

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Health Promotion, Family Health Care, in English (Laurea Otaniemi, sote), SYG307SJ

Operating environment

Laurea's learning environment facilitates competence development for learners, organisations, regions 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 work and acts as an interaction mechanism for the innovation environment's value network. The learning environment utilises 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.

Expertise

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. It emphasises critical analysis of one's own principles, starting points and consequences. Reflection is a liberating process that combines the universal element of consciousness with individual emotion through will. Will is embodied as both coming from within and being expressed externally through a specific content. Questioning previous competence provides new meanings and renews competence. Reflection consists of critically analysing the principles, bases and consequences of one's own actions. Reflection of earlier experiences means awarding deep thought or meanings to past events. Development is possible when new meanings are produced that are strong enough to change competence. The more advanced meaning-producing perspectives can process a broader range of experiences, differentiate between types of experiences, stay open to other perspectives and accumulate all our experiences. In the thought process, reflection progresses from an unquestioning attitude in practice to critical reflection on causes. In reflection, simple routine actions become conscious second-grade activity. In consciousness, tacit knowledge and the knowledge for which we aim complement each other verbally and/or as abstract concepts and in the connection formed between them. In critical reflection, an individual's whole meaning-producing perspective changes, transforming learned matters into action. Critical reflection implies a relationship with communities, concepts and theories.

Description of the Degree Programme

The aim of the Master's Degree is to produce new information and deepen one's professional competencies. The programme focuses on health promotion. The knowledge enhances ontological, epistemological and methodological aspects of health promotion, family nursing and family work. The contents of education focus on theoretical and methodological knowing in health promotion, innovative leadership, family nursing and family work integrated into research and development project. The student will systematically investigate his/her competences related health promotion and it's methods, leadership and theoretical approaches in family nursing and family work. The expertise in health promotion and in innovative multi-professional cooperation methods are deepened at regional, national and international level. Health Programmes will be implemented and evaluated through the research and development. Also students' competences in promoting the welfare and health of families, competences in innovative leadership and competences in research and development will be deepened during the education. Gaining the competence is based on Learning by developing method (LbD). The Curriculum focuses on core competences: ethical competence, globalisation competence, innovative competence, reflective competence, network competence.

		1. year	2. year
OP	STUDIES		
184	HEALTH PROMOTION AND FAMILY NURSING		
00621	Health strategies and models	5	
00622	Virtual wellbeing services	5	
00623	Scientific approaches in family nursing	5	
00624	Ethics in health promotion and family nursing	5	
185	INNOVATIVE LEADERSHIP		
00625	Empowering and participative leadership	10	
00626	Innovations in Health Promotion		10
00627	Future oriented tools for quality and leadership		5
187	RESEARCH AND DEVELOPMENT METHODS		
00629	Action research in LbD-model		5
00630	Methods in new learning environment		5
00631	Ethics in Research and development process		5
107	THESIS		
00633	Thesis		30
154	ELECTIVE STUDIES		
00669	English for managers and professionals		5
		0	0

Annual themes and competences

Study		Extent	Competences
00621	Health strategies and models	5	Eettisen osaamisen kuvaus (Y)
00622	Virtual wellbeing services	5	Eettisen osaamisen kuvaus (Y)
00623	Scientific approaches in family nursing	5	Eettisen osaamisen kuvaus (Y)
00624	Ethics in health promotion and family nursing	5	Eettisen osaamisen kuvaus (Y)
00625	Empowering and participative leadership	10	Verkosto-osaamisen kuvaus (Y)
00626	Innovations in Health Promotion	10	Verkosto-osaamisen kuvaus (Y)
00627	Future oriented tools for quality and leadership	5	Verkosto-osaamisen kuvaus (Y)
00629	Action research in LbD-model	5	Verkosto-osaamisen kuvaus (Y)
00630	Methods in new learning environment	5	Verkosto-osaamisen kuvaus (Y)
00631	Ethics in Research and development process	5	Eettisen osaamisen kuvaus (Y)
00633	Thesis	30	Globalisaatio-osaamisen kuvaus (Y)

H - Personal competence level

O - Organisational development level

Y - Social reform level

184 HEALTH PROMOTION AND FAMILY NURSING, 0 cr

Description:

Ethical competence level 2-3

The student deepens her/his competencies in investigating ethical and scientific approaches and knowledge in health promotion and family nursing. The student grasps the meaning of health impact assessment to support health of families.

00621 Health strategies and models, 5 cr

The student is able to:

Objectives

The student will be able to analyze health strategies and models in promotion. The student grasps the meaning of health impact and effectiveness in health care and social services

00622 Virtual wellbeing services, 5 cr

The student is able to:

Objectives

The student is able to develop new virtual wellbeing services. The student will internalize deep understanding of media and communication processes and environments.

Contents of the study unit:

Virtual e-services

Professional media communication, processes and environments

00623 Scientific approaches in family nursing, 5 cr

The student is able to:

The student internalize and is able to analyze scientific approaches in family nursing and family work.

