nursing, the student should be able to

1. Describe and demonstrate effective healthcare related, verbal and non-verbal communication theories, techniques and group-processes, including conflict-handling techniques and communicating with patients in End of Life situations.
2. Describe the importance of and demonstrate cultural awareness, in communicating with patients.
3. Describe the importance of and demonstrate awareness of the influence of human emotions, in healthcare and demonstrate effective positive emotional skills.
4. Describe the importance of and demonstrate awareness of the patient's spirituality and demonstrate effective relevant support techniques.
5. Describe and demonstrate the concept of self-awareness and resilience, in communicating with patients and with other healthcare professionals.
6. Describe and demonstrate effective digital communication skills.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussions	- Responsible, assertive, caring communication. - The Client–Nurse relationship. - Digital communication.	1, 3, 6
	2	- Theory - Discussions		
	3	- Role-playing		
2	1	- Theory - Discussions	- Understanding each other: communication and culture. - Solving problems together. - Showing respect.	1, 2
	2	- Theory - Discussions		
	3	- Role-playing		
3	1	- Theory - Discussions	- Understanding yourself. - Evaluation anxiety. - Feedback	1, 5
	2	- Theory - Discussions		
	3	- Role-playing		
4	1	- Theory - Discussions	- Imagery - Demonstrating warmth. - Being empathetic.	1, 3
	2	- Theory - Discussions		
	3	- Role-playing		
5	1	- Theory - Discussions	- Being genuine. - Being specific. - Asking questions.	1
	2	- Theory - Discussions		
	3	- Role-playing		
6	1	- Theory - Discussions	- Using humor. - Positivity	1, 3
	2	- Theory - Discussions		
	3	- Role-playing		

7	1	- Theory - Discussions	- Expressing opinions. - Honoring professional boundaries.	1, 2, 3, 4, 5
	2	- Theory - Discussions		
	3	- Role-playing		
8	1	- Theory - Discussions	- Spiritual journey. - Support	4
	2	- Theory - Discussions		
	3	- Role-playing		
9	1	- Theory - Discussions	- Confrontation skills. - Refusing unreasonable requests. - Team conflicts.	1, 5
	2	- Theory - Discussions		
	3	- Role-playing		
10	1	- Theory - Discussions	- Relaxation techniques.	5
	2	- Theory - Discussions		
	3	- Role-playing		
11	1	- Theory - Discussions	- End of Life support and communication.	1, 2, 3, 4
	2	- Theory - Discussions		
	3	- Role-playing		

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos will be shown and discussed.
2. Weekly role-playing sessions, focusing on the weekly discussed topics, either student-instructor or student-student, on-premises and off-premises online. Each role-playing session has a duration of 15 minutes. Each student must complete two role-playing sessions, in the role of nurse, covering two nursing scenarios, about the discussed topics, during a particular week. Role-playing sessions are recorded and discussed between students and their instructor afterwards. Off-premises role-playing sessions must be conducted on CUN's proctoring platform. Role-playing sessions completed any other way, off-premises, will be discarded. Role-plays are mandatory, but are not separately graded as such.
3. Written assignment (literature study), about a specific communication in nursing topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 3.1 A template will be made available and must be used.
   - 3.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   - 3.3 At least four relevant (nursing) research texts must be used as resources, to be found on (nursing) research websites and in scientific (nursing) journals.
   - 3.4 The paper must be at least three, but at most four full pages, A4 format.
   - 3.5 Top, bottom, left and right margin: 20 mm.
   - 3.6 Font-size 14 for the title.
   - 3.7 Font-size 12 for the sub-title, if applicable.

3.8 Font-size 10 for regular text, single line-spacing.
3.9 Spacing between paragraphs 01.50 mm.

4. Final exam, covering all Learning Outcomes.
   4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring-platform. Final exams completed any other way will be discarded.
   4.2 The final exam must be completed within 02 full clock-hours.
   4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given nursing communication scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation (including role-playing sessions).	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Unit Communication in Nursing

Theory	Hours	Status
Lecture and discussions.	22	Allotted
Self-study	**Hours**	**Status**
Theory	22	Recommended
Practice	**Hours**	**Status**
Role-playing	16	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 87
US Credits: 1.5
ECTS credits: 03

15.2.2 – Unit English for Nursing – BN1COM11-B

Mandatory Literature

Allum, V., McGarr, P., 2008, *Cambridge English for Nursing – Intermediate Plus*, Cambridge University Press

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the unit English for Nursing, the student should be able to

1. Apply the concepts and principles of the English language, used in professional healthcare settings, such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence.
2. Demonstrate attentive listening skills, when spoken to in English, in different healthcare scenarios.
3. Demonstrate effective and linguistically correct writing skills, in English.
4. Demonstrate effective, appropriate and linguistically correct conversational skills, face to face or by other means, in different healthcare scenarios.
5. Read, interpret and comprehend healthcare related content in texts, flow charts, frameworks, figures, tables, reports and anecdotes.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Exercises	- Grammar and syntax of the English language.	1
	2	- Theory - Exercises		
	3	- Role-playing		
2	1	- Theory - Exercises	- Grammar and syntax of the English language.	1
	2	- Theory - Exercises		
	3	- Role-playing		
3	1	- Theory - Exercises	- Communication in English, during patient admission scenarios.	2, 3
	2	- Theory - Exercises		
	3	- Role-playing		
4	1	- Theory - Exercises	- Communication in English, during patient assessment scenarios.	2, 3, 5
	2	- Theory - Exercises		
	3	- Role-playing		
5	1	- Theory - Exercises	- Communication in English, with patients with respiratory problems.	2, 4
	2	- Theory - Exercises		
	3	- Role-playing		
6	1	- Theory - Exercises	- Communication in English, during wound care scenarios.	2, 4
	2	- Theory - Exercises		
	3	- Role-playing		

7	1	- Theory - Exercises	- Communication in English, with patients with diabetes.	2, 4
	2	- Theory - Exercises		
	3	- Role-playing		
8	1	- Theory - Exercises	- Medical specimens in the English language.	3, 5
	2	- Theory - Exercises		
	3	- Role-playing		
9	1	- Theory - Exercises	- Medication in the English language.	3, 5
	2	- Theory - Exercises		
	3	- Role-playing		
10	1	- Theory - Exercises	- The English language, related to intravenous infusions.	2, 4
	2	- Theory - Exercises		
	3	- Role-playing		
11	1	- Theory - Exercises	- Discharge planning in the English language.	3,5
	2	- Theory - Exercises		
	3	- Role-playing		

Teaching, Learning and Testing Strategies

1. Lecture and exercises, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos will be shown and discussed.
2. Weekly role-playing sessions, focusing on the weekly discussed topics, either student-instructor or student-student, on-premises and off-premises online. Each role-playing session has a duration of 15 minutes. Each student must complete two role-playing sessions, in the role of nurse, covering two nursing scenarios, about the discussed topics, during a particular week. Role-playing sessions are recorded and discussed between students and their instructor afterwards. Off-premises role-playing sessions must be conducted through CUN's proctoring platform. Role-playing sessions completed any other way, off-premises, will be discarded. Role-plays are mandatory, but are not separately graded as such.
3. During self-study hours, by the instructor assigned individual online exercises and exercises offered on the storage media, included with the mandatory textbook must be completed. These exercises are not separately graded as such. To be completed on or before a date and time determined by the instructor.
4. Student-instructor clinical conversation assignments (listening and speaking), about specific verbal nursing scenarios, to be chosen and assigned by the instructor. To be held within four weeks after being assigned, on dates and times determined by the instructor. Students must complete two student-instructor clinical conversations. Off-premises role-playing sessions must be conducted through CUN's proctoring platform. Role-playing sessions completed any other way, off-premises, will be discarded.

   4.1 Scenario-templates will be made available and must be used.

4.2 Evaluation and grading criteria, based on CUN's general Rubric for Clinical Language Skills, will be made available and explained by the concerning instructor.
4.3 Each clinical conversation has an allotted duration of 30 minutes.

5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring-platform. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given nursing communication scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation (including role-playing sessions and online exercises).	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Clinical conversation assignments.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Unit English for Nursing

Theory	Hours	Status
Lecture and exercises.	22	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	22	Projected
Practice	**Hours**	**Status**
Role-playing.	16	Allotted
Assignment and Exam	**Hours**	**Status**
Clinical conversation assignments (including preparation).	25	Projected
Final exam.	02	Allotted

Total hours: 87
US Credits: 1.5
ECTS credits: 03

15.3 – Psychology – BN1PSY11

Approved d.d. November 18, 2023, M. Mattijssen – President:

General Course Details

Course Code	BN1PSY11
Program	BSN
Semester	1
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 02 – September 06, 2024
End-date (start final course-exams)	February 14, 2025
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Psychologists examine the relationships between brain function and behavior and the relationships between the environment and behavior. Using empirical methods, psychologists collect and interpret research data to better understand and solve certain psychological problems. Many psychologists work as health care providers. They assess behavioral and mental function and well-being.

This Psychology course will help you to understand patient responses and behaviors to various diagnoses, interventions and health outcomes. Besides the more general human psychology, this course also focuses on what we call 'social psychology'. Social psychology examines all aspects of personality and social interaction, exploring the influence of interpersonal and group-relationships on human behavior. In their research paper "Social Psychological Foundations of Health and Illness", Suls and Wallston argue that social psychologists have provided strong theoretical and methodological orientations generating evidence relevant to the etiology, prevention, treatment and adaptation to physical illness (Suls, J., Wallston K., 2003, *Social Psychological Foundations of Health and Illness*, Blackwell Publishing Ltd).

<u>Mandatory Literature</u>

O'Kane, D., 2024, *Psychology: An Introduction for Health Professionals – 2nd edition*, Elsevier Health Sciences

Vallacher, R.R., 2020, *Social Psychology, Exploring the Dynamics of Human Experience – 1st edition*, Routledge

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Psychology the student should be able to

1. Understand and explain common theories of personality and human behavior.
2. Understand and explain the relationships between (social) psychology and other social sciences.
3. Understand and explain common (social) psychology research methods and critically review (social) psychological research, related to healthcare.
4. Understand and explain the stages, ages and milestones of psychological human development.
5. Understand and explain (health) behaviors and (health) experiences, from a (social) psychological perspective.
6. Understand and explain the social models/structures of (group-)behavior and health and the social determinants of (group-)behavior and health.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Theories of personality and human behavior. - Nature versus nurture. - Brain, Mind and Body.	1
	2	- Theory - Discussion		
	3	- PBL-session		
2	1	- Theory - Discussion	- Emotions - The Self - Personal dysfunction.	1
	2	- Theory - Discussion		
	3	- PBL-session		
3	1	- Theory - Discussion	- Personal control and self-regulation. - Stress and coping. - Pain.	1
	2	- Theory - Discussion		
	3	- PBL-session		
4	1	- Theory - Discussion	- Health-enhancing behaviors. - (Social) psychology and healthcare research methods. - Analysis and critique of research reports.	2, 3
	2	- Theory - Discussion		
	3	- PBL-session		
5	1	- Theory - Discussion	- Relation between different fields of psychology. - Relation between (social) psychology and other social sciences.	2, 3
	2	- Theory - Discussion		
	3	- PBL-session		
6	1	- Theory - Discussion	- Theories of human psychological development. - Stages, ages, milestones of human psychological development.	4
	2	- Theory - Discussion		
	3	- PBL-session		

7	1	- Theory - Discussion	- Belief-systems and morality. - Conscious and unconscious attitudes. - Cognitive Dissonance.	1,5
	2	- Theory - Discussion		
	3	- PBL-session		
8	1	- Theory - Discussion	- Choice and consequences. - Intergroup conflict. - Group-mind and group dynamics.	1, 5
	2	- Theory - Discussion		
	3	- PBL-session		
9	1	- Theory - Discussion	- Good, evil and aggression. - Free will. - Psychodynamics	1, 5
	2	- Theory - Discussion		
	3	- PBL-session		
10	1	- Theory - Discussion	- Social learning and social networks. - Social control systems. - Dynamical systems.	1, 5, 6
	2	- Theory - Discussion		
	3	- PBL-session		
11	1	- Theory - Discussion	- Social judgment and social justice. - Social motivation.	1, 5, 6
	2	- Theory - Discussion		
	3	- PBL-session		
12	1	- Theory - Discussion	- Interpersonal relationships. - Changing other people's beliefs en behavior.	1, 5, 6
	2	- Theory - Discussion		
	3	- PBL-session		
13	1	- Theory - Discussion	- Evolution - Culture - Stereotypes	1, 5, 6
	2	- Theory - Discussion		
	3	- PBL-session		
14	1	- Theory - Discussion	- Social determinants of health. - Social models of health.	6
	2	- Theory - Discussion		
	3	- PBL-session		

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each

session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.

3. Written assignment (literature study), about a specific (social) psychological topic, preferably healthcare related, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 3.1 A template will be made available and must be used.
   - 3.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   - 3.3 At least four relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   - 3.4 The paper must be at least three, but at most four full pages, A4 format.
   - 3.5 Top, bottom, left and right margin: 20 mm.
   - 3.6 Font-size 14 for the title.
   - 3.7 Font-size 12 for the sub-title, if applicable.
   - 3.8 Font-size 10 for regular text, single line-spacing.
   - 3.9 Spacing between paragraphs 01.50 mm.
4. Final exam, covering all Learning Outcomes.
   - 4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 4.2 The final exam must be completed within 02 full clock-hours.
   - 4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given (social) psychological scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation (including PBL-sessions).	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown on next page.

Course-load Breakdown for Psychology

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.4 – Sociology – BN1SOC11

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1SOC11
Program	BSN
Semester	1
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 02 – September 06, 2024
End-date (start final course-exams)	February 14, 2025
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

During the Psychology course you have already been introduced to the ways people interact, in all kinds of situations, from a (social) psychological perspective, related to healthcare. During this Sociology course you will be introduced to social interactions, from a sociological perspective, related to healthcare. So, what's the difference? Sociology is the study of groups and group interactions, societies and social interactions, from small and personal groups to very large groups. A group of people who live in a defined geographic area, who interact with one another and who share a common culture is called a 'society'. Sociologists study all aspects and levels of society, both on a micro-level (small groups and individual interactions) and on a macro-level (trends among and between large groups and societies).

The sociology of health and illness/wellness focuses on the interaction between society and health and it is established that our way of understanding illness, wellbeing and our interactions with them are socially interpreted and defined. Sociological health-research has helped us pave the way to a better understanding of a holistic approach to healthcare. This Sociology course will help you understand these health and healthcare related social constructs.

Mandatory Literature

Giddens, A., Duneier, M., Appelbaum, R.P., Carr, D., 2021, *Introduction to Sociology – 12th edition*, W. W. Norton & Company

Denny, E., Earle, S., Hewison, A., 2016, *Sociology for Nurses*, Wiley-Blackwell

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Sociology the student should be able to

1. Understand and explain common theories of sociology and social interaction in general and sociology of health and healthcare.
2. Understand and explain common sociology research methods, related to health and healthcare and critically review sociology research, related to healthcare.
3. Understand and explain the role of culture in society.
4. Understand and explain the role of family, groups and organizations in society.
5. Understand and explain the social determinants behind healthcare inequality and diversity.
6. Understand and explain the influence of politics on society, health and healthcare.
7. Understand and explain the influence of demographics and globalization on society, health and healthcare.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Theories and definitions of sociology. - Theories and definitions of health.	1
	2	- Theory - Discussion		
	3	- PBL-session		
2	1	- Theory - Discussion	- Sociology of the body. - Theories of social interaction.	1
	2	- Theory - Discussion		
	3	- PBL-session		
3	1	- Theory - Discussion	- Conformity, deviance and crime. - Social interaction and the Internet.	1
	2	- Theory - Discussion		
	3	- PBL-session		
4	1	- Theory - Discussion	- Sociology, health and healthcare research methods. - Analysis and critique of (health) sociology research.	2
	2	- Theory - Discussion		
	3	- PBL-session		
5	1	- Theory - Discussion	- The sociological study of culture. - The concept of socialization.	3
	2	- Theory - Discussion		
	3	- PBL-session		
6	1	- Theory - Discussion	- Theories of networks, groups and organizations. - Gender as a social determinant.	4, 5
	2	- Theory - Discussion		

	3	- PBL-session		
7	1	- Theory - Discussion	- Age and aging as a social determinant. - Race and Ethnicity as social determinants.	5
	2	- Theory - Discussion		
	3	- PBL-session		
8	1	- Theory - Discussion	- Class as a social determinant. - Disability as social determinant.	5
	2	- Theory - Discussion		
	3	- PBL-session		
9	1	- Theory - Discussion	- Long term illness and medical conditions as social determinants. - Education as a social determinant.	5
	2	- Theory - Discussion		
	3	- PBL-session		
10	1	- Theory - Discussion	- The role of religion in societies. - The family; health and caring.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session		
11	1	- Theory - Discussion	- Social care. - Work and economics.	5
	2	- Theory - Discussion		
	3	- PBL-session		
12	1	- Theory - Discussion	- Stratification and inequality. - Global inequality. - Global health.	7
	2	- Theory - Discussion		
	3	- PBL-session		
13	1	- Theory - Discussion	- Political structures and political power. - Social movements. - Policy in Health.	6
	2	- Theory - Discussion		
	3	- PBL-session		
14	1	- Theory - Discussion	- Managing in Healthcare. - Population growth, urbanization and the environment. - Globalization	7
	2	- Theory - Discussion		
	3	- PBL-session		

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.

2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. Written assignment (literature study), about a specific sociological topic, preferably healthcare related, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   3.1 A template will be made available and must be used.
   3.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   3.3 At least four relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   3.4 The paper must be at least three, but at most four full pages, A4 format.
   3.5 Top, bottom, left and right margin: 20 mm.
   3.6 Font-size 14 for the title.
   3.7 Font-size 12 for the sub-title, if applicable.
   3.8 Font-size 10 for regular text, single line-spacing.
   3.9 Spacing between paragraphs 01.50 mm.
4. Final exam, covering all Learning Outcomes.
   4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   4.2 The final exam must be completed within 02 full clock-hours.
   4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given (healthcare related) sociological scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation (including PBL-sessions).	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown next page.

Course-load Breakdown for Sociology

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.5 – Introduction to Nursing – BN1NURS11

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1NURS11
Program	BSN
Semester	1
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 02 – September 06, 2024
End-date (start final course-exams)	February 14, 2025
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

This Introduction to Nursing course offers exactly what is says; an introduction. That means that we will not deeply go into the actual core nursing subjects, that are part of CUN's BSN program, during this course. This course will focus on how it all started and what is has become (the history of nursing), what nurses do and don't do (the roles and responsibilities of a BSN nurse), common theories on which nursing, as a profession, are based and core principles and standards, from a holistic point of view, nurses are expected to comply with. Since research and continuous learning have become obvious and necessary, we will also shed some light on these topics. Nursing is not a professional 'island' and nurses are not there (anymore) to just do what 'the doctor' tells them to do. Nurses are part of interprofessional healthcare teams, working from their own professional, evidence-based, autonomy. The 'ins' and 'outs' of the nurse, in that autonomous, interprofessional role, that's what this course is all about.

The (mandatory) literature, assigned to this course, is used throughout the program, both as texts to study and as reference-books. Not all titles are necessarily used for this particular course, but instructors may refer to certain parts of certain titles.

Mandatory Literature

Potter, P., Perry, A.,Stockert, P., Hall, A., 2023, *Fundamentals of Nursing – 11th edition*, Elsevier Health Sciences

Foret Giddens, J., 2020, *Concepts for Nursing Practice – 3rd edition*, Elsevier Health Sciences

Blaszko-Helming, M., Shields, D.A., Avino, K.M., Rosa, W.E., 2020, *Dossey & Keegan's Holistic Nursing: A Handbook for Practice – 8th edition*, Jones & Bartlett Learning

Moorhead, S., Johnson, M., Swanson, E., *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes – 7th edition*, Elsevier Health Sciences

Butcher, H.K., Wagner, C., Clarke, M.F., 2024, *Nursing Interventions Classification (NIC) – 8th edition*, Elsevier Health Sciences

Heather-Herdman, T., Kamitsuru, S. Lopes, C., 2021, *Nursing Diagnoses: Definitions and Classification 2021 – 2023 – 12th edition*, Thieme Medical Publishers

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Introduction to Nursing the student should be able to

1. Have an understanding of and be able to discuss the historical background and evolution of nursing as a profession.
2. Understand and explain the theoretical foundations of nursing and standards of nursing practice.
3. Have an understanding of and be able to discuss models of health, illness and wellness and healthcare delivery systems and methods.
4. Have an understanding of and be able to discuss ethical and legal considerations of nursing.
5. Have an understanding of and be able to discuss knowledge development and nursing roles, critical thinking, clinical judgment and research in nursing.
6. Have an understanding of and be able to discuss types of nursing diagnoses, interventions and patient outcomes.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Historical background of nursing. - The evolution of integrative nursing.	1
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
2	1	- Theory - Discussion	- Modern day nursing. - Professional nursing education. - Professional nursing organizations.	1
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	

Weekly Schedule continued on next page.

3	1	- Theory - Discussion	- Theoretical foundations of integrative nursing. - Scope and standards of integrative nursing.	2
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
4	1	- Theory - Discussion	- Traditional healthcare delivery. - Future healthcare delivery.	3
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
5	1	- Theory - Discussion	- Transpersonal caring and healing. - Community-based nursing.	3
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
6	1	- Theory - Discussion	- Links among theory, knowledge development and research in nursing. - Evidence-based practice and nursing research.	5
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
7	1	- Theory - Discussion	- Definitions of health. - Models of health and illness.	3
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
8	1	- Theory - Discussion	- Health promotion, wellness and illness prevention. - Ethics of integrative nursing.	3, 4
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	

Weekly Schedule continued on next page.

9	1	- Theory - Discussion	- Spirituality, health and nursing. - Models of cultural competence.	4
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
10	1	- Theory - Discussion	- Family dynamics and nursing. - Nursing leadership.	3
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
11	1	- Theory - Discussion	- Self-development and self-assessment. - Mindfulness	5
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
12	1	- Theory - Discussion	- Critical thinking and clinical judgment in nursing. - The nurse-patient relationship in assessment.	5
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
13	1	- Theory - Discussion	- Types of nursing diagnoses. - Patient outcomes identification in nursing. - Standard nursing interventions.	6
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	
14	1	- Theory - Discussion	- Coaching and leadership in nursing. - Legal implications in nursing practice.	4, 5
	2	- Theory - Discussion		
	3	- Exercises and quizzes.	- VitalSource CoachMe (Dossey & Keegan's Holistic Nursing). - Elsevier Evolve (Fundamentals of Nursing).	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.

2. Weekly, by the instructor assigned, adaptive exercises and quizzes, related to the weekly discussed topics, to be completed individually, but discussions in small groups is encouraged.
   2.1 The weekly assigned exercises are online and are accessible through the student's VitalSource Bookshelf CoachMe account for Dossey & Keegan's Holistic Nursing.
   2.2 The weekly assigned quizzes are online and are accessible through the Elsevier Evolve access code, included in Fundamentals of Nursing.
   2.3 Students must complete all assigned exercises and quizzes.
   2.4 Exercises and quizzes must be completed and may be discussed with the concerning instructor, but are not graded. These exercises and quizzes are meant to get a better understanding of the subject matter.
3. During self-study hours, exercises and case-studies, included in the mandatory textbooks may be completed. These exercises are not graded. Completing these exercises are meant to get a better understanding of the subject matter.
4. Written assignment (literature study), about a specific nursing topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   4.1 A template will be made available and must be used.
   4.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   4.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   4.4 The paper must be at least two, but at most three full pages, A4 format.
   4.5 Top, bottom, left and right margin: 20 mm.
   4.6 Font-size 14 for the title.
   4.7 Font-size 12 for the sub-title, if applicable.
   4.8 Font-size 10 for regular text, single line-spacing.
   4.9 Spacing between paragraphs 01.50 mm.
5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given nursing scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown on next page.

Course-load Breakdown for Introduction to Nursing

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	42	Recommended
Practice	**Hours**	**Status**
Exercises and quizzes.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.6 – Microbiology – BN1MICRO11

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1MICRO11
Program	BSN
Semester	2
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 03 – March 07, 2025
End-date (start final course-exams)	August 15, 2025
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlinks to online lab-simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B-minus / 7

Course Description

Microbiologists study living organisms that are too small to be detected, without using a microscope; bacteria, archaea, viruses, fungi, prions, protozoa and algae, collectively known as 'microbes'. Microbes play very important roles in nutrient cycling, bio-degradation and bio-deterioration, climate change, food spoilage and they can both control and cause diseases. Microbes can even be used to make life-saving drugs.

