

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services, in English (Laurea Otaniemi, sote), SWG07SN

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.

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.

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

Operating environment

The International Degree Programmes for Social Services and Nursing students constitute a 3.5 year course of studies (210 CR.) towards a Bachelors of Social Services and a Bachelors of Health Care. As their purpose is to offer meaningful career development for both Finnish and international students, they need to balance the requirements of educating qualified social welfare workers and nurses for the Finnish labour market while also giving students qualifications to work abroad or in international organisations and NGO's (non-governmental organisations). This is the dual nature of the mission of the international programmes.

The aim of such educations is to infuse every instructional module with critically comparative perspectives designed, in essence, to enhance the content of the programmes by widening discussions on issues in social work and nursing care and placing them within a global context. Offering students the choice of unique learning programmes centred in global perspectives while providing them with an opportunity to study in English, the lingua franca of international communication, not only enhances their future chances for employment but also sensitises them to a myriad of different views, values, and lifestyles. It is this intercultural learning demanding consistent negotiation with issues of "difference" and diversity which is perhaps the programme's most intangible benefit.

Both the nature of the programmes and the instructional language prepare students and staff for more effective communication with EU partners as well as partners from other parts of the world. With the growing interdependence of European countries in all areas including discussions about common social problems and social policy objectives, exposure of both students and staff to different working strategies allows for greater understanding and cooperation.

The Degree Programmes also seeks to give students a broad overview of expertise in working in a variety of working fields maximising student self-directedness & choice. As such, students are provided with opportunities to integrally link their studies with projects in working life. This not only fosters their professional growth, but it also allows a creative partnership to emerge in which innovative ways of working are explored. Another integral part of this flexible and innovative professionalisation is the fostering of a multi-professional approach. We have therefore emphasised curriculum planning and delivery based on the close cooperation between the Degree Programmes in Nursing and Social Services. Such cooperation recognises the current reality of how closely both professions are linked in terms of the ethical foundations and values that underpin the work and in the holistic and empowering manner in which client work is carried out. It also anticipates the need for educating students with proficiencies that enable them to cross professional boundaries to meet the complex demands of modern working life.

Graduates from the Bachelor Programme of Social Services will be able to work in various capacities, in the fields of social work or social welfare work in municipalities, third sector organisations as well as in the private sector. A great deal of social work is also done in different short-term projects whose aim it is to develop the nature of service provision in the welfare state. The types of work graduates will be engaged in can, for example, include the following:

- Work in elderly care as counsellors/social welfare workers (rehabilitative work)
- Work with the children in day-care centres as Kindergarten teachers or Kindergarten leaders
- Work in Child protection services as family-workers, counsellor in children's or youth homes, or social worker
- Work with persons with alcohol and drug abuse problems as counsellors (rehabilitative) in Open Care or in

institutions.

- Work with refugees, asylum seekers and other individuals or groups with ethnic minority backgrounds as counsellors and social workers
- Work with unemployed and disabled people as counsellors or social welfare workers (rehabilitative capacity)
- Other types of Social Work: Project worker, Project leader, manager

In addition, social welfare workers will also be capable of working in an international context in developmental projects and in various institutions providing social services to populations of clients. It is for this reason that the degree programme aims to develop competences which can be transferred across national and professional boundaries. The collaborative studies with students from the Degree Programme of Nursing further support the aim of developing multi-professional competences.

Graduates from the Bachelor Programme in Social Services will be qualified kindergarten teachers after completing 60 credits of early childhood education and social pedagogy studies.

(The Act of Social Welfare staff qualification demands 272 § and statute 608, come into force 1.8.2005).

Expertise

Working in partnership with students in order that they may achieve expertise which reflects the focus on the generic competences of reflection, ethics, networking, globalisation and innovation, the degree programme in social services emphasises the development of a range of multiprofessional and transferable values and skills. It therefore draws on an eclectic array of social work practice and research incorporating elements from psycho-social, socio-pedagogical, developmental, and crisis and task-centred models within its curricular base. However, more so than any of the previously mentioned approaches it is theory base of anti-oppressive social work practice (AOP), which endows the programme with its unique identity. This innovative reconceptualisation of social work as an empowering, political force for social transformation acts as the fundamental value and practice orientation underpinning this multicultural educational programme.

It holds that cultural, linguistic and other differences can and should be used as a basis for learning and teaching. AOP seeks to recognise, acknowledge, and utilise the unique contributions of individuals and other groups in a pluralistic society by building on their strengths and recognising how factors such as race, class, gender, religion etc. affect their lives and the provision of holistic client care. Student expertise as the foundation for social work action is derived from a detailed analysis and understanding of the views and experiences of socially excluded groups fostering the involvement of members of these groups in the development and self-management of social welfare services. It is further based on the recognition that, "the personal becomes political" (Mullaly 1997:202) meaning that social inequalities and personal problems ought not to be placed at the door of individual pathology or family shortcomings, but should rather seen as reflections of structural inequalities in society through which dominant groups socially exclude others from true participatory citizenship. This demands a critical understanding of power and power relations in shaping the nature of responses to personal and social problems, as well as an ability to recognise oppression and its practical manifestations for groups of clients whose "differences" on the basis of class, gender, sexual orientation, ethnic origin, age, or disability are sufficient for them to be socially excluded.

Expertise within an anti-oppressive practice framework then, must be based on student reflexivity and self-knowledge; an understanding of the majority social systems and different groups and cultures; and the knowledge and commitment to challenge and confront issues on personal and structural levels.

Competences

The Degree Programme in Social Services incorporates nine distinct themes including both basic and professional studies which have an anti-oppressive theory and practice orientation at its foundation. This entails that themes and their generic competences must reflect the overall aims of empowerment, social change and partnership, as well as the multi-professional nature of a program in which both nursing and social services students study and work side by side. Consequently, ethical competence, network competence, reflective competence and globalisation competence are more emphasised and developed within the course of studies to reflect this professional orientation.

The table below outlines the programme's inherent themes as well as the corresponding study units to be included within these. It further demarks the generic competences which are accentuated.

