

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Nursing (Laurea Tikkurila, sote), SHV07SAA**

#### **CURRICULUMS AT LAUREA**

##### **Learning Concept at Laurea**

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The integration of these tasks has led Laurea to seek solutions that optimise our ability to respond to challenges. The aim is to produce graduates who are investigative developers of their work and of the workplace. We also hope to produce research-based development initiatives for the competence required at work, with visible effects in our operating environments.

As members of an information society, we are caught in a flood of information. Information no longer has to be provided; the most important thing is to learn to process and filter it to obtain important data to use and apply to one's own learning and development projects. Laurea also places importance on ensuring that students grow into skilled experts. Participation in development projects allows students to handle real work processes and to learn to use tools as concepts and skills. The work-oriented development projects provide learning for individuals and for the target community. They also generate new knowledge for developing and reforming the labour market.

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##### **Learning environment**

Laurea's learning environment facilitates competence development for learners, organizations, region and partners. The learning environment is a physical and psychological space that expresses the current culture, nature, time, community and practices of development work. Thus, it forms a comprehensive operating environment for competence development. The aim of the learning environment is to facilitate the achievement of learning results while supporting the generation of new know-how and interaction within the operating environment. The learning environment is an implementation of Laurea's target-oriented development.

The learning environment utilizes internal and external networks and is in constant interaction with the world of work. New knowledge and skills are acquired in authentic problem-solving and development tasks, which make the complexity of the real world an object for competence development. Regional influence increases through enriching communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. The meeting points between the industry and the study units are significant in terms of the growth of expertise and competence development. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Students make use of diverse information sources and tools in their studies. Interactive learning environments are used to create a framework for structuring learning so that it offers situations, challenges and tools that help learners to utilize their own thought resources. The learning process becomes a continuous problem-solving process, with a focus on research, development and generating new competence. Conscious and systematic development work is used to formulate ideas and practices that boost development, and to generate new know-how. The result is a creation, a new operating method, a model or a product.

The creation of innovative processes is easier in structures that allow space for informal creativity, innovation and the promotion of things that motivate different participants internally. This work is characterised by communality and a socio-cultural environment for learning. It is important to create a spirit of development.

Development work takes place in projects that combine competences from various fields of study. Project teams consist of students, trainees, lecturers and workplace experts whose competences interact at the practical level. Students use projects to complete study units, job placements or theses. Lecturers do not organize and set targets for the project teams' activities in advance; instead, the team members take joint responsibility for this. Students

receive experience of the culture of expertise and of working as equal experts. They increase their self-management and set their own targets. Thus projects facilitate an unlimited learning process, where no glass ceilings are set by curricula, textbooks or instruction. Learning by Developing enables individuality in learning.

Practical applications of innovative learning environments include initiatives and projects carried out as innovative environments in networks, as well as various operating spaces designed for learning and development, skill hubs and development labs. Work consists of collaboration based on shared expertise, which is supported by methods of sharing competence, such as tutoring, lecturing sessions, demonstrations, team meetings, feedback events and seminars.

## **Students**

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between lecturers, experts from the labour market and students. The cooperation is based on responsible commitment to the project. All participants are seen as learners, because the development projects aim to produce change and generate new things. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project depends on sharing competence and building new competence out of different areas of expertise. Students participate as partners who increase their competence by learning how to use new tools and by taking part in various research and development initiatives. Competence is founded on research-based knowledge, understanding the professional context, handling the necessary tasks and managing various workplace situations, to the extent that these skills are needed for each student's degree. In the development projects, students learn as individuals while also participating in shared learning and in producing new know-how.

## **Lecturers**

The role of lecturers in development projects can be described as that of an expert, a participant and a pedagogical leader, who facilitates the students' growth and development into experts in their fields. Laurea's lecturers are in other words researchers and developers, influential players in regional development and teachers.

Published reports by those teachers that work as researchers demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. Some teachers act as developer and are responsible for identifying and refining the processes of development projects. The third role of lecturers is in workshops, which transmit and share cultural knowledge, and provide students with tools. Lecturership also involves partnerships with the labour market. The industry experts participating in development projects contribute the knowledge contained in workplace competence, while lecturers ensure that evidence-based data are available for explaining this competence. They join forces to produce new know-how for developing and reforming the labour market.

## **Competence evaluation**

The evaluation of competence in Learning by Developing directs future choices and demonstrates how well targets have been met. Competence is seen on the one hand as knowledge of information, skills and values, and on the other hand as experiential competence, which includes individuals' and their community's know-how. Evaluation in a development project looks at individuals' and the project community's learning, the progress and significance of different processes, and the results achieved.

Evaluation is based on the objectives provided in the competence-based curriculum. These objectives define the requirements that students have to meet to achieve their degrees. The generic competences describe the competences shared by all Laurea students as meta-competence placed in a professional context. Themes, on the other hand, define the substance of subject-specific competence, which is deepened by the generic competences. The generic competences build a level of education needed at a higher education institution and at work; meanwhile, the themes build competence needed for employment. The generic competences are defined on three levels. Students choose the level they wish to achieve in each generic competence together with their tutors, and these desired levels are used as a basis for the study plan. Progress in the generic competences is measured qualitatively through portfolios. The study units are graded on a scale of 1 to 5. These grades are shown on the students' degree certificates.

## **LAUREA'S GENERIC COMPETENCES**

## **Laurea's generic competences**

In addition to core competence in the field, five general areas have been defined at Laurea which are important for professionals in all areas to master. These are called generic competences. The generic competences are developed during the studies, and the level of competence is also evaluated. The curriculum's generic competences have been determined by analysing shared competences needed in different employment sectors in the future. The shared generic competences for all degree programmes are:

- ethical competence
- globalisation competence
- innovative competence
- reflective competence
- network competence

Generic competences are closely linked to the contents of the study units.

The generic competences are structured through levels. Each competence has been categorized further, comprising the personal competence level, organisational competence level and social reform level. The targeted generic competence levels have been defined in the curriculum for each degree programme. All Laurea BA students must reach at least the personal competence level in all generic competences. In the case of many generic competences, the social reform level cannot be achieved until in connection with a Master's degree.

## **Ethical competence**

Morals refers to an individual's conception of right and wrong, whereas ethics refers to moral choices to which the individual is consciously committed. Ethics is a systematic attempt to understand moral conceptions. It consists of ethical rules and principles, virtues and values. In the generic competence of ethical competence, morals and ethics are fundamentally linked together, because students' moral competence forms a basis for their ethical competence. Ethical competence consists of four components: (1) ethical sensitivity; (2) ethical motivation; (3) moral-ethical problem-solving; and (4) ethical implementation skills.

In order for student activities to be ethical, they must be sensitive to ethical problems contained in different situations. Ethical sensitivity refers to the ability to recognise the special characteristics, needs, rights and responsibilities of each party. It includes awareness of how one's own actions affect other people's well-being, and involves envisaging and anticipating various action plans and their consequences for each party. Empathy and the ability to put oneself in another's position form the core of ethical sensitivity. Students also need knowledge of the special characteristics of major customer groups and ethical problems in the sector. Ethical sensitivity is characterised by professional interaction skills, which are a target for active development throughout each degree.

Ethical motivation refers to committing to moral-ethical values and taking responsibility for one's own actions. The students' responsibility grows from the personal level to the communal and social levels. In order to develop their ethical motivation, they must also know the value bases of their fields and participate in discussions on values.

Moral-ethical problem-solving refers to the ability to solve ethical problems through critical argumentation. It requires consideration of various possible solutions, as well as knowledge and application of the ethical norms and approaches of the field. Continuously developing competence includes the skill to solve problems in interpersonal relationships, work communities, communities and the global environment, and the ability to justify these solutions.

Moral implementation skills refer to the ability to take target-oriented action to solve ethical problems (negotiation and conflict-solving skills), as well as the courage to act in accordance with ethical values, even in complex situations. In order for professional activities to be ethically sustainable, competence must be developed in all these areas of ethical competence..

