



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, beliefs 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, homecare 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 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 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 scenarios.

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 cannot 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 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 06 US credits and 12 ECTS credits to be earned of which only 03 US credits must be paid.

4.2 – Overview of Courses Offered

Year 1

Semester	Course-code	Course	Credits	
			US	ECTS
1	1 BN1STUD11	Study Skills for Nurses <ul style="list-style-type: none"> • Concept Mapping for Nursing – BN1STUD11-A • Basic Math for Nursing – BN1STUD11-B • Study Skills for Nursing – BN1STUD11-C 	03	06
	2 BN1COM11	Communication Skills <ul style="list-style-type: none"> • Communication in Nursing – BN1COM11-A • English for Nursing – BN1COM11-B 	03	06
	3 BN1PSY11	Psychology <ul style="list-style-type: none"> • Psychology for Health Professionals. • Social Psychology; the dynamics of human experience. 	03	06
	4 BN1SOC11	Sociology <ul style="list-style-type: none"> • Introduction to Sociology. • The Sociology of Health, illness, and Healthcare. 	03	06
	5 BN1NURS11	Introduction to Nursing <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> Microbiology (systems approach). Microbiological simulations and videos, lab-work. 	03	06
	7 BN1CHEM21	Chemistry <ul style="list-style-type: none"> Essentials of General, Organic and Biochemistry. (Simulated) lab-work and videos. 	03	06
	8 BN1PHY21	Anatomy & Physiology 1 <ul style="list-style-type: none"> Fundamentals of Anatomy and Physiology (Simulated) lab-work and videos. 	03	06
	9 BN1PATHO21	Pathophysiology 1 <ul style="list-style-type: none"> Applied Pathophysiology (conceptual approach). (Simulated) lab-work and videos. 	03	06
	10 BN1WRITE21	Academic Writing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Fundamentals of Anatomy and Physiology – continued. (Simulated) lab-work and videos. 	03	06
	12 BN1PATHO32	Pathophysiology 2 <ul style="list-style-type: none"> Applied Pathophysiology – continued. (Simulated) lab-work and videos. 	03	06
	13 BN1NUT31	Nutrition 1 <ul style="list-style-type: none"> Essentials of Nutrition and Diet Therapy. 	03	06
	14 BN1CLIN31	Clinical Skills 1 <ul style="list-style-type: none"> Nursing Interventions & Clinical Skills – Basic skills. Virtual Reality Scenarios and 'real-life' skills training. 	03	06
	15 BN1ACOM31	Advanced Communication Skills <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Applied Pathophysiology – continued. (Simulated) lab-work and videos. 	03	06
	17 BN1NUT42	Nutrition 2 <ul style="list-style-type: none"> Life, Nutrition and Wellness. 	03	06
	18 BN1CLIN42	Clinical Skills 2 <ul style="list-style-type: none"> Nursing Interventions & Clinical Skills – Intermediate skills. Virtual Reality Scenarios and 'real-life' skills training 	03	06
	19 BN1PLAN41	Nursing Care Plans 1 <ul style="list-style-type: none"> Conceptual Nursing Care Planning. 	03	06
	20 BN1PROAS41	Health Promotion <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Nursing Interventions & Clinical Skills – Advanced skills. Virtual Reality Scenarios and 'real-life' skills training 	03	06
	22 BN1PHARMA51	Pharmacology <ul style="list-style-type: none"> Pharmacology; A Patient-Centered Nursing Process Approach. Clinical Nursing Calculations. 	03	06
	23 BN1CAM51	CAM <ul style="list-style-type: none"> Fundamentals of Complementary, Alternative and Integrative Medicine. 	03	06
	24 BN1PLAN52	Nursing Care Plans 2 <ul style="list-style-type: none"> Conceptual Nursing Care Planning – continued. 	03	06
	25 BN1RES51	Nursing Research <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> To be completed and graded ultimately at the end of semester 7. Only 03 US credits need to be paid. 	06	12
Semester	Course-code	Course	Credits	
			US	ECTS
6	27 BN1SURG61	Medical-Surgical Nursing <ul style="list-style-type: none"> Concepts for Interprofessional Collaborative Care. 	03	06
	28 BN1INFO61	Nursing Informatics <ul style="list-style-type: none"> A Health Informatics, Interprofessional and Global Perspective. 	03	06
	29 BN1PUB61	Public/Community Health & Epidemiology	03	06
	30 BN1PED61	Maternal, Newborn and Pediatric Nursing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Geriatrics and Healthy Aging. 	03	06
	34 BN1EMER71	Medical Emergencies <ul style="list-style-type: none"> Acute Nursing Care, Recognising and Responding to Medical Emergencies. 	03	06
	35 BN1GLOB71	Global Health & Disaster Nursing <ul style="list-style-type: none"> Global Health. Disaster Nursing and Emergency Preparedness. 	03	06
	36 BN1CULT71	Transcultural Nursing	03	06
	37 BN1ORG71	Health Organizations & Leadership <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> • 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: 129, 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 is 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, are published, at least three months before the start of each 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 URLs 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, at the discretion of the concerning faculty-member(s) or the student's Mentor.



5 – Program Learning Objectives

The Caribbean University of Nursing has established a comprehensive set of program learning objectives for its nursing program, considering the diverse social conditions affecting local, regional, national and international communities. The program emphasizes understanding the social determinants of health and research that impact patient care. The key learning objectives for bachelor-level nursing students are to:

1. Develop the knowledge, skills and attitudes necessary to provide patient-care, without bias, while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g. fears, hopes, expectations), lifestyles and healthcare experiences.
2. Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.
3. Appreciate that patient-care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.
4. Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.
5. Be equipped with a strong ethical framework and guiding principles, to support their critical thinking and decision-making processes, in various clinical scenarios.
6. Foster their well-being, motivation, empowerment, personal growth, leadership and autonomy and sense of fulfillment, being essential to their professional development.
7. Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.
8. Prepare them for a successful transition into their nursing careers, providing support as they embark on professional practice.



6 – Key Competencies

The Key Competencies of CUN's Bachelor of Science in Nursing program are the following.

1. **Patient-centered Care:** Independently organize and deliver patient-centered care to individuals of all ages, backgrounds and health conditions, including those who are ill, disabled or terminally ill. This care is provided by understanding patients' psychological profiles and lifestyles without prejudice across various roles and healthcare settings.
2. **Teaching and Leadership:** Influence the behavior of individuals and groups within their environment and facilitate the establishment of shared goals through teaching and leadership. Guide patients, their families and their communities, to promote recovery and healthy living.
3. **Safety:** Coordinate and execute tasks to ensure the goals of risk prevention programs are effectively met. Organize and execute patient-, family- and community-centered care during crises, emergencies and disasters in alignment with the ICN Framework of Disaster Nursing Competencies.
4. **Professionalism:** Enhance professional standards by developing or updating care-plans and programs that integrate treatment, care and prevention strategies. Apply improvements to institutional policies and procedures, to manage patient-care efficiently and effectively.
5. **Quality Improvement:** Initiate, develop, implement and maintain quality assurance standards and quality improvement, to ensure optimal patient outcomes.
6. **Teamwork and Collaboration:** Collaborate effectively and respectfully with interprofessional teams, maintaining clear and efficient communication with team-members, patients and their families and coaching team-members, including interns and volunteers.
7. **Communication:** Interact effectively with patients, families and colleagues, fostering mutual respect and shared decision-making, to enhance patient satisfaction and health outcomes.
8. **Evidence-based practice:** Demonstrate clinical judgment, by integrating evidence-based practice (EBP), clinical expertise and patient preferences, to achieve the highest quality of care. Engage in nursing and healthcare-related research, independently and collaboratively, as part of research teams.
9. **Health Informatics and Technology:** Use various care methods, instruments, technologies and communication systems, perform all legally accepted medical interventions and instruct other care-team-members with respect and dignity.