Competence development process

The learning process in the Degree Programme in Social Services progresses through various 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 social work expertise in line with the degree programme objectives. The students' service competence lies in client-centred, evidence-based and innovative social work.

Description of the Degree Programme

The International Degree Programme for social welfare students constitutes a 3.5-year course of studies (210 CR.) towards a Bachelor of Social Services Degree. The manner in which it has been structured obligates the student to complete 60 credits in each of the first three years and 30 credits in the fourth year in order to fulfil the programme requirements. During year 1, the student will primarily study in the following three themes: Theme 1 – Supporting identities, Theme 2 – Investigating and Developing Social Welfare Work in Projects, and Theme 3 - Welfare States and Welfare Professions. These themes address skills and competences which are considered as foundational or basic to allow them to study and learn at a higher educational level, and introduce them to their professions.

Year 2 incorporates studies in the following themes: Theme 4 – Empowerment Tools for Client work and Care, and Theme 7 – Working Towards Social Inclusion with Clients. These themes are designed to initiate students into their professional and intensive studies providing them with a more in-depth understanding of their chosen field and giving them a choice in focusing their professional interest on specific client groups.

Year 3 continues with intensive studies in Theme 7 begun in the previous year while introducing studies in Theme 6 - Innovation and Expertise in Welfare Service Provision, Theme 8 – Working with Children and Youths, and Theme 9 – Leadership and Service Management in the Welfare State. It is during this year that competences in working with various client groups are expanded by placing them more firmly within the context of the welfare state while exploring innovative ways to improve the provision of welfare services.

Year 4 continues with studies in Themes 6 & 8 including the completion of their thesis work which represents the culmination of the Learning by Developing (LbD) approach that has guided their studies since the beginning. It also focuses on studies in Theme 5 – Ethical Problem Solving and Innovative Team Work which incorporate the final preparations for working life. The tables below (5.a, 5.b) represent a structured timetable of the programme over the 3.5 years of study as well as a breakdown of the themes into their constituent study units.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
109	SUPPORTING IDENTITIES				
00332	Identity Development and Life-Span	20			
00394	Client Work in Practice	10			
110	INVESTIGATING AND DEVELOPING SOCIAL WELFARE WORK IN PROJECTS				
00346	English in Social Services I	3			
00471	Research Methods		5		
00470	Basics of Research and Project Learning	7			
111	WELFARE STATES AND WELFARE PROFESSIONS				
00336	Social Welfare, Health and Legislation	5			
00338	Introduction to the Professions and Working Environments of Social Welfare	10			
112	EMPOWERMENT TOOLS FOR CLIENT WORK AND CARE				
00339	Empowerment in Multicultural Counselling		10		
00340	Creative Methods		10		
113	ETHICAL PROBLEM SOLVING AND PROFESSIONAL TEAM WORK				
00342	Ethical Problem Solving in Social Work Practice				5
00343	Professional Team Work			5	5
114	INNOVATION AND EXPERTISE IN WELFARE SERVICE PROVISION				
00344	Thesis				15
00345	English in Social Services II			2	
00468	Innovative Career Planning			3	
115	INTENSIVE STUDIES IN SOCIALLY INCLUSIVE CLIENT WORK				
00348	Anti-Oppressive Practice and Social Inclusion		15		
00349	Developing Anti-Oppressive Social Work in Projects			10	
00395	Professional Working Methods in Practice		15		
116	WORKING WITH CHILDREN AND YOUTHS				
00351	Early Childhood Education and Child Protection			15	
117	LEADERSHIP AND SERVICE MANAGEMENT IN THE WELFARE STATE				
00353	Leadership and Service Management			5	
00396	Leadership and Service innovation in Practice			20	
154	ELECTIVE STUDIES				
00026	Swedish in Social Services		5		
00305	Basic Finnish	5			
00310	Intermediate Finnish		5		
00352	Advanced Finnish				5
00521	Initial Test in Finnish	0			
		60	60	60	30

Annual themes and competences

Study		Extent	Competences
00332	Identity Development and Life-Span	20	Eettisen osaamisen kuvaus (H), Reflektio-osaamisen kuvaus (H)
00394	Client Work in Practice	10	Eettisen osaamisen kuvaus (H), Reflektio-osaamisen kuvaus (H)
00471	Research Methods	5	Verkosto-osaamisen kuvaus (H)
00470	Basics of Research and Project Learning	7	Verkosto-osaamisen kuvaus (H)
00336	Social Welfare, Health and Legislation	5	Eettisen osaamisen kuvaus (H)
00338	Introduction to the Professions and Working Environments of Social Welfare	10	Eettisen osaamisen kuvaus (H)
00339	Empowerment in Multicultural Counselling	10	Globalisaatio-osaamisen kuvaus (H), Reflektio-osaamisen kuvaus (H)
00340	Creative Methods	10	Globalisaatio-osaamisen kuvaus (H), Reflektio-osaamisen kuvaus (H)
00342	Ethical Problem Solving in Social Work Practice	5	Eettisen osaamisen kuvaus (O), Innovaatio-osaamisen kuvaus (H), Verkosto-osaamisen kuvaus (O)
00343	Professional Team Work	10	Eettisen osaamisen kuvaus (O), Innovaatio-osaamisen kuvaus (H), Verkosto-osaamisen kuvaus (O)
00344	Thesis	15	Innovaatio-osaamisen kuvaus (O)
00348	Anti-Oppressive Practice and Social Inclusion	15	Eettisen osaamisen kuvaus (O), Globalisaatio-osaamisen kuvaus (O), Reflektio-osaamisen kuvaus (O)
00349	Developing Anti-Oppressive Social Work in Projects	10	Eettisen osaamisen kuvaus (O), Globalisaatio-osaamisen kuvaus (O), Reflektio-osaamisen kuvaus (O)
00395	Professional Working Methods in Practice	15	Eettisen osaamisen kuvaus (O), Globalisaatio-osaamisen kuvaus (O), Reflektio-osaamisen kuvaus (O)
00351	Early Childhood Education and Child Protection	15	Verkosto-osaamisen kuvaus (O)
00353	Leadership and Service Management	10	Innovaatio-osaamisen kuvaus (O), Verkosto-osaamisen kuvaus (O)
00396	Leadership and Service innovation in Practice	20	Innovaatio-osaamisen kuvaus (O), Verkosto-osaamisen kuvaus (O)