## **Levels of ethical competence**

At the personal competence level, students are able to:

- reflect on their own values and the consequences of their actions on other people's well-being
- work with a basis in the profession's values, following ethical principles
- apply the field's ethical norms to problem-solving

- examine situations from different parties' perspectives
- work in a tolerant and understanding way in multicultural networks
- apply ethical principles to R&D projects

At the organisational development level, students are able to:

- take into account the special characteristics, needs and rights of major customer groups in their work
- build customer-oriented interactions and work dialogically
- assume responsibility for the welfare of the community and the ethics of the work done
- examine ethical issues from the point of view of the organisation and the community
- develop fair methods of proceeding in their work

At the social reform level, students are able to:

- critically reflect on their own attitudes and prejudices
- actively participate in social debates on values
- assume responsibility at social and global levels
- make arguments in favour of fair social and global changes
- solve conflicts and influence issues

## Globalisation competence

Globalisation refers to series of events and processes that cause the world to merge into a single, all-encompassing social system. In other words, globalisation refers to the processes by which things acquire worldwide scope. 'Globalised' refers to worldwide phenomena and the results of the globalisation process: a fully integrated world. Sustainable development in relation to globalisation is a globalised political programme, whose aim is to increase welfare with environmental responsibility, within the limits of environmental capacity.

Global interaction can be classified as **financial, cultural, political or social interaction**. The science of globalisation also includes questions of **ecology and biology**. Sustainable development brings all these dimensions together, with the aim of observing economic growth, cultural diversity, social welfare and ecology in politics and practice.

### Levels of globalisation competence:

At the personal competence level, students are able to:

- make use of international sources of information in the field
- take into account the effects and opportunities of multiculturalism and internationalisation on their fields
- recognise the significance of their professional actions in relation to global interactions and sustainable development
- evaluate their own value bases from the point of view of sustainable development and globalisation, and apply them to their work

At the organisational development level, students are able to:

- take into account the effects of their own sector and its organisations on sustainable development, responsibility and international connections
- promote the values of environmental and social responsibility in organisations in the sector, taking into account global interactions
- apply responsibility for sustainable development to an organisation in the sector
- work in international networks

At the social reform level, students are able to:

- recognise the global nature of social issues and the characteristics of sustainable development
- critically evaluate social values and practices from the point of view of sustainable development, taking into account global interactions

- make arguments at social level, applying the principles of sustainable development and taking into account global effects

## **Innovative competence**

All of the processes of our modern society are undergoing constant changes. Laurea has followed the examples of the EU and Finland in choosing a positive attitude towards change as one of its strategic operating methods. The aim is not just to cope with change but also to see it as an opportunity, which requires constant innovation in order to be embraced. According to these strategies, future professionals must have abilities in innovation, so it is essential to include innovative competence in Laurea's generic competences.

Innovation refers to a novelty that is implemented to generate added value productively. There are three separate elements to this definition: 1) novelty; 2) implementation; and 3) added value. In other words, an idea by itself is not an innovation, nor does a wealth of ideas make a person an innovator.

The innovation process can be divided into three stages: continuous evaluation of the situation; generating innovative ideas; and carrying out an implementation project. Innovation can take place on five levels: individual, team, organisation, network and societal level.

At the personal innovation competence level, students learn to be innovative reformers at individual and professional group levels. In addition, they should be able to participate in the implementation of change initiatives in their immediate work environments.

At the organisational innovator level, students can start up innovation work in their own teams and use all the innovation tools that exist in the organisation's framework. In the increasingly network-oriented operating models of the future, organisational innovators should also support active reforms as part of an informal network.

At the social innovator level, students can complete the tasks of the previous levels as well as continuously monitor and analyse the operation of networks and the society. They can take larger frameworks into account in all change processes and motivate people to work towards shared goals.

### **Levels of innovative competence:**

At the personal competence level, students are able to:

- analyse their own thought processes, knowledge and actions
- plan, organise and develop their own work
- set targets and turn them into appropriate, concrete actions
- come up with new ideas, working creatively, expressing their thoughts and convincing others to participate in developing them
- use various ideation methods
- manage themselves, work during change and in diverse projects
- conduct intermediate and final evaluations of a project

At the organisational development level, students are able to:

- monitor and analyse an organisation's work processes and results
- use benchmarking in developing their work
- use diverse teamwork methods
- lead projects, processes and networks or participate in leading them in ways that inspire commitment in others
- link innovation to an organisation's strategic targets
- take into account the nature and demands of innovation work

At the social reform level, students are able to:

- gather ideas from a network, convince others of them and link them to the social framework
- ensure that participants in innovation work are sufficiently committed (guidance, encouragement)
- create and commercialise innovations
- participate productively in innovation networks, and identify and investigate innovation mechanisms

## **Reflective competence**

Reflection constitutes critical analysis of the principles, starting points and consequences of one's actions. Reflection can target the present moment or the past.

In the reflection of earlier experiences, an individual gives meaning to events. A new meaning makes development possible. As cognitive skills and concepts develop, an individual is able to deal with broader entities, differentiate phenomena and observe new ones more clearly.

In reflection of the present moment, simple, previously unconscious routine actions become conscious activity. In critical reflection, an individual's whole meaning-producing perspective changes as tacit knowledge becomes visible, transforming learned matters into action. Critical reflection implies a relationship with communities, concepts and theories.

Thus reflection is a thought process. Reflection is dialogue and problem-solving based on proven arguments. In open dialogue between people, different perspectives provide new challenges. Learners participating in dialogue can look at different perspectives in order to create shared meanings. Deep thought gives time and space for solving encountered problems by examining and investigating them using research methods.

In order to extend their understanding of themselves in relation to other students, customers, work communities or writers, students need skills in self-examination, critical peer evaluation and analysis of their own resources. Self-management emphasises communality and shared participation. Critical awareness helps students to identify their own learning opportunities and the factors that affect them. Shared reflection on their own activities allows students to test their thoughts and share them with others. Reflection means professional growth and competence led by human metacognitive abilities. In the process of becoming an expert, reflection forms part of an investigative and developmental approach towards work.

### **Levels of reflective competence:**

At the personal competence level, students are able to:

- evaluate their own learning and competence and formulate a personal development plan
- identify development challenges and understand problems
- develop their competence independently and with others, and share what they have learnt in a work community
- assume a role in a group/team
- acquire and analyse information systematically

At the organisational development level, students are able to:

- work dialogically, collaboratively and with self-evaluation
- evaluate their self-management and professional competence as part of a community
- evaluate their own work as part of a group, community or professional field
- work during change, identifying and making use of various opportunities for learning and action
- critically justify the principles of their work
- apply the concepts of development challenges appropriately

At the social reform level, students are able to:

- analyse their own actions in relation to social and historical backgrounds
- evaluate and develop the functionality of regional operating methods and models
- evaluate systematic information that has been structured, produced and written, and develop social activities on the basis of it

## **Network competence**

The generic competence of network competence encompasses a broad range of competences, from individual communication skills to organisation networking and strategic network leadership. Communication is essential to communality and a functioning society. Only with communication can we create shared meanings. Networking and the development of network processes are fuelled by interpersonal and interorganisational communication. In order for social and economic structures to become networked, new kinds of skills and attitudes are needed in the network's participants. Dialogue and interaction are essential resources of a networked society. Laurea's aim is to promote and develop its students' network competence in diverse ways, creating innovative network competence models.

**Network competence** refers to time-based management of internal and external efficiency in order to significantly increase the efficiency of common practices. Network competence can include networking and network leadership. Network competence and strategic networks are often synonymous. **Networking**, on the other hand, is a cooperation model for companies and organisations, and may involve operators from various fields. **Network leadership** is the model used to manage a network.

Network competence is largely based on the communication skills of the people participating in the networks in question. Without communication and interaction, there can be no functioning networks. Organisations must be able to operate flexibly in a changing operating environment and also to influence the development of the environment. A learning organisation has communication and interaction skills as a central tool for creating functioning networks and developing network competence.

The generic competence examines network competence on three levels. **The personal competence level** (basic level) focuses on developing communication skills and participation in networks. This is the basic level of network competence, which must be mastered by all Laurea students. It is important for students to obtain good communication skills in order to communicate effectively in various situations. Students must also be able to take on active, target-oriented roles in networks.

**The organisational developer level** (intermediate level) centres on understanding the strategic significance of network competence and partnerships, as well as on analysing and reflecting on his or her own actions from the point of view of the company. Graduates must be able to identify strategic partnerships, promote the organisation's networking with their actions and create new network relationships. The most important thing is a proactive, developmental approach towards network operations.