Microbes that can actually cause diseases are called 'pathogens'. Advances in microbiology have transformed the diagnosis, prevention and cure of infection and have made key contributions to improved human health and a doubling in life expectancy.

This Microbiology course introduces students to the concepts and principles in microbiology, examining microorganisms and how they interact with humans and the environment. Classification of micro-organisms, characteristics of different cell-types and processes critical for cell survival are discussed. Besides theory-lectures and discussions, students will learn how to conduct relevant lab-work, both virtually and physically.

<u>Mandatory Literature</u>

Cowan, M.K., Smith, H., 2024, *Microbiology: A Systems Approach – 7th edition*, McGraw-Hill Higher Education

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Microbiology the student should be able to

1. Understand and describe the different classes of microorganisms.
2. Understand and describe the structure, function and characteristics of prokaryotes, eukaryotes and viruses.
3. Understand and explain the metabolic processes, by methods of energy acquisition, necessary for microbe survival.
4. Understand and explain how pathogens can cause infections and pathologies in humans and apply this knowledge to infection prevention and control in healthcare scenarios.
5. Understand and explain in what ways antimicrobial drugs target specific pathogens and apply this knowledge to treatment, drug-resistance and interaction with the patient.
6. Understand and explain the concept of 'One Health'.
7. Demonstrate acquired knowledge and skills in common laboratory procedures, both virtually (simulations) and physically.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- The main research-fields of microbiology. - The chemistry of biology. - Tools of the laboratory.	1, 7
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Light microscopy (Labster). - Fluorescence microscopy (Labster).	7
2	1	- Theory - Discussion	- Bacteria and archaea.	1
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Aseptic technique (McGraw Hill Connect). - Biosafety (Labster).	7
3	1	- Theory - Discussion	- Eukaryotic cells and microorganisms.	2
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Cell anatomy (McGraw Hill Connect). - Cellular respiration (McGraw Hill Connect).	7
4	1	- Theory - Discussion	- Microbial genetics.	3
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Genetic transfer in bacteria (Labster). - Control of microbial growth (Labster).	7

Weekly Schedule continued on next page.

5	1	- Theory - Discussion	- Viruses and Prions. - Genetic analysis and recombinant DNA technology.	2, 3
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Staining (McGraw-Hill Connect). - Bacterial cell-structure (Labster).	7
6	1	- Theory - Discussion	- Microbial nutrition and growth. - Microbial metabolism.	3
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Bacterial growths curves (Labster). - Bacterial shapes and movement (Labster).	7
7	1	- Theory - Discussion	- Physical and chemical control of microbes. - Antimicrobial treatment.	4
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Bacterial isolation (Labster). - Bacterial quantification by culture (Labster).	7
8	1	- Theory - Discussion	- Microbe–human interactions, health and disease. - Epidemiology of infectious diseases.	4
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect). - Immunology lab (Labster).	7
9	1	- Theory - Discussion	- Host defenses; overview and innate immunity. - Host Defenses; adaptive immunity and immunization.	4, 5
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect).	7
10	1	- Theory - Discussion	- Disorders in immunity. - Diagnosing infections.	4, 5
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect). - Comparing bacterial structures (Labster).	7
11	1	- Theory - Discussion	- Infectious diseases manifesting on the skin and eyes. - Infectious diseases manifesting in the nervous system.	4, 5
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect). - Identification of unknown bacteria (Labster).	7

Weekly Schedule continued on next page.

12	1	- Theory - Discussion	- Infectious diseases manifesting in the cardiovascular and lymphatic systems. - Infectious diseases manifesting in the respiratory system.	4, 5
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect). - Pasteurization and sterilization (Labster).	7
13	1	- Theory - Discussion	- Infectious diseases manifesting in the gastrointestinal tract. - Infectious diseases manifesting in the genitourinary system.	4, 5
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect).	7
14	1	- Theory - Discussion	- Microbes in our environment and the concept of 'One Health'.	6
	2	- Theory - Discussion		
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect).	7

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly individual and group-wise Lab sessions, related to the weekly discussed topics and scenarios.
   - 2.1 Lab sessions are divided in physical lab-work and online interactive simulations (through your McGraw Hill Connect account). Online interactive simulations are for exercise and self-study purposes.
   - 2.2 Online simulations are adaptive in 'training-mode'. Video-simulations, offered by Labster, are for self-study purposes.
   - 2.3 Certain specific online simulation lab-assignments will be reviewed and graded. Evaluation and grading criteria, based on CUN's general Rubric for Lab-work, will be made available and explained by the concerning instructor.
   - 2.4 Students who are not able to be present at CUN's campus, for completing the physical lab-assignments, can do so at a laboratory of institution in their place of residence, supervised by a qualified preceptor, authorized by CUN. These sessions need to be fully recorded (audio and video). On-premises students have to complete the lab-work physically, on campus.
   - 2.5 Completion of certain lab sessions may require a lab-report, to the discretion of the concerning instructor, for which a template will then be made available.
3. Written assignment (literature study), about a specific (healthcare related) microbiology topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 3.1 A template will be made available and must be used.
   - 3.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   - 3.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   - 3.4 The paper must be at least two, but at most three full pages, A4 format.
   - 3.5 Top, bottom, left and right margin: 20 mm.

3.6 Font-size 14 for the title.

3.7 Font-size 12 for the sub-title, if applicable.

3.8 Font-size 10 for regular text, single line-spacing.

3.9 Spacing between paragraphs 01.50 mm.

4 Final exam, covering all Learning Outcomes.

4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform or McGraw Hill Connect, to the discretion of the concerning instructor. Final exams completed any other way, off-premises, will be discarded.

4.2 The final exam must be completed within 02 full clock-hours.

4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given (healthcare related) microbiology scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Lab sessions.	17% of total grade.	Minimum score-percentile earned: 70.
Written assignment.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Microbiology

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory	42	Recommended
Practice	**Hours**	**Status**
Lab sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.7 – Chemistry – BN1CHEM21

Approved d.d. November 18, 2023, M. Mattijssen – President:

General Course Details

Course Code	BN1CHEM21
Program	BSN
Semester	2
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 03 – March 07, 2025
End-date (start final course-exams)	August 15, 2025
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlinks to online lab-simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

According to the American Chemistry Society, chemistry is the study of 'matter' (anything that has 'mass' and can undergo changes, when it is subject to different environments and conditions). The purpose of this field of science is trying to understand the properties of matter and how, when and why matter changes and the energy that is used and released, during these processes. Chemistry, as a science, 'touches' everything around us, from mixing ingredients to make coffee and using a disinfectant to clean our toilets, to handling the perils of toxic waste.

Chemistry can be divided into several branches, of which the following are part of this course:

1. General chemistry
2. Organic chemistry
3. Biochemistry

So, why do nurses need to know about chemistry? As you may have guessed, chemistry is not just 'around' us, but also 'within' us; everything that happens in a human body is somehow related to chemistry. So, in order to be able to diagnose patients, become knowledgeable about nutrition and to understand why certain drugs are prescribed to patients, just to name a few examples, nurses need a thorough understanding of the concerning chemical processes and their consequences.

This Chemistry course introduces students to the concepts of matter and energy, atomic structure, the periodic system, chemical bonding, nomenclature, chemical compounds and chemical reactions. Besides theory-lectures and discussions, students will learn how to conduct relevant lab-work, virtually.

Mandatory Literature

Guinn, D., 2024, *Essentials of General, Organic, and Biochemistry – 3rd edition Digital Update*, W.H. Freeman & Company

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Chemistry the student should be able to

1. Understand the properties of and calculate solids, liquids, gases, solutions, temperature and energy and convert amounts of substance between, moles, mass and molecular weight, in different ways.
2. Understand and describe atoms, the periodic table, electrons, isotopes, ionic and covalent compounds and radiation.
3. Write and calculate chemical equations and understand and explain the differences between types of chemical reactions and understand and predict changes in chemical reactions.
4. Understand and explain molecular geometry, polarity and intermolecular forces of attraction.
5. Understand and describe the changes of state and the gas laws.
6. Understand and describe the properties of acids and bases, measure their concentrations in solutions, describe and calculate mixtures and solution concentrations and understand and describe osmosis and dialysis.
7. Understand and describe the basic structure of alkanes, alkynes, hydrocarbons, alcohols, phenols, thiols, ethers, amines and carbonyl-containing functional groups.
8. Understand and describe common organic substances, compounds and reactions in biochemistry and the workings of energy and metabolism.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Matter, energy and measurements.	1
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	General knowledge of lab-safety and symbols.
2	1	- Theory - Discussion	- Atomic structure and radioisotopes.	2
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Ionic and covalent compounds.	2
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

4	1	- Theory - Discussion	- Molecular geometry, polarity and intermolecular forces of attraction.	4
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Chemical quantities and introduction to chemical reactions.	3
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Energy and chemical reactions.	3
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Changes of state and the gas laws.	5
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Mixtures, solution concentrations, osmosis and dialysis.	1, 6
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Acids and bases, pH and buffers.	6
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Organic chemistry; hydrocarbon structure.	7
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Alcohols, phenols, thiols, ethers and amines. - Fatty acids.	7
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

12	1	- Theory - Discussion	- The common carbonyl-containing functional groups. - Proteins: structure and function.	7
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Common organic reactions in biochemistry. - Nucleotides and nucleic acids.	8
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Carbohydrates; structure and function. - Energy and metabolism.	8
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly lab sessions, related to the weekly discussed topics. Students are encouraged to discuss their work in groups. The weekly lab sessions are online simulations, accessible through the student's Labster account.

   Students must complete all weekly lab sessions, for topics discussed during each particular week. These lab sessions are mandatory, but are not grades as such.
3. During self-study hours, by the instructor assigned individual online exercises and exercises included in the mandatory textbook must be completed.
   - 3.1 Online exercises are accessible through the student's McMillan Learning Achieve account. These exercises are mandatory and are reviewed and graded. To be completed on or before a date and time determined by the instructor.
   - 3.2 By the instructor assigned exercises, included in the mandatory textbook, are mandatory, but are not reviewed and graded as such. To be completed on or before a date and time determined by the instructor.
4. Written assignment (literature study), about a specific (healthcare related) chemistry topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 4.1 A template will be made available and must be used.
   - 4.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   - 4.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   - 4.4 The paper must be at least two, but at most three full pages, A4 format.
   - 4.5 Top, bottom, left and right margin: 20 mm.
   - 4.6 Font-size 14 for the title.
   - 4.7 Font-size 12 for the sub-title, if applicable.
   - 4.8 Font-size 10 for regular text, single line-spacing.
   - 4.9 Spacing between paragraphs 01.50 mm.

5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform or McMillan Learning Achieve, to the discretion of the concerning instructor. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given (healthcare related) chemistry problems or scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Exercises	17% of total grade.	Minimum score-percentile earned: 70.
Written assignment.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Chemistry

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	42	Projected
Practice	**Hours**	**Status**
Lab sessions and exercises.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.8 – Anatomy & Physiology 1 – BN1PHY21

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PHY21
Program	BSN
Semester	2
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 03 – March 07, 2025
End-date (start final course-exams)	August 15, 2025
Prerequisites	- Microbiology – BN1MICRO11 - Chemistry – BN1CHEM21
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlinks to online lab-simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

This course is a common combination of two fields of science; Anatomy and Physiology. Anatomy is the study of bodily structure, Physiology is the study of bodily function. Bodily structure is always related to bodily function, since the bodily structure determines the way the body functions, which in turn determines how the body/organ is structured; the two are interdependent.

Since the (virtual) lab-work, that is part of this course, requires basic knowledge of microbiological research, Microbiology (BN1MICRO11) is a prerequisite for Anatomy & Physiology. Chemistry (BN1CHEM21) is a prerequisite, because of the chemical reactions that are discussed and examined, during the course.

Anatomy & Physiology at CUN is divided into two linked courses, with a total of 06 US Credits and 12 ECTS credits, to be earned. Each separate Anatomy & Physiology course counts for 03 US credits and 06 ECTS credits. Each separate Anatomy & Physiology course has its own set of Learning Outcomes. General Learning Outcomes, for both Anatomy & Physiology courses combined are the following.

1. Have an in-depth understanding of and be able to explain the organization of the human body, the concept of homeostasis and how homeostasis relates to human body functions and life processes.
2. Be able to describe the anatomical components of each discussed and examined human body system, their anatomical locations and structures and be able to explain their physiological functions at both the organ and cellular levels.

Mandatory Literature

Peate, I., Evans, S., 2020, *Fundamentals of Anatomy and Physiology For Nursing and Healthcare Students – 3rd edition*, Wiley-Blackwell

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Anatomy & Physiology 1 the student should be able to

1. Understand and explain the scientific principles of physiology, bodily requirements and homeostasis.
2. Understand and explain the structure and functions of cells and body fluids.
3. Understand and explain the concepts and workings of human genetics and the stages of development of the embryo.
4. Understand and explain the structure and functions of the different types of tissues.
5. Understand and explain the structure and functions of the muscular and skeletal system.
6. Understand and explain the structure and functions of the circulatory and cardiac system.
7. Understand and explain the structure and function of the digestive system.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Scientific principles of physiology. - Levels of organization. - Characteristics of life.	1
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Bodily requirements. - Chemical reactions and chemical bonds. - Chemical equations.	1
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Organic molecules. - Homeostasis - Units of measurement.	1
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Human cells. - Structure of the cell-membrane. - Transport of substances across the cell-membrane. - Communication between cells.	2
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

5	1	- Theory - Discussion	- The composition of body fluids. - Fluid compartments in the body. - Fluid movement between compartments. - Electrolyte and water balance.	2
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Anatomical map of the human body. - DNA, RNA and proteins, - Chromosomes and genes.	3
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Types of tissues. - Tissue-repair - Membranes	4
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Stages of development of the embryo. - Complications during pregnancy.	3
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Functions of the muscular system. - Anatomy and organization of the skeletal muscles system. - Energy sources for muscle contraction. - Aerobic respiration.	5
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Skeletal map of the human body. - Bone formation and growth. - Bone fractions. - Joints	5
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Map of the human circulatory system. - Components and properties of blood. - Functions of blood.	6
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Blood groups. - Blood pressure. - The lymphatic system and lymphatic organs.	6
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

13	1	- Theory - Discussion	- Blood-supply to and through the heart. - The electrical pathways of the heart. - The cardiac cycle. - Regulation of Stroke volume and heart-rate.	6
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Organization of the Digestive System. - Structure of the Digestive System.	7
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
15	1	- Theory - Discussion	- Functions of the liver. - Functions of the gallbladder. - Functions of the large intestines.	7
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
16	1	- Theory - Discussion	- Digestive Tract Hormones. - Nutrition, chemical digestion and metabolism.	7
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also Biodigital 3D simulations are shown and discussed.
2. Weekly virtual lab sessions, related to the weekly discussed topics. Students are encouraged to discuss their work in groups. The weekly lab sessions are online simulations, accessible through the student's Labster account.

   Students must complete all weekly lab sessions, for topics discussed during each particular week. These lab sessions are mandatory, but are not graded as such.
3. During self-study hours, by the instructor assigned individual online exercises and exercises included in the mandatory textbook must be completed.
   - 3.1 Online exercises can be found on the websites mentioned in the mandatory textbook. These exercises are mandatory and are reviewed and graded. These exercises may be discussed with the instructor, but are not graded.
   - 3.2 By the instructor assigned exercises, included in the mandatory textbook, are mandatory, but are not reviewed and graded as such. To be completed on or before a date and time determined by the instructor.
4. Virtual lab assignment (completing an anatomical/physiological structure and describing its functions), to be chosen by the instructor. To be completed on a date and time determined by the instructor.
   - 4.1 Evaluation and grading criteria will be made available and explained by the concerning instructor.
   - 4.2 Student must complete three anatomical/physiological structures and describe its functions.

4.3 The assignments will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Assignments completed any other way, off-premises, will be discarded.

5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform or McMillan Learning Achieve, to the discretion of the concerning instructor. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given anatomical/physiological structures and functions.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Exercises	17% of total grade.	Minimum score-percentile earned: 70.
Virtual lab assignment.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Anatomy & Physiology 1

Theory	Hours	Status
Lecture and discussions.	32	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	48	Projected
Practice	**Hours**	**Status**
Lab sessions and exercises.	48	Allotted
Assignment and Exam	**Hours**	**Status**
Virtual lab assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 155
US Credits: 03
ECTS credits: 06

15.9 – Pathophysiology 1 – BN1PATHO21

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PATHO21
Program	BSN
Semester	2
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 03 – March 07, 2025
End-date (start final course-exams)	August 15, 2025
Prerequisites	- Microbiology – BN1MICRO11 - Chemistry – BN1CHEM21 - Anatomy & Physiology 1 – BN1PHY21
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlinks to online lab-simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Discussing Pathophysiology is actually discussing two different, but related, sciences; pathology and physiology. Pathology studies perceptible (medical) conditions, during a disease. Physiology is concerned with the processes at work within a living organism. Pathophysiology, the combination of these two sciences, tries to understand and explain the functional changes that occur, within a living organism, because of a certain disease.

So, what you will be studying during this course is the alterations that take place within the human body, because of a disease. We will discuss manifestations of disease, risk factors for disease and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes.

Since the (virtual) lab-work, that is part of this course, requires basic knowledge of microbiological research, Microbiology (BN1MICRO11) is a prerequisite for Pathophysiology. Chemistry (BN1CHEM21) is a prerequisite, because of the chemical reactions that are discussed and examined, during the course. Anatomy & Physiology 1 (BN1PHY21) is a prerequisite, due to the in-depth knowledge the student needs to have about the structure and functions of the human bodily systems.

Pathophysiology at CUN is divided into three linked courses, with a total of 09 US Credits and 18 ECTS credits, to be earned. Each separate Pathophysiology course counts for 03 US credits and 06 ECTS credits.

Each separate Pathophysiology course has its own set of Learning Outcomes. General Learning Outcomes, for all three Pathophysiology courses combined are the following.

1. Understand and being able to describe abnormal human physiologic functions and disruptions, due to certain diseases.
2. Being able to examine the relationships between body systems and to recognize assessment findings of certain pathological processes and their treatment.

Mandatory Literature

Nath, J., Braun, C., 2022, *Applied Pathophysiology – A Conceptual Approach – 4th edition*, Wolters Kluwer Health

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Pathophysiology 1 the student should be able to

1. Define pathophysiology, in terms of functional concepts of altered health.
2. Understand and describe pathological alterations in cells and tissues.
3. Understand and describe body defense mechanisms and relevant pathophysiology clinical models.
4. Understand and describe the human immune systems, pathological alterations in the immune system, treatment and relevant pathophysiology clinical models.
5. Understand and describe pathological alterations caused by infections, treatment and relevant pathophysiology clinical models.
6. Understand and describe genetic processes, causes of genetic and development disorders, treatment and relevant pathophysiology clinical models.
7. Understand and describe pathological alterations in cellular proliferation and differentiation, treatment and relevant pathophysiology clinical models.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Defining pathophysiology. - Clinical manifestations. - Functional concepts of altered health.	1
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Cellular structure and function. - Cellular adaptation and response to stress. - Cellular injury and death.	2
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	

3	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of cellular and tissue alterations.	2
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Body defense mechanisms. - Acute and chronic inflammation. - Healing and tissue repair.	3
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of inflammations.	3
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Function of the immune system. - Process of altering immune function. - Immune Response Manipulation	4
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of immune system failure.	4
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Microbes - Communicable disease. - Acute infection and complications.	5
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of infections.	5
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Genetic processes. - Inheritance of genetic disorders.	6
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	

11	1	- Theory - Discussion	- Developmental disorders. - Management of genetic and developmental disorders.	6
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of genetic and development disorders.	6
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- The impact of cancer on cells. - The impact of cancer on tissues, organs and organ systems.	7
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of cancer.	7
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly, by the instructor assigned, simulation sessions, related to the weekly discussed topics, both individually and in groups.
   2.1 The weekly sessions are online simulated scenarios, chosen/configured by the instructor, accessible through the student's concerning online simulation account or other relevant platforms.
   2.2 Students must complete all assigned simulation sessions, for topics discussed during each particular week.
   2.3 A total of four individual simulations, to be configured by the instructor, are observed by or on behalf of the instructor and are graded after completion. Duration of the simulations are determined by the instructor.
   2.4 Group-simulations are mandatory and may be observed by or on behalf of the instructor, but are not graded. Group-simulations are completed for PBL and training purposes.
3. During self-study hours, individual online exercises, included in the mandatory textbook may be completed.

   Online exercises are accessible through the student's VitalSource Bookshelf CoachMe account. These exercises are self-paced, adaptive and for self-study purposes only and are therefore not graded, but highly recommended!
4. Written assignment (literature study), about a specific pathophysiological topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   4.1 A template will be made available and must be used.

4.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
4.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
4.4 The paper must be at least two, but at most three full pages, A4 format.
4.5 Top, bottom, left and right margin: 20 mm.
4.6 Font-size 14 for the title.
4.7 Font-size 12 for the sub-title, if applicable.
4.8 Font-size 10 for regular text, single line-spacing.
4.9 Spacing between paragraphs 01.50 mm.

5. Final exam, covering all Learning Outcomes.
5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
5.2 The final exam must be completed within 02 full clock-hours.
5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given pathophysiological scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Individual simulation sessions.	17% of total grade.	Score is either 'Pass' (100%) or 'Fail' (0.0%) for each of the four simulations. All four individual simulations must be passed.
Written assignment.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown on next page.

Course-load Breakdown for Pathophysiology 1

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	42	Recommended
Practice	**Hours**	**Status**
Group-simulations.	30	Allotted
Assignment and Exam	**Hours**	**Status**
Individual simulations.	12	Allotted
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.10 – Academic Writing – BN1WRITE21

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1WRITE21
Program	BSN
Semester	2
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 03 – March 07, 2025
End-date (start final course-exams)	August 15, 2025
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Research is an important part of CUN's BSN program. To stay up-to-date with new developments in healthcare and to be able to play an active role in healthcare research, it is important not only to be able to conduct research, but also to be able to confide your thoughts and findings to the scientific community.

This Academic Writing course will help you to develop your scholarly writing skills. You will learn how to find the data you need and how to present arguments and data, in a clear, concise and grammatically correct way. Conducting research and writing an academic essay, literature review or journal-article doesn't only require correct language and formats, it also tests your critical thinking skills.

CUN complies with and uses the APA style guide, for scholarly writing. Since this style-guide is basically a set of rules and formats, it is to be studied during self-study hours. APA style exercises are provided, but students are also allowed to use the services of PERRLA, to 'automate' their APA formats (https://perrla.com/#/), for which a subscription is required.

Plagiarism and AI-written texts are checked through the Turnitin platform.

Mandatory Literature

Saver, C., 2022, *Anatomy of Writing for Publication for Nurses – 4th edition*, Sigma

APA, 2020, *Concise Guide to APA Style – 7th edition*, American Psychological Association

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Academic Writing the student should be able to

1. Find meaningful and relevant topics and cases and collect, analyze and synthesize meaningful and relevant data and resources.
2. Present arguments and data, including text, tables, figures and graphics in a clear, concise, logical and grammatically correct way.
3. Structure articles well-organized and logical and refer to resources, conform APA rules and formats.
4. Write in various formats (clinical and scholarly), that match purpose and audience, choosing relevant and suitable ways of publishing.
5. Write transparently, ethically, with scholarly integrity, legally sound and evidence-based.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion - Exercises	- Anatomy of writing. - Finding, refining and defining a topic.	1
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion - Exercises	- Select and query a publication. - Finding and documenting sources.	1
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion - Exercises	- Organizing the article. - Writing skills lab.	2, 3
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion - Exercises	- Graphics and tables. - Submissions and revisions.	2, 3
	2	- Theory - Discussion - Exercises		
	3	- Individual writing exercise – graded	- Writing exercises, to be assigned by the concerning instructor.	

5	1	- Theory - Discussion - Exercises	- Writing a peer review. - Publishing for global authors.	2, 3, 4
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion - Exercises	- Legal and ethical issues. - Promotion	5
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion - Exercises	- Writing clinical articles. - Writing research reports.	2, 3, 4
	2	- Theory - Discussion - Exercises		
	3	- Individual writing exercise – graded	- Writing exercises, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion - Exercises	- Writing review articles. - Reporting quality improvement or evidence-based practice.	2, 3, 4
	2	- Theory - Discussion		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion - Exercises	- Writing for presentations. - From paper to publication.	2, 3, 4
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion - Exercises	- Writing continuing education programs. - Writing nursing narratives.	2, 3, 4
	2	- Theory - Discussion - Exercises		
	3	- Individual writing exercise – graded	- Writing exercises, to be assigned by the concerning instructor.	