Nurses are expected to possess and be able to apply all necessary cognitive, affective, sensory and psychomotoric 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, notwithstanding 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, practical's, 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 "failure" for the grading-component 'Attendance and participation'. Attending 70% or less of the allotted contact-hours for a course will result in a "failure" 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 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 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 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 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 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 number 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, but 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' are 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 divide 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 failed. In that case the course(-unit) failed.
3. Only one of the three components is passed (32% or 34%). In that case the course(-unit) failed.
4. Two of the three components are passed. In that case the student may be eligible to complete 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%, 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 extracurricular activities, guest-lectures, fieldtrips 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 concerned 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 concerned 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, 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 notwithstanding 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 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 safety.
 - 6.2 Teamwork.
 - 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 agree 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. 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 in 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 dissemination. 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 expelled 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 affect 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. Students 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, based on examinations, guarantee that the student/graduate has performed at the required level.

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 take, 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 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 papers, 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 must 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 cannot 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 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 students' 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 timeframe, 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 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, notwithstanding additional 'time-off' needed, in case of complications.

2.3 Family-related emergencies.

2.4 Situations of force majeure.

2.5 Participation in agreed 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 without 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 are 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 reflect 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, then 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. 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, but 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 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 at a later date, to the discretion of the concerning faculty-member(s)).
16. Notwithstanding 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 always stay confidential, notwithstanding 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 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 are made known to the student and the concerning faculty-members concerned.
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 one's own name.
7. Cheating includes, but is not necessarily limited to, the following.
 - 7.1 Trying to gain access or 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 one's authentic, own work.
 - 8.2 Presenting thoughts, ideas, concepts or structures, from third party sources, as one's own.
 - 8.3 Using texts, images, video, audio or any other materials, from others, without (proper) source-reference.
 - 8.4 Submitting as one's 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 29, 2024, 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

The course is designed to assist the student's learning process. It is divided into three units.

Unit 1 – Concept Mapping

This course-unit helps the student to acquire comprehensive knowledge regarding concept mapping, that applies nursing theory to nursing practice.

Unit 2 – Basic Math for Nursing

The unit Basic Math for Nursing is designed to help students understand the basic concepts of math in nursing and identify its importance, with an emphasis on clinical application to nursing practice.

Unit 3 – Study Skills for Nursing

This course-unit is designed to enable the students to develop an understanding of basic concepts of necessary skills. needed for learning-activities like time management, reading, note-taking skills, writing and referencing the sources of learning and application of these skills for self-empowerment.



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.

Course Learning Outcomes (CLO)

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

1. Understand the theory behind the perception of Concept Mapping.
2. Describe the relation between Critical Thinking and Concept Mapping.
3. Apply healthcare related Concept Mapping.
4. Illustrate a healthcare-related Concept Map.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓			
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.			✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.				✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.	✓	✓		
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.				✓



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.			✓	✓
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activity	Topic	CLO
1	1	- Theory	- Relationship analysis.	1, 2
	2	- Exercises	- Concept Maps and critical thinking.	
2	1	- Theory	- From theory to practice.	1, 2
	2	- Exercises	- Concept Mapping and learning styles.	
3	1	- Theory	- Basic formats and relationship notations.	3
	2	- Exercises		
4	1	- Theory	- Descriptive phrases.	3
	2	- Exercises	- Concept Map keys.	
5	1	- Theory	- Nursing action rationales.	3, 4
	2	- Exercises	- Patient problems.	
6	1	- Theory	- Diagnostic data.	3, 4
	2	- Exercises	- Medical records.	
7	1	- Theory	- Purpose based Concept Maps.	3, 4
	2	- Exercises	- Process based Concept Maps.	
8	1	- Theory	- Hand-drawn Concept Maps.	4
	2	- Discussion - Exercises	- Computer generated Concept Maps.	

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 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.



Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.		✓	✓	✓	
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.		✓	✓	✓	
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.		✓	✓	✓	
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.		✓	✓	✓	



Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓
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Weekly schedule of topics and planned activities

Week	Session	Activity	Topic	CLO
1	1	- Theory	- Numbers - Numbering-systems (Arabic, Roman). - Story-problems	1, 2
	2	- Exercises		
2	1	- Theory	- Number-values - Solving equations.	1, 2
	2	- Exercises		
3	1	- Theory	- Additions - Subtractions	3
	2	- Exercises		
4	1	- Theory	- Multiplications - Divisions	3
	2	- Exercises		
5	1	- Theory	- Calculating fractions.	4
	2	- Exercises		
6	1	- Theory	- Converting decimals to fractions. - Converting fractions to decimals. - Rounding	4
	2	- Exercises		
7	1	- Theory	- Converting decimals to percents. - Ratios - Proportions - Cross-multiplication	4
	2	- Exercises		
8	1	- Theory	- Imperial and metric system. - Weight, height, (liquid) volume and temperature - Converting metric to imperial and imperial to metric.	5
	2	- Exercises		

Teaching, Learning and Testing Strategies

- Lecture and exercises, during two sessions of 50 minutes, each planned week, both on-premises and off-premises online.
- 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.
- 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.
- Final exam, covering all Learning Outcomes.
 - 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.
 - The final exam must be completed within 02 full clock-hours.
 - 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-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.

Course Learning Outcomes (CLO)

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 and correctly reference the resources used.
5. Prepare and deliver effective healthcare-related presentations.
6. Be able to work in teams.



Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓			✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓			✓		✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓					✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.				✓		✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.		✓	✓	✓	✓	
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.				✓		
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓



Weekly schedule of topics and planned activities

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

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 an 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 29, 2024, 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.

Unit 1 – 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 team. The unit has an emphasis on mindfulness, resilience and inter-professional communication.

Unit 2 – English for Nursing is designed to enable students to enhance their ability to read, speak and write the English language, required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experiences.

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.



Course Learning Outcomes (CLO)

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. Understand the importance of and demonstrate cultural awareness in communicating with patients.
3. Understand the importance of and demonstrate awareness of human emotions' influence in healthcare and 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 illustrate the concept of self-awareness and resilience in communicating with patients and other healthcare professionals.
6. Describe and demonstrate effective digital communication skills.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓	
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓				✓	
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					✓	
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.					✓	
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓	✓



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.						✓
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
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		

Weekly Schedule continued on next page.



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.



Course Learning Outcomes (CLO)

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 healthcare settings, such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence.
2. Demonstrate attentive listening skills in different healthcare scenarios.
3. Demonstrate effective writing skills in English.
4. Demonstrate effective and appropriate conversational skills in different healthcare scenarios, face-to-face or by other means.
5. Read, interpret and comprehend healthcare literature.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓		✓	
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.				✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓		✓	
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.		✓		✓	✓
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					✓



Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓
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Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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		

Weekly Schedule continued on next page.



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, 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 29, 2024, 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

This course is designed to enable the students to develop an understanding of basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students an opportunity to recognize the significance and application of skills and self-empowerment, in the practice of nursing

Mandatory Literature

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.



Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓		✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.					✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.			✓		✓	✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.	✓	✓	✓			
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓		✓	✓



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.			✓			
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓		✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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		

Weekly Schedule continued on next page.