**The social reformer level** (advanced level) requires the ability to analyse the operation of entire strategic networks in relation to their environment. This level is achieved by top experts in network competence. Graduates have the ability to lead strategic networks (orchestration) and to anticipate complex social development trends (visioning).

Levels of network competence:

At the personal competence level, students are able to:

- present things in writing, verbally and visually using various communication styles
- act in situations requiring professional communication and interaction
- identify various team work models and work in teams
- participate collaboratively and actively in a network
- take into account cultural differences and work with people with different cultural backgrounds

At the organisational development level, students are able to:

- participate in and manage negotiations
- participate in group communications
- communicate on topics related to their specialist fields to a lay audience
- develop the networked operations of a professional organisation
- take initiatives in developing a network

At the social reform level, students are able to:

- work as experts in communication situations
- plan communications from a strategic point of view, and work with the media

- initiate networked operations and lead a strategic network
- adopt a developmental and predictive approach to work, and influence the work environment
- monitor and analyse networks' operating models

## European higher education area

### LAUREA'S COMPETENCE-BASED CURRICULUM FORMS PART OF THE EUROPEAN HIGHER EDUCATION AREA

Finnish higher education institutions have reformed their curricula in accordance with the Bologna Process, i.e., the creation of the European Higher Education Area. The EU's strategic targets for education also apply to Finnish education. Each country has its own education system; this diversity is still taken into account, but cooperation and mobility are also needed to allow the citizens of different countries to benefit from the diversity, rather than turning it into a restriction. The Bologna Process started in 1999 at a conference of ministers responsible for higher education. After that, Ministerial Conferences have been arranged regularly, with the latest one in Leuven in 2009. Currently the process involves 46 countries, some from outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

The objectives of the process are:

- adoption of easily readable degree structures
- adoption of comparable degree structures
- establishment of a system of credits
- promotion of European cooperation in quality assurance
- increasing mobility
- participation of higher education and students
- lifelong learning
- promotion of European dimensions in higher education
- cooperation between higher education and research

To promote the adoption of easily readable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a Bachelor's degree, after which they have the opportunity of obtaining a Master's degree. The requirement for Master's degrees is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's-degree graduates will take a Master's degree.

The establishment of a system of credits refers to the ECTS (European Credit Transfer and Accumulation System). Most European countries are adopting this credit system based on the amount of work in each academic year. In the ECTS, one year of study produces 60 credits. The ECTS was adopted more than ten years ago; initially it applied primarily to student exchanges, but now all credit accumulation (previously *transfer*) measurements are made according to the system. Finnish universities of applied sciences adopted ECTS credits in 2005.

The ECTS is a student-centric system, based on the *student workload* needed to achieve the targets set for each degree. The students' learning process is intended to be the focal point of curricula, which define *learning outcomes* and *competences*. Curricula should move away from a focus on individual subjects and the starting points of teaching towards a model that observes the holistic development of students and supports professional growth. This model is referred to as the competence-based curriculum.

From the point of view of promoting mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace, after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning outcomes to concrete competence requirements and definitions in the labour market. These are the objectives of the "Tuning Educational Structures in Europe" project. It has defined a number of shared *generic competences* that are independent of subjects and fields of study, as well as *subject-specific* (professional) *competences* for certain degrees.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, while study units are larger entities. Competence is defined in terms of the students' learning outcomes. The generic competences defined at Laurea correspond with the national and European learning outcomes considering the generic competencies and the objectives set for Bachelor-level degrees in the "Joint Quality Initiative" -network. Comparisons have shown globalisation and innovative competence in particular to be unique, so they are well suited to describing the competence produced at Laurea from the point of view of an international university of applied sciences specialising in service innovations. Laurea's innovative efforts in relation to the competence-based core curriculum are a proactive response to the challenges of international competitiveness in the Helsinki metropolitan area. Currently resources are being directed towards further enhancing the quality of the curriculum's implementations in generating new competence and innovations for Laura's operating environment.

Bologna Process

<http://www.minedu.fi/OPM/Koulutus/artikkelit/bologna/index.html>

Tuning Educational Structures in Europe

[http://europa.eu.int/comm/education/policies/educ/tuning/tuning\\_en.html](http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html)

### **Operating environment**



# LAUREA

Background factors affecting health are integrated into a society's activities and development. Investments in health produce positive results on all levels. The significance of health to a functioning and growing economy is marked throughout society. The public sector, businesses, work communities and individual employees are all responsible for health – for developing and creating content and methods to promote health, well-being and safety.

In order for health care operating environments to be cost-effective, efficient and influential, the knowledge and competence they contain must be reliable, up to date and high in quality. We can promote the health of the population and of individuals by developing competence and opportunities, carrying out research and improving

operating methods, communication and health literacy. The nursing operating environment and staff competence are regulated by Finnish and European legislation, which aim to ensure equal opportunities for health and well-being. Cooperation between universities of applied sciences and various players from the operating environment promotes networked partnerships, which contribute to customer-oriented services and generate innovative service competence. Learning in the Degree Programme in Nursing takes place through research and development projects carried out in cooperation with representatives of the employment market as well as other partners and players.

Welfare and health care services are produced by public and private organisations as well as the third sector. Operating environments include customers' homes, health care service communities, basic health centres, specialist medical units, private companies, associations, organisations, and ICT and other welfare networks. Electronic data systems, guidance and counselling services, service processes, as well as good practices and operating models are all requirements for seamless customer-oriented service chains. A continuing challenge for health care operating environments is the development of interactive welfare competence using ICT. Networking between various experts, service providers and customers creates new, proactive kinds of cooperation, welfare services and products. The integrative learning environments of a university of applied sciences can be used to test, develop and evaluate various products, service models and practices related to welfare, before they are transferred to real operating environments. Active participation in real-life projects and operating environments fosters the development of service expertise.

The internationalisation of the operating environment is evident in meetings with customers with different cultural backgrounds, in information searches, in the use of empirical data and in networking done using ICT. Various players and partners in work communities also deepen internationalisation, its use and its opportunities.

Learning in the Degree Programme in Nursing takes place through research and development projects implemented in cooperation with employers. Graduates of the Degree Programme in Nursing can obtain employment as service experts in a changing, globalised operating environment.

## **Expertise**

The Degree Programme in Nursing is described in a competence-based curriculum. Each generic competence is examined in detail in the content of specific themes. The themes of the Degree Programme in Nursing (210 cr) are: Investigating and Developing Nursing in Projects (30 cr); Humans and the Human Environment (30 cr); Encountering Clients and Empowerment (30 cr); Assistance Methods in Health Promotion (30 cr); Guidance and Consulting Methods in Health Promotion (30 cr); Customer-Oriented Nursing (30 cr); and Innovation and Expertise in Welfare Service Provision (30 cr) (cf. Figure 1).

The theoretical basis of the Degree Programme in Nursing is multidisciplinary. The knowledge base lies in information produced in health sciences, particularly nursing science. Scientific data are produced to explain, and where possible to predict, states of health and changes in them, which means that they aim to identify causal relationships and their principles. A development theory approach is applied when examining human health and change periods from the points of view of the individual, the family and the society. The purpose of scientific data based on a humanistic conception of knowledge is to understand and interpret the subjective and empirical state of health and interaction of individuals, groups and communities. A critical conception of knowledge aims to produce, generate and renew developmental operating models for health promotion. Phenomena related to nursing in different operating environments and contexts are examined using an investigative and developmental approach. The knowledge base used for learning lies in proven scientific data. The starting point is the Learning by Developing method (LbD).

## **Competences**

Competence in the Degree Programme in Nursing is focused on the perspective of health promotion. According to the 1986 Ottawa Declaration, health promotion is based on the values of health care and municipal policy, which aim to increase the health of the population and to reduce inequalities in the health of different population groups. The declaration was approved at the WHO Global Conference on Health Promotion, organised in Bangkok in 2005. This means that health promotion constitutes protecting, maintaining and fostering human health using various measures. It includes increasing people's control over their own state of health and its background factors. Health promotion also involves preventing and treating illness and accidents.