11	1	- Theory - Discussion - Exercises	- Alternative publication options. - Writing chapters for a book.	4
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion - Exercises	- Writing for a general audience. - Editing-checklists	2, 3 4
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion - Exercises	- Proofing-checklists - Publishing-terminology	2, 3, 4
	2	- Theory - Discussion - Exercises		
	3	- Writing-lab	- Writing exercises, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion - Exercises	- Guidelines for reporting results. - Statistical abbreviations.	2
	2	- Theory - Discussion - Exercises		
	3	- Individual writing exercise – graded	- Writing exercises, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also writing-examples and exercises are discussed.
2. 'Writing-lab'; weekly, by the instructor assigned, individual writing exercises, related to the weekly discussed topics.
3. A total of four individual writing exercises are reviewed and graded, after completion. Size, scope, topic and purpose of the exercises are determined by the instructor. The average of all four grades determines the final grade for this component.
4. During self-study hours, the APA style-guide must be studied. An APA style-quiz will be made available.

   The quiz is not reviewed by or on behalf of the instructor and is not graded, but completing the quiz is highly recommended!
5. Written assignment (literature review), about a specific healthcare topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.

   5.1 Literature review must comply with the APA style guidelines.

5.2 Evaluation and grading criteria, based on CUN's general Rubric for Academic Essays, will be made available and explained by the concerning instructor.
5.3 At least four relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
5.4 The literature review must be at least three, but at most four full pages, A4 format.
5.5 Top, bottom, left and right margin: 20 mm.

6. Final exam, covering all Learning Outcomes.
6.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
6.2 The final exam must be completed within 02 full clock-hours.
6.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding certain academic writing topics.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Individual writing exercises.	17% of total grade.	Minimum score-percentile earned: 70.
Written assignment.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Academic Writing

Theory	Hours	Status
Lecture, discussions and exercises.	28	Allotted
Self-study	**Hours**	**Status**
Theory and APA style-guide.	42	Recommended
Practice	**Hours**	**Status**
Writing-lab	30	Allotted
Assignment and Exam	**Hours**	**Status**
Individual writing exercises.	12	Allotted
Written assignment – Literature review.	25	Projected
Final exam.	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.11 – Anatomy & Physiology 2 – BN1PHY32

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PHY32
Program	BSN
Semester	3
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 01 – September 05, 2025
End-date (start final course-exams)	February 13, 2026
Prerequisites	- Microbiology – BN1MICRO11 - Chemistry – BN1CHEM21 - Anatomy & Physiology 1 – BN1PHY21
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlinks to online lab-simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

This course is a common combination of two fields of science; Anatomy and Physiology. Anatomy is the study of bodily structure, Physiology is the study of bodily function. Bodily structure is always related to bodily function, since the bodily structure determines the way the body functions, which in turn determines how the body/organ is structured; the two are interdependent.

Since the (virtual) lab-work, that is part of this course, requires basic knowledge of microbiological research, Microbiology (BN1MICRO11) is a prerequisite for Anatomy & Physiology. Chemistry (BN1CHEM21) is a prerequisite, because of the chemical reactions that are discussed and examined, during the course. This is the second Anatomy & Physiology course, meaning that you must have completed and passed Anatomy & Physiology 1, before starting Anatomy & Physiology 2. Like Anatomy & Physiology 1, also Anatomy & Physiology 2 counts for 03 US credits and 06 ECTS credits.

Besides the specific Learning Outcomes for each of the two courses, the general Learning Outcomes, for both Anatomy & Physiology courses combined are the following.

1. Have an in-depth understanding of and be able to explain the organization of the human body, the concept of homeostasis and how homeostasis relates to human body functions and life processes.

2. Be able to describe the anatomical components of each discussed and examined human body system, their anatomical locations and structures and be able to explain their physiological functions at both the organ and cellular levels.

Mandatory Literature

Peate, I., Evans, S., 2020, *Fundamentals of Anatomy and Physiology For Nursing and Healthcare Students – 3rd edition*, Wiley-Blackwell

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Anatomy & Physiology 2 the student should be able to

1. Understand and explain the structure and function of the renal system.
2. Understand and explain the structure and function of the respiratory system.
3. Understand and explain the structure and function of the reproductive system.
4. Understand and explain the structure and function of the nervous system and the senses.
5. Understand and explain the structure and function of the endocrine system.
6. Understand and explain the structure and function of the immune system.
7. Understand and explain the structure and function of the skin.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Functions of the kidney. - Formation and composition of urine and the functions of the urinary bladder. - Micturition.	1
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Ureters and urethra. - Selective reabsorption. - Hormonal control of tubular reabsorption and secretion.	1
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Upper respiratory tract. - Lower respiratory tract.	2
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

Weekly Schedule continued in next page.

4	1	- Theory - Discussion	- Blood supply and perfusion. - Breathing and respiration. - Pulmonary ventilation.	2
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Volumes and capacities. - Transport of gases. - Acid – base balance.	2
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- The male reproductive system. - The female reproductive system.	3
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Organization of the nervous system. - Central nervous system. - Peripheral nervous system.	4
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Neurotransmitters. - Neuroglia. - Meninges.	4
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Autonomic nervous system. - The brain. - The senses.	4
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Physiology of endocrine organs.	5
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Organs of the immune system. - Blood cells. - Lymphatic system.	6
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

12	1	- Theory - Discussion	- Immune system. - Hypersensitivity. - Anaphylaxis. - Immunizations.	6
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Structure of the skin. - Functions of the skin. - The epidermis.	7
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- The dermis. - The papillary and reticular aspects of the skin. - Synthesis of vitamin D.	7
	2	- Theory - Discussion		
	3	- Lab-simulation	- Labster simulations, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also Biodigital 3D simulations are shown and discussed.
2. Weekly virtual lab sessions, related to the weekly discussed topics. Students are encouraged to discuss their work in groups. The weekly lab sessions are online simulations, accessible through the student's Labster account.

   Students must complete all weekly lab sessions, for topics discussed during each particular week. These lab sessions are mandatory, but are not graded as such.
3. During self-study hours, by the instructor assigned individual online exercises and exercises included in the mandatory textbook must be completed.
   - 3.1 Online exercises can be found on the websites mentioned in the mandatory textbook. These exercises are mandatory and are reviewed and graded.
   - 3.2 By the instructor assigned exercises, included in the mandatory textbook, are mandatory, but are not reviewed and graded as such. To be completed on or before a date and time determined by the instructor.
4. Virtual lab assignment (completing an anatomical/physiological structure and describing its functions), to be chosen by the instructor. To be completed on a date and time determined by the instructor.
   - 4.1 Evaluation and grading criteria will be made available and explained by the concerning instructor.
   - 4.2 Student must complete three anatomical/physiological structures and describe its functions.
   - 4.3 The assignments will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Assignments completed any other way, off-premises, will be discarded.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform or McMillan Learning Achieve, to the discretion of the concerning instructor. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.

5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given anatomical/physiological structures and functions.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Exercises	17% of total grade.	Minimum score-percentile earned: 70.
Virtual lab assignment.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Anatomy & Physiology 2

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	42	Projected
Practice	**Hours**	**Status**
Lab sessions and exercises.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Virtual lab assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.12 – Pathophysiology 2 – BN1PATHO32

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PATHO32
Program	BSN
Semester	3
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 01 – September 05, 2025
End-date (start final course-exams)	February 13, 2026
Prerequisites	- Microbiology – BN1MICRO11 - Chemistry – BN1CHEM21 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlinks to online lab-simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Discussing Pathophysiology is actually discussing two different, but related, sciences; pathology and physiology. Pathology studies perceptible (medical) conditions, during a disease. Physiology is concerned with the processes at work within a living organism. Pathophysiology, the combination of these two sciences, tries to understand and explain the functional changes that occur, within a living organism, because of a certain disease.

So, what you will be studying during this course is the alterations that take place within the human body, because of a disease. We will discuss manifestations of disease, risk factors for disease and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes.

Since the (virtual) lab-work, that is part of this course, requires basic knowledge of microbiological research, Microbiology (BN1MICRO11) is a prerequisite for Pathophysiology. Chemistry (BN1CHEM21) is a prerequisite, because of the chemical reactions that are discussed and examined, during the course. Anatomy & Physiology 1 (BN1PHY21) and Anatomy & Physiology 2 (BN1PHY32) are prerequisites, due to the in-depth knowledge the student needs to have about the structure and functions of the human bodily systems.

Pathophysiology at CUN is divided into three linked courses, with a total of 09 US Credits and 18 ECTS credits, to be earned. Each separate Pathophysiology course counts for 03 US credits and 06 ECTS credits. This is the second Pathophysiology course, meaning that you must have completed and passed Pathophysiology 1, before starting Pathophysiology 2.

Each separate Pathophysiology course has its own set of Learning Outcomes. General Learning Outcomes, for all three Pathophysiology courses combined are the following.

1. Understand and being able to describe abnormal human physiologic functions and disruptions, due to certain diseases.
2. Being able to examine the relationships between body systems and to recognize assessment findings of certain pathological processes and their treatment.

Mandatory Literature

Nath, J., Braun, C., 2022, *Applied Pathophysiology – A Conceptual Approach – 4th edition*, Wolters Kluwer Health

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Pathophysiology 2 the student should be able to

1. Understand and describe electrolyte and fluid imbalances and relevant pathophysiology clinical models.
2. Understand and describe acid – base imbalances and relevant pathophysiology clinical models.
3. Understand and describe altered neural functions and relevant pathophysiology clinical models.
4. Understand and describe altered mood, attention and behavior and relevant pathophysiology clinical models.
5. Understand and describe altered somatic and special sensory functions and relevant pathophysiology clinical models.
6. Understand and describe altered hormonal and metabolic regulation and relevant pathophysiology clinical models.
7. Understand and describe altered reproductive function and relevant pathophysiology clinical models.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Electrolyte imbalance. - Fluid imbalance.	1
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of electrolyte and fluid imbalance.	1
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	

3	1	- Theory - Discussion	- Acid – base imbalance. - Relevant pathophysiology clinical models for and treatment of acid – base imbalance.	2
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Alterations in nerve impulse conduction. - Alterations in central nervous system function.	3
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Alterations in peripheral nervous system function.	3
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of altered neural function.	3
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Regulation of mood, attention and behavior. - Alterations is mood, attention and behavior.	4
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor..	
8	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of altered mood, attention and behavior.	4
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Pain - Alterations in vision. - Alterations in hearing and balance.	5
	2	- Theory - Discussion		
	3	- Group-simulation	Simulated scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of somatic and special sensory function.	5
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	

11	1	- Theory - Discussion	- Function and regulation of hormones. - Stress response.	6
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of hormonal and metabolic regulation.	6
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Regulation of reproduction. - Altered reproduction function.	7
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of altered reproduction function.	7
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly, by the instructor assigned, simulation sessions, related to the weekly discussed topics, both individually and in groups.
   - 2.1 The weekly sessions are online simulated scenarios, chosen/configured by the instructor, accessible through the student's concerning online simulation account or other relevant platforms.
   - 2.2 Students must complete all assigned simulation sessions, for topics discussed during each particular week.
   - 2.3 A total of four individual simulations, to be configured by the instructor, are observed by or on behalf of the instructor and are graded after completion. Duration of the simulations are determined by the instructor.
   - 2.4 Group-simulations are mandatory and may be observed by or on behalf of the instructor, but are not graded. Group-simulations are completed for PBL and training purposes.
3. During self-study hours, individual online exercises, included in the mandatory textbook may be completed.

   Online exercises are accessible through the student's VitalSource Bookshelf CoachMe account. These exercises are self-paced, adaptive and for self-study purposes only and are therefore not graded, but highly recommended!
4. Written assignment (literature study), about a specific pathophysiological topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 4.1 A template will be made available and must be used.

4.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
4.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
4.4 The paper must be at least two, but at most three full pages, A4 format.
4.5 Top, bottom, left and right margin: 20 mm.
4.6 Font-size 14 for the title.
4.7 Font-size 12 for the sub-title, if applicable.
4.8 Font-size 10 for regular text, single line-spacing.
4.9 Spacing between paragraphs 01.50 mm.

5. Final exam, covering all Learning Outcomes.
5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
5.2 The final exam must be completed within 02 full clock-hours.
5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given pathophysiological scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Individual simulation sessions.	17% of total grade.	Score is either 'Pass' (100%) or 'Fail' (0.0%) for each of the four simulations. All four individual simulations must be passed.
Written assignment.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown on next page.

Course-load Breakdown for Pathophysiology 2

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	42	Recommended
Practice	**Hours**	**Status**
Group-simulations.	30	Allotted
Assignment and Exam	**Hours**	**Status**
Individual simulations.	12	Allotted
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.13 – Nutrition 1 – BN1NUT31

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1NUT31
Program	BSN
Semester	3
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 01 – September 05, 2025
End-date (start final course-exams)	February 13, 2026
Prerequisites	- Microbiology – BN1MICRO11 - Chemistry – BN1CHEM21 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

The science of nutrition researches the physiological processes, related to consuming food and beverages. The food we eat and the beverages we drink contain a plethora of substances and chemicals, the most important ones being nutrients (carbohydrates, lipids, proteins, vitamins, minerals and water), which we need for our development, to maintain our health, to be able to reproduce and to stay 'fit'. Nutrition is the key-factor in the way our body functions and many diseases can be prevented by eating healthy food and drinking healthy beverages. Initially being the domain of chemists and physiologists, nutritional science is nowadays an obvious and integral part of healthcare-related research and practice.

Nutrition needs to be balanced and tuned to our bodily needs, depending on levels and types of activity, environmental conditions, health-conditions, altered physiological conditions, like pregnancy, lactation and aging and even psychological issues, like stress.

Nutrition is divided into two separate courses. The first course (Nutrition 1) focuses on the basics of nutrition and nutrients, the human life-cycle and community nutrition and clinical nutrition. The second course (Nutrition 2) is geared towards nutritional holistic wellness.

The importance of the relationship between nutrition and the diverse microbial communities residing in the human body, particularly the gut and possible toxicological issues, related to nutritional processes, make is necessary to have completed and passed the Microbiology – BN1MICRO11 course. Since nutritional processes are highly chemical, Chemistry – BN1CHEM21 must be completed and passed, before both Nutrition courses can be followed. Anatomy & Physiology 1 – BN1PHY21 and Anatomy & Physiology 2 – BN1PHY32 must be completed and passed, because a deep understanding of human physiological processes are necessary to be able to interpret the nutritional processes. Especially the third focus of Nutrition 1 (clinical nutrition) requires the student to have a broad understanding of pathophysiological conditions and alterations.

Both Nutrition courses have their own Learning Outcomes.

Mandatory Literature

Gilbert, J.A., Schlenker, E., 2023, *Williams' Essentials of Nutrition and Diet Therapy – 13th edition*, Elsevier Health Sciences/Mosby.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Nutrition 1 the student should be able to

1. Explain the role and importance of nutritional science/research for health and health promotion, throughout the lifespan.
2. Understand and describe the physiological processes during and after nutritional consumption.
3. Understand and describe the categories of nutrients and their roles in the human body.
4. Understand and explain the relationship between nutrition and the human energy balance.
5. Understand and discuss food safety norms and practices.
6. Understand and explain the preferred diet-therapies for certain physiological alterations and diseases.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- The science of nutrition. - Guides for food selection. - Personal perceptions of food.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- The role of nutrition. - The gastrointestinal and digestive tract.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

3	1	- Theory - Discussion	- Carbohydrates - Lipids - Proteins	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Vitamins - Minerals - Water	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- The human energy system. - Body composition.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Food selection. - Biotechnology - Food safety and food processing.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Nutrition and public health. - Food expenditures. - Nutrition education.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Nutrition during pregnancy and lactation. - Nutritional requirements for growth. - Nutrition and psychosocial development.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Nutrition for aging adults. - Nutrition and physical fitness. - Nutrition and athletic performance.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Role of nutrition in clinical care. - Nutrition diagnosis. - Nutrition intervention.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	

11	1	- Theory - Discussion	- Nutrition and metabolic stress. - Drug – nutrient interactions. - Enteral and parenteral nutrition.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Nutrition and gastrointestinal diseases. - Nutrition and diseases of the heart, blood-vessels and lungs.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Nutrition and diabetes. - Nutrition and renal diseases.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Nutrition and AIDS. - Nutrition and cancer.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, by the instructor assigned individual online adaptive exercises and exercises included in the mandatory textbook must be completed.
   3.1 Online adaptive exercises are accessible on the Elsevier Evolve platform and made available in the student's SISC account. To be completed on or before a date and time determined by the instructor. These adaptive exercises are not reviewed and graded.
   3.2 By the instructor assigned exercises, included in the mandatory textbook, are mandatory, but are not reviewed and graded as such. To be completed on or before a date and time determined by the instructor.
4. A one-week, complete, diet-plan, developed and substantiated for a certain disease or altered physiology and that incorporates certain cultural preferences. To be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The diet-plan is reviewed and graded.
5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.

5.2 The final exam must be completed within 02 full clock-hours.

5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given nutritional scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Diet-plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Nutrition 1

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
Diet-plan.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.14 – Clinical Skills 1 – BN1CLIN31

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1CLIN31
Program	BSN
Semester	3
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 01 – September 05, 2025
End-date (start final course-exams)	February 13, 2026
Prerequisites	- Communication Skills – BN1COM11 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Nutrition 1 – BN1NUT31 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlinks to online VR scenarios in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7 for the final exam. All skills must be completed and passed physically.

Course Description

For any professional, *'knowing'* what to do and when to do 'it' is, obviously, very important. For nurses, however, knowing *how* to do 'it', is extremely important. Nurses must be competent in using hundreds of skills, in clinical settings. Patients/clients need care, the kind of care that can, often enough, not be given by other healthcare professionals. Nursing techniques must be executed flawlessly, so patient-safety is guaranteed and patients differ in their needs, for a plethora of reasons. Clinical skills are not limited to physical procedures (the 'hard' skills), like administering a blood transfusion, but are also the consequence of thorough assessments and diagnoses (the 'soft' skills), like observing and communicating with the patient.

Clinical Skills at CUN are divided into three courses, with increasing levels of complexity and difficulty. This first course focuses on fundamental skills. The second course covers intermediate skills and the third course details advanced skills.

All three Clinical Skills courses are based on seven general concepts; accuracy, person-centered care, infection control, safety, communication, evaluation and health maintenance and can be aligned with the mandatory textbooks “Concepts for Nursing Practice”, “Nursing Outcomes Classification (NOC): Measurement of Health Outcomes”, “Nursing Interventions Classification (NIC)” and “Nursing Diagnoses: Definitions and Classification 2021 – 2023” (see the mandatory textbooks for the course Introduction to Nursing) and “Introduction to Concept Mapping in Nursing”, which is also a mandatory textbook for the Study Skills course (BN1STUD11). Practicing skills will be done virtually online, as well as on-premises physically.

Although all students must be able to perform all clinical skills that are part of all three courses, the emphasis, during the practical training, is on team-work.

No nursing skill is without communication with the patient. Therefore Communication Skills – BN1COM11 must be completed and passed. Psychological and social determinants must always be taken into account, from a holistic perspective, so Psychology – BN1PSY11 and Sociology – BN1SOC11 must be completed and passed. To make sure nutritional aspects are not forgotten, Nutrition 1 – BN1NUT31 must be completed and passed. Since knowledge about all bodily functions and altered physiological conditions is necessary to understand why certain clinical procedures need to be executed, how and under what circumstances, Anatomy & Physiology 1 – BN1PHY21, Anatomy & Physiology 2 – BN1PHY32, Pathophysiology 1 – BN1PATHO21 and Pathophysiology 2 – BN1PATHO32 must be completed and passed, before Clinical Skills 1 can be started.

Mandatory Literature

Melton Stein, L.N., Hollen, C.J., 2024, *Concept-Based Clinical Nursing Skills; Fundamental to Advanced Competencies – 2nd edition*, Elsevier Health Sciences.

Moorhead, S, e.a., 2024, *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes – 7th edition*, Elsevier Health Sciences.

Butcher H.K., e.a., 2024, *Nursing Interventions Classification (NIC) - 8th edition*, Elsevier Health Sciences.

Heather-Herdman, T., e.a., 2021, *Nursing Diagnoses: Definitions and Classification 2021 – 2023 – 12th edition*, Thieme Medical Publishers.

Giddens, J.F., 2020, *Concepts for Nursing Practice – 3rd edition*, Elsevier Health Sciences.

Schmehl, P., 2014, *Introduction to Concept Mapping in Nursing – 1st edition*, Jones & Bartlett Learning

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Clinical Skills 1 the student should be able to

1. Understand and explain the principles of and put into practice safe client care, assess safety conditions and analyze and interpret relevant test-results.
2. Understand and explain the principles of and put into practice a patient’s personal care and hygiene, assess hygienic conditions and analyze and interpret relevant test-results.
3. Understand and explain the principles of and put into practice assessments and vital measurements, assess a patient’s clinical conditions and analyze and interpret relevant test-results.
4. Understand and explain the principles of and put into practice nutritional assessments and therapies, assess a patient’s nutritional conditions and analyze and interpret relevant test-results.
5. Understand and explain the principles of and put into practice support for (im)mobility and comfort, assess mobility conditions and analyze and interpret relevant test-results.
6. Understand and explain the principles of and put into practice end of life care and assess a patient’s psychological, spiritual, social and clinical conditions.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Identifying the patient. - Preventing infection.	1
	2	- Group-wise clinical skill scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
2	1	- Theory - Discussion	- Moving patients safely. - Using restraints.	1
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
3	1	- Theory - Discussion	- Bathing a client. - Oral hygiene. - Providing hair-care.	2
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
4	1	- Theory - Discussion	- Eye- and ear-care. - Assisting with elimination. - Making beds.	2
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
5	1	- Theory - Discussion	- Assessing temperature. - Regulating temperature.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

Weekly Schedule continued on next page.

6	1	- Theory - Discussion	- Assessing pulse. - Assessing respiration.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
7	1	- Theory - Discussion	- Assessing blood pressure. - Assessing oxygen saturation. - Assessing blood glucose.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
8	1	- Theory - Discussion	- Collecting subjective and objective data. - Performing a 'Head-to-Toe' or system-specific assessment.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
9	1	- Theory - Discussion	- Nutritional assessment. - Assisting patients with oral nutrition.	4
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
10	1	- Theory - Discussion	- Providing gastric tube therapy. - Providing enteral nutrition.	4
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
11	1	- Theory - Discussion	- Supporting mobility. - Supporting immobilization. - Caring for patients with amputations.	5
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

12	1	- Theory - Discussion	- Assessing pain and discomfort. - Using relaxation techniques. - Using a 'TENS' unit.	5
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
13	1	- Theory - Discussion	- Using heat or cold to promote comfort. - Using patient-controlled analgesia. - Using epidural analgesia.	5
	2	- Group-wise clinical skill scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
14	1	- Theory - Discussion	- Bereavement and spiritual care. - Assisting patients and families with advance care planning.	6
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
15	1	- Theory - Discussion	- Caring for patients near the end of life. - Caring for patients after death.	6
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during one session of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also relevant concept maps are created and discussed.
2. Weekly, by the instructor assigned, group-wise practical clinical skills sessions, related to the weekly discussed topics, during two sessions of 50 minutes, to be performed on-premises.
   2.1 The clinical skills scenarios, chosen/configured by the instructor, are performed on specialized nursing manikins and equipment.
   2.2 Students must complete and pass all assigned scenarios and clinical skills!
3. During self-study hours, students are expected to train clinical skills scenarios, using their VR account. Particular clinical scenarios may be assigned by the instructor. VR scenarios are for training purposes only and are therefore not graded.
4. Final exam, covering all Learning Outcomes.