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 aggressive. - 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 and 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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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

This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

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.

Course Learning Outcomes (CLO)

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

1. Analyze and explain common theories of sociology and social interaction, particularly as they pertain to health and healthcare, to understand their practical applications and implications.
2. Evaluate and apply common sociology research methods, to assess studies related to health and healthcare, demonstrating the ability to review and synthesize research-findings.
3. Interpret and discuss the role of culture in shaping societal norms and behaviors, including its influence on health and healthcare practices.
4. Examine and articulate the significance of family structures, groups and organizations in society and how these entities impact social behavior and healthcare systems.



5. Assess and explain the social determinants contributing to healthcare inequality and diversity, applying this knowledge to propose strategies for reducing disparities.
6. Analyze the effects of politics, demographics and globalization on society, health and healthcare, illustrating how these factors shape health-policies and access to care.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓		✓	✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.		✓	✓	✓		✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓		✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.			✓		✓	✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.			✓		✓	✓
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.		✓				



Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓
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Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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		

Weekly Schedule continued on next page.



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.	6
	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	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 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 on 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 29, 2024, 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 course is designed to help novice nursing students develop knowledge and competencies, required to understand the history of nursing and theories in nursing and provide evidence-based, comprehensive basic nursing care to patients, using the nursing process approach.

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.

Course Learning Outcomes

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

1. Discuss the historical background and evolution of nursing as a profession.
2. Explain the theoretical foundations of nursing and standards of nursing practice.
3. Compare health, illness and wellness models and healthcare delivery systems and methods.
4. Interpret ethical and legal considerations of nursing.
5. Demonstrate knowledge-development and nursing roles, as well as critical thinking, clinical judgment and research in nursing.
6. Determine types of nursing diagnoses, interventions and patient outcomes.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.		✓	✓	✓		✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.		✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓			✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.	✓	✓	✓			✓



Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.		✓		✓	✓	✓
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓			✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					✓	✓
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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).	
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).	

Weekly Schedule continued on next page.



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).	
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).	

Weekly Schedule continued on next page.



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 is 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 29, 2024, 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

This course is designed to enable students to acquire an understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

Mandatory Literature

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.

Course Learning Outcomes (CLO)

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

1. Describe the different classes of micro-organisms.
2. Describe the structure, function and characteristics of prokaryotes, eukaryotes and viruses.
3. Explain the metabolic processes and methods of energy acquisition, necessary for microbe survival.



4. Recognize how pathogens can cause infections and pathologies in humans and apply this knowledge to infection prevention and control in healthcare scenarios.
5. Examine the ways in which antimicrobial drugs target specific pathogens and apply this knowledge to treatment, drug resistance and patient interaction.
6. Explain the concept of 'One Health'.
7. Demonstrate acquired knowledge and skills virtually (simulations) and physically in standard laboratory procedures.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.							
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.							
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.								
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
1	1	- Theory - Discussion	- The main research field 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
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

Weekly Schedule on next page.



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.	4, 5
	2	- Theory - Discussion	- Host Defenses; adaptive immunity and immunization.	
	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.	4, 5
	2	- Theory - Discussion	- Infectious diseases manifesting in the nervous system.	
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect). - Identification of unknown bacteria (Labster).	7
12	1	- Theory - Discussion	- Infectious diseases manifesting in the cardiovascular and lymphatic systems.	4, 5
	2	- Theory - Discussion	- Infectious diseases manifesting in the respiratory system.	
	3	- Simulations/ Lab-work	- Medical microbiology (McGraw Hill Connect). - Pasteurization and sterilization (Labster).	7

Weekly Schedule continued on next page.



13	1	- Theory - Discussion	- Infectious diseases manifesting in the gastrointestinal tract.	4, 5
	2	- Theory - Discussion	- Infectious diseases manifesting in the genitourinary system.	
	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 failure 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 29, 2024, 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

The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of the human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

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

1. General chemistry
2. Organic chemistry
3. Biochemistry

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.



Course Learning Outcomes (CLO)

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

1. Examine 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. Describe atoms, the periodic table, electrons, isotopes, ionic and covalent compounds and radiation.
3. Write and calculate chemical equations, understand and explain the differences between types of chemical reactions and understand and predict changes in chemical reactions.
4. Explain molecular geometry, polarity and intermolecular forces of attraction.
5. Describe the changes in state and gas laws.
6. Examine 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. Identify the basic structure of alkanes, alkynes, hydrocarbons, alcohols, phenols, thiols, ethers, amines and carbonyl-containing functional groups.
8. Describe common organic substances, compounds, and reactions in biochemistry, as well as the workings of energy and metabolism.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.								
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.								



Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.								
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.								
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.								
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.								
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



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

- 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.
- 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.
- During self-study hours, by the instructor assigned individual online exercises and exercises included in the mandatory textbook must be completed.
 - 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.
 - 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 on next page.



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 29, 2024, 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

The course is designed to assist students to recall and further acquire the knowledge of the normal structure of the human body, identify alterations in anatomical structure, also acquire comprehensive knowledge of the normal functions of the organ-systems of the human body to facilitate understanding of the physiological basis of health, identify alterations in functions and provide the student with the necessary physiological and anatomical knowledge to practice nursing.

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.

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.



Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.							
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							



Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.							
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



12	1	- Theory - Discussion	- Blood groups. - Blood pressure.	6
	2	- Theory - Discussion	- The lymphatic system and lymphatic organs.	
	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.	6
	2	- Theory - Discussion	- Regulation of Stroke volume and heart-rate.	
	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 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 The 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 29, 2024, 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

This course is designed to enable students to understand the changes in normal biological processes that result from disease, injury or other health-disturbances, also to acquire knowledge of the pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

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.

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.



Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.							
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							



Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.							
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



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 online simulation account or other relevant platforms.
 - 2.2 Students must complete all assigned simulation sessions, for topics discussed during each 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 failure for the course or course-unit.
Individual simulation sessions.	17% of total grade.	The 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 29, 2024, 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

This course is designed to enhance the students scholarly writing skills and to convey complex ideas clearly, objectively and logically. It involves rigorous analysis, critical thinking and a structured presentation of ideas.

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.



Course Learning Outcomes (CLO)

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

1. Reflect on relevant topics and cases and collect, analyze and synthesize relevant data and resources.
2. Defend arguments and data, including text, tables, figures and graphics, in a clear, concise, logical, and grammatically correct manner.
3. Construct well-organized and logical articles, refer to resources and conform to APA rules and formats.
4. Compose 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.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.					
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.					
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.	✓	✓	✓	✓	✓
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.					



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.	✓	✓	✓	✓	✓
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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)	- Chosen writing exercise, to be authorized by the concerning instructor.	

Weekly Schedule continued on next page.



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)	- Chosen writing exercise, to be authorized 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)	- Chosen writing exercise, to be authorized 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)	- Chosen writing exercise, to be authorized 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 29, 2024, 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

The course is designed to assist student to recall and further acquire the knowledge of the normal structure of the human body, identify alterations in anatomical structure, also acquire comprehensive knowledge of the normal functions of the organ-systems of the human body to facilitate understanding of the physiological basis of health, identify alterations in functions and provide the student with the necessary physiological and anatomical knowledge to practice nursing.

This is the second part of the Anatomy & Physiology course. Students must complete and pass Anatomy & Physiology 1 before starting Anatomy & Physiology 2. Anatomy & Physiology 2 also counts for 03 US credits and 06 ECTS credits.

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.