H - Personal competence level

O - Organisational development level

Y - Social reform level

109 SUPPORTING IDENTITIES, 30 cr

Description:

The student becomes acculturated to the new learning environment and organisational structure of the University of Applied Sciences and learns to function self-sufficiently and with self-motivation within it. The student analyses factors that contribute to identity changes and development through the life-span of clients. The student evaluates the impact that ethnic heritage and race, gender role formation, spiritual belief, and special learning needs have on the identity formation of individuals, groups, and communities especially with regards to defining appropriate modes of moral and ethical conduct. S/he analyses her/his own identity from a contextual perspective. The student analyzes group processes and is able to reflect on her/his own role in this process. The student applies these concepts on identity formation for client well-being and group work methods to practical training in working life

The student will be able to:

- become integrated into the new learning environment of the University of Applied Sciences and work in a self-directed manner
- comprehend the significance of interaction in human development, especially in early childhood, adolescence and adulthood
- assess the clients' situation from the perspective of developmental psychology
- analyse factors such as race, ethnicity, gender, spiritual belief and special education needs and their impact on identity development and changes through life-span
- critically interrogate his or her values as a part of identity formation in order to challenge personal prejudices and stereotypes
- discover the connections between personal values and ethical conduct and socially accepted ways of being and behaving

Content:

Competence in this theme is derived from a student's ability to be self-reflective as to his/her own values and cultural background and their influence on identity development. It is also evidenced in his/her application of knowledge gained about human growth and identity development from early childhood to adulthood, accounting for factors such as race, ethnicity, gender and religious affiliation, in professional practice in work life projects and institutions. The introductory practice placement will further allow students to apply methods of group work with communities of clients.

00332 Identity Development and Life-Span, 20 cr

The student is able to:

- apply the tools of Learning by Developing to his/her studies
- assess the clients' situation from the perspective of life-span psychology
- understand the process of acculturation as a part of identity formation
- analyse factors such as race, ethnicity, gender, and spiritual belief and their impact on identity development and changes through life-span
- recognise and challenge personal values, prejudices and stereotypes with regard to race, ethnicity, gender and spirituality
- promote discussion about gender and gender roles and the effect on the identity development and the status of men and women in society
- examine the implications for practice in working with individuals and groups from divergent ethnic backgrounds and spiritual belief systems and begin to confront the effects of discrimination & racism have on marginalising certain ethnic groups
- recognise the special education needs of a human being and promote their learning possibilities
- perform basic first aid and comprehend the basics of medication and its administration
- analyse the basic concepts of group work and group dynamics including the significance of group rules and norms
- learn active listening skills and the use of questioning techniques as a means of communication in the group
- analyse his/her interaction style, own actions and their consequences for group work
- critically reflect on the role of group work for peer support and identity formation

Contents of the study unit:

- Step in studies (1.5 CR.)
- Learning plan/ Personal learning contract (HOPS)

- Life-span theories
- Theories of identity formation and transition (e.g. Erikson, Mahler, Breakwell)
- Principles of special education, theory of integration and inclusion and definitions of some special disabilities
- First Aid and Medication
- Race and Ethnic studies
- Gender studies
- Religious studies
- Group work
- Acculturation

Study unit description:

Competence emerging from the study unit is realised in the student's ability to plan their studies independently according to the LbD model and guided by the curriculum as well as being able to use different learning tools necessary for studies at the University of Applied Sciences. S/he can also analyse a clients' identity development and to recognise how social and cultural factors, such as parenting and differences in ethnic background contribute to identity formation and the adoption of distinct ethical and moral codes. S/he will furthermore critically interrogate the social construction of his/her own identity in order to challenge hidden stereotypes and to be able to distinguish one's own needs from those of the clients. Competence is also evidenced by the acquisition of skills in group work and group processes.

00394 Client Work in Practice, 10 cr

The student is able to:

- gain practical experience of working with different clients and identify their needs and resources
- integrate the fundamental ethical, theoretical and practical bases of the profession to inform their own values and professional development
- assess client needs and resources accounting for factors such as gender, ethnic origin, age or disability
- reflect on how the situation of the client is affected by their cultural and social environment and its institutional structures
- discover ethical and legal issues which characterise social work on placement
- learn to communicate effectively within a multi-professional work team
- evaluate his/her own learning and work while on practice placement as well as his/her professional development

Contents of the study unit:

Introductory practice placement (6 weeks)

- Learning diary

Assessment of personal objectives

Analysis of client needs

Evaluation of communication skills

Evaluation of ethical issues

Practice Supervisor Evaluation

Study unit description:

The student displays competence by working self-reflectively and independently as part of a work team. The student further demonstrates an ability to establish contact with clients and seeks to address their various needs by working in a client-centred and empowering manner. S/he is also able to chronicle and evaluate his/her learning and professional growth on placement by keeping a learning log and completing a number of developmental written tasks.

Previous studies:

None.

110 INVESTIGATING AND DEVELOPING SOCIAL WELFARE WORK IN PROJECTS, 15 cr

Description:

Students become familiar with higher education and its various learning environments. Competence is based on the student's commitment to planning, implementing and evaluating his/her own learning. The Learning by Developing

(LbD) pedagogical model is used to direct the student's path to competence and professional growth. In addition, students will gain expertise in utilizing research-centred learning approaches. Service expertise is closely linked to knowledge and recognition of client relationships.