4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
4.2 The final exam must be completed within 02 full clock-hours.
4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given clinical skills scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Clinical Skills scenarios.	34% of total grade.	Score is either 'Pass' (100%) or 'Fail' (0%). All clinical skills must be passed. Failed skills are to be repeated until they are passed.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Clinical Skills 1

Theory	Hours	Status
Lecture and discussions.	15	Allotted
Self-study	**Hours**	**Status**
Theory and exercises (if any).	45	Recommended
Practice	**Hours**	**Status**
Clinical skills VR scenarios.	45	Projected
Assignment and Exam	**Hours**	**Status**
Clinical skills scenarios.	30	Allotted
Final exam	02	Allotted

Total hours: 137
US Credits: 03
ECTS credits: 06

15.15 – Advanced Communication Skills – BN1ACOM31

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1ACOM31
Program	BSN
Semester	3
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of September 01 – September 05, 2025
End-date (start final course-exams)	February 13, 2026
Prerequisites	- Communication Skills – BN1COM11 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Introduction to Nursing – BN1NURS21
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

This course Advanced Communication Skills is a deepening of the first semester course Communication Skills – BN1COM11. Communication Skills introduced students to the ideas, theories and techniques of effective, responsible, assertive and caring communication between nurses and their patients and between nurses and other members of the healthcare-teams they are part of. Advanced Communication Skills is aimed at further developing the students' (clinical) communication and interviewing skills, focusing on psychological, biological and social influences on behavior and individual well-being. The course has an inter-professional emphasis, exploring the 'realms' of counseling, social work and healthcare. This is also the reason why the courses Communication Skills – BN1COM11, Psychology – BN1PSY11, Sociology – BN1SOC11 and Introduction to Nursing – BN1NURS21 need to be completed and passed, before Advanced Communication Skills can be started.

<u>Mandatory Literature</u>

Higham, P., 2020, *Communication and Interviewing Skills for Practice in Social Work, Counselling and the Health Professions – 1st edition*, Routledge.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Advanced Communication Skills the student should be able to

1. Understand and explain the interactional characteristics between professional practitioners and their patients/clients.
2. Explain the characteristics of and demonstrate different communication approaches and interviewing skills.
3. Understand and discuss ethical concerns in communicating with patients/clients.
4. Understand and discuss organization-specific communication characteristics.
5. Explain the characteristics of and demonstrate the role of technology in communicating with patients/clients.
6. Explain the characteristics of and demonstrate communication with patients/clients in different (clinical) settings and (social) situations.
7. Explain the characteristics of and demonstrate communication with people in different stages of life.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussions	- Patients and clients. - The professional practitioner.	1
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
2	1	- Theory - Discussions	- Communication approaches.	2
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
3	1	- Theory - Discussions	- Interviewing skills.	2
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
4	1	- Theory - Discussions	- Conceptual themes for communicating and interviewing.	2
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	

5	1	- Theory - Discussions	- Providing information.	2
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
6	1	- Theory - Discussions	- Ethical concerns.	3
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
7	1	- Theory - Discussions	- Communication and interviewing in different organizational contexts.	4
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
8	1	- Theory - Discussions	- Communicating with technology, computers and artificial intelligence.	5
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
9	1	- Theory - Discussions	- Communicating in specific clinical situations: diabetes, addictions and obesity.	6
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
10	1	- Theory - Discussions	- Communicating in situations of loss.	6
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
11	1	- Theory - Discussions	- Communicating in situations of domestic violence.	6
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	

Weekly Schedule continued on next page.

12	1	- Theory - Discussions	- Communication through life stories and biographies.	2
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
13	1	- Theory - Discussions	- Communicating with people in different stages of life.	7
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	
14	1	- Theory - Discussions	- Communicating with individuals with mental health issues and physical impairments.	6
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly role-playing sessions, focusing on the weekly discussed topics, either student-instructor or student-student, on-premises and off-premises online. Each role-playing session has a duration of 15 minutes. Each student must complete two role-playing sessions, in the role of nurse, covering two nursing scenarios, about the discussed topics, during a particular week. Role-playing sessions are recorded and discussed between students and their instructor afterwards. Off-premises role-playing sessions must be conducted on CUN's proctoring platform. Role-playing sessions completed any other way, off-premises, will be discarded. Role-plays are mandatory, but are not separately graded as such.
3. Written assignment (literature study), about a specific advanced communication in nursing topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 3.1 A template will be made available and must be used.
   - 3.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   - 3.3 At least four relevant (nursing) research texts must be used as resources, to be found on (nursing) research websites and in scientific (nursing) journals.
   - 3.4 The paper must be at least three, but at most four full pages, A4 format.
   - 3.5 Top, bottom, left and right margin: 20 mm.
   - 3.6 Font-size 14 for the title.
   - 3.7 Font-size 12 for the sub-title, if applicable.
   - 3.8 Font-size 10 for regular text, single line-spacing.
   - 3.9 Spacing between paragraphs 01.50 mm.
4. Final exam, covering all Learning Outcomes.
   - 4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring-platform. Final exams completed any other way will be discarded.
   - 4.2 The final exam must be completed within 02 full clock-hours.

4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given advanced nursing communication scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation (including role-playing sessions).	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Advanced Communication Skills

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory	42	Recommended
Practice	**Hours**	**Status**
Role-playing	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam.	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.16 – Pathophysiology 3 – BN1PATHO43

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PATHO43
Program	BSN
Semester	4
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 02 – March 06, 2026
End-date (start final course-exams)	August 13, 2026
Prerequisites	- Microbiology – BN1MICRO11 - Chemistry – BN1CHEM21 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlinks to online simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Discussing Pathophysiology is actually discussing two different, but related, sciences; pathology and physiology. Pathology studies perceptible (medical) conditions, during a disease. Physiology is concerned with the processes at work within a living organism. Pathophysiology, the combination of these two sciences, tries to understand and explain the functional changes that occur, within a living organism, because of a certain disease.

So, what you will be studying during this course is the alterations that take place within the human body, because of a disease. We will discuss manifestations of disease, risk factors for disease and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes.

Since the (virtual) lab-work, that is part of this course, requires basic knowledge of microbiological research, Microbiology (BN1MICRO11) is a prerequisite for Pathophysiology. Chemistry (BN1CHEM21) is a prerequisite, because of the chemical reactions that are discussed and examined, during the course. Anatomy & Physiology 1 (BN1PHY21) and Anatomy & Physiology 2 (BN1PHY32) are prerequisites, due to

the in-depth knowledge the student needs to have about the structure and functions of the human bodily systems.

Pathophysiology at CUN is divided into three linked courses, with a total of 09 US Credits and 18 ECTS credits, to be earned. Each separate Pathophysiology course counts for 03 US credits and 06 ECTS credits. This is the third Pathophysiology course, meaning that you must have completed and passed Pathophysiology 1 and Pathophysiology 2, before starting Pathophysiology 3.

Each separate Pathophysiology course has its own set of Learning Outcomes. General Learning Outcomes, for all three Pathophysiology courses combined are the following.

1. Understand and being able to describe abnormal human physiologic functions and disruptions, due to certain diseases.
2. Being able to examine the relationships between body systems and to recognize assessment findings of certain pathological processes and their treatment.

Mandatory Literature

Nath, J., Braun, C., 2022, *Applied Pathophysiology – A Conceptual Approach – 4th edition*, Wolters Kluwer Health

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Pathophysiology 3 the student should be able to

1. Understand and describe the pulmonary structure and function and relevant pathophysiology clinical models for altered ventilation and diffusion.
2. Understand and describe the principles of perfusion and relevant pathophysiology clinical models for altered perfusion.
3. Understand and describe the principles of nutrition and relevant pathophysiology clinical models for altered nutrition.
4. Understand and describe the principles of elimination and relevant pathophysiology clinical models for altered elimination.
5. Understand and describe the characteristics of aging and relevant pathophysiology clinical models for degenerative changes in aging.
6. Understand and describe the functions of glucose, insulin, energy and the pancreas and relevant pathophysiology clinical models for altered glucose, insulin, energy and the pancreas.

Weekly Schedule on next page.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Pulmonary structure and function.	1
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Impaired ventilation.	1
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of impaired ventilation.	1
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Perfusion - Altered perfusion.	2
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of altered perfusion.	2
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Nutrition - Altered nutrition.	3
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of altered nutrition.	3
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

8	1	- Theory - Discussion	- Altered urinary elimination. - Altered stool elimination.	4
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of altered elimination.	4
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Theories on aging. - General manifestations of aging.	5
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Managing degenerative changes in older people.	5
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of degenerative changes in older people.	5
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Alterations in glucose, insulin, energy and the pancreas.	6
	2	- Theory - Discussion		
	3	- Group-simulation	- Simulated scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Relevant pathophysiology clinical models for and treatment of alterations in glucose, insulin, energy and the pancreas.	6
	2	- Theory - Discussion		
	3	- Individual simulation	- Simulated scenarios, to be assigned by the concerning instructor.	

Continue Pathophysiology 3 on next page.

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly, by the instructor assigned, simulation sessions, related to the weekly discussed topics, both individually and in groups.
   2.1 The weekly sessions are online simulated scenarios, chosen/configured by the instructor, accessible through the student's concerning online simulation account or other relevant platforms.
   2.2 Students must complete all assigned simulation sessions, for topics discussed during each particular week.
   2.3 A total of four individual simulations, to be configured by the instructor, are observed by or on behalf of the instructor and are graded after completion. Duration of the simulations are determined by the instructor.
   2.4 Group-simulations are mandatory and may be observed by or on behalf of the instructor, but are not graded. Group-simulations are completed for PBL and training purposes.
3. During self-study hours, individual online exercises, included in the mandatory textbook may be completed.

   Online exercises are accessible through the student's VitalSource Bookshelf CoachMe account. These exercises are self-paced, adaptive and for self-study purposes only and are therefore not graded, but highly recommended!
4. Written assignment (literature study), about a specific pathophysiological topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   4.1 A template will be made available and must be used.
   4.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   4.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   4.4 The paper must be at least two, but at most three full pages, A4 format.
   4.5 Top, bottom, left and right margin: 20 mm.
   4.6 Font-size 14 for the title.
   4.7 Font-size 12 for the sub-title, if applicable.
   4.8 Font-size 10 for regular text, single line-spacing.
   4.9 Spacing between paragraphs 01.50 mm.
5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given pathophysiological scenarios.

Continue Pathophysiology 3 on next page.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Individual simulation sessions.	17% of total grade.	Score is either 'Pass' (100%) or 'Fail' (0.0%) for each of the four simulations. All four simulations must be passed.
Written assignment.	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Pathophysiology 3

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and exercises.	42	Recommended
Practice	**Hours**	**Status**
Group-simulations.	30	Allotted
Assignment and Exam	**Hours**	**Status**
Individual simulations.	12	Allotted
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.17 – Nutrition 2 – BN1NUT42

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1NUT42
Program	BSN
Semester	4
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 02 – March 06, 2026
End-date (start final course-exams)	August 13, 2026
Prerequisites	- Microbiology – BN1MICRO11 - Chemistry – BN1CHEM21 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online exercises in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

The science of nutrition researches the physiological processes, related to consuming food and beverages. The food we eat and the beverages we drink contain a plethora of substances and chemicals, the most important ones being nutrients (carbohydrates, lipids, proteins, vitamins, minerals and water), which we need for our development, to maintain our health, to be able to reproduce and to stay 'fit'. Nutrition is the key-factor in the way our body functions and many diseases can be prevented by eating healthy food and drinking healthy beverages. Initially being the domain of chemists and physiologists, nutritional science is nowadays an obvious and integral part of healthcare-related research and practice.

Nutrition needs to be balanced and tuned to our bodily needs, depending on levels and types of activity, environmental conditions, health-conditions, altered physiological conditions, like pregnancy, lactation and aging and even psychological issues, like stress.

Nutrition is divided into two separate courses. The first course (Nutrition 1) focuses on the basics of nutrition and nutrients, the human life-cycle and community nutrition and clinical nutrition. This second course

(Nutrition 2) is geared towards nutritional wellness and is definitely 'food for thought', with a holistic philosophical emphasis.

The importance of the relationship between nutrition and the diverse microbial communities residing in the human body, particularly the gut and possible toxicological issues, related to nutritional processes, make is necessary to have completed and passed the Microbiology – BN1MICRO11 course. Since nutritional processes are highly chemical, Chemistry – BN1CHEM21 must be completed and passed, before both Nutrition courses can be followed. Anatomy & Physiology 1 – BN1PHY21 and Anatomy & Physiology 2 – BN1PHY32 must be completed and passed, because a deep understanding of human physiological processes are necessary to be able to interpret the nutritional processes. Especially the third focus of Nutrition 1 (clinical nutrition) requires the student to have a broad understanding of pathophysiological conditions and alterations. It is necessary to have knowledge about the principles and pathophysiological issues of nutrition in general, so Nutrition 1 needs to be completed and passed, before Nutrition 2 can be started.

Both Nutrition courses have their own Learning Outcomes.

Mandatory Literature

Noreiga, T.P., 2021, *Life, Nutrition, and Wellness 101 – 1st edition*, iUniverse.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Nutrition 2 the student should be able to

1. Understand and explain the holistic principles of nutritional wellness and healthy food.
2. Understand and explain healthy food varieties and components.
3. Understand and discuss the value of consuming healthy foods and maintaining a healthy lifestyle.
4. Understand and discuss the characteristics and value of organ-specific food complements.
5. Understand and explain nutrition-related clinical complications.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Food and GMO. - Superfoods - Antioxidants and free radicals.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- 'Adam's Ale' (the water we drink). - Herbs and spices. - Soybeans	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

3	1	- Theory - Discussion	- Protein builders. - Sugars. - Honey	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Bitter foods. - Salt - Vitamins and minerals.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Iron - 'Garden fresh' and 'Colorful seedlings'.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- 'Morning aromatics'. - Oils and fats. - Dairy	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Cacao - Red wine. - Starches and grains.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Meat - Herbal teas.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Sleep deprivation. - Intermittent fasting. - Yoga	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Exercising - Food elimination.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	

11	1	- Theory - Discussion	- Organ specific food complements. - Cruciferous vegetables.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Clinical nutritional complications.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Body-based wellness.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- 'Fruit for thought'.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nutritional scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also wellness-related videos may be shown and discussed.
2. During self-study hours further reading and literature-study on holism- and wellness-related nutritional and lifestyle topics is encouraged.
3. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
4. Written assignment (literature study), about a specific holism- and wellness-related nutritional topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 4.1 A template will be made available and must be used.
   - 4.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   - 4.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   - 4.4 The paper must be at least two, but at most three full pages, A4 format.
   - 4.5 Top, bottom, left and right margin: 20 mm.
   - 4.6 Font-size 14 for the title.
   - 4.7 Font-size 12 for the sub-title, if applicable.
   - 4.8 Font-size 10 for regular text, single line-spacing.
   - 4.9 Spacing between paragraphs 01.50 mm..

5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given holism- and wellness-related nutritional scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Nutrition 2

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and further research.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.18 – Clinical Skills 2 – BN1CLIN42

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1CLIN42
Program	BSN
Semester	4
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 02 – March 06, 2026
End-date (start final course-exams)	August 13, 2026
Prerequisites	- Communication Skills – BN1COM11 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online VR simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7 for the final exam. All skills must be completed and passed physically.

Course Description

For any professional, *'knowing'* what to do and when to do 'it' is, obviously, very important. For nurses, however, knowing *how* to do 'it', is extremely important. Nurses must be competent in using hundreds of skills, in clinical settings. Patients/clients need care, the kind of care that can, often enough, not be given by other healthcare professionals. Nursing techniques must be executed flawlessly, so patient-safety is guaranteed and patients differ in their needs, for a plethora of reasons. Clinical skills are not limited to physical procedures (the 'hard' skills), like administering a blood transfusion, but are also the consequence of thorough assessments and diagnoses (the 'soft' skills), like observing and communicating with the patient.

Clinical Skills at CUN is divided into three courses, with increasing levels of complexity and difficulty. The first course focuses on fundamental skills. This second course covers intermediate skills and the third course details advanced skills.

All three Clinical Skills courses are based on seven general concepts; accuracy, person-centered care, infection control, safety, communication, evaluation and health maintenance and can be aligned with the mandatory textbooks "Concepts for Nursing Practice", "Nursing Outcomes Classification (NOC): Measurement of Health Outcomes", "Nursing Interventions Classification (NIC)" and "Nursing Diagnoses: Definitions and Classification 2021 – 2023" (see the mandatory textbooks for the course Introduction to Nursing) and "Introduction to Concept Mapping in Nursing", which is also a mandatory textbook for the Study Skills course (BN1STUD11). Practicing skills will be done virtually online, as well as on-premises physically.

Although all students must be able to perform all clinical skills that are part of all three courses, the emphasis, during the practical training, is on team-work.

No nursing skill is without communication with the patient. Therefore Communication Skills – BN1COM11 must be completed and passed. Psychological and social determinants must always be taken into account, from a holistic perspective, so Psychology – BN1PSY11 and Sociology – BN1SOC11 must be completed and passed. To make sure nutritional aspects are not forgotten, Nutrition 1 – BN1NUT31 and Nutrition 2 – BN1NUT42 must be completed and passed. Since knowledge about all bodily functions and altered physiological conditions is necessary to understand why certain clinical procedures need to be executed, how and under what circumstances, Anatomy & Physiology 1 – BN1PHY21, Anatomy & Physiology 2 – BN1PHY32, Pathophysiology 1 – BN1PATHO21, Pathophysiology 2 – BN1PATHO32 and Pathophysiology 3 – BN1PATHO43 must be completed and passed, before Clinical Skills 2 can be started. This second course focuses on intermediate level clinical skills, so Clinical Skills 1(basic clinical skills) needs to be completed and passed first.

Mandatory Literature

Melton Stein, L.N., Hollen, C.J., 2024, *Concept-Based Clinical Nursing Skills; Fundamental to Advanced Competencies – 2nd edition*, Elsevier Health Sciences.

Moorhead, S, e.a., 2024, *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes – 7th edition*, Elsevier Health Sciences.

Butcher H.K., e.a., 2024, *Nursing Interventions Classification (NIC) - 8th edition*, Elsevier Health Sciences.

Heather-Herdman, T., e.a., 2021, *Nursing Diagnoses: Definitions and Classification 2021 – 2023 – 12th edition*, Thieme Medical Publishers.

Giddens, J.F., 2020, *Concepts for Nursing Practice – 3rd edition*, Elsevier Health Sciences.

Schmehl, P., 2014, *Introduction to Concept Mapping in Nursing – 1st edition*, Jones & Bartlett Learning

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Clinical Skills 2 the student should be able to

1. Understand and explain the principles of and put into practice gas exchange and airway maintenance, assess respiratory conditions and analyze and interpret relevant test-results.
2. Understand and explain the principles of and put into practice sterile techniques, assess hygienic conditions and analyze and interpret relevant test-results.
3. Understand and explain the principles of and put into practice medication administration, assess a patient's clinical conditions and history and analyze and interpret relevant test-results.
4. Understand and explain the principles of and put into practice safe venous access.

5. Understand and explain the principles of and put into practice bowel and urine elimination support.
6. Understand and explain the principles of and put into practice support for impaired tissue integrity and wound care.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Maintaining the health of the respiratory system. - Administering oxygen. - Establishing and maintaining an open airway.	1
	2	- Group-wise clinical skill scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
2	1	- Theory - Discussion	- Preparing a sterile field. - Preparing to enter a sterile perioperative setting.	2
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
3	1	- Theory - Discussion	- Administering oral medications. - Administering enteral medications. - Administering mucous membrane applications.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
4	1	- Theory - Discussion	- Administering topical medications. - Administering parenteral medications.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

Weekly Schedule continued on next page.

5	1	- Theory - Discussion	- Collecting venous blood specimens.	4
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
6	1	- Theory - Discussion	- Initiating, dressing and discontinuing a peripheral intravenous catheter.	
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
7	1	- Theory - Discussion	- Administering a blood transfusion.	4
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
8	1	- Theory - Discussion	- Caring for a patient with a CVAD. - Infusing fluids with a CVAD.	4
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
9	1	- Theory - Discussion	- Supporting healthy bowel elimination. - Administering enemas.	5
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
10	1	- Theory - Discussion	- Collecting elimination specimens. - Caring for a patient with a bowel diversion.	5
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

11	1	- Theory - Discussion	- Collecting urine measurements and specimens. - Urine elimination With a transurethral catheter.	5
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
12	1	- Theory - Discussion	- Urine elimination with a urinary diversion.	5
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
13	1	- Theory - Discussion	- Providing wound care. - Managing wound drainage.	6
	2	- Group-wise clinical skill scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
14	1	- Theory - Discussion	- Preventing and treating pressure injury and venous and diabetic ulcers.	6
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during one session of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also relevant concept maps are created and discussed.
2. Weekly, by the instructor assigned, group-wise practical clinical skills sessions, related to the weekly discussed topics, during two sessions of 50 minutes, to be performed on-premises.
   2.1 The clinical skills scenarios, chosen/configured by the instructor, are performed on specialized nursing manikins and equipment.
   2.2 Students must complete and pass all assigned scenarios and clinical skills!
3. During self-study hours, students are expected to train clinical skills scenarios, using their VR account. Particular clinical scenarios may be assigned by the instructor. VR scenarios are for training purposes only and are therefore not graded.
4. Final exam, covering all Learning Outcomes.
   4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.

4.2 The final exam must be completed within 02 full clock-hours.
4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given clinical skills scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Clinical Skills scenarios.	34% of total grade.	Score is either 'Pass' (100%) or 'Fail' (0%). All clinical skills must be passed. Failed skills are to be repeated until they are passed.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Clinical Skills 2

Theory	Hours	Status
Lecture and discussions.	14	Allotted
Self-study	**Hours**	**Status**
Theory and exercises (if any).	42	Recommended
Practice	**Hours**	**Status**
Clinical skills VR scenarios.	42	Projected
Assignment and Exam	**Hours**	**Status**
Clinical skills scenarios.	42	Allotted
Final exam	02	Allotted

Total hours: 142
US Credits: 03
ECTS credits: 06

15.19 – Nursing Care Plans 1 – BN1PLAN41

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PLAN41
Program	BSN
Semester	4
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 02 – March 06, 2026
End-date (start final course-exams)	August 13, 2026
Prerequisites	- Introduction to Nursing – BN1NURS21 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online NCP creator in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

A Nursing Care Plan (NCP) is exactly what is says. NCP's are created to assess and diagnose a patient's clinical issues and to develop, record and execute evidence based interventions and care. NCP's should be created based on holistic principles, taking a patient's cultural, spiritual and social background into account, as well as a patient's psychological profile, age and lifestyle. NCP's provide not only expected outcomes, but also guarantee continuity of care, safety, quality of care and compliance. During clinical processes, assessments, diagnoses, interventions and care are constantly evaluated and, if necessary, adjusted. NCP's used to be a purely medical phenomenon, but nowadays, it is focused on the patient's needs. Many modern healthcare institutions use NCP software.

During this course NCP's are created and discussed, aligned with Giddens' Concepts of Nursing Practice. Guides for the prioritization of care planning is offered, using ANA-recognized, standardized terminology. A conceptual NCP creator is available on the Elsevier Evolve platform.

Nursing Care Plans is divided into two courses. These two courses both have their own specific Learning Outcomes and discussed topics, but they both incorporate the following five main Learning Outcomes, representing the NCP process.

1. Being able to assess a patient's clinical condition, by collecting subjective and objective data.
2. Being able to analyze collected data to diagnose a patient's clinical condition, conform the NANDA definition of 'nursing diagnosis' and following Maslow's 'hierarchy of human needs'.
3. Being able to prepare SMART goals, based on the diagnosis, to achieve evidence based desired health outcomes ('nursing interventions').
4. Being able to implement the prepared nursing interventions.
5. Being able to evaluate the success of the implemented nursing interventions.

Since an understanding of the nursing process in general and a holistic nursing approach is required, Introduction to Nursing – BN1NURS21 must be completed and passed. Anatomy & Physiology 1 – BN1PHY21, Anatomy & Physiology 2 – BN1PHY32, Pathophysiology 1 – BN1PATHO21, Pathophysiology 2 – BN1PATHO32, Pathophysiology 3 – BN1PATHO43 and Nutrition 1 – BN1NUT31 must be completed and passed to ensure sufficient knowledge of the functions of the human body and pathophysiological conditions.

Mandatory Literature

Harding, M.M., Hagler, D., 2022, *Conceptual Nursing Care Planning – 1st edition*, Elsevier Health Sciences.

Moorhead, S, e.a., 2024, *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes – 7th edition*, Elsevier Health Sciences.

Butcher H.K., e.a., 2024, *Nursing Interventions Classification (NIC) - 8th edition*, Elsevier Health Sciences.

Heather-Herdman, T., e.a., 2021, *Nursing Diagnoses: Definitions and Classification 2021 – 2023 – 12th edition*, Thieme Medical Publishers.

Giddens, J.F., 2020, *Concepts for Nursing Practice – 3rd edition*, Elsevier Health Sciences.