Course Learning Outcomes (CLO)

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

1. Analyze and articulate the structure and function of the renal system.
2. Outline and detail the structure and function of the respiratory system.
3. Summarize and interpret the structure and function of the reproductive system.
4. Explain the structure and function of the nervous system and sensory organs.
5. Discuss the structure and function of the endocrine system.
6. Examine the structure and function of the immune system.
7. Describe the structure and function of the skin.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.							
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							



Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.							
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	
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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



12	1	- Theory - Discussion	- Immune system. - Hypersensitivity.	6
	2	- Theory - Discussion	- Anaphylaxis. - Immunizations.	
	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.	7
	2	- Theory - Discussion	- Synthesis of vitamin D.	
	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 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 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 The 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 29, 2024, 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

This course is designed to enable students to understand the changes in normal biological processes that result from disease, injury or other health-disturbances, also to acquire knowledge of the pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

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

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.



Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.							
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							



Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.							
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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 (graded)	- Simulated scenario, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.



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 (graded)	- Simulated scenario, 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 (graded)	- Simulated scenario, 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.	

Weekly Schedule continued on next page.



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 (graded)	- Simulated scenario, 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 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 failure for the course or course-unit.
Individual simulation sessions.	17% of total grade.	The 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 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 29, 2024, 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 course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of nursing.

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.

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.



Course Learning Outcomes (CLO)

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. Describe the physiological processes during and after nutritional consumption.
3. Categorize the categories of nutrients and their roles in the human body.
4. Examine the relationship between nutrition and the human energy balance.
5. Discuss food safety norms and practices.
6. Explain the preferred diet therapies for certain physiological alterations and diseases.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓		✓		✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.	✓	✓	✓	✓	✓	✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.						
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.						



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.						
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	
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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



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 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 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.
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 29, 2024, 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

This course is designed to assist the students in developing the skills required to practice and perform patient-care by using the nursing process.

Clinical Skills at CUN are divided into three courses, each with 03 US credits / 06 ECTS credits to be earned, 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.



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.

Course Learning Outcomes (CLO)

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

1. Develop an understanding of the fundamentals of health-assessment and perform health-assessments in supervised clinical settings.
2. Explain and demonstrate the principles of and put into practice safe patient care and assess safety conditions.
3. Explain the principles of and put into practice a patient's care and hygiene and assess hygienic conditions.
4. Demonstrate the principles of and put into practice assessments and vital measurements, assess a patient's clinical conditions and analyze and interpret relevant test results.
5. Discuss the principles of and put into practice nutritional assessments and therapies and assess a patient's nutritional conditions.
6. Explain and demonstrate the principles of and put into practice support for mobility/immobility and comfort, as well as assess mobility conditions.
7. Demonstrate the practice of end-of-life care and assess a patient's psychological, spiritual, social and clinical conditions.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓		✓	✓	✓



Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓			✓			
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.	✓						
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓						
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.	✓						
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly Schedule on next page.



Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
1	1	- Theory - Discussion	- Identifying the patient. - Preventing infection.	1, 2
	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
	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, 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	- Eye- and ear-care. - Assisting with elimination. - Making beds.	2, 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.		
5	1	- Theory - Discussion	- Assessing temperature. - Regulating temperature.	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.		

Weekly Schedule continued on next page.



6	1	- Theory - Discussion	- Assessing pulse. - Assessing respiration.	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.		
7	1	- Theory - Discussion	- Assessing blood pressure. - Assessing oxygen saturation. - Assessing blood glucose.	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	- Collecting subjective and objective data. - Performing a 'Head-to-Toe' or system-specific assessment.	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	- Nutritional assessment. - Assisting patients with oral nutrition.	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	- Providing gastric tube therapy. - Providing enteral nutrition.	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	- Supporting mobility. - Supporting immobilization. - Caring for patients with amputations.	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.		



12	1	- Theory - Discussion	- Assessing pain and discomfort. - Using relaxation techniques. - Using a 'TENS' unit.	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.		
13	1	- Theory - Discussion	- Using heat or cold to promote comfort. - Using patient-controlled analgesia. - Using epidural analgesia.	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	- Bereavement and spiritual care. - Assisting patients and families with advance care planning.	7
	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.	7
	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. 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 29, 2024, 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

The course 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 wellbeing. The course has an inter-professional emphasis, exploring the 'realms' of counseling, social work and healthcare.

Mandatory Literature

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.

Course Learning Outcomes (CLO)

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

1. Explain the interactional characteristics between professional practitioners and their patients.
2. Enlist different communication approaches and interviewing skills.



3. Discuss ethical concerns when communicating with patients.
4. Describe organization-specific communication characteristics.
5. Enumerate the role of technology in communicating with patients/clients.
6. Demonstrate communication with patients in different (clinical) settings and (social) situations.
7. Demonstrate communication with patients in different stages of life.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓		✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.		✓					
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓		✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.			✓				
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					✓		
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
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.	
12	1	- Theory - Discussions	- Communication through life stories and biographies.	2
	2	- Theory - Discussions		
	3	- Role-playing	- By the instructor assigned role-playing scenarios.	

Weekly Schedule continued on next page.



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 on next page.



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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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

This course is designed to enable students to understand the changes in normal biological processes that result from disease, injury or other health-disturbances, also to acquire knowledge of the pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in the practice of nursing.

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.

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.

Course Learning Outcomes (CLO)

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

1. Describe the pulmonary structure and function and relevant pathophysiology clinical models for altered ventilation and diffusion.
2. Discuss the principles of perfusion and relevant pathophysiological clinical models for altered perfusion.
3. Explain the principles of nutrition and relevant pathophysiology clinical models for altered nutrition.
4. Examine the principles of elimination and relevant pathophysiology clinical models for altered elimination.
5. Determine the characteristics of aging and relevant pathophysiology clinical models for degenerative changes in aging.
6. Describe the functions of glucose, insulin, energy, and the pancreas, as well as relevant pathophysiology clinical models for altered glucose, insulin, energy, and the pancreas.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.						
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.						
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.						



Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.						
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.						
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
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 scenario, 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 scenario, to be assigned by the concerning instructor.	
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 scenario, 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.	

Weekly Schedule continued on next page.



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 scenario, 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 online simulation account or other relevant platforms.
 - 2.2 Students must complete all assigned simulation sessions, for topics discussed during each 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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure for the course or course-unit.
Individual simulation sessions.	17% of total grade.	The 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 29, 2024, 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 course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics, with a holistic philosophical emphasis and apply this knowledge in the practice of nursing.

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.

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.

Course Learning Outcomes (CLO)

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

1. Comprehend the holistic principles of nutritional wellness and healthy eating practices.
2. Explain the components and varieties of healthy foods.
3. Analyze and discuss the importance of consuming nutritious foods and sustaining a healthy lifestyle.
4. Examine and discuss the characteristics and benefits of organ-specific food complements.
5. Describe and explain clinical complications associated with malnutrition.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.					
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.	✓	✓	✓	✓	✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.					
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.					
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					



Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓
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Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	
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 food. - 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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



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 on next page.



Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to assist the students in developing the skills required to practice and perform more complex patient-care by using the nursing process.

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. This is the second course.

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.

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.

Course Learning Outcomes (CLO)

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

1. Explain the principles of gas exchange and airway-maintenance, assess respiratory conditions and analyze and interpret relevant test results.
2. Implement sterile techniques and evaluate hygienic conditions.
3. Demonstrate the principles of medication administration, assess a patient’s clinical condition and history and analyze and interpret relevant test results.
4. Discuss and demonstrate the principles of safe venous access.
5. Describe the principles of bowel and urinary elimination support.
6. Demonstrate the principles of wound care and support for impaired tissue integrity.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.						
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.			✓			



Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.						
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.						
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.						
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.						
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.		