The student will be able to:

- Learning by Developing: tools of LbD such as the personal study plan, project plans, networks, libraries
- plan, implement and evaluate his/her learning process and competence
- apply the tools of Learning by Developing to his/her studies
- apply research and development work methods to development initiatives and projects
- find information and evaluate it critically
- recognise phenomena related to client relationships and service expertise

Content:

The theme is based on developing skills in investigative thinking, investigative action and problem-solving. The most important characteristic is an ethical and critical approach to work. The theme looks closely at development processes, information gathering and data analysis. The study units give the basic tools for working in projects and act as a foundation for later research method studies specific to each field of study.

00346 English in Social Services I, 3 cr

The student is able to:

- communicate in English in his/her work community and in a multicultural environment
- 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
- professional communication in working life situations
- academic reading and writing

Contents of the study unit:

- oral and written professional communication
- most important social work 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 active learner who can use different communication methods. The framework for competence development is formed by organisations that use Finnish and English as their working languages.

Previous studies:

None.

00471 Research Methods, 5 cr

The student is able to:

- identify the differences between qualitative and quantitative approaches
- acquire information necessary for the research process critically from various sources
- use various methods of data gathering and analysis
- read and report on research data and findings
- apply the skills acquired on the course to research and development projects

Contents of the study unit:

- Qualitative research methods
- Quantitative research methods
- Statistical methods

Study unit description:

The students demonstrate competence by comprehending and distinguishing different qualitative and quantitative research methodologies. S/he further becomes capable in using statistical methods in analyzing quantitative and

qualitative data

Previous studies:

470 Basics of research and Project learning

00470 Basics of Research and Project Learning, 7 cr

The student is able to:

- use the University of Applied Science's learning environment as part of his/her own professional development
- interpret the principles of Learning by Developing (LbD)
- apply the tools of Learning by Developing by working in a self-directed manner
- plan his/her learning process by constructing personal study plans and a competence-based portfolio
- recognise philosophical and ethical concepts related to research
- identify the nature and the basic elements of research and begin to apply investigative approaches in his/her own field
- develop his/her critical thinking

Contents of the study unit:

- Research and Development Process and Methods
- Learning Strategies and LbD
- Virtual learning environment and OPTIMA
- Personal Study plan (HOPS)

Study unit description:

The student demonstrates competence by developing skills in investigative thinking, investigative action and problem-solving. The most important characteristic is an ethical and critical approach to work. Competence is further gained through the student's acquisition of development processes and practices in information gathering, data analysis, investigative writing and reporting. The study unit gives the basic tools for studying at the University of Applied Science's and initiates the student to the various learning environments designed to foster her/his own learning and professional growth. Exploring expertise of working in projects in accordance with the LbD pedagogical model acts as a foundation for later research method studies.

Previous studies:

None.

111 WELFARE STATES AND WELFARE PROFESSIONS, 20 cr

Description:

The student reflects upon the historical and philosophical foundations of welfare and welfare provision from a national and global perspective and applies this to an understanding of wider societal changes. The student also begins to internalise the fundamental ethical, legal, and theoretical bases of their profession. The theme includes an overview of the historical development of the welfare state and health and welfare services. It looks at relevant legislation in the fields of social welfare and discusses the ethical and theoretical foundations which inform good social work practice.

The student will be able to:

- Know and critically compare different systems of welfare provision from a philosophical, social, political and economic perspective
- Reflect on the theoretical and ethical foundations of the professions of Social Welfare

Content:

Competence in this theme is demonstrated by the student's knowledge of different systems of welfare provision including their philosophical, social, political and economic foundations. The student is further able to reflect on relevant legislation in the field of social welfare and uses this as a guide for their professional actions.

00336 Social Welfare, Health and Legislation, 5 cr

The student is able to:

- reflect upon comparative models of welfare provision in Europe and abroad
- explain the history of social policy development and its future challenges, as well as the structure of Finnish social policy and its impact upon the nature and organisation of welfare professions.
- recognise how social security and social welfare legislation in Finland relates to the structure of the working environments in social service p
- recognise the challenge to develop social service provision to meet the changing needs of different client groups
- know the basic concepts of economics, and the policies of financing of welfare states and reflect on the relationships between economics, social policy and welfare

Contents of the study unit:

- Philosophy of Welfare and Welfare states
- History and future challenges for welfare provision in Finland
- Finnish social security and social welfare legislation
- Welfare economics

Study unit description:

Competence is inherent in the student being able to critically analyse competing philosophies and models of welfare provision drawing on knowledge gained from examining the nature of welfare states from both a national and a global perspective. The student is further able to connect an understanding of social security and health and social welfare legislation to the practical manifestation of social welfare work in working life organisations and institutions. By becoming competent in the national languages of Finland, students also enhance their future employment opportunities, their capacities to interact with a wider client base, and their personal & professional development.

Previous studies:

None.

00338 Introduction to the Professions and Working Environments of Social Welfare, 10 cr

The student is able to:

- reflect upon the nature and professional development of social work
 - integrate the fundamental ethical, theoretical and practical bases of the profession to inform their own values and personal development.
- acquire knowledge of the theoretical foundations of social work and their related service environments
- know the value-base and ethical principles of social work
 - recognise the role socio-cultural and structural factors play in determining the opportunities and life chances of clients

Contents of the study unit:

- Foundations of social work theory and practice
- Ethical foundations and principles of Social Work
- Professional Codes of Ethics in Social Work

Study unit description:

Competence gained in this study unit is reflected in a student's understanding and integration of the philosophies, ethical principles and practical orientations of the profession of social work. It is further evidenced by the student's critical evaluation of the impact of external social forces on the personal life worlds of social service clients.

Previous studies:

None.