Learning Outcomes

On completion of the course Nursing Care Plans 1 the student should be able to

1. Explain and demonstrate the process of creating an NCP.
2. Explain and demonstrate the process of creating an NCP, related to development and physical ability.
3. Explain and demonstrate the process of creating an NCP, related to social determinants and spirituality.
4. Explain and demonstrate the process of creating an NCP, related to psychological determinants.
5. Explain and demonstrate the process of creating an NCP, related to pathophysiological alterations.
6. Explain and demonstrate the process of creating an NCP, related to nutrition and elimination.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- The process of creating an NCP.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

2	1	- Theory - Discussion	- Development - Functional ability	2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Family dynamics. - Culture - Spirituality	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Adherence - Self-management	4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Fluids and electrolytes. - Acid – base balance.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Thermoregulation - Sleep	4, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Cellular regulation. - Intracranial regulation.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Hormonal regulation. - Glucose regulation.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Nutrition - Elimination	6
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

10	1	- Theory - Discussion	- Perfusion - Gas exchange.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Reproduction - Sexuality	2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Immunity - Inflammation	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Infection - Mobility	2, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Tissue integrity. - Sensory perception. - Sensory deficit.	2, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, by the instructor assigned individual online NCP's must be created. The online NCP creator is accessible on the Elsevier Evolve platform and made available in the student's SISC account. To be completed on or before a date and time determined by the instructor. Online created NCP's are not graded.
4. Two complete NCP's, created for a certain disease or altered physiology, taking into account cultural, spiritual and social determinants, as well as psychological profile, age and lifestyle. To be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The NCP's are reviewed and graded.

5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given NCP scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
NCP 1	17% of total grade.	Minimum score-percentile earned: 70.
NCP 2	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Nursing Care Plans 1

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and online practice NCP's.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
NCP 1 and 2.	50	Projected
Final exam	02	Allotted

Total hours: 164
US Credits: 03
ECTS credits: 06

15.20 – Health Promotion – BN1PROAS41

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PROAS41
Program	BSN
Semester	4
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 02 – March 06, 2026
End-date (start final course-exams)	August 13, 2026
Prerequisites	- Introduction to Nursing – BN1NURS21
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

When we think about Health Promotion, expressions like 'prevention is better than cure' and 'better safe than sorry' come to mind. Keeping a population healthy is not only good for the individual's quality of life, but is also good for society as a whole. As we know, healthcare consumes a big part of a country's budget and high disease rates form a tremendous burden, both economically and socially. Health is therefore not just defined by medical determinants, but also focuses on economics, the environment and dominant lifestyles and attitudes.

Health Promotion, as part of a country's or community's public health policies, aims at improving knowledge, attitudes and behavior, related to all aspects of health, of citizens and institutions.

This Health Promotion course offers insights in the historical context of health promotion programs, especially its development during the last 30 years. The course provides the theoretical foundation for designing and planning interventions that promote health and behavior-change, aimed at individuals, families, organizations, communities and nations as a whole.

Special attention is paid to health equity and social justice, including discussions of vulnerable and underserved population-groups, racial and ethnic disparities in health and minority group engagement.

Since knowledge of and insights in the fundamental processes and conditions of nursing is necessary, students must have completed and passed Introduction to Nursing – BN1NURS21.

Mandatory Literature

Fertman, Carl I., Grim, Melissa L., *Health Promotion Programs; From Theory to Practice – 3rd edition*, Jossey-Bass.

Learning Outcomes

On completion of the course Health Promotion the student should be able to

1. Describe the difference between and explain the importance of 'health promotion' and 'health education'.
2. Demonstrate detailed knowledge of current health promotion theories and models.
3. Describe and conduct a Health Needs Assessment and identify goals, objectives and interventions, for individuals, organizational settings and communities.
4. Describe, develop and implement health promotion materials, support and advocacy.
5. Develop and manage the implementation of a health promotion program.
6. Develop and manage tools and methods for evaluating and enhancing effectiveness of healthcare programs.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Health, health promotion and health promotion programs. - Historical context of health promotion. - Health education. - Health promotion program stakeholders.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Foundational theories/models of health promotion. - Health promotion, equity and social justice.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Conducting a Health Needs Assessment of a defined population, using primary data methods and tools. - Conducting a Health Needs Assessment of a defined population, using secondary data methods and tools.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Identifying a mission statement, goals and objectives. - Deciding on program interventions. - Selecting promotion materials. - Developing effective policies and procedures.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

5	1	- Theory - Discussion	- Implementation tools, program staff and budgets.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Creating an advocacy agenda for a program. - Forming alliances and partnerships for advocacy. - Advocacy methods.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Developing a communication plan. - Developing and pretesting concepts, messages and materials.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Sources of program funding. - Fundraising activities and strategies.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Health analytics data mining. - Health promotion dashboards and visual mapping. - Understanding program evaluation. - Implementing an evaluation.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Enhancing program impact and sustainability.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Health education in schools and colleges.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

12	1	- Theory - Discussion	- Opportunities and challenges of patient-centered health promotion programs.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Health promotion programs in workplace settings.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Promoting community health.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. Since the mandatory textbook is mainly focused on Western/US situations and conditions, further research, during self-study hours, focusing on health promotion from a global perspective, is highly encouraged.
4. A concise, but complete health promotion program, created for an identified community health issue, related to a certain lifestyle and nutritional habits, taking into account cultural and/or ethnic and/or social determinants. To be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The health promotion program is reviewed and graded. Although lots of examples are available, be aware that the program must be authentic. The program must be logical and plausible, but will be assessed on a conceptual level and not on actual feasibility.
5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given health promotion scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Health Promotion Program.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Health Promotion

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and further research.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
Health Promotion Program.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.21 – Clinical Skills 3 – BN1CLIN53

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1CLIN53
Program	BSN
Semester	5
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 31 – September 04, 2026
End-date (start final course-exams)	February 12, 2027
Prerequisites	- Communication Skills – BN1COM11 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online VR simulations in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7 for the final exam. All skills must be completed and passed physically.

Course Description

For any professional, *'knowing'* what to do and when to do 'it' is, obviously, very important. For nurses, however, knowing *how* to do 'it', is extremely important. Nurses must be competent in using hundreds of skills, in clinical settings. Patients/clients need care, the kind of care that can, often enough, not be given by other healthcare professionals. Nursing techniques must be executed flawlessly, so patient-safety is guaranteed and patients differ in their needs, for a plethora of reasons. Clinical skills are not limited to physical procedures (the 'hard' skills), like administering a blood transfusion, but are also the consequence of thorough assessments and diagnoses (the 'soft' skills), like observing and communicating with the patient.

Clinical Skills at CUN is divided into three courses, with increasing levels of complexity and difficulty. The first course focuses on fundamental skills. This second course covers intermediate skills and the third course details advanced skills.

All three Clinical Skills courses are based on seven general concepts; accuracy, person-centered care, infection control, safety, communication, evaluation and health maintenance and can be aligned with the mandatory textbooks "Concepts for Nursing Practice", "Nursing Outcomes Classification (NOC): Measurement of Health Outcomes", "Nursing Interventions Classification (NIC)" and "Nursing Diagnoses: Definitions and Classification 2021 – 2023" (see the mandatory textbooks for the course Introduction to Nursing) and "Introduction to Concept Mapping in Nursing", which is also a mandatory textbook for the Study Skills course (BN1STUD11). Practicing skills will be done virtually online, as well as on-premises physically.

Although all students must be able to perform all clinical skills that are part of all three courses, the emphasis, during the practical training, is on team-work.

No nursing skill is without communication with the patient. Therefore Communication Skills – BN1COM11 must be completed and passed. Psychological and social determinants must always be taken into account, from a holistic perspective, so Psychology – BN1PSY11 and Sociology – BN1SOC11 must be completed and passed. To make sure nutritional aspects are not forgotten, Nutrition 1 – BN1NUT31 and Nutrition 2 – BN1NUT42 must be completed and passed. Since knowledge about all bodily functions and altered physiological conditions is necessary to understand why certain clinical procedures need to be executed, how and under what circumstances, Anatomy & Physiology 1 – BN1PHY21, Anatomy & Physiology 2 – BN1PHY32, Pathophysiology 1 – BN1PATHO21, Pathophysiology 2 – BN1PATHO32 and Pathophysiology 3 – BN1PATHO43 must be completed and passed, before Clinical Skills 3 can be started. This third course focuses on advanced level clinical skills, so Clinical Skills 1(basic clinical skills) and Clinical Skills 2 (intermediate level clinical skills) need to be completed and passed first.

Mandatory Literature

Melton Stein, L.N., Hollen, C.J., 2024, *Concept-Based Clinical Nursing Skills; Fundamental to Advanced Competencies – 2nd edition*, Elsevier Health Sciences.

Moorhead, S, e.a., 2024, *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes – 7th edition*, Elsevier Health Sciences.

Butcher H.K., e.a., 2024, *Nursing Interventions Classification (NIC) - 8th edition*, Elsevier Health Sciences.

Heather-Herdman, T., e.a., 2021, *Nursing Diagnoses: Definitions and Classification 2021 – 2023 – 12th edition*, Thieme Medical Publishers.

Giddens, J.F., 2020, *Concepts for Nursing Practice – 3rd edition*, Elsevier Health Sciences.

Schmehl, P., 2014, *Introduction to Concept Mapping in Nursing – 1st edition*, Jones & Bartlett Learning

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Clinical Skills 3 the student should be able to

1. Understand and explain the principles of and put into practice advanced respiratory care, assess respiratory conditions and analyze and interpret relevant test-results.
2. Understand and explain the principles of and put into practice advanced cardiovascular care, assess cardiovascular conditions and analyze and interpret relevant test-results.
3. Understand and explain the principles of and put into practice advanced neurologic care, assess neurologic conditions and analyze and interpret relevant test-results.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Caring for a patient with invasive mechanical ventilation.	1
	2	- Group-wise clinical skill scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
2	1	- Theory - Discussion	- Caring for a patient with invasive mechanical ventilation.	1
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
3	1	- Theory - Discussion	- Arterial blood gas sampling.	1
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
4	1	- Theory - Discussion	- Caring for a patient with a chest-tube.	1
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
5	1	- Theory - Discussion	- Caring for a patient on cardiac monitoring.	2
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

Weekly Schedule continued on next page.

6	1	- Theory - Discussion	- Caring for a patient with a dysrhythmia or altered cardiac conduction.	2
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
7	1	- Theory - Discussion	- Caring for a patient with a cardiac pacemaker.	2
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
8	1	- Theory - Discussion	- Caring for a patient with a cardiac emergency.	2
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
9	1	- Theory - Discussion	- Caring for a patient with a cardiac emergency.	2
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
10	1	- Theory - Discussion	- Advanced neurologic assessment.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
11	1	- Theory - Discussion	- Advanced neurologic assessment.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

Weekly Schedule continued on next page.

12	1	- Theory - Discussion	- Caring for a patient with increased intracranial pressure (ICP).	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
13	1	- Theory - Discussion	- Caring for a patient with a neurologic emergency.	3
	2	- Group-wise clinical skill scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		
14	1	- Theory - Discussion	- Caring for a patient with a neurologic emergency.	3
	2	- Group-wise clinical skills scenarios.	- Clinical skills scenarios, to be assigned by the concerning instructor, to be performed on-premises.	
	3	- Group-wise clinical skills scenarios.		

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during one session of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also relevant concept maps are created and discussed.
2. Weekly, by the instructor assigned, group-wise practical clinical skills sessions, related to the weekly discussed topics, during two sessions of 50 minutes, to be performed on-premises.
   2.1 The clinical skills scenarios, chosen/configured by the instructor, are performed on specialized nursing manikins and equipment.
   2.2 Students must complete and pass all assigned scenarios and clinical skills!
3. During self-study hours, students are expected to train clinical skills scenarios, using their VR account. Particular clinical scenarios may be assigned by the instructor. VR scenarios are for training purposes only and are therefore not graded.
4. Final exam, covering all Learning Outcomes.
   4.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   4.2 The final exam must be completed within 02 full clock-hours.
   4.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given clinical skills scenarios.

Clinical Skills 3 continued on next page.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Clinical Skills scenarios.	34% of total grade.	Score is either 'Pass' (100%) or 'Fail' (0%). All clinical skills must be passed. Failed skills are to be repeated until they are passed.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Clinical Skills 3

Theory	Hours	Status
Lecture and discussions.	14	Allotted
Self-study	**Hours**	**Status**
Theory and exercises (if any).	42	Recommended
Practice	**Hours**	**Status**
Clinical skills VR scenarios.	42	Projected
Assignment and Exam	**Hours**	**Status**
Clinical skills scenarios.	42	Allotted
Final exam	02	Allotted

Total hours: 142
US Credits: 03
ECTS credits: 06

15.22 – Pharmacology – BN1PHARMA51

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PHARMA51
Program	BSN
Semester	5
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 31 – September 04, 2026
End-date (start final course-exams)	February 12, 2027
Prerequisites	- Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Microbiology – BN1MICRO21 - Chemistry – BN1CHEM21 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online case studies in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

The most general definition of pharmacology as a science, is the study of how certain chemicals (both of natural and synthetic origin), that are deliberately brought into a biological system, affect that biological system, on a sub-cellular, systemic, physiological or behavioral level. In other words, how does our body (or the body of animals) respond to certain drugs. However, pharmacological research is not limited to drug-research, but can, for instance, also focus on the risks of pesticides, herbicides and other poisonous substances. Specialized fields of pharmacological study include 'pharmacokinetics' (how the body interacts with administered substances for the entire duration of exposure, in terms of absorption, distribution, metabolism, and excretion) and 'pharmacodynamics' (the effects of administered substances, through interactions with biological structures at the molecular level) and 'pharmacogenetics' (the role of the genome in the effects of administered substances).

Pharmacology as a course at CUN focuses on the principles of pharmacology and drug dosage calculation, acting as a guide to 'pharmacotherapy' and safe drug administration, discussing key drugs, dosage, side effects and interactions.

Since pharmacology requires knowledge about physiology, microbiology, (bio)chemistry, pathophysiology and clinical skills Anatomy & Physiology 1 – BN1PHY21, Anatomy & Physiology 2 – BN1PHY32, Microbiology – BN1MICRO21, Chemistry – BN1CHEM21, Pathophysiology 1 – BN1PATHO21, Pathophysiology 2 – BN1PATHO32, Pathophysiology 3 – BN1PATHO43, Clinical Skills 1 – BN1CLIN31, Clinical Skills 2 – BN1CLIN42 and Clinical Skills 3 – BN1CLIN53 need to be completed and passed, before starting this Pharmacology course.

Mandatory Literature

McCuistion, L.E., e.a., 2023, *Pharmacology – A Patient-Centered Nursing Process Approach – 11st edition*, Saunders/Elsevier Health Sciences.

An optional study guide is available at VitalSource, ISBN 0323825818 or 9780323825818 (see Literature References BSN).

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Pharmacology the student should be able to

1. Understand and explain the Clinical Judgment Management Model and the nurse's professional responsibility and standards, related to the pharmacological process.
2. Understand and explain common concepts of pharmacokinetics, pharmacodynamics, pharmacogenetics and CAM and their application in drug-therapy and the nursing process.
3. Demonstrate knowledge of the actions, dosages, administration, therapeutic uses, side effects and drug interactions of common classes of drugs, related to common diseases, pathophysiological conditions, life-stage and biological gender.
4. Apply the pharmacological nursing process, including assessment, planning, implementation and evaluation to the therapeutic use of drugs in patients.
5. Demonstrate knowledge of the actions, dosages, administration, therapeutic uses, side-effects and drug interactions of emergency drugs.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Clinical Judgment Management Model. - Drug development and ethical considerations.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Pharmacokinetics - Pharmacodynamics - Pharmacogenetics - Complementary and alternative therapies.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

3	1	- Theory - Discussion	- Pediatric considerations. - Geriatric considerations. - Substance use disorders. - Safety and quality in drug administration.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Drug calculations. - Fluid volumes and electrolytes. - Vitamin and mineral replacement. - Nutritional support.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Adrenergic agonists and antagonists. - Cholinergic agonists and antagonists. - Stimulants - Depressants - Antiseizure drugs.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Drugs for Parkinsonism and Alzheimer disease. - Drugs for neuromuscular disorders and muscle spasms. - Antipsychotics and anxiolytics. - Antidepressants and mood stabilizers.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Antiinflammatories - Analgesics - Penicillins, other beta-lactams and cephalosporins. - Macrolides, oxazolidinones, lincosamides, glycopeptides, ketolides and lipopeptides.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Tetracyclines, glycylcyclines, aminoglycosides and fluoroquinolones. - Sulfonamides and nitroimidazoles antibiotics. - Antituberculars, antifungals and antivirals. - Antimalarials, anthelmintics and peptides.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- HIV- and AIDS-related drugs. - Transplant drugs. - Vaccines - Anticancer drugs.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

10	1	- Theory - Discussion	- Upper respiratory disorders. - Lower respiratory disorders. - Cardiac glycosides, antianginals and antidysrhythmics. - Diuretics	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Antihypertensives - Anticoagulants, antiplatelets and thrombolytics. - Antihyperlipidemics and drugs to improve peripheral blood flow. - Gastrointestinal Tract Disorders.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Antiulcer drugs. - Eye and ear disorders. - Dermatologic disorders. - Pituitary, thyroid, parathyroid and adrenal disorders.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Antidiabetics - Urinary disorders. - Pregnancy and preterm labor. - Labor, delivery and post-partum.	3, 4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Neonatal and newborn. - Woman's reproductive health. - Men's reproductive health. - Emergency drugs.	3, 4 3, 4 3, 4 5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, by the instructor assigned individual pharmacological case-studies and scenarios must be completed, both as part of the mandatory textbook and online. The online case-studies and scenarios are accessible on the Elsevier Evolve platform and made available in the student's SISC account. To be completed on or before a date and time determined by the instructor. Online case-studies and scenarios are not graded.
4. Written assignment (literature study), about a specific pharmacological topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.

4.1 A template will be made available and must be used.
4.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
4.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
4.4 The paper must be at least two, but at most three full pages, A4 format.
4.5 Top, bottom, left and right margin: 20 mm.
4.6 Font-size 14 for the title.
4.7 Font-size 12 for the sub-title, if applicable.
4.8 Font-size 10 for regular text, single line-spacing.
4.9 Spacing between paragraphs 01.50 mm..

5. Final exam, covering all Learning Outcomes.
5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
5.2 The final exam must be completed within 02 full clock-hours.
5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given pharmacological scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Pharmacology

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and individual case-studies (textbook and online).	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.23 – CAM – BN1CAM51

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1CAM51
Program	BSN
Semester	5
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 31 – September 04, 2026
End-date (start final course-exams)	February 12, 2027
Prerequisites	- Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlinks to online case studies in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

'CAM' or 'CAI', in the medical world, stands for 'Complimentary, Alternative and Integrative Medicine'. What makes a therapy complimentary, alternative or integrative is basically determined by our perspective of modern medicine. Modern or 'mainstream' medicine is mainly based on Western pharmaceutical therapies and drugs. Therapies and (plant-based) substances that are considered 'alternative' have been living outside the realm of modern, mainstream medicine for a long time, being considered unsafe or, at best, not evidence based. However, more and more medical scientists are researching the effectiveness of safe forms of CAM/CAI and these types of therapies and substances are now finding their way into the realm of modern medicine.

So, there are three concepts to consider.

1. Complimentary; additional therapies and substances that are used alongside modern, mainstream medical approaches.

2. Alternative; therapies and substances that are used instead of modern, mainstream medical approaches.
3. Integrative; an approach focusing on a patient's entire health and wellness and not just a specific disease or organ. It includes the mental, emotional, functional, spiritual, social and community aspects of the patient's health.

CAM/CAI therapies, substances and even rituals originate from all corners of the world and may be in use for hundreds and in some cases even thousands of years. Well-known CAM/CAI therapies include massage, reflexology, chiropractic manipulation, yoga, music therapy and hypnotherapy, but the actual list is a lot longer and many professionals just recently started to discover their potential and value, since more and more patient's are showing an interest in these therapies.

CUN's CAM course offers students insights in the foundations of CAM/CAI therapies and evidence-based clinical applications of these therapies. The emphasis is on scientific theory and research, from a holistic perspective, even entering the realms of 'quantum biology' (processes involving chemical reactions, light absorption, formation of excited electronic states, transfer of excitation energy and the transfer of electrons and protons in chemical processes) and 'biofields' (a composition of fields produced by ions, molecules and cells forming a complex system, with electromagnetic capacities).

Since this CAM course requires knowledge about physiology, microbiology, (bio)chemistry, pathophysiology and clinical skills, Anatomy & Physiology 1 – BN1PHY21, Anatomy & Physiology 2 – BN1PHY32, Microbiology – BN1MICRO21, Chemistry – BN1CHEM21, Pathophysiology 1 – BN1PATHO21, Pathophysiology 2 – BN1PATHO32, Pathophysiology 3 – BN1PATHO43, Clinical Skills 1 – BN1CLIN31, Clinical Skills 2 – BN1CLIN42 and Clinical Skills 3 – BN1CLIN53 need to be completed and passed, before starting this CAM course.

Mandatory Literature

Micozzi, M.S., 2019, *Fundamentals of Complementary, Alternative, and Integrative Medicine – 6th edition*, Saunders/Elsevier Health Sciences.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course CAM the student should be able to

1. Describe the characteristics of CAM/CAI and evaluate the strength and limitations of evidence based therapies, as it applies to conventional and CAM/CAI approaches and its translation into patient care.
2. Describe the role of CAM/CAI in different social environments and situations and its cultural considerations.
3. Describe common CAM/CAI therapies, including their history, theory, proposed mechanisms, safety/efficacy profile, side effects, prevalence and patterns of use, specified by country/region of origin and use.

Weekly Schedule starts on next page.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Characteristics of CAM/CAI. - Translation from conventional medicine. - Issues and problems in integrative medicine.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- CAM in social work, community and environment. - Quantum biology and biofields in health and healing. - Energy medicine.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Quantum botany, plant ecology and systems theory. - Neurohumoral physiology and psychoneuroimmunology. - Mind–Body physiology and placebo effects.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Western foundations of Mind–Body, mindfulness and meditation. - Mind–Body therapies.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Prayer, religion, intentionality and spirituality. - Humor, laughter and wellness. - Integrative mental healthcare.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Massage and manual therapies. - Bodywork, healing touch and touch therapies. - Chiropractic and spinal manual therapy.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Reflexology - Yoga - Western origins of natural medicines, nature cure, osteopathy and naturopathy.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

8	1	- Theory - Discussion	- Contemporary naturopathic medicine. - Electromagnetic therapies.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Homeopathic medicine. - Western herbalism and ethnobotany. - Plant essential oils and aromatherapy.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Food and agriculture, diet and nutrition and water and hydration. - Dietary and nutritional therapies.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Social and cultural factors in medicine. - Ethnomedicine, shamanism and cultural origins. - Traditional medicine of China and East Asia.	2, 3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Classical acupuncture. - South East Asian medicine. - Tibetan medicine.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Traditional medicine of India and Nepal. - Unani medicine. - Sufism and healing in the Middle East.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Western African medicine. - South African medicine. - Native North American medicine and medicinal plants.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

15	1	- Theory - Discussion	- Latin American medicine and curanderismo. - Hawaii, South Pacific and Philippine Islands; Alaska and Pacific Northwest. - Modern Asia, Africa, the Americas and the Pacific.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, by the instructor assigned individual CAM/CAI case-studies and scenarios must be completed, as part of the mandatory textbook clinical guides. To be completed on or before a date and time determined by the instructor. These case-studies are not graded.
4. Written assignment (literature study), about a specific CAM/CAI topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 4.1 A template will be made available and must be used.
   - 4.2 Evaluation and grading criteria, based on CUN's general Rubric for Written Assignments, will be made available and explained by the concerning instructor.
   - 4.3 At least three relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   - 4.4 The paper must be at least two, but at most three full pages, A4 format.
   - 4.5 Top, bottom, left and right margin: 20 mm.
   - 4.6 Font-size 14 for the title.
   - 4.7 Font-size 12 for the sub-title, if applicable.
   - 4.8 Font-size 10 for regular text, single line-spacing.
   - 4.9 Spacing between paragraphs 01.50 mm..
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.
   - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given CAM/CAI scenarios.

CAM continued on next page.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for CAM

Theory	Hours	Status
Lecture and discussions.	30	Allotted
Self-study	**Hours**	**Status**
Theory and individual case-studies (textbook and online).	45	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	45	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 147
US Credits: 03
ECTS credits: 06

15.24 – Nursing Care Plans 2 – BN1PLAN52

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PLAN52
Program	BSN
Semester	5
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 31 – September 04, 2026
End-date (start final course-exams)	February 12, 2027
Prerequisites	- Introduction to Nursing – BN1NURS21 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nursing Care Plans 1 – BN1PLAN41
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online NCP creator in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

A Nursing Care Plan (NCP) is exactly what is says. NCP's are created to assess and diagnose a patient's clinical issues and to develop, record and execute evidence based interventions and care. NCP's should be created based on holistic principles, taking a patient's cultural, spiritual and social background into account, as well as a patient's psychological profile, age and lifestyle. NCP's provide not only expected outcomes, but also guarantee continuity of care, safety, quality of care and compliance. During clinical processes, assessments, diagnoses, interventions and care are constantly evaluated and, if necessary, adjusted. NCP's used to be a purely medical phenomenon, but nowadays, it is focused on the patient's needs. Many modern healthcare institutions use NCP software.

