

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Physiotherapy (Laurea Otaniemi, sote), SFG09KN

CURRICULUMS AT LAUREA

Learning Concept at Laurea

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

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

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Learning environment

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

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

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

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

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

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

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

Students

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

Lecturers

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

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

Competence evaluation

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

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

LAUREA'S GENERIC COMPETENCES

Laurea's generic competences

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

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

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

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

Ethical competence

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

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

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

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

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

Levels of ethical competence

At the personal competence level, students are able to:

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

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Globalisation competence

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

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

Levels of globalisation competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

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

Innovative competence

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

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

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

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

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

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

Levels of innovative competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Reflective competence

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

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

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

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

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

Levels of reflective competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Network competence

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

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

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

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

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

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

Levels of network competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

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

European higher education area

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

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

The objectives of the process are:

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

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

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

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

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

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

Bologna Process

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

Tuning Educational Structures in Europe

http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html

Operating environment

The field of social services and health care consists of a broad and diverse social operating and service system. The aim of the system is to ensure the welfare and safety of people and their living environments. Rehabilitation plays a significant role in this. These days, rehabilitation is seen as encompassing a broader field than just social services and health care. In legislation, rehabilitation is integrated into not only those fields but also employment administration, educational administration and insurance. The private and third sectors and various projects and development initiatives complement and open new opportunities for organising and developing rehabilitation. The demands of multiculturalism and internationalisation and the opportunities contributed by technological advancements bring new, challenging development perspectives to the field.

Physiotherapy as a job and an area of expertise is related to rehabilitation. The status of physiotherapy is set in legislation which regulates social services, health care and rehabilitation. The significance of physiotherapy is particularly marked as the average age of the population rises and the number of elderly people increases. There is an increasing amount of physiotherapy customers with various kinds of disabilities. Measures are taken to promote or maintain people's functional ability, social relationships in different networks, and opportunities for individual rehabilitation. Rehabilitation supports and fosters customers' life management abilities and ensures that resources are used appropriately.

Specific challenges for rehabilitation in the near future will be improving customer status, developing cooperation with customers, improving the effectiveness of rehabilitation, increasing the efficiency of health care rehabilitation, maintaining the work ability of people of working age, finding employment for the disabled, incapacitated and long-term unemployed, and providing rehabilitation for substance abusers, mental health patients and the elderly.

Rehabilitation is characterised by planning and set processes. For the rehabilitee, it is often a change process involving growth and learning. From the point of view of the rehabilitation system, the process comprises various stages and services, where the continuity of the service chain is essential. Rehabilitation is a multidisciplinary field, which makes use of several sectors' and professionals' expertise. In rehabilitation, the representatives of different professions act in a network where each person is aware of the limitations of his or her expertise and appreciates the competence of others in promoting the best interests of the rehabilitee in all circumstances, and in examining the commitment to rehabilitation of the rehabilitee and his or her friends and family. Rehabilitation can involve therapeutic measures, counselling and coaching, but also influence on the social operating environment and community. Actions seeking to change working conditions, remove obstacles in the living environment, develop work communities or change attitudes are important parts of rehabilitation.

Rehabilitation leans on a customer-oriented way of thinking and acting that supports the customer's participation. New solutions are sought in the resources of the individual and the immediate community, as well as in changes to the environment or to living conditions. Rehabilitation needs are evaluated in the rehabilitee's own living environment, and the rehabilitation process must be based on the well-being, autonomy and responsibility of the rehabilitee.

Expertise

A physiotherapist is a legally qualified health care professional who works in the fields of rehabilitation, social services, health care, education, fitness and culture, independently or as an employee. Physiotherapy seeks to evaluate, guide, support and foster human movement, mobility, functional ability and activity. Physiotherapists apply suitable physiotherapeutic methods and strive to work with customers to improve their capabilities in various situations and environments. Physiotherapy customers are individuals, communities, companies or organisations seeking a physiotherapist's advice and professional assistance.

The profession is based on physiotherapy science, which centres on human movement, mobility and functional ability, and these factors' relationships with individuals' actions. Physiotherapy applies research and data from many other sciences.