112 EMPOWERMENT TOOLS FOR CLIENT WORK AND CARE, 25 cr

Description:

The student reflects on the meaning of client empowerment and connects its significance to social welfare theories

of multicultural social work which espouse an anti-oppressive and anti-discriminatory approach to engaging clients. The student further internalises theories on interaction processes, as well as the basics of interpersonal and intercultural communication begins to apply these in practice workshops. In addition, s/he will gain experience of different creative methods and learn new ways of applying them in the practical fields of social work

The student will be able to:

- learn an empowering approach to work with clients
- apply the basic theories and skills of multicultural counselling and client consultation in practical situations.
- gain skills in applying creative social work methods such as social drama, music therapy, media, and arts & crafts for client work practice
- learn methods and skills in building multi-professional networks and work in a cooperative manner

Content:

Student competence in this theme is illustrated by an acquaintance with an empowering, non-oppressive approach to client work as well as in the application of the basic theories and skills of multicultural counselling and consultation in practical situations. It is further manifested in their participation in sessions of creative social work methods such as social drama, music therapy, media, and arts & crafts from which they acquire innovative tools for client work practice.

00339 Empowerment in Multicultural Counselling, 10 cr

The student is able to:

- analyse the meaning of client empowerment in connection to anti-oppressive and anti-discriminatory approaches to client counseling.
- evaluate the impact of cultural difference on the counselling relationship
- build an empowering alliance with the client, by analysing situations from the client's viewpoint
- use basic and advanced counselling skills
- advocate a counselling approach which examines the structural influences on a client's life

Contents of the study unit:

How do concepts of empowerment apply to counseling?

How do we communicate across cultures?

Why is it necessary to develop culturally sensitive counseling approaches?

What are the specific skills required for good counseling?

Study unit description:

This study unit develops a student's competence in building an empowering relationship with a client. S/he gains client-centred counselling skills and consultation methods. This is based on an active understanding of interpersonal and intercultural communication and interviewing strategies as well as the promotion of a more anti-oppressive and egalitarian counseling approach.

Previous studies:

Identity Formation 5 CR. and Identity Development 10 CR.

00340 Creative Methods, 10 cr

The student is able to:

- strengthen his/her self-confidence and identity by using creative methods
- gain experience of different creative methods and learn new ways of applying them to the practical field of social work
- apply creative methods as active-based methods with a variety of clients
- use creative methods to support interaction, learning processes and expression in client work

Contents of the study unit:

- Music (basic theory and practise of music therapy, using music therapeutically with different clients, exercises, singing, improvising, listening)
- Arts & Crafts, (basic theory of methods and materials of arts & crafts, planning the arts and crafts sessions, working with clients in arts and crafts projects)
- Physical education (basic theories in sport sciences (sociology, pedagogy, physiology, psychology etc.), planning and implementing physical education sessions with different client groups)
- Social drama (basic social drama exercises/techniques, using social drama as a working method in work with client groups)

Study unit description:

The core competence in the study unit is the internalization by the student of creative methods with their theoretical framework and didactic foundation and their practical implementation in the field of social work.

Previous studies:

None.

113 ETHICAL PROBLEM SOLVING AND PROFESSIONAL TEAM WORK, 10 cr**Description:**

The student deepens his or her ethical competence through a reflective commitment to professional values and through developing an understanding of ethical problems from a societal and global perspective. She/he develops her/his ability to critically discuss ethical issues and act as an advocate for clients. She/he learns how to work in multidisciplinary teams in a goal-oriented and innovative manner

The student will be able to:

- apply ethical reflection and problem solving skills to professional social work
- critically compare professional ethical codes for social work from an international perspective
- work innovatively as a member of a work team or community

Content:

The theme broadens the student's ethical and innovative competence. The student's understanding of ethical issues grows beyond knowing ethical codes and values towards understanding the complexity of ethical problems and commitment to reflected professional values in ethical decision-making. The student gains further competence to act as a proactive member of a team and work community.

00342 Ethical Problem Solving in Social Work Practice, 5 cr**The student is able to:**

- recognise clients' needs, rights and obligations embedded in the different situations
- reflect on the relationship between own values and the ethical values of social work and nursing in the dialogue with others
- analyse the ethical conflict from the perspective of each part, by recognising everyone's needs and rights
- apply various ethical approaches and theories in actual ethical problem-solving
- analyse ethical problems from the perspective of the community and society
- discusses the relationship between law and ethics
- argue for social and societal changes in order to improve the position of oppressed groups
- develop debating and negotiation skills in order to implement ethical actions
- raise critical discussion on ethical issues in class or in the community
- present methods and skills in building multi-professional networks and develop his/her professional expertise in a cooperative manner

Contents of the study unit:

- Relevant moral and ethical theories in social work
- Ethical codes and values in social work
- Social justice as a moral and ethical concept
- Distributive and procedural justice

- Common ethical problems and conflicts in social work
- Global ethical problems
- Actual ethical problem-solving and decision-making
- Actual ethical problem-solving exercises (argumentation, role-playing)

Study unit description:

The student's competence is based on his/her commitment to the values of social work. It is further realised in how s/he comprehends and applies relevant ethical principles and laws, as well as various ethical approaches in ethical problem-solving. Competence is illustrated by an ability to recognise multifaceted ethical problems, analysing them from various viewpoints and giving well-grounded arguments for one's own choices in ethical problem-solving. In the analysis of ethical problems, personal and community interpretations are juxtaposed with societal and global ones and a student's skills of critical analysis are emphasised. Further competence is demonstrated by the student's engagement in bringing discussions on values and ethical issues to their work and social communities.

Previous studies:

Themes: 109 Supporting Identities, 111 Welfare States and Welfare Professions and 112 Empowerment Tools for Client Work and Care.

00343 Professional Team Work, 10 cr

The student is able to:

- stimulate team members to engage in dialogue
- give constructive feedback to team members
- use various idea generating methods
- establish collaborative goals for the team
- motivate team members to achieve the joint goals of the team
- act in cooperation and critically defend professional knowledge in multi-professional working groups and networks
- analyse team work and functioning
- quality assessment and monitoring in organisations
- produce knowledge for an organisation and construct a plan for undertaking an innovation
- appreciate the benefits of work counselling

Contents of the study unit:

- Professional cooperation
- Dialogic methods as tools for team development
- Phases of team development
- generating ideas in teams
- Leading a team (especially enhancing motivation)
- Shared expertise and modelling knowledge
- Analysis of organisation processes and benchmarking
- Work counselling

Study unit description:

Emerging competence is illustrated in student skills of acting as proactive team members and in their ability to lead development actions of a team in a goal-oriented and innovative way. Central to this competence are active interaction and leading skills, application of various brain-storming and innovation methods, analysing team actions and goals, and modelling the expertise and processes within an organisation. Competence is concretised as guiding and leading the process that aims to develop an idea into an innovation. The viewpoint is to consider a team as a method of development work. The study unit can be best implemented as a part of a real development project (i.e. thesis).