During this course NCP's are created and discussed, aligned with Giddens' Concepts of Nursing Practice. Guides for the prioritization of care planning is offered, using ANA-recognized, standardized terminology. A conceptual NCP creator is available on the Elsevier Evolve platform.

Nursing Care Plans is divided into two courses. These two courses both have their own specific Learning Outcomes and discussed topics, but they both incorporate the following five main Learning Outcomes, representing the NCP process.

1. Being able to assess a patient's clinical condition, by collecting subjective and objective data.
2. Being able to analyze collected data to diagnose a patient's clinical condition, conform the NANDA definition of 'nursing diagnosis' and following Maslow's 'hierarchy of human needs'.
3. Being able to prepare SMART goals, based on the diagnosis, to achieve evidence based desired health outcomes ('nursing interventions').
4. Being able to implement the prepared nursing interventions.
5. Being able to evaluate the success of the implemented nursing interventions.

Since an understanding of the nursing process in general and a holistic nursing approach is required, Introduction to Nursing – BN1NURS21 must be completed and passed. Anatomy & Physiology 1 – BN1PHY21, Anatomy & Physiology 2 – BN1PHY32, Pathophysiology 1 – BN1PATHO21, Pathophysiology 2 – BN1PATHO32, Pathophysiology 3 – BN1PATHO43 and Nutrition 1 – BN1NUT31 must be completed and passed to ensure sufficient knowledge of the functions of the human body and pathophysiological conditions. Since this is the second Nursing Care Plans course, Nursing Care Plans 1 – BN1PLAN41 must be completed and passed first.

Mandatory Literature

Harding, M.M., Hagler, D., 2022, *Conceptual Nursing Care Planning – 1st edition*, Elsevier Health Sciences.

Moorhead, S, e.a., 2024, *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes – 7th edition*, Elsevier Health Sciences.

Butcher H.K., e.a., 2024, *Nursing Interventions Classification (NIC) - 8th edition*, Elsevier Health Sciences.

Heather-Herdman, T., e.a., 2021, *Nursing Diagnoses: Definitions and Classification 2021 – 2023 – 12th edition*, Thieme Medical Publishers.

Giddens, J.F., 2020, *Concepts for Nursing Practice – 3rd edition*, Elsevier Health Sciences.

Learning Outcomes

On completion of the course Nursing Care Plans 2 the student should be able to

1. Explain and demonstrate the process of creating an NCP, related to emotional conditions.
2. Explain and demonstrate the process of creating an NCP, related to psychological problems.
3. Explain and demonstrate the process of creating an NCP, related to behavioral problems.
4. Explain and demonstrate the process of creating an NCP, related to prevention and patient education.
5. Explain and demonstrate the process of creating an NCP, related to caregiving.
6. Explain and demonstrate the process of creating an NCP, related to health disparities.

Weekly Schedule starts on next page.

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Pain - Mood and cognition. - Grief	1
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Psychosis - Impaired psychological status.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Stress and coping. - Difficulty coping.	1, 2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Mood and affect. - Depressed mood. - Emotional problems.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Anxiety - Cognition - Impaired cognition.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Maladaptive behavior. - Addiction - Substance (ab)use.	2, 3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Interpersonal violence. - Victim of violence. - Violent behavior.	2, 3
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

8	1	- Theory - Discussion	- Health promotion. - Risk for disease.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Patient education. - Deficient knowledge. - Literacy problems.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Communication - Impaired communication.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Risk of environmental injury. - Risk for injury.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Continuity of care problems. - Caregiving	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Caregiver role strain. - Palliative care.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Health disparities. - Socioeconomic difficulties. - Inadequate community resources.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each

session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.

3. During self-study hours, by the instructor assigned individual online NCP's must be created. The online NCP creator is accessible on the Elsevier Evolve platform and made available in the student's SISC account. To be completed on or before a date and time determined by the instructor. Online created NCP's are not graded.
4. Two complete NCP's, created for a psychological or behavioral problem, taking into account certain health disparities. To be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The NCP's are reviewed and graded.
5. Final exam, covering all Learning Outcomes.
   5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   5.2 The final exam must be completed within 02 full clock-hours.
   5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given NCP scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
NCP 1	17% of total grade.	Minimum score-percentile earned: 70.
NCP 2	17% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Nursing Care Plans 2

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and online practice NCP's.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions (including preparation and review).	42	Allotted
Assignment and Exam	**Hours**	**Status**
NCP 1 and 2.	50	Projected
Final exam	02	Allotted

Total hours: 164
US Credits: 03
ECTS credits: 06

15.25 – Nursing Research – BN1RES51

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1RES51
Program	BSN
Semester	5
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 31 – September 04, 2026
End-date (start final course-exams)	February 12, 2027
Prerequisites	Academic Writing – BN1WRITE21
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online quizzes in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

As we already mentioned in the Course Description of the course Academic Writing, research is an important part of CUN's BSN program. However, to stay up-to-date with new developments in healthcare and to be able to play an active role in healthcare research, it is important not only to be able to review and write about research done by others, but also to be able to actually conduct research.

'Research' in general refers to detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding of that subject (https://dictionary.cambridge.org/dictionary/english/research). Narrowing this general definition down to *nursing* research our goal can be described as improving nursing practice, based on evidence discovered through nursing/medical research.

This Nursing Research course aims at offering a balanced overview of qualitative (collecting and analyzing descriptive data, about social phenomena) and quantitative (collecting and analyzing quantifiable data) research methodologies, leading to evidence based nursing practices. An abundance of research-examples is discussed, triggering and enhancing the student's reasoning capabilities and clinical judgment.

Having completed this course, the student is expected to be able to initiate, plan and conduct a nursing research project, both individually and as part of a research-team. Since quantifying and analyzing data is a sine qua non for interpreting research-data, the course content is laced with statistical 'how to'.

Plagiarism and AI-written texts are checked through the Turnitin platform.

CUN's course Academic Writing – BN1WRITE21 needs to be completed and passed, before Nursing Research can be started.

Mandatory Literature

LoBiondo-Wood, G., Haber, J., 2022, *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice – 10th edition*, Elsevier Health Sciences/Mosby.

Heavey, E., 2024, *Statistics for Nursing; A Practical Approach – 7th edition*, Jones & Bartlett Learning

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Nursing Research the student should be able to

1. Describe the purpose, characteristics, types, methods and importance of nursing research.
2. Explain ethical and legal standards in conducting nursing research.
3. Develop research problem statements, objectives, questions and/or hypotheses.
4. Select and use specific research designs, methodologies, instruments and procedures to investigate issues in nursing practice.
5. Apply critiquing criteria to the evaluation of literature reviews.
6. Examine strategies and tools for developing an evidence-based practice.
7. Identify areas of quality improvement in a nursing practice setting.
8. Statistically process and interpret collected research data.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussing research examples.	- Integrating research, Evidence-Based Practice and quality improvement. - Appraising research questions, hypotheses and clinical questions. - Gathering and appraising literature.	1 3 5
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
2	1	- Theory - Discussing research examples.	- Theoretical frameworks for research.	1
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	

3	1	- Theory - Discussing research examples.	- Qualitative research. - Introduction to statistics and levels of measurement (statistics).	1 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
4	1	- Theory - Discussing research examples.	- Qualitative research; approaches. - Presenting data (statistics).	1, 3, 4 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
5	1	- Theory - Discussing research examples.	- Qualitative research; appraisal. - Descriptive statistics, probability and measures of central tendency (statistics).	1, 3, 4 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
6	1	- Theory - Discussing research examples.	- Quantitative research. - Measuring data (statistics).	1, 3, 4 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
7	1	- Theory - Discussing research examples.	- Appraising experimental and quasi-experimental designs. - Sampling methods (statistics).	1, 3, 4 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	

8	1	- Theory - Discussing research examples.	- Appraising non-experimental designs. - Generating the research idea (statistics). - Sample size, effect size and power (statistics).	1, 3, 4 8 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
9	1	- Theory - Discussing research examples.	- Appraising systematic reviews and clinical practice guidelines. - Chi-square (statistics). - Student t-test (statistics).	1, 3, 4 8 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
10	1	- Theory - Discussing research examples.	- Appraising sampling. - Appraising legal & ethical issues. - Analysis of Variance – ANOVA (statistics).	1, 3, 4 2 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
11	1	- Theory - Discussing research examples.	- Appraising data collection methods. - Appraising reliability and validity. - Correlation coefficients (statistics).	1, 3, 4 1, 3, 4 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
12	1	- Theory - Discussing research examples.	- Appraising data analysis: descriptive and inferential statistics. - Regression analysis (statistics).	1, 3, 4 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	

13	1	- Theory - Discussing research examples.	- Understanding research findings. - Appraising quantitative research. - Relative risk versus absolute risk (statistics).	1, 3, 4 1, 3, 4 8
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	
14	1	- Theory - Discussing research examples.	- Strategies and tools for developing an Evidence-Based Practice. - Quality improvement.	6 7
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.	- Research and statistics exercises, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also research examples and exercises are discussed.
2. Weekly, by the instructor assigned, group-wise research and statistics exercises, related to the weekly discussed topics, during one session of 50 minutes, each planned week.
3. During self-study hours, students are expected to complete adaptive nursing research quizzes, on the Elsevier Evolve platform. A link to the platform is made available in the student's SISC account.

   The quizzes are not reviewed by or on behalf of the instructor and are not graded, but completing the quizzes is highly recommended!
4. Developing, planning and conducting a nursing research project, being part of a research-team. Topic to be chosen by the students, but to be approved by the instructor.
   - 4.1 Each student is assigned one or more roles and tasks and is responsible for integrating these tasks and the results of these tasks in the research project, in close coordination with his/her team-members.
   - 4.2 Before being actually executed, the research-plan must be reviewed by the instructor and only after approval the team can go ahead.
   - 4.3 Collected data must be statistically processed and interpreted.
   - 4.4 Assessment and grading is a group-wise assessment and grading, meaning that the research-plan, the actual research and the statistical process and results are being assessed and graded as a whole and all team-members earn the same grade.
   - 4.5 The research-plan, details about the execution of the research and the statistical analysis is to be presented to a group of peers. The presentation as such is not graded separately.
5. For the statistical processing the web-based 'Intellectus Statistics' software can be used, especially designed for non-statisticians. Students who want to take their research skills to the next level, are referred to the recommended textbook "How to Use SPSS®", ISBN 100068217X / 9781000682175 (see the Literature References document).
6. Final exam, covering all Learning Outcomes.
   - 6.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.

6.2 The final exam must be completed within 02 full clock-hours.
6.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding certain nursing research scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Nursing research project.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Nursing Research

Theory	Hours	Status
Lecture, discussions and exercises.	28	Allotted
Self-study	**Hours**	**Status**
Theory and adaptive quizzes.	42	Recommended
Practice	**Hours**	**Status**
Group-wise exercises.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Nursing research project.	50	Projected
Final exam.	02	Allotted

Total hours: 164
US Credits: 03
ECTS credits: 06

15.26 – Dissertation – BN1DISS

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1DISS
Program	BSN
Semester	6 – 7
Instructor and contact details	Student Mentor/Research Supervisor: Contact-details:
Start-date (first formal session)	Week of March 01 – March 05, 2027
End-date (start final course-exams)	February 11, 2028
Prerequisites	Academic Writing – BN1WRITE21 Nursing Research – BN1RES51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Any tranquil location, with internet, suitable for studying and writing.
Minimum grade to pass for each component	80% / B / 8

Course Description

A senior nursing student, may ask him-/herself why he/she has to write a dissertation. He/she already did a lot of written assignments, reviews, literature studies and completed and passed the Academic Writing and Nursing Research courses, right? True, but that was just the beginning of their research journey!

A dissertation is actually the first real 'big time' proof of the nursing student's research skills and the crowning glory of the student's portfolio, but it's not just of importance to the student. A high quality dissertation can be of great value to the healthcare field too; it may provide 'missing links' in existing research, deepen or broaden researched topics or explore uncharted healthcare 'territories' altogether.

We realize that choosing a dissertation topic at the start of the 6th semester has its limitations; a lot of nursing-specialties have not been discussed yet. On the other hand starting to work on the dissertation at the end of the 7th semester (which is not impossible in itself), may interfere with the student's 8th semester's internships. You could say it's a trade-off, but students are welcome to discuss the moment they choose a topic and start working on their dissertation, as long as it doesn't impractically extends their program or interferes with their internships. The student will have two full semesters to complete the dissertation.

Along the student's 'research journey', he/she will be guided by his/her Student Mentor or a Research Supervisor.

Although there are no actual planned lectures, there is a mandatory textbook for students to study, as a guide to writing their dissertation. Some of the text may be 'old news' and some of it will provide interesting tips, but it can never harm to benefit from a professional's experience.

Mandatory Literature

Glasper, A., Carpenter, D., 2021, *How to Write Your Nursing Dissertation – 2nd edition*, Wiley-Blackwell

Additional materials and references to other resources may be provided by the concerning Student Mentor or Research Supervisor.

Process Outline and Dissertation Content

1. Discussing possible research-topics between the student and his/her Mentor or Research Supervisor.
2. Choosing a research-topic and writing a Research Proposal, for the Mentor or Research Supervisor to review. A Research Proposal stays part of the dissertation and offers the following information. Some of the information is mainly for publishing purposes.
    - 2.1 Name(s) of the researcher(s).
    - 2.2 Name of the Research Supervisor (Mentor).
    - 2.3 Name of the school and the type of nursing program.
    - 2.4 The title chosen for the dissertation.
    - 2.5 The type of research (quantitative, qualitative or mixed, literature, clinical, other).
    - 2.6 Adequate research question(s).
    - 2.7 Statement on the importance of the research question(s), for nursing and/or healthcare in general.
    - 2.8 Description of the relevant existing theoretical and/or practical framework(s).
    - 2.9 An hypothesis, if possible, feasible and relevant.
    - 2.10 Research method(s), materials used, procedures followed.
    - 2.11 Research 'objects' and/or 'subjects' (sample population).
    - 2.12 Research data-collection method(s).
    - 2.13 Planning.
3. After approval of the research proposal, starting the research with a pilot study may be desirable.
4. The actual (finished) dissertation should at least contain the following information.
    - 4.1 Overview of the collected data.
    - 4.2 Categorization and coding of the collected data, in a meaningful way.
    - 4.3 Analysis of quantitative data, using statistical method(s).
    - 4.4 Analysis of qualitative data, using descriptive method(s).
    - 4.5 Meaningful conclusions (interpretation of findings) and the answer(s) to the research question(s).
5. The completed dissertation is reviewed and graded by the Student Mentor / Research Supervisor.
6. After having received a passing grade, the dissertation is prepared for publication.
7. The student is expected to present and 'defend' his/her dissertation, before a group of peers, his/her Student Mentor / Research Supervisor and one or more faculty-members.

Requirements

1. The dissertation should be written following the APA-style guidelines.
2. It is hard to pinpoint the minimum number of words or pages the completed dissertation should consist of, but, in general, nursing dissertations are between 50 and 100 pages.
3. Lay-out requirements are as follows.
    - 3.1 Top, bottom, left and right margin: 20 mm.
    - 3.2 Chapters, paragraphs and sub-paragraphs must be consecutively numbered.
    - 3.3 Pages must be numbered using the 'page . . of . . ' style (page number – page count).
    - 3.4 Fonts to be used: Times New Roman, Arial, Helvetica, Verdana. Choose and use only one font-family for the dissertation.

3.5 Font-size 14 for chapter-titles and numbers.
3.6 Font-size 13 for the paragraph-titles and numbers.
3.7 Font-size 12 for sub-paragraph titles and numbers.
3.8 Font-size 10 for regular text, single line-spacing.
3.9 Spacing between paragraphs 01.50 or 02.00 mm.
3.10 Spacing between chapters and paragraphs one empty line (‘double Enter’ on keyboard).
3.11 Spacing between paragraphs and sub-paragraphs one empty line.
3.12 Start every (main) chapter on a new page.

15.27 – Medical-Surgical Nursing – BN1SURG61

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1SURG61
Program	BSN
Semester	6
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 01 – March 05, 2027
End-date (start final course-exams)	August 13, 2027
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlinks to online VR simulations in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Medical-Surgical Nursing focuses on the care for adult patients who are being prepared for surgery or who are recovering from a surgical procedure. These patients can be suffering from any kind of pathophysiological alteration or disease.

Medical-Surgical Nursing is the most common nursing specialty and for a long time it wasn't even considered a 'specialty', but an entry-level nursing position. A lot have changed the last decades. It is still the most common specialty, chosen by most nurses as their field of focus, but medical and nursing sciences and practice have advanced to a level at which nurses can become highly certified Medical-Surgical Nurses.

Since students need to be able to assess, plan and implement care for patients undergoing or having undergone surgical procedures, using their pathophysiological, pharmacological and nutritional knowledge and their social and clinical skills, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

CUN's Medical-Surgical Nursing course is concept-based, patient-centered and with an emphasis on inter-professional cooperation and patient-safety.

Mandatory Literature

Ignatavicius, D., e.a., 2024, *Medical-Surgical Nursing; Concepts for Interprofessional Collaborative Care – 11th edition*, Elsevier Health Sciences.

Ignatavicius, D., e.a., 2024, *Study Guide Medical-Surgical Nursing; Concepts for Interprofessional Collaborative Care – 11th edition*, Elsevier Health Sciences.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Medical-Surgical Nursing the student should be able to

1. Understand and explain the essential general concepts of Medical-Surgical Nursing; patient centered care, safety, inter-professional cooperation, EBP, clinical judgment, quality improvement and ethics.
2. Understand and explain medical-surgical health concepts and concepts of medical-surgical care, for patients belonging to 'vulnerable populations' and patients requiring emergency care.
3. Assess medical and nursing needs, (patho)physiological issues and psychological determinants of adult patients being prepared for surgery or having undergone surgery, based on relevant knowledge about the nursing process, clinical reasoning and clinical and communication skills and coordinates this with information and instructions received from other members of the team
4. Plan and provide safe, effective, efficient and patient-centered nursing care and management to patients in a medical-surgical setting, including, but not limited to, appropriate interventions, diagnostic tests and medications and coordinates this with information and instructions received from other members of the team.
5. Evaluate the effectiveness of care and management, delivered to medical-surgical patients and adjust care and management according to the evaluation-results and coordinates this with information and instructions received from other members of the team.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Essential concepts of Medical-Surgical Nursing.	1, 2
	2	- Theory - Discussion		
	3	- PBL-session	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	

2	1	- Theory - Discussion	- Concepts of emergency care and disaster preparedness.	2
	2	- Theory - Discussion		
	3	- Role-playing	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Concepts of fluid, electrolyte and acid-base balance and imbalance.	3, 4, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Interprofessional collaboration for patients with immunity conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- Role-playing	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Interprofessional collaboration for patients with integumentary system.	3, 4, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Interprofessional collaboration for patients with respiratory system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- Role-playing	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Interprofessional collaboration for patients with cardiovascular system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Interprofessional collaboration for patients with hematologic system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- Role-playing	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Interprofessional collaboration for patients with nervous system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	

10	1	- Theory - Discussion	- Interprofessional collaboration for patients with sensory system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- Role-playing	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Interprofessional collaboration for patients with musculoskeletal system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Interprofessional collaboration for patients with gastrointestinal system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- Role-playing	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Interprofessional collaboration for patients with endocrine system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Interprofessional collaboration for patients with renal/urinary system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- Role-playing	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	
15	1	- Theory - Discussion	- Interprofessional collaboration for patients with reproductive system conditions.	3, 4, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Medical-Surgical scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two session of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos will be shown and discussed.
2. Every other week group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. Every other week role-playing sessions, focusing on the weekly discussed topics, either student-instructor or student-student, on-premises and off-premises online. Each role-playing session has a duration of 15 minutes. Each student must complete two role-playing sessions, in the role of nurse,

covering two nursing scenarios, about the discussed topics, during a particular week. Role-playing sessions are recorded and discussed between students and their instructor afterwards. Off-premises role-playing sessions must be conducted on CUN's proctoring platform. Role-playing sessions completed any other way, off-premises, will be discarded. Role-plays are mandatory, but are not separately graded as such.

4. During self-study hours, students are expected to train medical-surgical scenarios, using their VR account and to study/practice medical-surgical scenarios described in the mandatory study guide for this course. Particular scenarios may be assigned by the instructor. VR scenarios and scenarios described in the study guide are for training purposes only and are therefore not graded.
5. A total of six different individual clinical medical-surgical scenarios, to be configured by the instructor, are observed by or on behalf of the instructor and are reviewed, discussed and graded after completion.
6. Final exam, covering all Learning Outcomes.
   6.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   6.2 The final exam must be completed within 02 full clock-hours.
   6.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given medical-surgical scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Medical-Surgical scenarios.	34% of total grade.	Score is either 'Pass' (100%) or 'Fail' (0%). All six scenarios must be passed.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Medical-Surgical Nursing

Theory	Hours	Status
Lecture and discussions.	30	Allotted
Self-study	**Hours**	**Status**
Theory, VR scenarios and study guide scenarios.	45	Recommended
Practice	**Hours**	**Status**
PBL-sessions and role-playing.	45	Allotted
Assignment and Exam	**Hours**	**Status**
Medical-Surgical scenarios.	18	Projected
Final exam	02	Allotted

Total hours: 140
US Credits: 03
ECTS credits: 06

15.28 – Nursing Informatics – BN1INFO61

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1INFO61
Program	BSN
Semester	6
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 01 – March 05, 2027
End-date (start final course-exams)	August 13, 2027
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Nursing Informatics is a nursing specialty, within the science and practice of Health Informatics. In a more or less simplified way, Health Informatics can be defined as the development and use of computer-programs and electronic devices, to collect, process, store and retrieve medical data, in different varieties of information, like images, test-result and personal data. Now-a-days Artificial Intelligence is used to further

combine and process the different types of information, allowing healthcare professionals to more easily and completely assess medical scenarios and conditions.

A modern spin-off of Health Informatics is 'Telehealth', defined as the distribution of healthcare-related services and information, like consultations, clinical contact, reminders, monitoring and remote admissions, using computers, connected over the Internet.

The American Nurses Association (ANA) defines Nursing Informatics as the integration of nursing science, computer science and information science to manage and communicate data, information, knowledge and 'wisdom' in nursing practice (https://www.nursingworld.org/nurses-books/nursing-informatics-scope-and-standards-of-practice-2nd-ed/). The most prominent 'representatives' in medical and nursing practice are the Electronic Health Record systems.

CUN's Nursing Informatics course offers an overview of current medical information systems and methods, as used across the board of healthcare, from an international perspective covering health informatics applications in different regions, countries and continents.

In order to fully understand and be able to use the content of this Nursing Informatics course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

Mandatory Literature

Hübner, U.H., e.a., 2023, *Nursing Informatics; A Health Informatics, Interprofessional and Global Perspective – 5th edition*, Springer.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Nursing Informatics the student should be able to

1. Describe the principles of Interprofessional Health Informatics.
2. Give an overview of Health Informatics stakeholders and their roles.
3. Describe how health, personal and community information is used to generate health-related knowledge.
4. Describe the function, use and challenges of interoperable health information systems.
5. Describe the challenges in maintaining patient safety, privacy, security and ethics in health information systems and how these challenges are handled around the world.
6. Describe the principles and challenges of managing technology and current Health Informatics education initiatives.
7. Give examples of the use of Health Informatics around the world and discuss emerging health information technologies.