Physiotherapists work as employees or entrepreneurs in environments including hospitals, health centres, research and nursing institutions, rehabilitation centres, health resorts, occupational health care, public health organisations, fitness organisations, associations for the disabled, old people's homes, day-care centres and educational institutions. Physiotherapists actively participate in producing and developing physiotherapy services, and in raising their quality, taking into account the changing needs of the users and the national and international development challenges in the field.

Competences

All physiotherapy education aims at producing competence in physiotherapy. Physiotherapy competence can be viewed from various scientific and philosophical perspectives, combining various knowledge concepts with skills to create core competences. Not everyone can become competent in the field, and competence is not possessed instinctively from birth. It can only be acquired through long-term practice and learning. Know-how refers to knowledge about skills, i.e. meta-skills. It is the knowledge which lies behind skills and competence, and which allows people to use their skills effectively. The European Region of the World Confederation for Physical Therapy (WCPT, 2003) has defined practical and professional skills in physiotherapy as being based on knowledge and understanding. Knowledge and skills form a single learning entity, even though they are treated as separate entities in this curriculum.

Laurea's curriculum for the Degree Programme in Physiotherapy comprises seven generic competences, constantly included in the teaching: knowledge-based and skill-based professional competence in physiotherapy, and the competences which are common to all degree programmes, i.e. ethical, reflective, network, globalisation and innovative competences.

Competence development process

Professional growth is based on recognising and reflecting on the students' own activities and their desire to become investigative and developmental experts in their field. Professional growth starts with the basic level of knowledge-based and skill-based competence, and progresses through the intermediate stage to the advanced level. At the basic level ("IN"), the students' competence is individual. They can identify and describe the principles, knowledge base and conception of humanity used in physiotherapy, and work appropriately, safely and reliably. At the intermediate level ("OF"), competence expands to encompass the community. At the advanced level ("FOR"), it encompasses the society. Advanced-level students understand and can explain the knowledge base of physiotherapy from various perspectives and evaluate existing research data, applying them to work in the field. They can produce new analyses and develop new practices for physiotherapy.

The curriculum takes into account the students' gradual progress from the basic level to the advanced level. Students evaluate their professional growth throughout their training, using their portfolios. Peer supervisors, workplace experts and lecturers all help to guide the students' professional growth process.

Description of the Degree Programme

The scope of the degree programme is 210 credits (cr). As specified in the Polytechnics Act (423/3005), it comprises basic, professional and elective studies, practical work to further professional development, and a thesis.

The aim of basic studies is to provide students with a broad understanding of the status and significance of

physiotherapy in society and the workplace, to give them international experience of the general theoretic principles of physiotherapy and of communication, and to supply them with the necessary language skills. Professional studies are designed to familiarise students with the main problems and applications of physiotherapy and their bases in science and competence. Graduates should be able to work independently as experts in physiotherapy, become entrepreneurs, and participate in developing the work community. The objective of practical work is to provide a guided introduction to the most important practical aspects of work, particularly in physiotherapy, and to the application of skills and knowledge in the workplace. The aim of the thesis is to develop and demonstrate the students' ability to apply their skills and knowledge (cf. 423/3005).

The curriculum consists of generic competences and themes. Generally, each academic year comprises two themes, which encompass the generic competences that run through the degree. Evaluations focus on degree-specific themes and on skills according to the shared generic competences.

The themes of the Degree Programme in Physiotherapy are: Principles of Expertise in Physiotherapy; Human Movement and Mobility; Encountering the Customer; Customers' Functional Abilities; Rehabilitation Networks; Developing Operations; and Expertise in Physiotherapy.

Studying in the Degree Programme

The aim of studies leading to a bachelor's degree is to provide students with broad practical skills, knowledge and theoretical principles for working as experts in physiotherapy. The degree provides skills in following and promoting the development of the field, in lifelong learning, in communications and languages, and in international physiotherapy operations.