Previous studies:

Themes 109 Supporting Identities, 111 Welfare States and Welfare Professions and 112 Empowerment Tools for Client Work and Care

114 INNOVATION AND EXPERTISE IN WELFARE SERVICE PROVISION, 20 cr

Description:

The objective of the theme's content is to deepen the student's service competence and to develop new problem-solving and operating models. The student becomes familiar with welfare cluster thinking and innovations in the welfare sector. The theme also increases methodological service expertise and exposes the student to innovative action models for his/her career development in the nursing/social welfare sector. The thesis work represents a culmination of the students' professional learning and growth.

The student will be able to:

- participate in developmental projects, applying the methods of Learning by Development and R&D, as well as producing new competence and innovations
- develop work in the field and his/her own competence through critical evaluation and by generating new information as a welfare expert
- develop tools for career planning and be capable of identifying, valuing and marketing those competences which they consider to be important for their future careers.

Content:

The theme encapsulates the student's professional expertise as evidenced by the thesis process and allows for a final preparation for working life with an emphasis on innovation and creativity as two important cornerstones for future work development.

00344 Thesis, 15 cr

The student is able to:

- describe development objectives from the perspectives of the labour market and regional development
- participate in development projects, applying the methods of Learning by Development and R&D, as well as producing new competence and innovations
- develop work in the field and his/her own competence through critical evaluation and by generating new information as a welfare expert
- participate in a partnership network
- work effectively in a team and act as an opinion leader in a community of experts
- evaluate his/her 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
- complete the maturity test

Contents of the study unit:

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- designing a thesis
- thesis plan
- applying methods to projects
- working in a shared expertise group
- network leadership and development
- generating new data and sharing results
- publishing a thesis
- maturity test

Study unit description:

The study unit concentrates on the students' activities in work development projects, where they investigate, develop and generate new data. They also learn to recognise and evaluate achieved competence. The study unit starts by the student joining a development project where he/she can progress according to the thesis plan and fulfil his/her personal study plan.

The study unit forms an objective-oriented development project, where the competence gained is that of a developer using investigative research methods. The object of competence development is determined for each cluster by Laurea's research and development policy. The study unit results in the student publishing a thesis and completing a maturity test.

00345 English in Social Services II, 2 cr

The student is able to:

- construct thoughts and ideas in a relevant and logical manner
- apply guidelines in academic reading and writing
- prepare a comprehensive academic research text

Contents of the study unit:

Academic writing in connection with the writing process of a Bachelor Thesis

The requirements for a maturity test.

Study unit description:

The study unit involves the completion of a maturity test, in which the student must demonstrate mastery of the subject and good language skills.

Previous studies:

English I (3 Cr.)

00468 Innovative Career Planning, 3 cr**The student is able to:**

- recognise their own potential as a part of an operating environment which uses an investigative, innovative approach
- promote innovative and creative approaches to work
- make ethical arguments related to social and global changes in working life – and their effects on employment
- use appropriate research and development methods for generating new data in developing expertise for their careers.
- interact with Finnish working life within the social welfare sector and understand the range of services it offers
- investigate their own choices, values, and career history in order to better map their career path.
- develop tools for career planning and be capable of identifying, valueing and marketing those competences which they consider to be important for their future careers.
- estimate their employment opportunities in today's labour market and in future working life and apply this knowledge in their career planning.

Contents of the study unit:

- The Finnish labour market, Trade Unions, creating a personal career path, writing a job application and CV
- Marketing my competencies and personal networking
- Life choices and career planning
- Flexible careers and life-long learning
- Alternative ways to enter the labour market
- Entrepreneurship

Study unit description:

The student demonstrates competence by deepening their understanding of working life within the social welfare sector. S/he will further create innovative action models for his/her career development in this sector. The student becomes familiar with different aspects of working life and the issues which will impact on his/her career. The study unit will consist of study workshops and learning in the Optima web-based environment. Studies will include: guest lectures and cooperation with representatives from working life, writing self-assessment assignments, career plan drafting, group-works and discussions in class and in the Optima environment.

115 INTENSIVE STUDIES IN SOCIALLY INCLUSIVE CLIENT WORK, 40 cr**Description:**

The student learns to identify the particular needs of different client groups such as elderly people, ethnic minorities, persons with mental health or substance misuse problems and those experiencing crisis situations in their lives. In so doing s/he examines the phenomenon of social exclusion by which such client groups often end up on society's fringes and critically analyses the role that social welfare institutions play in this process. The student then connects the theoretical framework of anti-oppressive and anti-discriminatory practices with specific attitudes and skills in

working towards the social inclusion and reintegration of these service users. During the intensive studies, the student deepens his/her professional expertise by developing a more comprehensive understanding of the nature of services available to elderly people, ethnic minorities and persons with mental health or substance misuse problems. The student will further be able to use Information and communication technology (ICT) and creative methods as in-depth tools in client work. In addition, a connected practice placement allows them the opportunity to implement and apply innovative working methods tailored to support those client groups which students themselves select to develop their professional expertise.

The student will be able to:

- apply Anti-oppressive theory and practice in working with socially excluded clients

Content:

The student demonstrates competence in being able to assess the social situation of elderly people, ethnic minorities and persons with mental health or substance misuse problems from both micro (individual & psychological) and macro (structural & institutional) perspectives. This implies becoming critically reflective of the foundations of one's own practice and supporting the principles of empowerment, networking and social change which are embedded in anti-oppressive theories of social work practice. Competence is further displayed by students learning and applying specific skills in working with the aforementioned client groups to effect their social inclusion by participating in cooperative projects with work life. Deepening studies linked with practice training will enable students to develop working life by offering innovative and alternative ways of engaging in social work with frequently marginalised client groups.