Nursing expertise contains the following areas of competence as defined in the generic competences in Laurea's

curriculum:

- responsible nursing expertise
- knowledge-based and skill-based professional competence in one's own field
- ethical nature of operations
- investigative and developmental approach
- innovative service competence
- understanding organisations' development processes
- anticipating future trends of the profession and the society

### **Competence development process**

Professional competence comprises broad-based practical knowledge and skills for acting as an expert in the field of choice (Polytechnics Act 351/2003, Section 4). Nursing and public health nursing experts have a broad understanding of the position and significance of their field in society, as well as in national and international employment contexts. They know the most important practical tasks of nursing, and are able to work independently in tasks requiring expertise in the field (Polytechnics Decree 352/2003). Directive 2005/36/EC of the European Parliament and Council regulates the professional competence of nurses and the education received by nurses in charge of general practice nursing.

The development of a student into a nurse is a professional growth process which begins before the student applies for education – at the time the career choice is made – and continues throughout the student's career. Each student's growth and development to become a nurse forms part of his/her growth as a person. Professional growth and development form a process in which the individual's skills, knowledge, beliefs and values develop and change. Through the professional growth process, students learn to carry out practical nursing tasks and deepen their knowledge and abilities in relation to the substance of the profession. This development is closely linked to the time, the nursing culture and the social situation. The knowledge-based and skill-based professional competences describe the professional growth process in three levels of development: basic competence, intermediate competence and advanced competence. The levels of competence are examined from the points of view of expert orientation, method orientation, customer orientation and developer orientation

### **Studying in the Degree Programme**

Learning in the Degree Programme in Nursing progresses by themes. In their professional growth, students learn to apply Learning by Developing and investigative work methods. Each student produces a thesis as part of a development project. Students prove their professional competence by creating a portfolio, in which they demonstrate their professional growth and development in nursing expertise in line with the degree programme's objectives. The students' service competence lies in customer-oriented, evidence-based and innovative nursing.

Practical studies (90 cr) are used in the Degree Programme in Nursing to foster competence in accordance with EU directives. Practical studies consist of learning and a thesis carried out in accordance with each student's personal study plan in Laurea's learning environments, workshops and various kinds of social service and health care operating environments. Innovative learning environments are used to foster learning by development in various projects during the degree. In the Degree Programme in Nursing, job placements are carried out with links to different kinds of welfare operating environments and players. Customer relationships form the core of learning. In nursing, the viewpoints of the individual, the group and the community are all significant. Skills are acquired in nursing as well as assistance and guidance methods through workshops and practical work in various operating environments. Students complete most of their learning in basic health care, specialist medical care and third sector operating environments. They practise working in multidisciplinary networks throughout the learning process. Practical studies are also carried out in international student exchanges.

A true basis in the real world of work and network partnerships support the linkage between practical studies, the thesis process and learning. From the start of their studies, students gradually commit to planning, implementing and evaluating their own learning with a basis in projects. Practical studies are planned in relation to the content of the themes. Learning evaluation is based on the competence level descriptions.

## PUBLIC HEALTH NURSING SPECIALISATION OPTION

The qualification in Public Health Nursing (240 cr) consists of studies in Nursing (210 cr) and Public Health Nursing (30 cr). The theme Customer-Oriented Nursing (30 cr) from the Nursing specialisation option is integrated methodologically and in terms of content into the Public Health Nursing specialisation option. In addition, the studies include the theme Public Health Nursing (30 cr). Students who have completed this specialisation option qualify as Nurses and Public Health Nurses. The specialisation studies comply with the requirements set for nursing in Directive 2005/36/EC of the European Parliament and of the Council.

|       |                                                       | 1. year | 2. year | 3. year | 4. year |
|-------|-------------------------------------------------------|---------|---------|---------|---------|
| OP    | STUDIES                                               | 60      | 60      | 60      | 30      |
| 118   | INVESTIGATING AND DEVELOPING NURSING IN PROJECTS      |         |         |         |         |
| 00051 | Learning by Developing                                | 10      |         |         |         |
| 00052 | Tools for the Investigative Process                   | 10      |         |         |         |
| 00053 | Client Relationship Competence                        | 10      |         |         |         |
| 025   | HUMANS AND THE HUMAN ENVIRONMENT                      |         |         |         |         |
| 00054 | Foundations of Nursing                                | 10      |         |         |         |
| 00055 | Health-Promoting Environment                          | 10      |         |         |         |
| 00056 | Professional Development in Practice I                | 10      |         |         |         |
| 026   | ENCOUNTERING CLIENTS AND EMPOWERMENT                  |         |         |         |         |
| 00058 | Professional Ethics                                   |         | 5       |         |         |
| 00059 | Interaction and Cooperation Skills                    |         | 5       |         |         |
| 00060 | Professional Development in Practice II               |         | 15      |         |         |
| 00474 | Nursing English                                       |         | 5       |         |         |
| 027   | NURSING INTERVENTIONS IN HEALTH PROMOTION             |         |         |         |         |
| 00062 | Nursing Interventions                                 |         | 5       |         |         |
| 00445 | Nursing Interventions, practice                       |         | 5       |         |         |
| 00063 | Supporting Client Resources in Transitions            |         | 10      |         |         |
| 00064 | Professional Development in Practice III              |         | 10      |         |         |
| 028   | GUIDANCE AND CONSULTING METHODS IN HEALTH PROMOTION   |         |         |         |         |
| 00065 | Guidance and Consulting Competence                    |         |         | 5       |         |
| 00073 | Welfare Entrepreneurship                              |         |         | 5       |         |
| 00066 | Professional Development in Practice IV               |         |         | 10      |         |
| 029   | CLIENT-ORIENTED NURSING                               |         |         |         |         |
| 00068 | Intensive Studies in Nursing                          |         |         | 5       |         |
| 00476 | Leadership in Nursing                                 |         |         | 5       |         |
| 00069 | Professional Development in Practice V                |         |         | 10      |         |
| 00791 | Nursing in Swedish                                    |         |         | 5       |         |
| 00635 | Written skills in Swedish                             |         |         | 0       |         |
| 00634 | Oral skills in Swedish                                |         |         | 0       |         |
| 00446 | Finnish Language                                      |         |         | 5       |         |
| 030   | INNOVATION AND EXPERTISE IN WELFARE SERVICE PROVISION |         |         |         |         |
| 00043 | Thesis                                                |         |         |         | 15      |
| 00074 | Developing Service Innovations, Practise              |         |         |         | 5       |
| 00071 | Professional Development in Practice VI               |         |         |         | 10      |
| 125   | ELECTIVE STUDIES                                      |         |         |         |         |
| 00203 | Initial Test in Swedish Skills                        | 0       |         |         |         |
| 00202 | Initial Test in English Skills                        | 0       |         |         |         |
| 00397 | Initial Test in Mathematics                           | 0       |         |         |         |
| 00453 | Initial Test in Finnish language                      | 0       |         |         |         |

|       |                                                                    |    |    |    |    |
|-------|--------------------------------------------------------------------|----|----|----|----|
| 00195 | Preparatory Studies in Swedish                                     | 3  |    |    |    |
| 00194 | Preparatory Studies in English                                     | 3  |    |    |    |
| 00189 | Preparatory Studies in Mathematics                                 | 3  |    |    |    |
| 00388 | Preparatory Studies in Finnish (as Mother tongue)                  | 3  |    |    |    |
| 00510 | Proper Care for Cancer Patients                                    |    |    |    | 5  |
| 00508 | Proper Care for Critically or Seriously Ill Patients               |    |    |    | 5  |
| 00509 | Guidance and care of a cardiac patient                             |    |    |    | 5  |
| 00549 | Health and Well-Being for the Elderly at the Porvoo Invalid Centre |    |    |    |    |
| 00580 | Topical questions in Finnish Family work                           |    |    |    |    |
|       |                                                                    | 60 | 60 | 60 | 30 |

### Annual themes and competences

| Study |                                            | Extent | Competences                                                       |
|-------|--------------------------------------------|--------|-------------------------------------------------------------------|
| 00051 | Learning by Developing                     | 10     | Reflektio-osaamisen kuvaus (H)                                    |
| 00055 | Health-Promoting Environment               | 10     | Globalisaatio-osaamisen kuvaus (H)                                |
| 00056 | Professional Development in Practice I     | 10     | Eettisen osaamisen kuvaus (H), Globalisaatio-osaamisen kuvaus (H) |
| 00058 | Professional Ethics                        | 5      | Eettisen osaamisen kuvaus (H)                                     |
| 00063 | Supporting Client Resources in Transitions | 10     | Globalisaatio-osaamisen kuvaus (O)                                |
| 00065 | Guidance and Consulting Competence         | 5      | Verkosto-osaamisen kuvaus (H)                                     |
| 00073 | Welfare Entrepreneurship                   | 5      | Innovaatio-osaamisen kuvaus (H)                                   |
| 00068 | Intensive Studies in Nursing               | 5      | Reflektio-osaamisen kuvaus (O)                                    |
| 00476 | Leadership in Nursing                      | 5      | Verkosto-osaamisen kuvaus (O)                                     |
| 00069 | Professional Development in Practice V     | 10     | Eettisen osaamisen kuvaus (O), Globalisaatio-osaamisen kuvaus (O) |

H - Personal competence level

O - Organisational development level

Y - Social reform level

## **118 INVESTIGATING AND DEVELOPING NURSING IN PROJECTS, 30 cr**

### **Description:**

Students become familiar with higher education and learning environments. Competence is based on the students' commitment to planning, implementing and evaluating their own learning. LbD is used to direct the students' path to competence and professional growth. Service expertise is closely linked to knowledge and recognition of customer relationships.