The objective of Laurea's degree programme in Physiotherapy is to develop innovative physiotherapy and rehabilitation operations in the Helsinki metropolitan area as part of the welfare services offered in the region, and to participate actively in developing physiotherapy internationally. Bachelors of Health Care graduating from Laurea have broad and wide-ranging expertise in physiotherapy. They can work in resident and customer-oriented ways in various physiotherapy-related situations, in groups, communities or organisations. The degree programme qualifies graduates to work as physiotherapists, and the studies fulfil the requirements of EU directives, including 75 credits of practical work. Practical work is carried out in workshops and various physiotherapy operating environments. The degree programme emphasises the adoption of an investigative, developmental and change-facilitating approach rooted in the knowledge base, theories and methods of physiotherapy, as well as in self-reflection and development on behalf of the student.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
048	PRINCIPLES OF EXPERTISE IN PHYSIOTHERAPY				
00125	Developing Expertise	14			
00126	Investigative Action in Physiotherapy	2	11		
00723	Principles of expertise in physiotherapy - practical studies		3		
049	HUMAN MOVEMENT AND MOBILITY				
00127	Principles of Human Movement and Mobility	6	2		
00128	Evaluating Human Movement and Mobility	1,5	4,5		
00129	Restrictions to Human Mobility	5	5		
00776	Human motion and movement workshop practice	2	4		
156	ENCOUNTERING THE CUSTOMER IN REHABILITATION				
00130	Dialogic Physiotherapy		4		
00131	Customer Orientation in Rehabilitation		4		
00132	Physiotherapy in English		3		2
00785	Physiotherapy in Swedish				5
00635	Written skills in Swedish			0	
00634	Oral skills in Swedish				0
00724	Encountering the customer - practical studies		8		
00777	Encountering the customer in rehabilitation workshop practice		4		
050	CUSTOMERS' FUNCTIONAL ABILITIES				
00134	Methods in Physiotherapy		4		
00135	Promoting Functional Ability		1	7	
00726	Promoting functional ability - practical studies			9	
00778	Customers' functional capacity workshop practice		5	4	
051	REHABILITATION NETWORKS				
00136	Investigating and Developing Rehabilitation			4	
00729	Rehabilitation networks - practical studies			5	
00766	Developing Service Innovations			2	
00779	Rehabilitation networks workshop practice			4	
052	DEVELOPING OPERATIONS				
00137	Applying Physiotherapy in Different Sectors			8	3
00727	Developing operations - practical studies				12
00780	Developing operations workshop practice			7	
053	EXPERTISE IN PHYSIOTHERAPY				
00138	Becoming an Expert in Physiotherapy				7
00043	Thesis			2	13
00728	Expertise in physiotherapy - advanced practical studies				8
125	ELECTIVE STUDIES				
00203	Initial Test in Swedish Skills	0			
00202	Initial Test in English Skills	0			

00194	Preparatory Studies in English	3			
00195	Preparatory Studies in Swedish	3			
00388	Preparatory Studies in Finnish (as Mother tongue)	3			
00493	Finnish as Second Language-Initial test	0			
00446	Finnish Language	5			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
		30	60	60	60

048 PRINCIPLES OF EXPERTISE IN PHYSIOTHERAPY, 30 cr

Description:

Opiskelija osaa tunnistaa fysioterapia-alan asiantuntijuuteen ja tutkivaan toimintaan liittyvät keskeiset periaatteet.

The student will be able to:

- ottaa vastuuta omasta toiminnastaan ja suunnitella opiskeluaan
- tunnistaa omaan alaan liittyviä eettisiä arvoja
- kuvata fysioterapia-alan eri näkökulmien lähtökohdat, tietoperustan ja ihmiskäsityksen
- tunnistaa ja kuvata ihmisten välisen toiminnan lähtökohtia
- tunnistaa erilaisia fysioterapian toimintaympäristöjä
- kehittää valmiuksiaan tutkivaan ajatteluun, tutkivan toiminnan ja ongelman ratkaisun menetelmien käyttämiseen
- etsiä tietoa, seurata eri tiedonalojen kehitystä ja arvioida luotettavasti uuden tiedon käyttökelpoisuutta fysioterapiassa

Content:

Teema sijoittuu ammatillisen kasvun alkuvaiheeseen, jossa oppijan osaaminen ilmenee tutkivan ja kehittävän työtavan sekä fysioterapian ammatillistiedollisten lähtökohtien periaatteiden omaksumisena.