Weekly Schedule starts on next page.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Principles of interprofessional Health Informatics.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Health Informatics stakeholders.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Learning Health Systems: concepts, principles and practice for data-driven health.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- EHR data: enabling clinical surveillance and alerting. - Interprofessional Structured Data: supporting the primary and secondary use of patient documentation. - Reusing data from the Point-of-Care: collect once use many times.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Leveraging health and community data: insights into social determinants of health. - Citizen Generated Data. - Data from social media.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Data analytics, Artificial Intelligence and data visualization. - Interoperability - Clinical decision support.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Telehealth - Public health. - Patient safety.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	

8	1	- Theory - Discussion	- Cybersecurity - Quality and safety of health mobile applications.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Data privacy and security in the US. - Data protection and data security in the EU. - Practice and legal issues. - Ethical issues.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Principles of management. - Strategic information management. - Interprofessional leadership.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Disrupting healthcare. - Project Management. - Process Management. - Digital professionalism.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- The TIGER initiative. - Preparing the health informatics workforce for the future. - Health Informatics education. - Interprofessional practice and education.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Bangladesh: eHealth and Telemedicine. - Brazil: ICT for nurses and patient care delivery. - Health IT across health care systems: Finland, Germany and the US.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Nigeria: interprofessional Health Informatics collaboration. - Saudi Arabia: transforming healthcare with technology.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

15	1	- Theory - Discussion	- Emerging technologies: data and the future of surgery. - Emerging technologies: what the future holds.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two session of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, quizzes, included in the mandatory textbook may be completed. These quizzes are not graded. Completing these quizzes is meant for getting a better understanding of the subject matter.
4. Developing a Health Informatics system project-plan, for a rural healthcare institution. The project-plan must include at least the following information.
   - 4.1 A reason or 'trigger event'.
   - 4.2 An overview of stakeholders and their roles in the Health Informatics system to be developed.
   - 4.3 Conditions the Health Informatics system to be developed must meet (in terms of patient safety, privacy, security and ethics).
   - 4.4 The type of Health Informatics system to be developed.
   - 4.5 Roles of project-team members, assigned to develop the Health Informatics system.
   - 4.6 The components and functions the Health Informatics system will consist of and how these components and functions must be able to interact.
   - 4.7 Overview of potential challenges (risk-analysis).
   - 4.8 Set-up of a concise training-plan for future users of the Health Informatics system.
   - 4.9 An estimate of the costs to be incurred.
   - 4.10 A timeline.

   To be completed within four weeks after being assigned. The project-plan will be reviewed by the instructor, using CUN's rubric for project-plans, which will be made available and explained by the concerning instructor.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.
   - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given Nursing/Health Informatics scenarios.

Grading Weight Percentages on next page.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Health Informatics project-plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Nursing Informatics

Theory	Hours	Status
Lecture and discussions.	30	Allotted
Self-study	**Hours**	**Status**
Theory and textbook quizzes.	45	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	45	Allotted
Assignment and Exam	**Hours**	**Status**
Health Informatics project-plan.	25	Projected
Final exam	02	Allotted

Total hours: 147
US Credits: 03
ECTS credits: 06

15.29 – Epidemiology – BN1EPI61

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1EPI61
Program	BSN
Semester	6
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 01 – March 05, 2027
End-date (start final course-exams)	August 13, 2027
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlink to online quizzes in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Epidemiology studies the (large scale) dissemination and patterns of diseases in defined populations. In other words, how, by whom or by what, when, where and why are certain diseases transmitted, from one community, region, country or continent to another. Epidemiology belongs to the realm of Public Health.

Common and contagious diseases within a population are called 'endemic'. Diseases that spread suddenly and en masse across large regions (countries, continents) are called 'pandemic'.

CUN's Epidemiology course offers an introduction to basic epidemiological principles and concepts, epidemiological research and current practical applications in public health and clinical practice.

In order to fully understand the content of this Epidemiology course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

Mandatory Literature

Celentano, D., e.a., 2024, *Gordis' Epidemiology – 7th edition*, Elsevier Health Sciences.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Epidemiology the student should be able to

1. Explain the principles of epidemiology as it relates to prevention and clinical care.
2. Describe the epidemiological approaches to disease and intervention.
3. Explain how epidemiological research is used to identify the causes of diseases.
4. Explain how epidemiological principles are used to evaluate health services and public health policies.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Introduction to the epidemiological approach to disease and intervention.	1, 2
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- The dynamics of disease transmission.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Disease surveillance and measures of morbidity. - Mortality and other measures of disease impact.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

4	1	- Theory - Discussion	- Assessing the validity and reliability of diagnostic and screening tests. - The natural history of disease: ways of expressing prognosis.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Observational studies. - Cohort studies. - Case-control studies.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Assessing preventive and therapeutic interventions.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Randomized trials.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Estimating risk.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- From association to causation.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Identifying the roles of genetic and environmental factors in disease causation.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Using epidemiology to evaluate health services.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	

12	1	- Theory - Discussion	- Epidemiological approach to evaluating screening programs.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Epidemiology and public policy.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Ethical and professional issues in epidemiology.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, quizzes, included in the mandatory textbook and on the Elsevier Evolve platform may be completed. The Elsevier Evolve platform can be accessed using the concerning hyperlink in SISC. These quizzes are not graded. Completing these quizzes is meant for getting a better understanding of the subject matter.
4. Written assignment (literature review), about a specific epidemiological topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
    - 4.1 Literature review must comply with the APA style guidelines.
    - 4.2 Evaluation and grading criteria, based on CUN's general Rubric for Academic Essays, will be made available and explained by the concerning instructor.
    - 4.3 At least four relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
    - 4.4 The literature review must be at least four, but at most five full pages, A4 format.
    - 4.5 Top, bottom, left and right margin: 20 mm.
5. Final exam, covering all Learning Outcomes.
    - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
    - 5.2 The final exam must be completed within 02 full clock-hours.
    - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given epidemiological scenarios.

Grading Weight Percentages on next page.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Epidemiology

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and textbook and online quizzes.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.30 – Maternal, Newborn and Pediatric Nursing – BN1PED61

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1PED61
Program	BSN
Semester	6
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 01 – March 05, 2027
End-date (start final course-exams)	August 13, 2027
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlink to online quizzes in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

In this course we combine nursing processes during different (life-)stages; the pregnant woman and her unborn child, the newborn child and young children. It seems an obvious combination, but actually we are talking about different nursing specialties. The first field of study and medical/nursing practice is Maternal Health (a woman’s health during pregnancy, delivery and her post-partum phase and the health of the

unborn child or 'fetus' up to delivery). A specialty within this specialty is Obstetrics (handling the actual delivery of the child, also called 'partum'). The second field of study and medical/nursing practice is Pediatrics. Pediatrics deals with the health of newborns, infants ('babies'), toddlers and young children (generally up to adolescence).

International health organizations have maternal health high on their agendas. Especially in communities where access to adequate and specialized healthcare is limited, the health of pregnant women and their unborn and newborn children is under high pressure.

CUN's Maternal, Newborn and Pediatric Nursing course focuses on safe nursing processes for mother and child in clinical settings, support for their families and patient- and family-education.

In order to fully understand the content of this Maternal, Newborn and Pediatric Nursing course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

Mandatory Literature

Smith Murray, S., e.a., 2024, *Foundations of Maternal-Newborn and Women's Health Nursing – 8th edition*, Elsevier Health Sciences.

Kyle, T., Carman, S., 2021, *Essentials of Pediatric Nursing – 4th edition*, Wolters Kluwer Health.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Maternal, Newborn and Pediatric Nursing the student should be able to

1. Explain the principles of nursing care of childbearing families and specific women's health issues.
2. Describe physiological and psychological adaptations to pregnancy of women and their families and demonstrate adequate physiological and psychological assessment and adequate and safe nursing care of pregnant women and adequate education of childbearing families.
3. Demonstrate adequate physiological and psychological assessment and adequate and safe nursing care of women during childbirth and demonstrate support for family-members.
4. Describe physiological and psychological post-partum adaptations of women and their families and demonstrate adequate physiological and psychological assessment and adequate and safe nursing care of women with post-partum complications and demonstrate support for family-members.
5. Discuss the foundations of pediatric nursing.
6. Describe the physiological and psychological development of children and discuss determinants influencing development, during all stages of childhood and demonstrate relevant health promotion knowledge and skills.
7. Demonstrate adequate physiological and psychological assessment and adequate and safe nursing care of children with altered pathophysiological conditions.

Weekly Schedule starts on next page.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Clinical judgment and the nursing process. - Social, cultural and ethical issues. - Family planning.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Hereditary and environmental influences on childbearing. - Conception and prenatal development. - Adaptations to pregnancy.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Antepartum assessment, care and education. - Nutrition for childbearing. - Prenatal diagnosis and fetal assessment.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Complications of pregnancy. - Childbearing families with special needs. - The process of birth.	2 2 3
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Pain management during childbirth. - Intrapartum fetal surveillance and complications. - Nursing care during labor and birth.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor..	
6	1	- Theory - Discussion	- Post-partum adaptations, nursing care and complications. - Critical care obstetrics. - Woman's health.	4 4 1
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

7	1	- Theory - Discussion	- Factors influencing child health. - Growth and development of the newborn and infant and complications. - Growth and development of the toddler and complications.	5 6 6
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Growth and development of the pre-schooler and complications. - Growth and development of the school-age child and complications. - Growth and development of the adolescent and complications.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Atraumatic care of children and their families. - Health supervision and health assessment. - Caring for children in clinical settings.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Caring for the special needs child. - Key pediatric nursing interventions. - Nursing care of the child with an alteration in comfort-pain assessment and management.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Nursing care of the child with an infection. - Nursing care of the child with an alteration in intracranial regulation/neurologic disorder. - Nursing care of the child with an alteration in sensory perception.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Nursing care of the child with an alteration in gas exchange/respiratory disorder. - Nursing care of the child with an alteration in perfusion/cardiovascular disorder. - Nursing care of the child with an alteration in bowel elimination/gastrointestinal disorder.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	

13	1	- Theory - Discussion	- Nursing care of the child with an alteration in urinary elimination/genitourinary disorder. - Nursing care of the child with an alteration in mobility/neuromuscular or musculo-skeletal disorder. - Nursing care of the child with an alteration\ in tissue integrity/integumentary disorder.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Nursing care of the child with an alteration in cellular regulation/hematologic or neoplastic disorder. - Nursing care of the child with an alteration in immunity or immunologic disorder. - Nursing care of the child with an alteration in metabolism/endocrine disorder.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
15	1	- Theory - Discussion	- Nursing care of the child with an alteration in genetics. - Nursing care of the child with an alteration in behavior, cognition, or development. - Nursing care during a pediatric emergency.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos will be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, quizzes, included in the mandatory textbook, on the Elsevier Evolve platform and VitalSource ‘Coach me’ platform may be completed. The Elsevier Evolve and VitalSource ‘Coach me’ platforms can be accessed using the concerning hyperlinks in SISC. These quizzes are not graded. Completing these quizzes is meant for getting a better understanding of the subject matter.
4. Create a complete NCP, for a certain maternal, newborn or pediatric health scenario, including educational elements. To be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The NCP is reviewed and graded.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN’s proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.
   - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given maternal, newborn and pediatric health scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Nursing Care Plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Maternal, Newborn and Pediatric Nursing

Theory	Hours	Status
Lecture and discussions.	30	Allotted
Self-study	**Hours**	**Status**
Theory and textbook and online quizzes.	45	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	45	Allotted
Assignment and Exam	**Hours**	**Status**
Nursing Care Plan.	25	Projected
Final exam	02	Allotted

Total hours: 147
US Credits: 03
ECTS credits: 06

15.31 – Psychiatry & Mental Health Nursing – BN1MENT61

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1MENT61
Program	BSN
Semester	6
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 01 – March 05, 2027
End-date (start final course-exams)	August 13, 2027
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlink to online quizzes in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Psychiatry is the study, assessment and treatment of mental disorders. Since mental issues can also be related to (patho)physiological conditions, assessments may include not only mental examinations, but also physical examinations. Mental disorders are diagnosed and described in accordance with diagnostic manuals, like the APA-manual “Diagnostic and Statistical Manual of Mental Disorders” (DSM, currently

version 5). Treatment of mental disorders include specialized medication (called 'psychotropics'), different therapies and combinations of psychotropics and therapy. Psychiatric research is generally conducted inter-professionally.

Nursing care for patients suffering from mental disorders is called 'Psychiatric Nursing' or 'Mental Health Nursing'. Specialized Mental Health nurses are often assigned psychological therapy sessions, with patients, as part of their treatment, establishing a therapeutic relationship across the lifespan. Mental Health nurses provide their services not only to individuals, but also to groups and communities. Mental Health Nursing requires a wide range of nursing, psycho-social and neuro-biological knowledge and skills.

CUN's Psychiatry and Mental Health Nursing course offers students an overview of major mental disorders, based on DSM-5 criteria, their characteristics and implications for both the patient and his family and community and the nurses role in possible treatments/therapies.

In order to fully understand the content of this Psychiatry and Mental Health Nursing course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

Mandatory Literature

Jordan Halter, M., e.a., 2022, *Varcarolis' Foundations of Psychiatric-Mental Health Nursing – 9th edition*, Elsevier Health Sciences.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Psychiatry and Mental Health Nursing the student should be able to

1. Describe the theoretical framework of mental health and mental illness and their treatment.
2. Describe the practical foundations of mental health and mental illness and their treatment.
3. Demonstrate knowledge of and the ability to use psycho-social nursing tools.
4. List and describe the psycho-biological disorders, their assessment, treatment and relevant nursing processes.
5. Describe common mental illness related trauma interventions.
6. Describe common interventions for special populations, groups and families.
7. Describe the concepts of integrative therapies.

Weekly Schedule starts on next page.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Theoretical foundations of mental health and mental illness. - Theories and therapies, related to mental health and mental illness.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Neurobiology and pharmacotherapy. - Treatment settings.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Cultural implications. - Legal and ethical considerations.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- The nursing process and standards of care. - Therapeutic relationships and communication.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Stress responses and stress management. - Childhood and neurodevelopmental disorders. - Schizophrenia spectrum disorders.	3 4 4
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Bipolar and related disorders. - Depressive disorders. - Anxiety and compulsive-obsessive disorders.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Trauma, stressor-related and dissociative disorders. - Somatic symptom disorders. - Mental Health Nursing scenarios, to be assigned by the concerning instructor.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	

8	1	- Theory - Discussion	- Eating and feeding disorders. - Sleep-wake disorders. - Sexual dysfunction, gender dysphoria and paraphilic disorders.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Impulse control disorders. - Substance-related and addictive disorders. - Neurocognitive disorders.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Personality disorders. - Suicide and non-suicidal self-injury.	4 5
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Crisis and disaster. - Anger, aggression and violence.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Child, older adult and intimate partner violence. - Sexual assault.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Dying, death and grieving. - Mental health and aging.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Serious mental illness. - Forensic psychiatric nursing.	
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	
15	1	- Theory - Discussion	- Therapeutic groups. - Family interventions. - Integrative care.	6 6 7
	2	- Theory - Discussion		
	3	- PBL-session	- Mental Health Nursing scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos will be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, quizzes, included in the mandatory textbook and on the Elsevier Evolve platform may be completed. The Elsevier Evolve platform can be accessed using the concerning hyperlink in SISC. These quizzes are not graded. Completing these quizzes is meant for getting a better understanding of the subject matter.
4. Create a complete NCP, for a certain mental health scenario. To be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The NCP is reviewed and graded.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.
   - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given mental health nursing scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Nursing Care Plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown on next page.

Course-load Breakdown for Psychiatry & Mental Health Nursing

Theory	Hours	Status
Lecture and discussions.	30	Allotted
Self-study	**Hours**	**Status**
Theory and textbook and online quizzes.	45	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	45	Allotted
Assignment and Exam	**Hours**	**Status**
Nursing Care Plan.	25	Projected
Final exam	02	Allotted

Total hours: 147
US Credits: 03
ECTS credits: 06

15.32 – Nursing for the Chronically ill – BN1CHRON61

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1CHRON61
Program	BSN
Semester	6
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of March 01 – March 05, 2027
End-date (start final course-exams)	August 13, 2027
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlink to online quizzes in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Nursing for patients with a chronic disease is nursing for patients suffering from a long-lasting disease, that usually doesn’t respond to treatment and therefore can’t be cured. Diseases that, in the long run, proof to be fatal are called ‘terminal diseases’. Chronic diseases often affect more than just one organ or body-function. Common chronic diseases are diabetes, asthma and arthritis. Sometimes a, in itself chronic, disease (partly)

disappears or stops deteriorating. This phenomenon is called ‘remission’. Usually, in case of persistent chronic diseases (like severe types of cancer), the remission is only temporary. Most chronic diseases are ‘non-communicable’ (non-infectious), but some (viral) diseases, like HIV/AIDS are infectious.

Chronic diseases are a major cause of death, worldwide (63%). Nurses’ main ‘mission’, in caring for chronically ill patients, is therefore the alleviation of suffering and treating the symptoms of the disease.

CUN’s Nursing for the chronically ill course aims at offering students the tools to be able to adequately care for chronically ill patients and support their families, from a holistic and patient-centered approach.

In order to fully understand the content of this Nursing for the Chronically ill course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the ‘Prerequisites’ section above (General Course Details) have to be completed and passed.

Mandatory Literature

Larsen, P.D., 2023, *Lubkin's Chronic Illness: Impact and Intervention – 11^{h} edition*, Jones & Bartlett Learning.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Nursing for the Chronically ill the student should be able to

1. Describe the perception of illness and illness-behavior, from the perspective of the patient, the physician and the patient’s family.
2. Describe the impact of disease on the patient and his family, in terms of psychological, cultural, social and (inter)personal determinants and the patient’s attitude towards the disease.
3. Describe the determinants leading to social isolation.
4. Describe the theoretical framework and models of health-related quality of life, in the context of chronic disease.
5. Describe models of care and support, in the context of chronic disease.
6. Give examples of common CAM/CAI therapies and products, in the context of chronic disease.
7. Describe the impact of health policies on healthcare delivery.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- The illness experience. - Social isolation.	1 3
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Health-related quality of life. - Powerlessness	4
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	

3	1	- Theory - Discussion	- Intimacy - Coping	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Self-management - Spirituality	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Patient and family education. - Social support.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Adherence - Culture and health disparities.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Family caregiving.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Models of care.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Primary care.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Community care.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	

11	1	- Theory - Discussion	- Post acute care.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Palliative care.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Complementary and integrative health.	6
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Health policies.	7
	2	- Theory - Discussion		
	3	- PBL-session	- Nursing for the Chronically ill scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, quizzes, on the VitalSource ‘Coach me’ platform may be completed. The VitalSource ‘Coach me’ platform can be accessed using the concerning hyperlink in SISC. These quizzes are not graded. Completing these quizzes is meant for getting a better understanding of the subject matter.
4. Create a complete NCP, for a certain chronic disease scenario, including educational elements. To be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The NCP is reviewed and graded.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN’s proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.
   - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given nursing for the chronically ill scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Nursing Care Plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Nursing for the Chronically ill

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and online quizzes.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Nursing Care Plan.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.33 – Geriatrics and Gerontological Nursing – BN1GERIA71

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1GERIA71
Program	BSN
Semester	7
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 30 – September 03, 2027
End-date (start final course-exams)	February 11, 2028
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlink to online quizzes in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

The definition of ‘geriatrics’ is a short one; providing care for the specific healthcare needs of older people. Defining ‘older people’ is a bit more difficult. We all have a general idea of when a person can be called ‘old’ or ‘elderly’, but pinpointing this at a certain age is not so easy, especially since every new generation tends to

have a longer life-expectancy. From a healthcare point of view, experiencing significant age-related medical complications, threatening or limiting one's quality of life is often used as the main criterion.

'Gerontological Nursing' is a relatively recent name for the nurses role in caring for the elderly, replacing 'geriatric nursing'. 'Gerontological nursing' was deemed to be more fitting for the nurses extended role of not only providing clinical care, but also working with families and communities to support healthy aging, maximum functioning, and quality of life.

This is exactly why CUN's Geriatrics and Gerontological Nursing course follows a holistic approach, focusing on wellness and healthy aging.

In order to fully understand the content of this Geriatrics and Gerontological Nursing course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

Mandatory Literature

Touhy, T.H., Jett, K.F., 2022, *Ebersole and Hess' Gerontological Nursing & Healthy Aging – 6th edition*, Elsevier Health Sciences.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Geriatrics and Gerontological Nursing the student should be able to

1. Describe the foundations of healthy aging, in the context of gerontological nursing, taking into account biological, psychological, spiritual en social determinants.
2. Describe the foundations of gerontological nursing, across the continuum of care, taking into account economic and legal determinants, affecting clinical judgment.
3. Describe the fundamentals of caring, in the context of using clinical judgment to promote patient-safety and health.
4. Promote health in acute and chronic illness.
5. Care for older adults and their caregivers.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Gerontological nursing and promotion of healthy aging. - Introduction to healthy aging.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Making clinical judgments in the cross-cultural setting with older adults. - Biological theories and age-related cues.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	

3	1	- Theory - Discussion	- Clinical judgment to promote psychosocial, spiritual and cognitive health.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Gerontological nursing across the continuum of care. - Economic and legal issues affecting clinical judgment.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Recognizing and analyzing cues in gerontological nursing. - Clinical judgment to promote safe medication use.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Clinical judgment to promote nutritional health. - Clinical judgment to promote hydration and oral health.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Clinical judgment to promote bladder and bowel health. - Clinical judgment to help promote healthy rest and sleep.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Clinical judgment to promote healthy skin. - Clinical judgment to reduce fall risk and injuries.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Clinical judgment to promote safe environments.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	

10	1	- Theory - Discussion	- Living with chronic illness. - Clinical judgment to promote relief from pain.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Clinical judgment to enhance hearing and vision. - Metabolic disorders.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Bone and joint problems. - Cardiovascular and respiratory disorders.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Neurological disorders. - Clinical judgment to promote mental health.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Clinical judgment in care of individuals with neurocognitive disorders. - Clinical judgment to promote healthy relationships, roles and transitions.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	
15	1	- Theory - Discussion	- Clinical judgment to promote caregiver health. - Loss, death and palliative care.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Geriatrics and Gerontological Nursing scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are

discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.

3. During self-study hours, quizzes and scenarios, included in the mandatory textbook and on the Elsevier Evolve platform may be completed. The Elsevier Evolve platform can be accessed using the concerning hyperlink in SISC. These quizzes are not graded. Completing these quizzes and scenarios is meant for getting a better understanding of the subject matter.
4. Create a complete NCP, for a certain gerontological nursing scenario. To be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The NCP is reviewed and graded.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.
   - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given gerontological nursing scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Nursing Care Plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Geriatrics and Gerontological Nursing

Theory	Hours	Status
Lecture and discussions.	30	Allotted
Self-study	**Hours**	**Status**
Theory and textbook and online quizzes and scenarios.	45	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	45	Allotted
Assignment and Exam	**Hours**	**Status**
Nursing Care Plan.	25	Projected
Final exam	02	Allotted

Total hours: 147
US Credits: 03
ECTS credits: 06

15.34 – Medical Emergencies – BN1EMER71

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1EMER71
Program	BSN
Semester	7
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 30 – September 03, 2027
End-date (start final course-exams)	February 11, 2028
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

Acute care is a type of care where fast short-term treatment is provided, for a severe injury or episode of illness, an urgent medical condition or during recovery from surgery. Acute care patients are usually treated in the ER department of a hospital, where diagnostic devices, surgeons and specialized nurses are available 24/7. Although acute care patients may be admitted for a short period, they usually are discharged as soon

as they are ‘stable’. Other hospital department having an acute care setting available are the ICU, CCU and neonatal ICU.

‘Acute Nursing Care’ or ‘Emergency Nursing’ is therefore a nursing specialty offering fast and adequate medical attention, sometimes literally to safe a life (major injury, heart failure, stroke, drug-overdose) or to avoid long-term disability. Acute care nurses may also be assigned ambulance-duties.

CUN’s Medical Emergencies course discusses the fundamental knowledge and skills to recognize and manage physiological and mental deterioration in acute care patients, in a competent and confident manner, appreciating the complexities of caring for those who are acutely unwell.

In order to fully understand the content of this Medical Emergencies course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the ‘Prerequisites’ section above (General Course Details) have to be completed and passed.

Mandatory Literature

Dutton, H., Peate, I., 2021, *Acute Nursing Care; Recognising and Responding to Medical Emergencies – 2nd edition*, Routledge.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Medical Emergencies the student should be able to

1. Recognize and assess emergencies in acute care.
2. Recognize and anticipate vulnerability in acutely ill patients and act accordingly with caution and understanding.
3. Recognize, analyze and adequately manage (severe) physiological and mental conditions and deterioration, in acute care patients, in a competent and confident manner.
4. Arrange and supervise safe transportation of acutely ill patients.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Assessment and recognition of emergencies in acute care.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Vulnerability in the acutely ill patient.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	

3	1	- Theory - Discussion	- Recognising and responding to deterioration in mental state.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- The cell and tissues.	
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Body fluids and electrolytes.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- The patient with acute respiratory problems.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- The patient with acute cardiovascular problems.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Recognition and management of cardiopulmonary arrest.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- The patient with acute renal problems.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- The patient with acute neurological problems.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	

11	1	- Theory - Discussion	- The patient with acute gastrointestinal problems,	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- The patient with acute endocrine problems.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- The immune and lymphatic systems, infection and sepsis.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- The safe transfer of acutely ill patients.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Medical Emergencies scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. Self-study and further research. Discussions and group-wise scenario-training is highly encouraged.
4. Written assignment (literature review), about a specific medical emergency topic, to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned.
   - 4.1 Literature review must comply with the APA style guidelines.
   - 4.2 Evaluation and grading criteria, based on CUN's general Rubric for Academic Essays, will be made available and explained by the concerning instructor.
   - 4.3 At least four relevant research texts must be used as resources, to be found on research websites and in relevant scientific journals.
   - 4.4 The literature review must be at least three, but at most four full pages, A4 format.
   - 4.5 Top, bottom, left and right margin: 20 mm.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.