### **The student will be able to:**

- plan, implement and evaluate his/her learning process and competence
- apply the tools of Learning by Developing in his/her studies
- apply research and development work methods to development initiatives and projects
- find information and evaluate it critically
- write clear reports
- identify phenomena connected to customership and service competence

## **00051 Learning by Developing, 10 cr**

### **The student is able to:**

- work in Laurea's learning environment
- use the tools of Learning by Developing in their studies
- understand the research and development project as a learning environment
- formulate a personal study plan
- work independently and in various groups, and share their knowledge
- evaluate their own and others' competence and use received feedback developmentally

### **Contents of the study unit:**

- Learning by Developing (LbD)
- tools of LbD such as the personal study plan, business writing, project plans, networks, information literacy, libraries
- Laurea's IT learning environment
- virtual learning environment and software tools
- curriculum
- orientation towards skill-based and knowledge-based professional competence
- professional growth and development
- Personal Study Plan
- personal learning agreement
- portfolio
- tutoring

### **Study unit description:**

The framework for the study unit consists of the Learning by Developing model, where an essential factor in the students' progress is the mastery of LbD tools in development projects carried out for employers and in their own learning. Student evaluates his/her learning and skills, and prepares own development plan, develops acquired skills independently and with others, and share the learned skills with the work community, takes a role in a group and team.

### **Previous studies:**

Students describe their own starting levels at the beginning of the study unit.

## **00052 Tools for the Investigative Process, 10 cr**

### **The student is able to:**

- recognise philosophical and ethical concepts related to science
- define the main elements of the research and development process
- identify the differences between qualitative and quantitative approaches
- develop their critical thinking

- understand the significance of an investigative approach in their fields
- acquire information critically from various sources
- understand the basics of various analysis methods
- read and report research data
- apply their competence to research and development projects

**Contents of the study unit:**

- philosophy and ethics of science
- research and development process
- research and development work methods
- qualitative and quantitative research
- qualitative material analyse
- statistical methods
- information gathering and investigative writing

**Study unit description:**

The study unit is based on developing skills in investigative thinking, investigative action and problem-solving methods. The most important characteristic is an ethical and critical approach to work. The study unit looks closely at development processes and practices in information gathering, data analysis, investigative writing and reporting. The study unit gives the basic tools for working in projects and acts as a foundation for later research method studies specific to each field of study. The students increase their research methodology competence in R&D activities such as the thesis.

**00053 Client Relationship Competence, 10 cr**

**The student is able to:**

- recognise phenomena related to customer relationships and service expertise in welfare
- recognise diverse customer-encounter situations in companies' and organisations' various functions
- work in customer-oriented ways in varying situations, and evaluate and develop their customer work
- determine which factors produce customer satisfaction at different stages of the life cycle, and develop their work accordingly
- monitor, manage, document and report customer information

**Contents of the study unit:**

- concept of humanity
- holistic being
- customer relationships as a concept, and the significance of customer information in a customer-oriented approach
- target customer groups
- customer encounters at different stages of life within the functions of a company's or organisation's service system
- customer encounters in the functions of a company's or organisation's service system
- customer satisfaction
- welfare service system, laws and ethics
- other sciences integrated (e.g. biology, anatomy, physiology, developmental psychology, sociology)
- first aid and medical care in exceptional circumstances

**Study unit description:**

Students learn the basic concepts of customer relationships, become familiar with customer-oriented thinking and learn to work in projects in the welfare sector. The competence gained in the study unit relates to understanding the significance of various customer groups for the operations and development of a welfare business or organisation. It becomes evident in systematic information gathering and customer information analysis, which are used to determine development objectives and to push operations forward.

**025 HUMANS AND THE HUMAN ENVIRONMENT, 30 cr**

**Description:**

Students know how to promote people's interests, health and a healthy environment in a globalising operating environment. They can assume responsibility for the health support methods they have chosen and justify their choices by considering the ethical consequences of their actions.

**The student will be able to:**

investigate the resources related to a person and his/her environment

- support customers' resources and participation in health promotion
- plan, implement and evaluate nursing in a customer-oriented way

**00054 Foundations of Nursing, 10 cr****The student is able to:**

- recognise the stages of development in nursing
- determine the nature of nursing information generated through different scientific approaches
- justify their actions in accordance with the ethical principles of nursing
- plan, implement and evaluate nursing in a customer-oriented way
- use the best and most up-to-date information in decision-making and work
- draw up a nursing plan use good recording practices
- make use of computers and data networks as personal tools in recording customers' and patients' planned care
- take into account the content and significance of data protection and privacy legislation, rules and instructions

**Contents of the study unit:**

- central concepts of nursing (human, health, environment and nursing)
- history of nursing, future challenges and competence
- scientific-philosophical approaches
- philosophical approaches to nursing
- resource-centred approach in nursing
- individual-centred nursing, family nursing and community-focused nursing
- decision-making
- evidence-based nursing
- nursing interventions
- aseptics, ergonomics
- medical treatment and medical mathematics
- nursing process and documentation
- health care information management
- data protection and privacy
- medical science integrated (e.g. internal medicine, clinical physiology, gerontology, geriatrics)

**Study unit description:**

Competence is based on the philosophical and scientific principles and values of nursing, and on the legislation and rules of the profession. The competence gained is evident as a planned, patient-oriented approach to nursing, and as the ability to record nursing work and make use of information technology and data networks.

**00055 Health-Promoting Environment, 10 cr****The student is able to:**

- identify factors affecting health and the environment
- combine the significance of social and health care policy and national as well as international health care programmes to promote the customer's health
- use health promotion models in choosing health promotion methods
- assume responsibility for developing the health and safety of the environment
- evaluate their own value bases from the point of view of sustainable development and globalisation, and apply them to their professional activities

**Contents of the study unit:**

- health, environment and health promotion as a concept
- social service and health care policy and service system; main control systems
- national and international health care action plans (e.g. Health 2015 public health programme)
- promoting the health of people of different ages
- environmental health effects
- preventing national diseases

- global challenges to health promotion
- other sciences integrated (e.g. public health science, epidemiology, microbiology, infectious diseases)

**Study unit description:**

The competence gained in the study unit relates to managing health promotion in various human communities and environments. The focus is on influencing the environment's physical, social and symbolic elements

**00056 Professional Development in Practice I, 10 cr**

**The student is able to:**

- promoting the health of humans and the environment at different stages of life in national public health communities and environments
- information gathering and observation methods
- nursing interventions
- safe medical treatment
- aseptics and ergonomics
- documentation

**Contents of the study unit:**

- promoting the health of humans and the environment at different stages of life in national public health communities and environments
- information gathering and observation methods
- nursing interventions
- safe medical treatment
- aseptics and ergonomics
- documentation

**Study unit description:**

The competence acquired in the study is an ability to support the health of individuals, families and communities. The competence is based on an operating model that focuses on health-based and family-based resources.

Knowledge-based and skill-based professional competences are integrated into the health care environment and the students' skills are evident in their professional growth and development. Students evaluate their own learning and skills and prepare personal development plans. The job placement is supervised, and support for professional development comes from self-evaluation, peer evaluation and supervisors' evaluation.

The job placements to promote professional development take place in Laurea's learning environments and projects, as well as in public social and health care units and private nursing and care units.