Learning process:

Teeman opintojaksot muodostavat osaamisen kokonaisuuden, jossa opiskelija osaa tunnistaa fysioterapia-alan asiantuntijuuteen ja tutkivaan toimintaan liittyviä periaatteita. Teeman keskeisenä piirteenä on opiskelijan ammatillisen kasvun alkaminen. Teemassa paneudutaan myös kehittämisprosessiin, tiedonhankintaan, tiedon analyysiin, tutkivaan kirjoittamiseen ja raportoinnin käytänteisiin. Teema antaa perustyökalut hankkeissa ja projekteissa toimimiselle sekä on perustana myöhemmille tutkimusmenetelmäopinnoille. Teema sisältää 3 op ammattitaitoa edistävää harjoittelua.

00125 Developing Expertise, 14 cr

The student is able to:

- sisäistää korkeakouluoppimisen ja ammattikorkeakoulun oppimisympäristön oman oppimisensa jäsentämisessä
- omaksua kehittämispohjaisen oppimisen mallin lähtökohdat
- muodostaa käsityksen fysioterapian filosofisista ja historiallisista lähtökohdista ja kehityksestä
- perusteet kuntoutusta ohjaavista säädöksistä ja periaatteista sekä kuntoutusjärjestelmästä suomalaisessa yhteiskunnassa
- ymmärtää fysioterapian merkityksen ja fysioterapeutin roolin yksilön toiminnan tukijana, ohjaajana ja edistäjänä
- tunnistaa oman arvomaailmansa ja elämänkatsomuksensa merkityksen ammattinsa eettisissä kysymyksissä
- arvioida toimintaympäristössä tapahtuvia kehityssuuntia sekä ymmärtää näiden vaikutuksia organisaation toimintatapoihin
- sisäistää eri ammattihenkilöiden yhteistyön merkityksen asiakkaan kuntoutusprosessin suunnittelussa ja toteutuksessa

00126 Investigative Action in Physiotherapy, 13 cr

The student is able to:

- tunnistaa tutkimus- ja kehittämistyön eettisen näkökulman
- muodostaa käsityksen tutkimus- ja kehittämisprosessista
- kvalitatiivisen ja kvantitatiivisen tutkimusmenetelmien perusteet
- laadullisen analyysimenetelmien perusteet
- tilastollisten menetelmien perusteet
- tutkivan kirjoittamisen perusteet
- hyödyntää itsenäistä tiedonhakua ja -hallintaa
- valita sopivia tiedonhankintamenetelmiä ja käyttää niitä kriittisesti
- käyttää erilaisia aineistolähteitä ja tietokantoja
- kirjoittaa fysioterapia-alan lyhyitä raportteja ja saa perusvalmiuksia opinnäytetyön tekemiseen

Contents of the study unit:

- tieteen filosofia ja etiikka
- tutkiva työote, tutkimus- ja kehittämisprosessi
- kvalitatiivinen ja kvantitatiivinen tutkimus
- laadulliset analyysimenetelmät
- tilastolliset menetelmät
- tiedonhankinta
- tutkiva kirjoittaminen

Study unit description:

Opintojakson osaaminen on tutkimus- ja kehittämistyön menetelmien perusteiden ymmärtäminen ja hallinta. Opintojakson osaaminen tuottaa perusteet käyttää ja syventää tutkimus- ja kehittämisosaamista fysioterapian tutkimus- ja kehittämishankkeissa. Opintojakson osaaminen ilmenee siten, että se herättää opiskelijassa kriittisen tiedonhankkijan. Osaaminen tuottaa myös taitoa raportoida asiallisesti lyhyitä raportteja ja valmentaa opiskelijaa toimimaan aktiivisesti hankkeissa.

00723 Principles of expertise in physiotherapy - practical studies, 3 cr**The student is able to:**

KUVAUS PUUTTUU

049 HUMAN MOVEMENT AND MOBILITY, 30 cr**Description:**

Opiskelija osaa kuvata ja ymmärtää ihmisen liikettä ja liikkumista erilaisissa toimintaympäristöissä. Hän ymmärtää ihmisen liikkeen ja liikkumisen rakenteen, mekanismit sekä lainalaisuudet ja osaa tehdä perusteltuja johtopäätöksiä liikkeestä ja liikkumisesta.