00348 Anti-Oppressive Practice and Social Inclusion, 15 cr

The student is able to:

- study the effects of factors such as age, ethnicity, mental incapacity and addiction have on creating social divisions in society and their associate structural inequalities, as well as the manner in which these effect individual clients and groups
- reflect on the role power imbalances and oppression play in the process of social exclusion
- identify that different client groups such as elderly people, ethnic minorities, persons with mental health or substance misuse problems, and those in crisis situations have particular needs which necessitate specific, personally and culturally sensitive working methods
- support the political nature of reflective social work practice if it aims to challenge racism and ageism as well as other forms of discrimination which result in socially excluding certain individuals or groups from becoming fully participating members of society
- internalise the theoretical framework of anti-oppressive social work practice including its key foundations of empowerment, client partnership, networking, and social change
- analyse Finnish legislation which relates to entitlements/services for different client groups including immigrants, elderly people and persons with substance misuse problems
- gain relevant attitudes and skills required for client-centred elderly care work, crisis work, and multicultural social work
- apply ICT expertise as a working tool with socially excluded client groups

Contents of the study unit:

- Anti-oppressive & anti-discriminatory practice
- Foundations of elderly care work (social gerontology)
- Foundations of crisis work
- Foundations of multicultural social work with ethnic minorities
- Foundations of work with persons with substance misuse problems
- Foundations of mental health work

Study unit description:

Competence is gained by the student in becoming familiar with and internalising the foundations of anti-oppressive social work practice and its application to work with different client groups. Inherent in this is a proficiency in the basics of elderly care work, crisis work, and multicultural social work established on the goals of client empowerment, partnership and facilitating social change.

Previous studies:

Themes 109-112

00349 Developing Anti-Oppressive Social Work in Projects, 10 cr

The student is able to:

- make critically informed choices as to which types of client work to focus on in greater depth in order to develop their professional growth
- construct independently, a more comprehensive picture of the nature of services, service provision, professional networks and organisations currently engaged in work with elderly people, ethnic minorities and persons with mental health or substance misuse problems.
- work in an empowering, client-centred fashion with these groups of clients by cooperating with projects or practice placements in working life.
- connect those attitudes and skills required for client-centred elderly care work, crisis work, mental health work and multicultural social work with their own working style
- apply creative methods in empowering ways designed to prevent the social exclusion of clients

Contents of the study unit:

- Intensive studies in: (choice of two linked to project work and practice placement II)
- Elderly care
- Crisis work
- Multicultural social work
- Work with persons with substance misuse problems
- Mental health work
- Creative methods 3 CR. for each intensive (students choose appropriate type of creative method)

Study unit description:

A student demonstrates competence by acquiring an in-depth understanding and practical proficiency in working with different client groups towards social inclusion based on anti-oppressive practice principles. S/he makes independent choices to develop his/her professional competence and critically interrogates her own working style in an ongoing dialectic with current social work theory

Previous studies:

Themes 109 -112

00395 Professional Working Methods in Practice, 15 cr

The student is able to:

- gain experience of the globalized context of social work practice, and develop a responsible approach to participating in a working community
 - evaluate and critically discuss his or her professional work in relation to social and global development, and his or her professional growth;
critically assess working methods & attitudes in working life by comparing them to anti-oppressive principles on empowering client care
 - evaluate the role social welfare institutions play in socially excluding clients on the basis of race, age, gender, and mental disability
 - work in an empowering manner which seeks to reduce power imbalances on a personal level between workers and clients and tries to involve service users more in their own welfare
- complete a systematic and critical evaluation of working methods in a given work place environment.

Contents of the study unit:

- 10 week practice placement

Study unit description:

Competence is evidenced in a student's ability to work with different client groups, and in multi-professional work communities in a self-motivated and independent manner. S/he critically reflects on his/her own working style and professional growth with reference to anti-oppressive practice principles and ethical considerations. S/he further displays competence in being able to assess and evaluate the nature of service provision offered by the practice

institution and by suggesting innovative and alternative ways of working.

Previous studies:

394 Client Work in Practice

116 WORKING WITH CHILDREN AND YOUTHS, 20 cr

Description:

The student is able to strengthen the well-being of children and adolescents. The student is able to educate and promote the well-being and empowerment of children and young people.

The student will be able to:

- realise the meaning and develop a deep understanding of development and growth processes of human beings in childhood and adolescence
- develop skills in supporting the growth processes of children and adolescents
- familiarise themselves with the various theories and viewpoints in early childhood education and child protection
- understand multi-professional co-operation in early childhood education and in youth work as well as in child protection

Content:

The theme consists of early childhood education, special education and child protection. The core competencies are child- and family-centred work methods as well as multi-professional work in communities and society at large.

00351 Early Childhood Education and Child Protection, 15 cr

The student is able to:

- develop competence in the practise of early childhood education and child protection
- assess a child's development, learning needs and growth
- draft the contents of early childhood education in a professional manner
- recognise the special needs in early childhood education, and adolescence
- compare the nature of child protection in Finnish social work to other European countries
- support different client groups with multi-faceted client work methods

Contents of the study unit:

- The early childhood education system and legislation in Finland
- The development and growth of a child
- The child-centred theories and viewpoints of learning and playing in early childhood education
- The contents of the early childhood education In Finland
- The special needs in early childhood education and youth
- Children's rights
- History, legislation and structure of child protection in Finland
- Social work methods
- Work development methods
- Youth culture and social work with young people

Study unit description:

The core competencies in early childhood education are the theoretical framework of the early childhood education and the central ideas of the child growth and the child-centred way of thinking as well as interaction with a variety of different children and the implementation of pedagogical activities using a variety of methods. The core competencies in child protection are a child - and youth-centred way of working with the clients, the various approaches to work with children and youths, an understanding of the social marginalisation of young people, and methods of social welfare work and work development.