**Previous studies:**

Students must have completed the studies promoting professional development set in the personal study plan before the job placement.

**026 ENCOUNTERING CLIENTS AND EMPOWERMENT, 30 cr**

**Description:**

Students learn to work in nursing with a basis in the values, objectives and principles of the field. They can interact professionally in diverse operating environments.

**The student will be able to:**

- recognise ethical sensitivity in their professional growth
- use their interaction and cooperation skills when interacting with customers

**00058 Professional Ethics, 5 cr**

**The student is able to:**

- work in nursing with a basis in the values, objectives and principles of the field

- recognise and analyse their own ethical thinking and its manifestations when working with customers, families and work colleagues
- discuss ethical problems in the work community
- examine ethical issues from the point of view of the organisation and the society

**Contents of the study unit:**

- ethics and morals
- professional ethics in nursing
- ethical principles of nursing
- ethical questions in nursing
- ethical questions in medical treatment
- ethical problem-solving and decision-making

**Study unit description:**

Competence arises as well-grounded nursing work based on the values and principles of nursing. Students demonstrate awareness of the aims of nursing and can follow up on the consequences of their actions as part of nursing as a whole. Work is directed by the ethical norms and principles of nursing, which are concretised into an ethical approach to work. Competence is based on developing one's own ethics and examining it consciously in relation to professional ethics in nursing.

**00059 Interaction and Cooperation Skills, 5 cr**

**The student is able to:**

- interact professionally with customers, groups and communities
- be truly present in cooperation with other people
- develop their verbal and non-verbal communication skills in encountering customers
- utilise and apply welfare technology
- analyse and reflect on their own actions and their consequences

**Contents of the study unit:**

- professional interaction and cooperation
- dialogue in cooperation relationships
- communication in a work community, health-related communications
- welfare technology

**Study unit description:**

The competence gained in the study unit relates to interacting naturally and professionally with patients, groups and communities. The emphasis is on encountering and understanding other people, on being truly present in encounters and on adopting a resource-supporting approach.

**00060 Professional Development in Practice II, 15 cr**

**The student is able to:**

- interact and cooperate professionally with individuals, families and communities
- recognise the internal and external resources of individuals, families and communities
- plan, implement and evaluate nursing
- recognise and analyse ethical problem situations and find ethically adequate solutions
- provide safe medical treatment
- take into account laws, decrees, recommendations and other official documents

**Contents of the study unit:**

- professional interaction
- ethical decision-making, evidence-based nursing
- laws, statutes, decrees and recommendations concerning the profession
- planning, implementing and evaluating nursing
- nursing interventions in different environments
- safe medical treatment
- multidisciplinary team work

**Study unit description:**

Knowledge-based and skill-based professional competences are integrated into the health care environment and the students' skills become evident in their professional growth and development. Students evaluate their learning and skills and prepare personal development plans. Job placements are supervised, and support for professional development comes from self-evaluation, peer evaluation and the supervisors' evaluation

The job placements to promote professional development take place in Laurea's learning environments and projects, as well as in basic public health centres, special health care units, private companies, associations, organisations and ICT networks or other welfare networks.

**Previous studies:**

Students must have completed the studies promoting professional development set in their personal study plans before Job Placement II.

**00474 Nursing English, 5 cr****The student is able to:**

- communicate in English in their work communities and in a multicultural environment
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of their fields of expertise using various channels
- apply information gathered from foreign-language sources

**Contents of the study unit:**

- oral and written professional communication
- main nursing terminology
- job searching; introducing oneself and one's educational background and work experience

**Study unit description:**

The competence gained in the study unit is that of an opinion leader who can use different communication methods. The framework for competence development is formed by organisations that use Finnish and English as their working languages. Students attain at least skill level B2 as defined in the Common European Framework.

**027 NURSING INTERVENTIONS IN HEALTH PROMOTION, 30 cr****Description:**

Students will be able to select and implement nursing interventions in a customer-oriented way to promote and support customers' health. The learn to reinforce individuals', families' and communities' resources during change.

**The student will be able to:**

- support individuals, families and communities in maintaining and promoting resources and abilities, and in rehabilitation
- plan, implement and assess the state of health of acutely and long-term ill patients

**00062 Nursing Interventions, 5 cr****The student is able to:**

- describe the nursing process of patients who are acutely ill, chronically ill or awaiting surgery
- plan, implement and evaluate nursing
- choose and implement nursing interventions in a customer-oriented way in order to promote and support the customer's health and well-being
- help and support patients and their relatives through palliative nursing
- justify chosen assistance methods using evidence-based data
- use welfare technology in choosing the correct assistance method for each situation
- plan, implement and evaluate medical treatment professionally, taking into account the customer's and their own safety

- use medical knowledge in health care

**Contents of the study unit:**

- nursing process of acutely ill and chronically ill patients and patients awaiting surgery
- assistance and support
- diagnostics and observation
- welfare technology
- aseptics
- medical treatment
- pain relief
- medicine and other sciences integrated (e.g. neurology, surgery, anaesthesiology, method visualisation)

**Study unit description:**

Methodological competence in nursing based on research data. Assistance methods are selected in a customer-oriented way to promote and support customers' health and well-being. Medical competence is founded in safety, accuracy and asepsis.

**00445 Nursing Interventions, practice, 5 cr**

**The student is able to:**

- describe the nursing process of patients who are acutely ill, chronically ill or awaiting surgery
- plan, implement and evaluate nursing
- choose and implement nursing interventions in a customer-oriented way in order to promote and support the customer's health and well-being
- help and support patients and their relatives through palliative nursing
- justify chosen assistance methods using evidence-based data
- use welfare technology in choosing the correct assistance method for each situation
- plan, implement and evaluate medical treatment professionally, taking into account the customer's and their own safety
- use medical knowledge in health care

**Contents of the study unit:**

- nursing process of acutely ill and chronically ill patients and patients awaiting surgery
- assistance and support
- diagnostics and observation
- welfare technology
- aseptics
- medical treatment
- pain relief
- medicine and other sciences integrated (e.g. neurology, surgery, anaesthesiology, method visualisation)

**Study unit description:**

Methodological competence in nursing based on research data. Assistance methods are selected in a customer-oriented way to promote and support customers' health and well-being. Medical competence is founded in safety, accuracy and asepsis.

**00063 Supporting Client Resources in Transitions, 10 cr**

**The student is able to:**

- encounter individuals, families and communities at different stages of life
- plan, implement and evaluate customer-oriented family nursing, mental health, crisis and addiction assistance, rehabilitation-promoting nursing, and culture-conscious nursing
- support patients and their families and friends in terminal care

**Contents of the study unit:**

- internal and external resources of individuals, families and communities, and related stress factors
- change periods for individuals, families and communities
- planning, implementing and evaluating family nursing

- planning, implementing and evaluating mental health, crisis and substance abuse assistance
- rehabilitation and the rehabilitation-fostering approach in nursing
- culture-conscious nursing
- terminal care
- medical treatment
- medical science and other sciences integrated (e.g. paediatrics, gynaecology and obstetrics, oncology, psychiatry and clinical psychology)

**Study unit description:**

This study unit applies methodological skills in nursing to supporting customers' own resources in various life situations. The study unit emphasises multicultural approaches to nursing and encountering customers with different cultural backgrounds.

**Previous studies:**

kokeiluteksti

**00064 Professional Development in Practice III, 10 cr**

**The student is able to:**

- plan, implement and evaluate nursing in order to promote customers' health and well-being in life's turning points
- adapt the latest evidence-based knowledge of nursing, medicine and other sciences to nursing and to justifying their actions

**Contents of the study unit:**

- planning, implementing and evaluating nursing in order to promote customers' health and well-being in life's turning points
- planning, implementing and evaluating palliative nursing
- planning, implementing and evaluating terminal care
- multiculturalism and cultural nursing
- rehabilitation-promoting approach to work

**Study unit description:**

Knowledge-based and skill-based professional competences are integrated into the health care environment and the students' skills become evident in their professional growth and development. Students evaluate their learning and skills and prepare personal development plans. Job placements are supervised, and support for professional development comes from self-evaluation, peer evaluation and the supervisors' evaluation

The job placements to promote professional development take place in Laurea's learning environments and projects, as well as in basic public health centres, special health care units, private companies, associations, organisations and ICT networks or other welfare networks.