The student will be able to:

- kuvata ihmisen liikkeen, liikkumisen ja toiminnan systeemisen rakenteen sekä ymmärtää ja selittää sen luonnontieteellisen tietoperustan merkityksen fysioterapiassa
- tutkia ja analysoida luotettavasti ihmisen liikettä ja liikkumista sekä tehdä näyttöön perustuvia johtopäätöksiä havainnoistaan
- etsiä tutkittua tietoa liikkeestä ja liikkumisesta maailmanlaajuisesti ja yhdistää sitä fysioterapiakäytäntöihin sekä arvioida hankkimansa tiedon luotettavuutta ja käyttökelpoisuutta fysioterapiassa

Content:

Teeman opintojaksot muodostavat osaamisen kokonaisuuden, jossa opiskelija ymmärtää ihmisen liikkeen ja liikkumisen rakenteen, mekanismit sekä lainalaisuudet ja osaa tehdä perusteltuja johtopäätöksiä liikkeestä ja liikkumisesta. Teemassa tavoitellaan synteesityökalujen sekä manuaalis-tekniikan – ja tutkimus- ja kehittämistyön osaamista. Teema sisältää 6 op työpajoissa tapahtuvaa harjoittelua.

00127 Principles of Human Movement and Mobility, 8 cr**The student is able to:**

- ihmisen kehon rakenteiden ja toiminnan perusmekanismit sekä osaa soveltaa ja syventää näitä tietojaan ja taitojaan fysioterapiatyön vaatimusten mukaisesti
- soveltaa hermo-lihasjärjestelmän rakenteen ja toiminnan periaatteita fysioterapiassa
- kuvata ja selittää ihmisen liikkeen ominaisuuksia ja mekaniikkaa
- fyysisen aktiivisuuden perusteet osana ihmisen toimintakykyä
- mitata ja tulkita fyysisen kunnon osatekijöitä fysioterapiatyön vaatimusten mukaisesti

00128 Evaluating Human Movement and Mobility, 6 cr**The student is able to:**

- havainnoida ja luotettavasti tutkia sekä analysoida ihmisen liikettä, liikkumista ja toimintaedellytyksiä sekä tehdä niiden perusteella johtopäätöksiä
- ihmisen kasvun ja kehityksen vaiheet eri elämänvaiheissa paneutuen erityisesti motoriseen kehitykseen ja liikkumiseen sekä niiden analysointiin
- selittää normaalin kävelyn eri vaiheet ja arvioida niitä
- haastattelun, havainnoinnin, palpoinnin ja mittaamisen keinoin selvittää asiakkaan toimintaedellytyksiä

Contents of the study unit:

- liikkumisen ja toiminnan kehittyminen ja analysointi
- havainnointi, haastattelu, palpaatio ja mittaaminen fysioterapeuttisina tutkimusmenetelminä

Study unit description:

Opintojakson osaamisen pääpaino on ihmisen liikkeen ja liikkumisen havainnoinnissa ja analysoinnissa. Opintojakson osaaminen tuottaa perusteet käyttää havainnointia, haastattelua, palpaatiota ja mittaamista osana fysioterapian tutkimusmenetelminä.

00129 Restrictions to Human Mobility, 10 cr

The student is able to:

- tunnistaa tavallisimpien tuki- ja liikuntaelinsairauksien solu-kudostason häiriöt, niiden kehittymisen ja niiden aiheuttamat toiminnalliset häiriöt yksilön tuki- ja liikuntaelimestössä
- soveltaa tietoa yleisimmistä tuki- ja liikuntaelinsairauksista ja niiden vaikutuksista ihmisen liikkeeseen ja liikkumiseen
- käyttää fysiatrian alan tietoa hyväksi fysioterapian suunnittelussa, toteutuksessa ja arvioinnissa
- tunnistaa yleisimmät sisätaudit ja niiden vaikutukset ihmisen toimintakykyyn
- tunnistaa vanhenemiseen liittyviä erityiskysymyksiä ja on selvillä ikääntymisen vaikutuksista toimintakykyyn
- tunnistaa yleisimpien tapaturmien merkityksen ihmisen toimintakykyyn ja fysioterapian mahdollisuudet tapaturmien kuntouttamisessa
- tunnistaa neurofysiologian ja psykologian perusmekanismit ihmisen toimintakyvyssä
- ottaa huomioon yleisimpien neurologisten sairauksien vaikutukset fysioterapian suunnittelussa
- ottaa huomioon ihmisen persoonallisuuden monimuotoisuuden ja niiden kliniset sovellutukset ihmisen kohtaamisessa
- toimia ihmisen äkillisissä sairauskohtauksissa tai onnettomuustilanteessa