5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given medical emergency nursing scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Written assignment.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Medical Emergencies

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and further research.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Written assignment.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.35 – Global Health & Disaster Nursing – BN1GLOB71

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1GLOB71
Program	BSN
Semester	7
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 30 – September 03, 2027
End-date (start final course-exams)	February 11, 2028
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlink to online quizzes in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

At first glance we are combining two fields of study, in this course, that are barely related. ‘Global Health’ focuses on people’s health from a global perspective, studying problems that are not limited to certain countries or regions. The emphasis is usually on global health disparities (for this purpose defined as differences in access to adequate healthcare, between the ‘richer’ part of the world and the ‘poorer’ part of

the world). Global Health initiatives are therefore mostly aimed at reducing these disparities and to improve people's health worldwide, although disparities between regions and communities, within certain countries are not to be overlooked.

'Disaster Preparedness', on the other hand, focuses on the development of emergency-plans, making necessary resources available, for coping with natural and 'man-made' disasters and training support- and rescue-teams to swiftly and adequately come into action, during and in the aftermath of a disaster. 'Disaster Nursing' refers, of course, to specific ways of offering medical assistance, in case of a disaster.

So, where do Global Health and Disaster Nursing meet? Answering the following question will probably also answer the first question: "What countries and continents suffer the most from disasters?" You probably know the answer; the economically less fortunate part of the world, usually called 'developing countries' or the 'Global South'. Disasters take a huge toll, not only personally, economically and socially, but also medically. Coping with the destruction, caused by a disaster, can drain a country's resources and cause huge health-problems.

Many countries, referred to as 'developing countries', don't have enough resources to prepare for disasters, let alone to adequately cope with one. Lack of healthcare resources and suffering from disasters, that is where Global Health and Disaster Nursing meet. Global Health is an important element in CUN's international mission and research-initiatives, so you could say that, with this course, we are 'killing two birds, with one stone'.

This CUN course Global Health & Disaster Nursing aims at showing students the connection and what can be done to reduce (healthcare) disparities and how to cope with disasters, from a healthcare perspective.

In order to fully understand the content of this Global Health & Disaster Nursing course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

Mandatory Literature

Skolnik, R., 2020, *Global Health 101 – 4th edition*, Jones & Bartlett Learning.

Langan, J., 2023, *Preparing Nurses for Disaster Management; A Global Perspective – 1st edition*, Elsevier Health Sciences.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Global Health & Disaster Nursing the student should be able to

1. Describe key public and global health indicators and demographic, educational, economical, social (including cultural and behavioral) and ethical health considerations.
2. Describe the functions of health systems and the challenges in managing them.
3. Describe characteristics of natural and human-made disasters, their effect on health, the stages and methods of (international) disaster preparedness and response, including the nurses role, casualty-control, structures, logistics and resources and the role of disaster management agencies.
4. Describe environmental effects on health.
5. Describe nutritional considerations of health, from a global perspective.
6. Describe specific health challenges for women and children.
7. Describe the burden of (non-)communicable diseases and injuries, from a global health perspective.
8. Describe and discuss trends in global health efforts, including the role of science and technology and (international) policies and programs.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Principles and concepts of public health and global health (Global Health 101). - Health determinants and key health indicators, measurements and the status of health globally (Global Health 101).	1
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- The global burden of disease, risks and demographics (Global Health 101). - Educational, economical and social health-determinants (Global Health 101).	1
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Ethical and human rights concerns, related to research and investments (Global Health 101). - Health systems, their functions and the role of the public, private and NGO sectors (Global Health 101).	1
	2	- Theory - Discussion		2
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Natural and human-made disasters, stages of disaster management and considerations for vulnerable populations (Disaster Nursing). - Principles of health care emergency preparedness and disaster management, organizations and frameworks (Disaster Nursing).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Systems and personal preparedness (Disaster Nursing). - Interagency coordination of casualty management, triage and decontamination (Disaster Nursing).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

6	1	- Theory - Discussion	- Health beliefs and behaviors and behavior change (Global Health 101). - Environmental health problems, their causes, costs and consequences (Global Health 101).	1 4
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Nutrition, health and economic development (Global Health 101). - Causes, costs and consequences of women's health problems (Global Health 101).	5 6
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Causes, costs and consequences of children's health problems and morbidity (Global Health 101). - Importance of health of young adults, economic and social consequences of young adult's health problems (Global Health 101).	6
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Crisis intervention and adverse behavioral health outcomes and therapies, especially related to vulnerable populations (Disaster Nursing). - The role and competencies of general nurses and that of specialized nurses, in disaster situations (Disaster Nursing).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Definitions, concepts, causes, costs and consequences of communicable diseases (Global Health 101). - Definitions, concepts, causes, costs and consequences of non-communicable and mental diseases (Global Health 101).	7
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

11	1	- Theory - Discussion	- Key issues, costs and consequences of injuries (Global Health 101). - Natural disasters and complex humanitarian emergencies, their effects on health and public health emergency and coordination of international responses (Global Health 101 *and* Disaster Nursing).	7 3
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Radiation and chemical emergencies (Disaster Nursing). - Natural and unnatural biological and infectious outbreaks (Disaster Nursing). - Characteristics of human-made disasters (Disaster Nursing).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Trends and challenges in global health efforts (Global Health 101). - Potential of and constraints to science and technology, related to global health (Global Health 101).	8
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Policy and program approaches to addressing intersectoral global health issues (Global Health 101). - Disaster exercises and drills (Disaster Nursing).	8 3
	2	- Theory - Discussion		
	3	- PBL-session	- Global Health and Disaster Nursing scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, quizzes, on the VitalSource ‘Coach me’ platform may be completed. The VitalSource ‘Coach me’ platform can be accessed using the concerning hyperlink in SISC. These quizzes are not graded. Completing these quizzes is meant for getting a better understanding of the subject matter.
4. Create a complete ‘disaster response plan’, from a global health perspective, with a separate section on the nurses roles. Scenario and setting to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The disaster response plan is reviewed and graded.
5. Final exam, covering all Learning Outcomes.

5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
5.2 The final exam must be completed within 02 full clock-hours.
5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given global health and disaster management/ nursing scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Disaster Response Plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Global Health & Disaster Nursing

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and online quizzes.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Disaster Response Plan.	25	Projected
Final exam	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.36 – Transcultural Nursing – BN1CULT71

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1CULT71
Program	BSN
Semester	7
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 30 – September 03, 2027
End-date (start final course-exams)	February 11, 2028
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to online exams in SISC, 'My courses' section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

The world is getting smaller and multicultural societies, communities and institutions are no exception to a homogeneous rule anymore. Nurses, now-a-days, must be able to understand, anticipate, respect and deal with a variety of cultures, traditions, believes and values and yet be able to offer the best possible care, under all circumstances. We, at CUN, look at transcultural nursing as an extended form of holism; we don't just look at the patient as a 'whole' human being (working towards wellness instead of just 'curing'), but also

as a 'whole' patient in the light of being part of a certain (multi)cultural community. Not only patients have their own culture, feelings and values, also nurses do.

It would be 'counter-productive' and unfair to ask a nurse to just ignore his/her own feelings and values. Therefore this CUN course Transcultural Nursing aims at showing nurses how to fit in their own values with that of the patient's, to make sure both the nurse and the patient feel 'at ease' with the nursing process, leading to optimal nursing care.

In order to fully understand the content of this Transcultural Nursing course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

Mandatory Literature

Andrews, M., e.a., 2024, *Transcultural Concepts in Nursing Care – 9th edition*, Wolters Kluwer Health.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Transcultural Nursing the student should be able to

1. Describe the historical and theoretical foundations of transcultural nursing, define categories of cultural competence and demonstrate knowledge of and skills for culturally competent nursing practice.
2. Describe the influence of cultural and belief-systems on health and demonstrate knowledge of and skills for culturally competent nursing of patients with different belief-systems, across the life-span.
3. Define a standard for culturally competent health organizations and culturally competent nursing education.
4. Demonstrate knowledge of and skills for culturally competent nursing for patients with mental illness.
5. Define health equity, social justice and cultural competence in nursing in community settings.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Historical and theoretical foundations of transcultural nursing and a transcultural nursing model for practice.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Definitions and categories of cultural competence and guidelines for practice.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.

3	1	- Theory - Discussion	- Transcultural perspectives in clinical decision-making and actions.	1
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Influence of cultural and belief-systems on health.	
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Overview of cultural belief-systems and practices related to childbearing.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Family-life and transcultural perspectives in the nursing care of children.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Transcultural perspectives in the nursing of adults.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Transcultural perspectives in the nursing of the elderly.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Creating culturally competent health organizations.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Transcultural perspectives in mental health nursing.	4
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	

11	1	- Theory - Discussion	- Overview of culturally competent nursing care in community settings.	5
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Religious dimensions in relation to health and illness.	2
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Health equity, social justice and cultural competence.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Educational dimensions in transcultural nursing.	3
	2	- Theory - Discussion		
	3	- PBL-session	- Transcultural Nursing scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. Self-study and further research. Discussions and group-wise scenario-training is highly encouraged.
4. Create a complete ‘cultural competence plan’, for a multicultural retirement home/nursing home, with a separate section on the nursing process (nursing guidelines). The retirement home/nursing home houses residents from many cultural, religious and social backgrounds and age-groups. Scenario and setting to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The cultural competence plan is reviewed and graded.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN’s proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.
   - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given transcultural nursing scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Cultural Competence Plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Global Health & Disaster Nursing

Theory	Hours	Status
Lecture and discussions.	28	Allotted
Self-study	**Hours**	**Status**
Theory and further research.	42	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	42	Allotted
Assignment and Exam	**Hours**	**Status**
Cultural Competence Plan.	25	Projected
Final exam.	02	Allotted

Total hours: 139
US Credits: 03
ECTS credits: 06

15.37 – Health Organizations & Leadership – BN1ORG71

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1ORG71
Program	BSN
Semester	7
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of August 30 – September 03, 2027
End-date (start final course-exams)	February 11, 2028
Prerequisites	- Communication Skills – BN1COM11 - Advanced Communication Skills – BN1ACOM31 - Psychology – BN1PSY11 - Sociology – BN1SOC11 - Anatomy & Physiology 1 – BN1PHY21 - Anatomy & Physiology 2 – BN1PHY32 - Pathophysiology 1 – BN1PATHO21 - Pathophysiology 2 – BN1PATHO32 - Pathophysiology 3 – BN1PATHO43 - Nutrition 1 – BN1NUT31 - Nutrition 2 – BN1NUT42 - Clinical Skills 1 – BN1CLIN31 - Clinical Skills 2 – BN1CLIN42 - Clinical Skills 3 – BN1CLIN53 - Nursing Care Plans 1 – BN1PLAN41 - Nursing Care Plans 2 – BN1PLAN52 - Pharmacology – BN1PHARMA51
Total credits to be earned	ECTS credits: 06 US credits: 03
Location and/or online availability	- CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, ‘My courses’ section. - Hyperlink to online quizzes in SISC, ‘My courses’ section. - Hyperlink to online exams in SISC, ‘My courses’ section.
Minimum grade to pass for each component	70% / B minus / 7

Course Description

When you would look up ‘health organizations’ in an Internet search engine, the first page of the search-results would be all about the WHO. You would almost think that the WHO is the only ‘health’ organization in the world, apart from being the most influential. However, when you would look up ‘health*care* organizations’, the same way, you would see the difference. A difference that must be understood well. The title of this CUN

course is therefore a bit confusing. However, not all organizations, in the health supply-chain, offer direct patient-care or medical treatments. Still confused? Let's just agree, that, for the purpose of this Health Organization & Leadership course, we define a 'health organization' as any organization designed, established and structured for delivering healthcare services, by specialized healthcare staff.

After completing their program, nurses usually start their careers in some kind of health organization, being a medical clinic, a nursing home, a birth center or any other kind of healthcare facility. Therefore it is eminent that nursing students are made aware of how organizations in general and health organizations in particular are structured and run. Since this CUN course is part of a nursing program on a Bsc-level, in which being able to show initiative, to lead and to coach are part of its key competencies, it is just as important to know how to excel in these roles, within a health organization. Again two fields of study that are combined to give students a concise overview of what to do, how to do 'it' and where to do 'it'.

In order to fully understand the content of this Transcultural Nursing course, students need to be able to assess, plan, implement and evaluate patient-care, using their pathophysiological, pharmacological and nutritional knowledge, as well as their social and clinical skills. Therefore, all courses, mentioned in the 'Prerequisites' section above (General Course Details) have to be completed and passed.

Mandatory Literature

Johnson, J.A., 2019, *Health Organizations – 2nd edition*, Jones & Bartlett Learning.

Huber, D., Lindell Joseph, M., 2022, *Leadership and Nursing Care Management – 7th edition*, Elsevier Health Sciences.

Additional materials and references to other resources will be provided by the concerning instructor(s), at least two weeks before the start of the course.

Learning Outcomes

On completion of the course Health Organizations & Leadership the student should be able to

1. Describe classical and modern organization and leadership theories and strategies, principles of leadership in care-management and organizational evolvement, in the light of health organizations as a social system.
2. Describe characteristics of common human behavior and group-dynamics in health organizations.
3. Describe and demonstrate a healthcare leader's professional competencies, standards, skills and organizational considerations.
4. Describe and demonstrate leadership competencies in times of organizational change and crisis.
5. Describe care-delivery management models in the organizational healthcare environment.

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	Learning Outcomes
1	1	- Theory - Discussion	- Introduction to the study of health organizations (Health Organizations). - Classical organization theories (Health Organizations). - Modern organization theories (Health Organizations).	1
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	

2	1	- Theory - Discussion	- Managing health organizations as complex adaptive systems – post-modern organization theories (Health Organizations). - Organizational leadership theories (Health Organizations). - Human behavior and motivation in health organizations (Health Organizations).	1 1 2
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Principles of leadership, management and care-management (Leadership and Nursing Care Management). - Theories and models of change (Leadership and Nursing Care Management). - Organizational climate and culture (Leadership and Nursing Care Management).	1
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Group dynamics and teams in health organizations (Health Organizations). - Power and politics in health organizations (Health Organizations). - Conflict theory and interpersonal dynamics in health organizations (Health Organizations).	2
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
5	1	- Theory - Discussion	- Managerial and organizational decision making ((Leadership and Nursing Care Management). - Time Management strategies for nurse leaders (Leadership and Nursing Care Management). - Role Management (Leadership and Nursing Care Management).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Models of leadership strategy and influence for health organizations (Health Organizations). - Decision Making, Analytics, and Communication in Health Organizations (Health Organizations). - Management and organizational dysfunction (Health Organizations).	1, 3
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	

7	1	- Theory - Discussion	- Legal and ethical issues in leadership and management (Leadership and Nursing Care Management). - Leadership communication theories and models (Leadership and Nursing Care Management). - Team-building and working with groups (Leadership and Nursing Care Management).	3 2
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Diversity and organizational culture in health organizations (Health Organizations). - Ethics and values in health organizations (Health Organizations). - Physician and clinician leadership in Health Organizations (Health Organizations).	1, 2, 3
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- Conflict management and alternative dispute resolution (Leadership and Nursing Care Management). - Workplace diversity and inclusion (Leadership and Nursing Care Management). - Key theories of organizations as social systems (Leadership and Nursing Care Management).	2, 3 1
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Relationship between senior management and the Board (Health Organizations). - Change and sustainability in health organizations (Health Organizations). - Organization development and crisis management in health organizations (Health Organizations).	4
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Decentralization and governance (Leadership and Nursing Care Management). - Strategic management (Leadership and Nursing Care Management). - Structures and processes that support care-delivery models (Leadership and Nursing Care Management).	1, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	

12	1	- Theory - Discussion	- Case and population health management (Leadership and Nursing Care Management). - Implementing and sustaining Evidence Based Practice (Leadership and Nursing Care Management). - Quality and safety performance improvement models (Leadership and Nursing Care Management).	5
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Measuring and managing outcomes (Leadership and Nursing Care Management). - Workplace violence and incivility (Leadership and Nursing Care Management). - Nursing workforce staffing and management (Leadership and Nursing Care Management).	3, 5
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Tracking and monitoring nursing budgets (Leadership and Nursing Care Management). - Nursing performance appraisal (Leadership and Nursing Care Management).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	
15	1	- Theory - Discussion	- Emergency management and preparedness (Leadership and Nursing Care Management). - Nursing informatics for leaders in clinical nursing (Leadership and Nursing Care Management). - Marketing (Leadership and Nursing Care Management).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	

Teaching, Learning and Testing Strategies

1. Lecture and discussions, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online. During these sessions also training-videos may be shown and discussed.
2. Weekly group-wise PBL-sessions (case-studies), focusing on the weekly discussed topics and scenarios, either supervised or unsupervised, on-premises and off-premises online, if feasible. Each session has a duration of 50 minutes. PBL-sessions are recorded and unsupervised sessions are discussed between students and their instructor afterwards. PBL-sessions are mandatory, but are not separately graded as such.
3. During self-study hours, quizzes, on the VitalSource ‘Coach me’ and Elsevier Evolve platforms may be completed. The VitalSource ‘Coach me’ and Elsevier Evolve platforms can be accessed using the

concerning hyperlinks in SISC. These quizzes are not graded. Completing these quizzes is meant for getting a better understanding of the subject matter.

4. Create a complete 'quality and safety improvement plan', for a clinical institution, where recently a number of medical/nursing 'errors' have led to serious medical complications for patients with certain diseases/injuries, with the emphasis on the nursing process. Scenario and setting to be chosen by the student, but to be authorized by the instructor. To be completed within four weeks after being assigned. The quality and safety improvement plan is reviewed and graded.
5. Final exam, covering all Learning Outcomes.
   - 5.1 The final exam will be made available online and can be completed on- and off-premises, through CUN's proctoring platform. Final exams completed any other way, off-premises, will be discarded.
   - 5.2 The final exam must be completed within 02 full clock-hours.
   - 5.3 The final exam can consist of a combination of closed questions, open questions, multiple-choice questions and questions regarding given health organization and leadership scenarios.

Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation is 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a fail for the course or course-unit.
Quality and Safety Improvement Plan.	34% of total grade.	Minimum score-percentile earned: 70.
Final exam.	34% of total grade.	Minimum score-percentile earned: 70.

Course-load Breakdown for Health Organizations & Leadership

Theory	Hours	Status
Lecture and discussions.	30	Allotted
Self-study	**Hours**	**Status**
Theory and online quizzes.	45	Recommended
Practice	**Hours**	**Status**
PBL-sessions.	45	Allotted
Assignment and Exam	**Hours**	**Status**
Quality and Safety Improvement Plan.	25	Projected
Final exam.	02	Allotted

Total hours: 147
US Credits: 03
ECTS credits: 06

15.38 – Nursing Internships – BN1INTER

Approved d.d. November 18, 2023, M. Mattijssen – President: 

General Course Details

Course Code	BN1INTER
Program	BSN
Semester	8
Instructor and contact details	Instructor: Contact-details:
Start-date (first formal session)	Week of February 28 – March 04, 2028
End-date (start final course-exams)	August 18, 2028
Prerequisites	- All courses offered in CUN's BSN (entry-level) program or similar courses, completed and passes at other institutions.
Total credits to be earned	ECTS credits: 30 US credits: 15
Location and/or online availability	- One or more formally recognized healthcare facilities.
Minimum grade to pass for each component	70% / B minus / 7

Description and Conditions

Not withstanding any 'leftover' assignments or exams, internships are the final stage of CUN's BSN program.

These final internships have a duration of 21 (consecutive) placement-weeks (active internships) and can be fulfilled at either one healthcare facility or several, providing that each internship has a duration of at least seven (consecutive) weeks. Internship placement can be 'local' (one or more of the Dutch Caribbean islands) or 'international' (any other region of country), providing there are no 'insurmountable' language barriers. The chosen healthcare facility must be fully recognized and licensed and must be proven suitable for achieving the student's internship-goals (see Learning Outcomes below).

Before a student starts any internship, a CUN Internship Coordinator is appointed, generally the student's Mentor. The chosen healthcare facility will appoint a Preceptor, who will guide, monitor and evaluate the student, in coordination with CUN's Internship Coordinator. Learning-objectives, assignments, role(s), procedures and placement-conditions are defined and formalized and a Tripartite Affiliation Agreement, between CUN, the student and the chosen internship facility, is signed. A preclinical training is organized.

Interns are expected to adhere to the conditions as mentioned in this Program Handbook (chapters 12 and 14.3) and the Student Handbook.

Before the start of an internship, the student must undergo a thorough medical check-up and obtain a renewed health-certificate. The student will not be allowed to start his internship, while suffering from an infectious disease or while carrying communicable bacteria and/or viruses or while suffering from (initially asymptomatic) diseases that can or will affect the student's performance or the health of others.

Voluntary withdrawal from an internship must be requested by the student and his CUN Internship Coordinator, who will then notify the concerning internship facility and discuss further procedures and future re-admission, if so desired.

Not withstanding intermediate assessments, after finalizing an internship the student will be evaluated by his/her Preceptor using a Practice Evaluation Report (PER) or similar document, as used by the concerning facility. The student is given the opportunity to assess his/her internship, the internship facility and his/her Preceptor, using a Student Placement Evaluation Report (SPER).

Mandatory Literature

Relevant materials and references to certain relevant resources may be provided by the concerning CUN Coordinator and/or facility Preceptor, before the start and during the internships.

Learning Outcomes

The main goals of CUN's internships for the student are the following.

1. To bring the student's acquired nursing knowledge and experience into practice.
2. To further deepen and broaden the student's knowledge.
3. To further perfect the student's clinical reasoning, assessment and clinical skills.
4. To gain direct clinical experience.
5. To experience being part of a healthcare-team.
6. To experience working in a healthcare organization (full-time).

Teaching, Learning and Testing Strategies

Specified in the concerning Tripartite Affiliation Agreement.

Grading Weight Percentages

Specified in the PER, if applicable.

Course-load Breakdown for Internships

Not applicable.

Total hours: approximately 945
US Credits: 15
ECTS credits: 30

16 – Nursing E-resources

1. www.nursingcenter.com
2. www.nursingworld.org
3. https://nurse.org
4. https://www.cna-aiic.ca/en/nursing/nursing-tools-and-resources
5. www.nursing.nl
6. www.nurse.com
7. www.nursingtimes.net
8. www.allnurses.com
9. www.nursing.com
10. www.registerednursern.com
11. www.mutualnursing.com
12. www.nurseslabs.com
13. www.aannet.org
14. www.aacn.nche.edu
15. www.aahn.org
16. americancannabisnursesassociation.org
17. www.ahna.org
18. www.americannursetoday.com
19. www.artbynurses.com
20. www.nursingald.com
21. www.disruptivewomen.net
22. www.exceptionalnurse.com
23. www.discovernursing.com/happynurse (nursing game)
24. www.noharm.org (healthcare and a clean environment)
25. www.icn.ch
26. https:internationalfamilynursing.org/
27. www.medi-smart.com/humor.htm (humor)
28. www.nanda.org
29. www.ncemna.org
30. www.nursezone.com
31. www.nursing-informatics.com/
32. https://quizlet.com/ (search for nursing topics)

Revision History

Date of Change	Revision Number	Summary of Change
November 18, 2023	00	-
April 22, 2024	01	1. Revision History added. 2. Examination Regulations added (chapter 12). 3. Index updated. 4. Bulleted lists changed to numbered lists. 5. “Grading Percentages” changed to “Grading Weight Percentages”. 6. Course and course-unit titles numbered. 7. Criteria to pass for ‘Attendance and participation’ adjusted. 8. Grading Weight Policy added (paragraph 9.2). 9. Study-load Policy added (chapter 10). 10. Academic calendar synchronized with European/ Dutch academic calendar, therefore course start- and end-dates adjusted (chapter 3). 11. The order in which certain courses are offered is adjusted, mainly based on prerequisite conditions, therefore also certain course-codes have changed. 12. Nursing E-resources added.