**Previous studies:**

Students must have completed the studies promoting professional development set in their personal study plans before Job Placement III.

**028 GUIDANCE AND CONSULTING METHODS IN HEALTH PROMOTION, 20 cr**

**Description:**

Students learn to plan, implement and evaluate customer-oriented guidance, and can consult experts in various fields. They can work as reformers of welfare service development projects.

**The student will be able to:**

- plan, implement and evaluate customer-focused guidance
- apply guidance and consulting methods in caring for individuals, families and communities
- promote customers' self-care
- become networked and participate in networks
- work in a team and state justified views as nursing experts in multidisciplinary teams
- act as reformers in welfare service development projects

## **00065 Guidance and Consulting Competence, 5 cr**

### **The student is able to:**

- plan, implement and evaluate customer-focused guidance
- guide customers in using social and health care services and electronic tools and communications
- promote customers' self-care
- provide consulting and orientation in relation to maintaining and developing expertise
- guide and teach students and staff

### **Contents of the study unit:**

- planning, implementing and evaluating customer-focused teaching and guidance
- promoting self-care from the point of view of guidance
- consulting in nursing
- work supervision
- welfare technologies and IT networks in guidance
- other sciences integrated (e.g. pedagogy, nutrition, dietetics, pharmacology)

### **Study unit description:**

The study unit looks at guidance and consulting competence from the point of view of customers' self-care and the continuity of treatments in various social service and health care organisations, third-sector environments and customers' homes. Cooperation with customers and participation in multidisciplinary teams helps to further networking.

## **00073 Welfare Entrepreneurship, 5 cr**

### **The student is able to:**

- recognise their own strengths as entrepreneurs
- recognise customer potential for an operating environment which uses an investigative, innovative approach
- predict opportunities arising in the operating environment
- create a realistic, customer-oriented, profitable business plan

### **Contents of the study unit:**

- operating environment analyses
- internal company analyses
- business ideas and business plans
- planning the finances and funding of a start-up company
- choosing a form of enterprise and the rules steering business activities

### **Study unit description:**

The study unit looks at entrepreneurship from the point of view of service competence. Welfare entrepreneurship and opportunities latent in the operating environment. Designing a welfare service business.

## **00066 Professional Development in Practice IV, 10 cr**

### **The student is able to:**

- plan, implement and evaluate customer-oriented guidance and counselling
- direct customers to self-care
- make use of welfare technologies and IT networks in guidance
- use consulting methods
- participate in networks

### **Contents of the study unit:**

- planning, implementing and evaluating customer-focused guidance and consulting
- use of welfare technology and data networks in guiding customers; electronic assistance
- consulting methods
- networked cooperation

**Study unit description:**

Knowledge-based and skill-based professional competences are integrated into the health care environment and the students' skills become evident in their professional growth and development. Students evaluate their learning and skills and prepare personal development plans. Job placements are supervised, and support for professional development comes from self-evaluation, peer evaluation and the supervisors' evaluation

The job placements to promote professional development take place in Laurea's learning environments and projects, as well as in basic public health centres, special health care units, private companies, associations, organisations and ICT networks or other welfare networks.

**Previous studies:**

Students must have completed the studies promoting professional development set in their personal study plans before Job Placement IV.

**029 CLIENT-ORIENTED NURSING, 25 cr****Description:**

Students deepen their expertise in nursing by reflecting on and critically evaluating their approaches, arguments and activities as part of the operation of a group, community or professional field.

**The student will be able to:**

- deepen their expertise in nursing within their chosen nursing environments
- make ethical arguments related to social and global changes – and their effects – in development projects
- coordinate the cooperation between their own work and a work group
- identify areas of development and future challenges in nursing

**00068 Intensive Studies in Nursing, 5 cr****The student is able to:**

- deepen their expertise in nursing in their chosen nursing environments
- make decisions as experts in nursing and as patients' advocates, together with the patients and those participating in their care
- coordinate the cooperation between their own work and a work group
- identify areas of development and future challenges in nursing

**Contents of the study unit:**

- deepening nursing expertise and professional decision-making
- evaluating one's own activities as part of the operation of a group, community or professional field
- social participation
- future of nursing and nursing science
- nursing expertise in medical care
- specific medical issues

**Study unit description:**

The study unit produces expertise for future nursing. Development challenges are related to critically evaluating activities as part of the operation of a group, community or professional field.

**Previous studies:**

Themes 1-4 or equivalent knowledge.

**00476 Leadership in Nursing, 5 cr****The student is able to:**

- develop interaction and negotiation skills
- act as responsible members of a work community and network in various situations
- evaluate the culture and values of an organisation

- diversely develop their own and their work communities' well-being
- adapt the norms of labour legislation and collective labour agreements in practice as employees, managers and/or entrepreneurs
- identify the phenomena of shared leadership and act in expertise networks

#### **Contents of the study unit:**

- organisational culture and values
- well-being at work and how to develop it
- management and leadership, day-to-day management
- interaction and emotional intelligence in management communication
- human resource management
- recruiting, orientation and guidance, rewarding and competence development
- labour legislation and employment issues
- network development
- improving the quality of nursing
- modelling processes

#### **Study unit description:**

The study unit creates competences which are reflected as the mastery of central tools in management and as responsible behaviour in typical management situations. Competence is based on understanding an organisation's operational structure, goals and profitability. The viewpoint is the students' own roles and responsibilities in an organisation and its development.

### **00069 Professional Development in Practice V, 10 cr**

#### **The student is able to:**

- deepen their competence in the chosen nursing environments
- critically evaluate the development of their own expertise and the ethics of their actions
- use modelling processes in nursing for recognising areas of quality development in nursing
- act as responsible team members and as team leaders

#### **Contents of the study unit:**

- nursing expertise in various operating environments
- professional decision-making
- high-quality customer-oriented nursing
- team leadership
- communicating in discussions and group situations

#### **Study unit description:**

Knowledge-based and skill-based professional competences are integrated into a multidisciplinary work group in a nursing environment. The students deepen their reflective and network competence.

The job placements to promote professional development take place in Laurea's learning environments and projects, as well as in basic public health centres, special health care units, private companies, associations, organisations and ICT networks or other welfare networks.

#### **Previous studies:**

Students must have completed the studies promoting professional development set in their personal study plans before Job Placement V.

### **00791 Nursing in Swedish, 5 cr**

#### **The student is able to:**

- communicate in Swedish in his/her work community
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of his /her field of expertise using various channels
- apply information gathered from sources in a foreign language

**Contents of the study unit:**

- oral and written professional communication
- main nursing terminology
- job searching, introducing oneself, one's educational background and work experience

**Study unit description:**

Students attain at least skill level B1.2, as defined in the Common European Framework. In addition, students receive grades of good or satisfactory in oral and written language skills in accordance with the language skill requirements of civil servants.

**00635 Written skills in Swedish, 0 cr****Study unit description:**

This study unit is for evaluating written skills in Swedish.

**00634 Oral skills in Swedish, 0 cr****Study unit description:**

This study unit is for evaluating oral skills in Swedish.

**00446 Finnish Language, 5 cr****030 INNOVATION AND EXPERTISE IN WELFARE SERVICE PROVISION, 30 cr****Description:**

The objective of the theme's content is to deepen the students' service competence and to develop new problem-solving and operating models.

**The student will be able to:**

- participate in development projects, applying the methods of Learning by Development and R&D and producing new competence and innovations
- develop work in the field and their own competence through critical evaluation and by generating new information as welfare experts

**00043 Thesis, 15 cr****The student is able to:**

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

**Contents of the study unit:**

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

**Study unit description:**

Students learn to develop real work processes through research, producing new solutions in the form of products,

operating models or work cultures.

#### **00074 Developing Service Innovations, Practise, 5 cr**

**The student is able to:**

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project

**Contents of the study unit:**

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group

**Study unit description:**

This study unit can be completed in Laurea learning environments or in workshops or job placements. It consists of an object-oriented development project, where the competence gained is that of a developer using investigative research methods.

#### **00071 Professional Development in Practice VI, 10 cr**

**The student is able to:**

- generate new, creative practices for developing nursing
- deepen their competence in the chosen nursing environments
- critically evaluate the development of their own expertise and the ethics of their actions

**Contents of the study unit:**

- nursing expertise in diverse operating environments
- professional decision-making
- innovative operations

**Study unit description:**

Knowledge-based and skill-based professional competences become integrated into nursing environments, leading to innovative competence. The job placements to promote professional development take place in Laurea's learning environments and projects, as well as in basic public health centres, special health care units, private companies, associations, organisations and ICT networks or other welfare networks.