Weekly Schedule continued on next page.



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.		
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 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. 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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 on next page.



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 29, 2024, 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

This course is designed to assist the students 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.

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.

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.

Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.		✓	✓	✓		✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓			✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.						✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.						



Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.						
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.						
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
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.	

Weekly Schedule on next page.



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 NCPs are not graded.
4. Two complete NCP's, created for a certain disease or altered physiology, considering 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 NCPs 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 on next page.



Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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

This course is designed to assist the students in understanding the concept of health promotion and illness prevention. It helps the students to organize health promotion programs, for the patient and the community 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.

Mandatory Literature

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

Course Learning Outcomes (CLO)

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

1. Explain the importance of 'health promotion' and 'health education'.
2. Demonstrate detailed knowledge of current health promotion theories and models.
3. Organize a Health Needs Assessment and identify goals, objectives and interventions for individuals, organizational settings and communities.
4. Develop and implement health promotion materials, support and advocacy.
5. Develop and implement a health promotion program.



6. Develop the tools and methods for evaluating and enhancing the effectiveness of healthcare programs.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓	
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.						
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.						
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.						
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.						
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.						
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓



Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
1	1	- Theory - Discussion	- Health, health promotion and health promotion programs. - Historical context of health promotion.	1
	2	- Theory - Discussion	- Health education. - Health promotion program stakeholders.	
	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.	3
	2	- Theory - Discussion	- Conducting a Health Needs Assessment of a defined population, using secondary data methods and tools.	
	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.	3, 4
	2	- Theory - Discussion	- Selecting promotional materials. - Developing effective policies and procedures.	
	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.	4
	2	- Theory - Discussion	- Advocacy methods.	
	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.	
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 on next page.



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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to assist the students in developing the skills required to practice and perform more complex patient care by using the nursing process, concept mapping and critical thinking.

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. This is the third course.

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.

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.

Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.			
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.			



Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.			
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.			
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.			
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.		
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.		
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. 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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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

This course is designed to enable students to acquire understanding of Pharmaco-dynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

Mandatory Literature

McCuiston, L.E., e.a., 2023, *Pharmacology – A Patient-Centered Nursing Process Approach – 11th 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.

Course Learning Outcomes (CLO)

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

1. Explain the Clinical Judgment Management Model and the nurse’s professional responsibility and standards related to the pharmacological process.
2. Describe common concepts of pharmaco-kinetics, pharmaco-dynamics, pharmaco-genetics and CAM and their application in drug-therapy and the nursing process.
3. Discuss and 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. Discuss and demonstrate knowledge of the actions, dosages, administration, therapeutic uses, side-effects and interactions of emergency drugs.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.					
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.					
Foster the student’s well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.					



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
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.	

Weekly Schedule continued on next page.



6	1	- Theory - Discussion	- Drugs for Parkinsonism and Alzheimer disease.	3, 4
	2	- Theory - Discussion	- Drugs for neuromuscular disorders and muscle spasms. - Antipsychotics and anxiolytics. - Antidepressants and mood stabilizers.	
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Antiinflammatories	3, 4
	2	- Theory - Discussion	- Analgesics - Penicillins, other beta-lactams and cephalosporins. - Macrolides, oxazolidinones, lincosamides, glycopeptides, ketolides and lipopeptides.	
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Tetracyclines, glycyclines, aminoglycosides and fluoroquinolones.	3, 4
	2	- Theory - Discussion	- Sulfonamides and nitroimidazoles antibiotics. - Antituberculars, antifungals and antivirals. - Antimalarials, anthelmintics and peptides.	
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- HIV- and AIDS-related drugs.	3, 4
	2	- Theory - Discussion	- Transplant drugs. - Vaccines - Anticancer drugs.	
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Upper respiratory disorders.	3, 4
	2	- Theory - Discussion	- Lower respiratory disorders. - Cardiac glycosides, antianginals and antidysrhythmic. - Diuretics	
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Antihypertensives	3, 4
	2	- Theory - Discussion	- Anticoagulants, antiplatelets and thrombolytics. - Antihyperlipidemic and drugs to improve peripheral blood flow. - Gastrointestinal Tract Disorders.	
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	
12	1	- Theory - Discussion	- Antiulcer drugs.	3, 4
	2	- Theory - Discussion	- Eye and ear disorders. - Dermatologic disorders. - Pituitary, thyroid, parathyroid and adrenal disorders.	
	3	- PBL-session	- Case-studies, to be assigned by the concerning instructor.	



13	1	- Theory - Discussion	- Antidiabetics - Urinary disorders.	3, 4
	2	- Theory - Discussion	- Pregnancy and preterm labor. - Labor, delivery and post-partum.	
	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.	3, 4
	2	- Theory - Discussion	- Emergency drugs.	5
	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, 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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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

This course is designed to assist the students in understanding the basic concepts of complimentary, alternative and integrative medicine and in applying them during their practice of nursing.

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.



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.

Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.			
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.	✓	✓	✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.			
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.			
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.			
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓



Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
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. - Southeast 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.	3
	2	- Theory - Discussion	- Hawaii, South Pacific and Philippine Islands; Alaska and Pacific Northwest. - Modern Asia, Africa, the Americas and the Pacific.	
	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, 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.

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 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 29, 2024, 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

This course is designed to assist the students to assess and diagnose a patient's clinical and behavioral 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.

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.

Course Learning Outcomes (CLO)

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

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

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓		
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.						✓
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.						
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.						



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.						
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities

Week	Session	Activities	Topic	CLO
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.	

Weekly Schedule continued on next page.



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.	
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.	

Weekly Schedule continued on next page.



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, considering 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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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

The course is designed to enable students to develop an understanding of basic concepts of research and the research process. It is further structured to conduct/participate in need-based research studies in various settings and utilize the research-findings to provide quality nursing-care. The hours for practical will be utilized for conducting individual and group research-projects.

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.

Course Learning Outcomes (CLO)

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

1. Describe the purpose of nursing research, its characteristics, types, methods and importance.
2. Explain ethical and legal standards in conducting nursing research.
3. Develop research problem statements, objectives, questions and/or hypotheses.



4. Demonstrate the use of 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. Evaluate and interpret collected research data.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.								
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.								
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.								
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.		✓						



Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓	✓	✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.	✓	✓	✓	✓	✓	✓	✓	✓
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.		
2	1	- Theory - Discussing research examples.	- Theoretical frameworks for research.	1
	2	- Theory - Discussing research examples.		
	3	- Group-wise exercises.		
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.		



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 research ideas (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 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 on next page.



Grading Weight Percentages

Course Activities	Grading Weight	Criteria to Pass
Attendance and participation.	32% of total grade.	Minimum attendance and participation are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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: 12 US credits: 06
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

This course is designed to assist the student in performing the practical aspects of the research in nursing and prepare a thesis by selecting a topic of interest. This course helps the graduate nurses to provide quality of care by using evidenced based nursing practice.

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



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 college 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 A 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 x of y' 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.



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- 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 1.50 or 2.00 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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral Sciences in caring for adult patients with medical-surgical disorders, using a nursing process approach. It also intends to develop competencies required for assessment, diagnosis,



treatment, nursing management and supportive/palliative and rehabilitative care to adult patients with various medical-surgical disorders.

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.