Contents of the study unit:

Scientific approaches in family nursing and family work. Case study in family nursing and family work

00624 Ethics in health promotion and family nursing, 5 cr

The student is able to:

Objective

The student will deepen his/her ethical thinking and reflection in ethical issues.

Contents of the study unit:

Contents

Ethical and moral questions in family work and family nursing (4 cr)

Ethical reflection

185 INNOVATIVE LEADERSHIP, 0 cr

Description:

The student will deepen competencies in reflecting his/her learning as a dialog. Innovation, commitment and idea gathering are excellent facilities for studying leadership. Continuous analysis of own thinking, knowledge and mental models will be deepened through self-discipline, implementation skills, self-management and teamwork in personal, organisational and social levels.

00625 Empowering and participative leadership, 10 cr

The student is able to:

Objective

The student will deepen competencies in reflecting his/her learning as a dialog. Innovation, commitment and idea gathering are excellent facilities for studying leadership.

Contents of the study unit:

Contents

Empowerment as a concept

Shadowing

00626 Innovations in Health Promotion, 10 cr

00627 Future oriented tools for quality and leadership, 5 cr

The student is able to:

Objective

The student is able to apply future orientated tools for leadership and is able to analyze change as a concept, as a theory and a process

Contents of the study unit:

Content

Change as a concept, change as a theory and a process from the personal, organisational and social perspectives

Future orientated tools

187 RESEARCH AND DEVELOPMENT METHODS, 0 cr

Description:

The student will deepen his/her methodological knowledge, action based research applied in LbD model and methods of inquiry.

00629 Action research in LbD-model, 5 cr

The student is able to:

Objective

The student is able to apply action research as methodological background of LbD

Contents of the study unit:

Content
Knowledge base in Research and Development
Action research applied in LbD model

Future research approach

00630 Methods in new learning environment, 5 cr**The student is able to:**

Objective

The student is able to apply his/ her thesis work in the context of learning labs in Well Life Center. The student is able to use different types of methods of data collection and analysis

Contents of the study unit:

Content
Pilot studies in new learning environments(Labs) at Well Life Center
Methods of inquiry e.g. narratives as methods of data collection,
participative observation
Methods of analysis

00631 Ethics in Research and development process, 5 cr**The student is able to:**

Objective

The student internalizes and reflects ethical issues in research and applies ethical issues in his/her thesis.

Contents of the study unit:

Content
Ethics in Research

107 THESIS, 0 cr**Description:**

- present justified proposals for developing business operations
- conceptualise business phenomena on the basis of existing research
- use suitable research and development methods to produce new knowledge
- work in an interactive and responsible manner in development projects with businesses and other partners
- critically analyse their own performance and solutions
- master larger entities
- present things in a logical and justified manner

The student will be able to:

In professional growth the theme forms part of deepening professional competences.

Content:

At a University of Applied Sciences, the thesis is part of research and development serving students' professional growth, businesses and regional development. Theses develop business practices and may produce significant innovations.

The basis for theses is a need for development. Writing a thesis means interaction with a workplace and adopting an investigative and development-oriented approach to work. The emphasis in the theses is on describing and

analysing target-oriented performance and its results. Theses contain information describing businesses, existing research findings and new result data.

The theme includes a maturity test, in which students demonstrate that they have mastered the topic and the language.

Content

- getting acquainted with the thesis process and development project, topic selection
- research plan describing the background and objectives, essential research information on the topic, research and development methods used and implementation plan
- thesis implementation
- reporting and presentation
- maturity test

00633 Thesis, 30 cr

Study unit description:

A 30-credit thesis is an essential part of the Master's degree. It is a project promoting the health and welfare of families and its purpose is to develop working life. Innovative action and service models as well as work and assessment methods are created together with the clients and other partners. Development, research and assessment of action are combined in the development project and action research approach is appropriate for this. New learning environments enable the student's, work community's and network's learning process as well as its development as part of the development projects of the university of applied sciences. Researching and developing action is essential for the student's developing competence. The development project is articulated with the learning process of the whole work community or network. It is possible to carry it out in one's own work community or in another work organization such as a project organization, public or private sector or association. When connected to the working life through networking, the development can arise from the need of citizens or regions and

their analysis. This way individual learning, structuring new information and new action models are produced together in the project.

Through the development project of the Master's degree the student and the whole work community interact actively and the action for promoting family health and welfare is developed in the real working life. At the same time the student's learning and information is transferred to the work community.

The thesis is a learning process, which undergoes the following stages:

- Analysis stage, characterised by familiarisation with the phenomena at hand, by information gathering and processing, and justification of the topic choice. The topic must be closely linked to developing the student's personal competence, work, career or work community, and it must aim to produce new knowledge for broader use in the field. The topic of the thesis can arise from various sources, including for instance Laurea's R&D programmes and different organisations.

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.

00669 English for managers and professionals, 5 cr**The student is able to:**

- communicate in international professional environment

Contents of the study unit:

- Written and oral English for business administration and security management

Study unit description:

The course emphasizes language skill in English important for managers and professionals. It develops students' communication skills for varying managerial situations.