**Previous studies:**

Students must have completed the studies promoting professional development set in their personal study plans before Job Placement VI.

#### **125 ELECTIVE STUDIES, 0 cr**

**Description:**

Students use elective studies to deepen and broaden their competence in various themes and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

**Content:**

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be

recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme

### **00203 Initial Test in Swedish Skills, 0 cr**

#### **Study unit description:**

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

### **00202 Initial Test in English Skills, 0 cr**

#### **Study unit description:**

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

### **00397 Initial Test in Mathematics, 0 cr**

#### **Study unit description:**

Opintojen alkaessa kaikki opiskelijat osallistuvat matematiikan lähtötasotestiin. Lähtötasotestin voi suorittaa vain kerran. Testin avulla varmennetaan opiskelijan valmiudet koulutusalansa matemaattisten sovellutusten aloittamiseksi. Ellei opiskelija selviydy lähtötasotestistä, hän osallistuu matematiikan valmentavalle opintojaksolle opintojen alkuvaiheessa. Suoritettuaan valmentavat opinnot hyväksyttävästi opiskelija saa opintopisteitä luettavaksi vapaasti valittaviin opintoihin.

### **00453 Initial Test in Finnish language, 0 cr**

### **00195 Preparatory Studies in Swedish, 3 cr**

#### **The student is able to:**

- master basic Swedish vocabulary and grammar
- use various methods for improving their language skills

#### **Contents of the study unit:**

- main structures of the Swedish language
- basic Swedish vocabulary

#### **Study unit description:**

Students improve their skills in communicating in Swedish as preparation for completing actual studies in the language.

### **00194 Preparatory Studies in English, 3 cr**

**The student is able to:**

- master basic English vocabulary and grammar
- use various methods for improving their language skills

**Contents of the study unit:**

- main structures of the English language
- basic English vocabulary

**Study unit description:**

Students improve their skills in communicating in English as preparation for completing actual studies in the language.

**00189 Preparatory Studies in Mathematics, 3 cr****The student is able to:**

- demonstrate the basic skills of mathematical applications required by his / her field of study

**Contents of the study unit:**

- recapitulation of upper secondary school mathematics

**Study unit description:**

Student practices his / her mathematic skills and develops preparedness to complete studies in mathematical applications within the main courses.

**00388 Preparatory Studies in Finnish (as Mother tongue), 3 cr****The student is able to:**

- compose varied factual and functional texts
- make use of different writer's tools and grammar aid
- take on the communicative responses of team work

**Contents of the study unit:**

- creating a personal communicative profile
- using dictionaries and other tools for language aid
- providing the student for oral and written challenges of study time

**Study unit description:**

Students improve their skills in speech communication and writing in order to be able to successfully complete their studies in Laurea.

**00510 Proper Care for Cancer Patients, 5 cr****The student is able to:**

- toteuttaa syöpää sairastavan potilaan hoitotyötä kokonaisvaltaisesti
- tukea syöpää sairastavaa potilasta ja hänen läheisiään

**Contents of the study unit:**

- Syöpään sairastuneen potilaan ja hänen läheistensä selviytymisen tukeminen
- Erilaiset hoitotyön auttamismenetelmät syöpää sairastavan potilaan hoidossa
- Sairaanhoidaja syöpäpotilaan kivunhoidon ja saattohoidon toteuttajana
- Opetus sisältää asiantuntijaluentoja ja itsenäistä työskentelyä

**Study unit description:**

Opiskelija perehtyy syöpään sairastuneen potilaan kokonaisvaltaiseen hoitotyöhön. Opiskelija saa valmiuksia potilaan hoitoon sekä potilaan ja omaistensa kohtaamiseen ja tukemiseen.

Opiskelija kehittää osaamistaan itsenäisen työskentelyn avulla ja muiden kanssa sekä jakaa oppimaansa ryhmässä

ja arvioi omaa oppimistaan

**Previous studies:**

Opintojaksoa suositellaan loppuvaiheen opiskelijoille.

**00508 Proper Care for Critically or Seriously Ill Patients, 5 cr**

**The student is able to:**

- toteuttaa kriittisesti tai vakavasti sairaan potilaan hoitotyötä kokonaisvaltaisesti
- tukea kriittisesti tai vakavasti sairasta potilasta ja hänen läheisiään

**Contents of the study unit:**

- Kriittisesti tai vakavasti sairaan aikuispotilaan hoidon ja hoitotyön luonnehdintaa ja periaatteita
- Potilaan ja omaisten erityistarpeet erilaisissa kriittisesti tai vakavasti sairastuneen potilaan hoitoa vaativissa tilanteissa
- Tavallisimpia tutkimus- ja hoitotoimenpiteitä kriittisesti tai vakavasti sairaan potilaan hoidossa
- Opetus sisältää asiantuntijaluentoja, erilaisia tutustumiskäyntejä ja itsenäistä työskentelyä

**Study unit description:**

Opiskelija perehtyy kriittisesti tai vakavasti sairaan aikuispotilaan kokonaisvaltaiseen hoitotyöhön. Opiskelija saa valmiuksia potilaan hoitoon sekä potilaan ja omaisten kohtaamiseen ja tukemiseen.

Opiskelija kehittää osaamistaan itsenäisen työskentelyn avulla ja muiden kanssa sekä jakaa oppimaansa ryhmässä ja arvioi omaa oppimistaan.

**Previous studies:**

Opintojaksoa suositellaan loppuvaiheen opiskelijoille.

**00509 Guidance and care of a cardiac patient, 5 cr**

**The student is able to:**

- carry out comprehensive care of a cardiac patient
- support the cardiac patient and his next of kin
- guide the cardiac patient and his next of kin

**Contents of the study unit:**

- Description and principles of cardiac patient care and nursing
- Special needs of a cardiac patient care and guidance in situations requiring emergency care
- Common examination and care procedures in cardiac patient care
- Instruction includes specialist lectures, different kinds of excursions and independent work

**Study unit description:**

The student will become acquainted with comprehensive care of a cardiac patient. The student will acquire skills to care for the patient and for meeting, guidance and support of the next of kin.

The student will develop her competence through independent work as well as with others, share her learning in a group and evaluate her own progress.

**00549 Health and Well-Being for the Elderly at the Porvoo Invalid Centre, 3.5 cr**

**The student is able to:**

Opiskelija toimii asiakaslähtöisesti tukien asiakkaiden terveyttä ja hyvinvointia. Opiskelija suunnittelee, toteuttaa ja arvioi terveyttä edistäviä ja toimintakykyä tukevia ohjaustilanteita Porvoon invakeskuksessa. Opiskelija tunnistaa ryhmän sisäisiä prosesseja ja osaa ohjata luontevasti ryhmää tavoitteen suunnassa.

**Contents of the study unit:**

Virkistys- ja toimintatilaisuudet, terveyteen ja hyvinvointiin liittyvät teemat, ajankohtaiset teemat, vastaanotto- ja

neuvontatoiminta, kahvitarjoilu, vapaa yhdessäolo ja keskustelu.

### **00580 Topical questions in Finnish Family work, 5 cr**

#### **The student is able to:**

- kuvata perheen kehitysvaiheet ja hahmottaa niihin liittyviä erityispiirteitä
- tunnistaa terveen ja toimivan perheen keskeiset piirteet
- hyödyntää omassa työssään perhetyön menetelmiä
- hahmottaa perhetyön näkemyksen osana omaa ammatillista orientaatiotaan
- kuvata perhetyön keskeisiä ajankohtaisia haasteita

#### **Study unit description:**

- Opiskelija syventyy tarkastelemaan omaa käsitystään perhetyöstä osana omaa ammatillista työorientaatiotaan. Hän tutustuu perhetyön työmenetelmiin ja rohkaistuu hyödyntämään niitä omassa työssään. Osaaminen ilmenee opiskelijan kyvyssä tarkastella perhettä kokonaisuutena ja hän tunnistaa perheen kehityksessä erilaisia vaihteita. Osaaminen rakentuu opittujen käsitteiden ja aiemman osaamisen sekä vertaisryhmässä opitun kokonaisuudessa