Course Learning Outcomes (CLO)

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

1. Discuss the essential general concepts of Medical-Surgical Nursing: patient-centered care, safety, inter-professional cooperation, EBP, clinical judgment, quality improvement and ethics.
2. Explain the concepts of medical-surgical care, for patients belonging to 'vulnerable populations' and patients requiring emergency care.
3. Evaluate medical and nursing needs, pathophysiological/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 coordinate 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 coordinate this with information and instructions received from other members of the team.
5. Describe the effectiveness of care and management delivered to medical-surgical patients, adjust care and management according to the evaluation results and coordinate this with information and instructions received from other team members.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.		✓	✓		
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓



Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.	✓				
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.					
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



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 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. 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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led healthcare services.

Health Informatics is 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.



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.

Course Learning Outcomes (CLO)

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

1. Describe the principles of Interprofessional Health Informatics.
2. Determine Health Informatics stakeholders and their roles.
3. Explain how health, personal and community information generates health-related knowledge.
4. Examine 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. Demonstrate the principles and managing challenges of technology and current Health Informatics education initiatives.
7. Illustrate the use of Health Informatics worldwide and discuss emerging health information technologies.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.							
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.							



Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓	✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.	✓	✓	✓	✓	✓	✓	✓
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	3
	2	- Theory - Discussion	- 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	- 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.	3
	2	- Theory - Discussion	- Citizen Generated Data. - Data from social media.	
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Data analytics, Artificial Intelligence and data visualization.	3
	2	- Theory - Discussion	- Interoperability - Clinical decision support.	
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Telehealth - Public health.	4
	2	- Theory - Discussion	- Patient safety.	
	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.	5
	2	- Theory - Discussion	- Practice and legal issues. - Ethical issues.	
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
10	1	- Theory - Discussion	- Principles of management. - Strategic information management.	6
	2	- Theory - Discussion	- Interprofessional leadership.	
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.



11	1	- Theory - Discussion	- Disrupting healthcare. - Project Management.	6
	2	- Theory - Discussion	- Process Management. - Digital professionalism.	
	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.	6
	2	- Theory - Discussion	- Health Informatics education. - Interprofessional practice and education.	
	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.	7
	2	- Theory - Discussion	- Health IT across health care systems: Finland, Germany and the US.	
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Nigeria: interprofessional Health Informatics collaboration.	7
	2	- Theory - Discussion	- Saudi Arabia: transforming healthcare with technology.	
	3	- PBL-session	- Nursing Informatics scenarios, to be assigned by the concerning instructor.	
15	1	- Theory - Discussion	- Emerging technologies: data and the future of surgery.	7
	2	- Theory - Discussion	- Emerging technologies: what the future holds.	
	3	- PBL-session	- Nursing Informatics 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 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

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 – Public/Community Health & Epidemiology – BN1PUB61

Approved d.d. November 29, 2024, M. Mattijssen – President:

General Course Details

Course Code	BN1PUB61
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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - CUN Campus (Schottegatweg Oost #18, Curacao). - Online sessions and materials in SISC, 'My courses' section. - Hyperlink to F.A. Davis' 'Courseware', '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

This course is designed to assist the students in understanding the concepts of public and community health, disease causation and its prevention and to develop broad perspectives of health and its determinants.



Mandatory Literature

Savage, Ch., e.a., 2024, *Public/Community Health and Nursing Practice – 3rd edition*, F.A. Davis

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.

Course Learning Outcomes (CLO)

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

1. Understand and apply the foundations of public/community health nursing and explain the principles of epidemiology as they relate to prevention and clinical care.
2. Describe public/community health complications for different populations and epidemiological approaches to disease and intervention.
3. Discuss how epidemiological research is used to identify the causes of diseases.
4. Discuss public/community health planning and demonstrate how epidemiological principles are used to evaluate health services and public health policies.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.				
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.				
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.				
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.				
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.				



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.	✓	✓	✓	✓
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
1	1	- Theory - Discussion	- Public Health and community assessment (Public/Community Health and Nursing Practice).	1, 2
	2	- Theory - Discussion	- Introduction to the epidemiological approach to disease and intervention (Gordis' Epidemiology).	
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
2	1	- Theory - Discussion	- Communicable and non-communicable diseases (Public/Community Health and Nursing Practice)	2
	2	- Theory - Discussion	- The dynamics of disease transmission (Gordis' Epidemiology).	
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
3	1	- Theory - Discussion	- Substance (ab)use within communities (Public/Community Health and Nursing Practice).	2
	2	- Theory - Discussion	- Disease surveillance and measures of morbidity (Gordis' Epidemiology). - Mortality and other measures of disease impact (Gordis' Epidemiology).	
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
4	1	- Theory - Discussion	- Injury and violence (Public/Community Health and Nursing Practice).	2
	2	- Theory - Discussion	- Assessing the validity and reliability of diagnostic and screening tests (Gordis' Epidemiology). - The natural history of disease: ways of expressing prognosis (Gordis' Epidemiology).	
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.



5	1	- Theory - Discussion	- Observational studies (Gordis' Epidemiology).	3
	2	- Theory - Discussion	- Cohort studies (Gordis' Epidemiology). - Case-control studies (Gordis' Epidemiology)..	
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
6	1	- Theory - Discussion	- Assessing preventive and therapeutic interventions (Gordis' Epidemiology).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
7	1	- Theory - Discussion	- Randomized trials (Gordis' Epidemiology).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
8	1	- Theory - Discussion	- Estimating risk (Gordis' Epidemiology).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
9	1	- Theory - Discussion	- From association to causation (Gordis' Epidemiology).	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 (Gordis' Epidemiology).	3
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Health planning for local, urban and rural communities (Public/Community Health and Nursing Practice).	4
	2	- Theory - Discussion	- Using epidemiology to evaluate health services (Gordis' Epidemiology).	
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	

Weekly Schedule continued on next page.



12	1	- Theory - Discussion	- Health planning for primary and acute care (Public/Community Health and Nursing Practice). - Epidemiological approach to evaluating screening programs (Gordis' Epidemiology).	4
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
13	1	- Theory - Discussion	- Health planning for maternal, infant and child health (Public/Community Health and Nursing Practice). - Epidemiology and public policy (Gordis' Epidemiology).	4
	2	- Theory - Discussion		
	3	- PBL-session	- Epidemiology scenarios, to be assigned by the concerning instructor.	
14	1	- Theory - Discussion	- Health planning for schools, occupational health and environmental health (Public/Community Health and Nursing Practice). - Ethical and professional issues in epidemiology (Gordis' 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, a plethora of e-resources on F.A. Davis' website (Public/Community Health and Nursing Practice – 3rd edition) can be used by both students and instructors. An access-code needs to be redeemed on the website to gain access. A hyperlink is available in SISC. Quizzes, included in Gordis' Epidemiology – 7th edition 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

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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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.

This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to women



during antenatal, intranatal and postnatal periods in hospitals. It further helps to develop skills in managing normal neonates and participate in family welfare programs.

This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing-management of common health-problems of neonates and children.

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.

Course Learning Outcomes (CLO)

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. Enlist physiological and psychological adaptations to pregnancy of women and their families and demonstrate adequate physiological and psychological assessment, 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. Describe relevant health promotion knowledge and skills.
7. Demonstrate adequate physiological and psychological assessment and safe nursing care for children with altered pathophysiological conditions.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓		✓	✓



Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.		✓	✓	✓		✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.							
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly Schedule starts on next page.



Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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 infants and complications.	5 6
	2	- Theory - Discussion	- Growth and development of the toddler and complications.	6
	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.	6
	2	- Theory - Discussion	- Growth and development of the school-age child and complications. - Growth and development of the adolescent and complications.	
	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.	7
	2	- Theory - Discussion	- Health supervision and health assessment. - Caring for children in clinical settings.	
	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.	7
	2	- Theory - Discussion	- Nursing care of the child with an alteration in comfort-pain assessment and management.	
	3	- PBL-session	- Maternal, Newborn and Pediatric health scenarios, to be assigned by the concerning instructor.	
11	1	- Theory - Discussion	- Nursing care of a child with an infection.	7
	2	- Theory - Discussion	- Nursing care of the child with an alteration in intracranial regulation/neurologic disorder. - Nursing care of the child with an alteration in sensory perception.	
	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.	7
	2	- Theory - Discussion	- 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.	
	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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to develop basic understanding of the principles and standards of mental health nursing and skills in application of the nursing process, in assessment and care of patients with mental health disorders.



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.

Course Learning Outcomes (CLO)

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

1. Discuss 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. Enlist the psycho-biological disorders, their assessment, treatment and relevant nursing processes.
5. Enumerate the common mental illness and related interventions.
6. Discuss common interventions for special populations, groups and families.
7. Explain the concepts of integrative therapies.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓		✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.							
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓	✓



Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.							
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.							
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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
	2	- Theory - Discussion		4
	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.	

Weekly Schedule continued on next page.



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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 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 29, 2024, 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	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- 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

This course is designed to help students gain a broad perspective of specialized roles and responsibilities of a nurse caring for chronically ill patients and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, holistic care and nursing management of individuals and families in wellness and illness continuum.



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, prove 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 the 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) must be completed and passed.

Mandatory Literature

Larsen, P.D., 2023, *Lubkin's Chronic Illness: Impact and Intervention – 11th 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.

Course Learning Outcomes (CLO)

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

1. Explain the perception of illness and illness behavior, from the perspectives of the patient, the physician and the patient's family.
2. Analyze the impact of disease on the patient and their family, considering psychological, cultural, social and interpersonal determinants and the patient's attitude toward the illness.
3. Describe the determinants that contribute to social isolation.
4. Explain the theoretical frameworks and models related to health-related quality of life, in the context of chronic disease.
5. Demonstrate models of care and support, relevant to chronic disease management.
6. Discuss examples of common CAM (Complementary and Alternative Medicine) therapies and products in the context of chronic disease.
7. Describe the impact of health-policies on the delivery of healthcare.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓		✓



Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.							
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.						✓	
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.							
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.							
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.							
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓

Weekly Schedule on next page.



Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	

Weekly Schedule continued on next page.



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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to help students develop skills in geriatric assessment and providing care to patients with geriatric illness in various specialized healthcare settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment and nursing management of individuals and families within the community, in wellness and illness continuum.



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.

Course Learning Outcomes (CLO)

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

1. Explain the foundations of healthy aging, in the context of gerontological nursing, considering biological, psychological, spiritual and social determinants.
2. Describe the foundations of gerontological nursing across the continuum of care, considering economic and legal determinants affecting clinical judgment.
3. Discuss the fundamentals of caring in the context of using clinical judgment, to promote patient safety and health.
4. Support health in acute and chronic illness.
5. Demonstrate care for older adults and their caregivers.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓			✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.		✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓		✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.					



Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.					
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓

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.	

Weekly Schedule continued on next page.



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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to assist the students in understanding the concept of emergency management at acute care-settings and develop competencies to manage patients during medical emergencies.

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.



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.

Course Learning Outcomes (CLO)

On completion of the course Medical Emergencies the student should be able to

1. Determine the emergencies in acute care.
2. Evaluate and anticipate vulnerability in acutely ill patients and act accordingly with caution and understanding.
3. Discuss the physiological and mental conditions and deterioration in acute care patients, competently and confidently.
4. Explain safe transportation of acutely ill patients.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.				
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.				
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.				
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.				
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.				



Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓
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Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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	- Recognizing 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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to prepare the student to understand disaster management and develop competencies to manage disasters from a healthcare perspective.

'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 to specific ways of offering medical assistance, in case of a disaster.

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.

Course Learning Outcomes (CLO)

On completion of the course Global Health & Disaster Nursing the student should be able to

1. Describe key public and global health indicators, along with demographic, educational, economic, social (including cultural and behavioral) and ethical health considerations.
2. Explain the functions of health-systems and outline the challenges involved in managing them.
3. Differentiate between the characteristics of natural and human-made disasters, their impact on health and the stages and methods of international disaster preparedness and response, including the nurse's role, casualty control, structures, logistics, resources and the involvement of disaster management agencies.
4. Summarize how environmental factors influence health.
5. Illustrate nutritional health considerations from a global perspective.
6. Evaluate specific health challenges faced by women and children.
7. Explain the global burden of communicable and non-communicable diseases, as well as injuries.
8. Discuss trends in global health initiatives, including the contributions of science and technology and the role of international policies and programs.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓	✓	✓	✓



Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.								
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.								
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.								
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.								
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.								
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.								
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓	✓	✓

Weekly Schedule on next page.



Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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, economic and social health-determinants (Global Health 101).	1, 7
	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
	2	- Theory - Discussion		
	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 healthcare 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 behaviors change (Global Health 101).	1
	2	- Theory - Discussion	- Environmental health problems, their causes, costs and consequences (Global Health 101).	4
	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).	5
	2	- Theory - Discussion	- Causes, costs and consequences of women's health problems (Global Health 101).	6
	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).	6
	2	- Theory - Discussion	- Importance of health of young adults, economic and social consequences of young adult's health problems (Global Health 101).	
	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).	3
	2	- Theory - Discussion	- The role and competencies of general nurses and that of specialized nurses, in disaster situations (Disaster Nursing).	
	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).	7
	2	- Theory - Discussion	- Definitions, concepts, causes, costs and consequences of non-communicable and mental diseases (Global Health 101).	
	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).	7
	2	- Theory - Discussion	- 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).	3
	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).	3
	2	- Theory - Discussion	- Natural and unnatural biological and infectious outbreaks (Disaster Nursing). - Characteristics of human-made disasters (Disaster Nursing).	
	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).	8
	2	- Theory - Discussion	- Potential of and constraints to science and technology, related to global health (Global Health 101).	
	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).	8
	2	- Theory - Discussion	- Disaster exercises and drills (Disaster Nursing).	3
	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 are 80% of the allotted (contact) hours. Score is either 'Pass' or 'Fail'. Attendance of less than 70% results in a failure 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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to help students in developing an understanding of transcultural nursing, respecting patients' rights, maintain professionalism and demonstrate professional behavior in their workplace with ethics and professional values.



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.

Course Learning Outcomes (CLO)

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

1. Discuss the historical and theoretical foundations of transcultural nursing, define cultural competence categories and demonstrate knowledge 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 lifespan.
3. Define a standard for culturally competent health organizations and culturally competent nursing education.
4. Demonstrate knowledge and skills for culturally competent nursing for patients with mental illness.
5. Discuss health equity, social justice and cultural competence in nursing in community settings.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.					
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.					
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.					



Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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.	
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.	

Weekly Schedule continued on next page.



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.	

Weekly Schedule continued on next page.



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 are 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 29, 2024, 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

This course is designed to enable students to acquire knowledge and competencies in areas of administration and management of nursing services and education in healthcare organizations. Furthermore, the course prepares the students to develop leadership competencies and perform their role as effective leaders in an organization



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.