Previous studies:

Themes 109-112

117 LEADERSHIP AND SERVICE MANAGEMENT IN THE WELFARE STATE, 30 cr

Description:

The objective for the content of the theme is to deepen innovative and network competence in the development of expertise. Client-centred planning, implementation and evaluation of the nursing are carried out in various learning and operating environments. Students can deepen their expertise in nursing by reflecting on and critically evaluating their approaches, methodologies and activities when working with individuals, families or communities. A developmental project is used to improve students' innovation, creativity and the generation of new knowledge. The competence emerging from the study unit is manifested in argumentation, negotiation and leadership skills.

The student will be able to:

- deepen their expertise in nursing in accordance with their personal study plan, while aligning their professional decision-making, work, leadership and development with philosophical and scientific principles and knowledge produced in other fields that support the nursing/social services sector
- find solutions and alternatives for developing the nursing/social service sector
- make ethical arguments related to social and global changes – and their effects – in development projects
- create networks and participate actively in them
- generate new knowledge for developing the labour market
- produce innovative operating models for the nursing/social service sector

00353 Leadership and Service Management, 10 cr**The student is able to:**

- recognise the elements of good leadership and their connection to social work best practices
- internalize work legislation and collective labour agreements
- develop competence in accordance with the organisation's HR strategy (equal opportunities policy)
- develop their own and the work community's occupational health and welfare in various ways
- assess the predominant culture and values of an organisation (diversity and openness)
- recognise their own strengths as entrepreneurs
- recognise the potential for clients of an operating environment which uses an investigative, innovative approach
- create a realistic, client-oriented, profitable business plan
- know how to start a business and the special characteristics of entrepreneurship in social services
- learn appropriate professional terminology used in working life in Finland
- communicate in Finnish on the topics of their field of expertise using various channels

Contents of the study unit:

- management and leadership / Diversity Management
- organisational culture and values
- interaction and emotional intelligence in management communications
- labour legislation and managing contract issues
- professional language and terminology in Social Services
- occupational health & welfare and its development
- business ideas and business plans

Study unit description:

Having completed the study unit, students are able to evaluate and apply theories and practices, particularly those of social service and health care management and service development. They are also aware of the most important components in labour legislation and can participate actively in various kinds of networks, taking into account the needs of different client groups. The study unit is completed through project cooperation with representatives from the labour market. The students who have Finnish as their language of elementary and upper secondary education and those foreign students seeking professional careers in social work in Finland develop a functional ability in professional Finnish.

Previous studies:

Themes 109-112, 115

00396 Leadership and Service innovation in Practice, 20 cr

The student is able to:

- promote anti-oppressive, environmental and human rights based values and practices in welfare organisations
- gain experience and assess leadership and organisational dynamics in the workplace environment.
- contribute to the innovative development of a social service organisation.
- take active responsibility for developing an innovative self-managed project during the placement period.
- actively participate in building and utilizing networks with various welfare service providers.

Contents of the study unit:

- 14 week practice placement

Study unit description:

Students learn to innovatively develop social work communities. They are able to occupy managerial positions in various social service organisations in the public, private and third sectors, and have internalised the principles of an investigative and developmental approach towards developing the work community

Previous studies:

Study Units: 394 Client Work in Practice & 395 Professional Working Methods in Practice

154 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.

Students learn to analyse and develop their leadership competence and to work as experts. Also students learn to manage work groups and networks in line with a strategy. They can build and develop competences and skills with a basis in applied research and development. They will recognise business opportunities in a business operating environment. They will be able to create a business model suitable for the business idea and to set up a business. They can design innovative products and/or services and commercialise them.

The student will be able to:

- ethically and productively manage work communities and networks
- manage and develop competence
- evaluate, lead and develop teamwork
- promote creativity in a work community
- manage and develop multicultural work-related communication
- act as developers in data network implementation, processes and management
- responsibly develop their data network competence in diverse operating environments
- determine the performance and service level requirements for a data network
- describe the operation and network structures of a system
- understand the cultural impact in marketing
- assess their own possibilities to become an entrepreneur
- analyse the opportunities in the business operating environment

Content:

The electives are common course pool offered in the degree programme. Students are free to choose any offered courses to compensate their elective credits required during degree programme. Students use elective studies to deepen and broaden their competence in professional and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Learning process:

The learning process is based on Laurea's learning model - Learning by Developing(LbD), action and applied research methods. Laurea's common elective course pool have variety of offering to align the content of students' studies.

00026 Swedish in Social Services, 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
- key concepts in social welfare, health care and physiotherapy terminology
- job application, 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.

00305 Basic Finnish, 5 cr**The student is able to:**

- learn the main principles of the Finnish language
- understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

- everyday situations (e.g. requesting and giving information, travelling by public transport, using a post office)
- discussions about everyday subjects (oneself, family, living conditions, etc.)
- basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to the Finnish language. Students will reach level A1 in accordance with the Common European Framework.

00310 Intermediate Finnish, 5 cr**The student is able to:**

- communicate in simple situations and routine tasks
- write simple texts
- understand the main points in messages and Finnish speech at normal speed about familiar subjects.

Contents of the study unit:

- everyday life, work, studying, daily and weekly routines
- everyday situations (shopping for food & clothes, going to a restaurant, etc.)
- grammar (e.g. past tense, local cases, question words, words describing time)

Study unit description:

Students will deepen their knowledge of the basics of the Finnish language and culture in order to reach level A2 in accordance with the Common European Framework.

00352 Advanced Finnish, 5 cr**The student is able to:**

- communicate in more formal situations
- develop her/his Finnish skills for work-related purposes

Contents of the study unit:

- vocabulary relating to studying and working life
- grammar (all tenses, adjective comparison etc.)

Study unit description:

The course will develop the students' Finnish language skills for professional purposes in order to reach level B1 according to the Common European Framework.

Previous studies:

The course mainly concentrates on developing communication skills (speaking and understanding Finnish). Grading is based on an oral exam, a written exam, and attendance and activeness during teaching.

00521 Initial Test in Finnish, 0 cr