Course Learning Outcomes (CLO)

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 social systems.
2. Discuss characteristics of common human behavior and group-dynamics in health organizations.
3. Demonstrate a healthcare leader’s professional competencies, standards, skills and organizational considerations.
4. Illustrate leadership competencies in times of organizational change and crisis.
5. Describe care-delivery management models in the organizational healthcare environment.

Program Learning Objectives	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.		✓			
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.					
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.					
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.					
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.					



Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.					
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓

Weekly schedule of topics and planned activities.

Week	Session	Activities	Topic	CLO
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
	2	- Theory - Discussion		1
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	2
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.	

Weekly Schedule continued on next page.



4	1	- Theory - Discussion	- Group dynamics and teams in health organizations (Health Organizations).	2
	2	- Theory - Discussion	- Power and politics in health organizations (Health Organizations). - Conflict theory and interpersonal dynamics in health organizations (Health Organizations).	
	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).	3
	2	- Theory - Discussion	- Time Management strategies for nurse leaders (Leadership and Nursing Care Management). - Role Management (Leadership and Nursing Care Management).	
	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).	1, 3
	2	- Theory - Discussion	- Decision Making, Analytics, and Communication in Health Organizations (Health Organizations). - Management and organizational dysfunction (Health Organizations).	
	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).	3
	2	- Theory - Discussion	- Leadership communication theories and models (Leadership and Nursing Care Management). - Team building and working with groups (Leadership and Nursing Care Management).	
	3	- PBL-session	- Health Organizations & Leadership scenarios, to be assigned by the concerning instructor.	2
8	1	- Theory - Discussion	- Diversity and organizational culture in health organizations (Health Organizations).	1, 2, 3
	2	- Theory - Discussion	- Ethics and values in health organizations (Health Organizations). - Physician and clinician leadership in Health Organizations (Health Organizations).	
	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
	2	- Theory - Discussion		1
	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.	

Weekly Schedule continued on next page.



13	1	- Theory - Discussion	- Measuring and managing outcomes (Leadership and Nursing Care Management).	3, 5
	2	- Theory - Discussion	- Workplace violence and incivility (Leadership and Nursing Care Management). - Nursing workforce staffing and management (Leadership and Nursing Care Management).	
	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).	3
	2	- Theory - Discussion	- Nursing performance appraisal (Leadership and Nursing Care Management).	
	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).	3
	2	- Theory - Discussion	- Nursing informatics for leaders in clinical nursing (Leadership and Nursing Care Management). - Marketing (Leadership and Nursing Care Management).	
	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 29, 2024, 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 passed 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 or an equivalent positive, written, evaluation (PER) for each placement and/or rotation (nursing specialty).

Description and Conditions

Internship is integrated as practicum, during the eighth semester of CUN's BSN program. It includes five intensive residency rotations (specialties), during 21 weeks, with a total of 840 clinical hours (21 weeks x 5 days per week x 8 hours per day = 840) and 168 hours per rotation/specialty (840 clinical hours / 5 rotations = 168), at one or more healthcare institutions, with a combined 15 US credits and 30 ECTS credits to be earned. Below, the medical/nursing specialty internships (rotations), to be fulfilled during semester 8, are given, with their corresponding clinical credits to be earned, duration and clinical hours to be fulfilled.

Semester	Code	Corresponding Course/Specialty	Clinical credits		Duration in weeks	Clinical contact hours
			US	ECTS		
8	BN1INTSURG81	Medical-Surgical Nursing	03	06	04	168
8	BN1INTPED82	Maternal, Newborn and Pediatric Nursing	03	06	04	168
8	BN1INTMENT83	Psychiatry & Mental Health Nursing	03	06	04	168
8	BN1INTGERIA84	Geriatrics & Gerontological Nursing	03	06	04	168
8	BN1INTEMER85	Medical Emergencies (ER patients)	03	06	04	168



Notwithstanding any 'leftover' assignments or exams, the 8th semester internships are the final stage of CUN's BSN program.

These final internships have a duration of 21 (consecutive) placement-weeks (active internships), divided into five nursing specialty rotations, with a duration of four weeks each and can be fulfilled at either one healthcare facility or several, providing that during each placement at least one nursing specialty rotation can be fulfilled, so a maximum of five placements is theoretically possible.

Internship placements 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 Internship Learning Outcomes -ILO- below). During the 21 weeks of placement, (a minimum of) 840 clinical contact-hours must be fulfilled.

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/Supervisor, who will guide, monitor and evaluate the student, in coordination with CUN's Internship Coordinator. Specific 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. A preclinical training is organized.

Interns are expected to adhere to the conditions as mentioned in this Program Handbook & Syllabus (chapters 12 and 14) 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/her 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/her CUN Internship Coordinator, who will then notify the concerning internship facility and discuss further procedures and future re-admission, if so desired.

Notwithstanding intermediate assessments, after finalizing an internship the student will be evaluated by his/her internship facility Preceptor/Supervisor, using CUN's Practice Evaluation Report (PER) or a similar document used by the concerning facility. The student is also given the opportunity to assess his/her internship, the internship facility and his/her Preceptor/Supervisor, using CUN's 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.

Internship Learning Outcomes (ILO)

The main goals of CUN's internships for the student are the following.

1. Illustrate acquired nursing knowledge and experience in clinical practice.
2. Build and deepen knowledge of nursing concepts and practices.
3. Demonstrate clinical reasoning, assessment and clinical skills, through practical application.
4. Reflect on clinical experience in a real-world setting.
5. Demonstrate an understanding of team dynamics, by participating as a member of a healthcare team.
6. Apply the operations of a full-time healthcare organization to understand its structure and overflow.

Program Learning Objectives – ILO matrix on next page.



Program Learning Objectives	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6
Develop the knowledge, skills and attitudes necessary to provide patient care without bias while understanding, respecting and anticipating patients' cultural and religious backgrounds, traditions, beliefs, values, social environments, economic situations, family dynamics, psychological states (e.g., fears, hopes, expectations), lifestyles, and healthcare experiences.	✓	✓	✓	✓	✓	✓
Recognize that while nursing practice should be grounded in evidence-based practices (EBP), with predictable outcomes, graduate nurses must also be prepared to adapt creatively and make immediate decisions in exceptional circumstances, where standard EBP methods may not be entirely applicable, using their critical thinking and problem-solving skills.	✓	✓	✓	✓	✓	✓
Appreciate that patient care involves addressing physical, mental, emotional, spiritual and environmental needs and that healing is a holistic process that may extend beyond the application of medical interventions.	✓	✓	✓	✓	✓	✓
Understand the value of integrating complementary and alternative medicine (CAM), alongside mainstream (Western) therapies and pharmaceuticals, as part of a comprehensive approach to patient healing.						
Be equipped with a strong ethical framework and guiding principles, to support critical thinking and decision-making processes, in various clinical scenarios.						
Foster the student's well-being, motivation, empowerment, personal growth, leadership and autonomy, and sense of fulfillment are essential to their professional development.	✓	✓	✓	✓	✓	✓
Emphasize the importance of ongoing professional development and technology-enhanced education and patient outcomes, ensuring students recognize that completing their nursing education begins a lifelong commitment to learning and staying informed of the latest advancements in the field.						
Prepare students for a successful transition into their nursing careers, providing support as they embark on professional practice.	✓	✓	✓	✓	✓	✓

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 clinical hours: 840 (21 weeks x 5 days per week x 8 hours per day)

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)