Contents of the study unit:

- tuki- ja liikuntaelinsairauksien keskeiset etiologiset tekijät, sairauksien kulku ja niihin vaikuttavat tekijät, patologisten muutosten diagnosointi ja hoidon perusteet
- yleisimmät tuki- ja liikuntaelinsairaudet ja niiden vaikutukset ihmisen toimintakykyyn
- yleisimmät sisätautien mekanismit ja niiden vaikutukset ihmisen toimintakykyvyssä
- ihmisen ikääntymiseen liittyvät erityiskysymykset
- yleisimmät ortopediset ja traumatologiset sairaudet, vammat ja vauriot sekä niiden vaikutus ihmisen toimintakykyyn
- neurofysiologian, havaintopsykologian ja biologisen psykologian mekanismit ihmisen toimintakyvyn näkökulmasta
- yleisimmät neurologiset sairaudet
- yleisimmät persoonallisuuden muotoutumiseen liittyvät mekanismit sekä klinisen psykologian ilmiöt
- ensiapu I ja II

Study unit description:

Opintojakson osaaminen antaa valmiudet ymmärtää fysioterapian laadukkaan ja turvallisen toteuttamisen edellyttämän lääketieteellisen tiedon merkityksen. Opiskelija ymmärtää ihmisen toimintaedellytyksiä, toimintakykyä ja erityisesti liikuntakykyä rajoittavia ruumiin rakenteita, ruumiin/kehon toimintoja, ja toiminnan vajavuuksia. Opiskelija tunnistaa toimintarajoitteet (disability) ihmisen ja hänen fyysisen sekä sosiaalisen ympäristönsä vuorovaikutuksen muodostamaksi moniulotteiseksi ilmiöksi, jossa fysioterapialla on oma osuutensa. Opintojakso antaa valmiudet ensiapu I ja II kurssiin.

00776 Human motion and movement workshop practice, 6 cr

The student is able to:

- mitata ja tulkita fyysisen kunnon osatekijöitä fysioterapiatyön vaatimusten mukaisesti

- havainnoida ja luotettavasti tutkia sekä analysoida ihmisen liikettä, liikkumista ja toimintaedellytyksiä sekä tehdä niiden perusteella johtopäätöksiä
- ihmisen kasvun ja kehityksen vaiheet eri elämänvaiheissa paneutuen erityisesti motoriseen kehitykseen ja liikkumiseen sekä niiden analysointiin
- selittää normaalin kävelyn eri vaiheet ja arvioida niitä
- haastattelun, havainnoinnin, palpoinnin ja mittaamisen keinoin selvittää asiakkaan toimintaedellytyksiä

Contents of the study unit:

- biomekaniikan perusteet
- liikuntafysiologian perusteet
- liikkumisen ja toiminnan kehittyminen ja analysointi
- havainnointi, haastattelu, palpaatio ja mittaaminen fysioterapeuttisina tutkimusmenetelminä

Study unit description:

Opintojakso tuottaa opiskelijalle osaamista hahmottaa ihmisen kehon toimintaa ja käyttäytymistä erilaisissa kuormitustilanteissa. Opintojakson osaaminen tuottaa myös perusteet käyttää havainnointia, haastattelua, palpaatiota ja mittaamista osana fysioterapian tutkimusmenetelminä

156 ENCOUNTERING THE CUSTOMER IN REHABILITATION, 0 cr

Description:

Opiskelija tunnistaa erilaisia asiakkuuksia ja osaa toimia fysioterapian asiakkaiden kanssa. Opiskelija tunnistaa erilaisia näkökulmia asiakkaan kohtaamiseen ja osaa toimia vuorovaikutus- ja kommunikaatiotilanteissa ihmisarvoa kunnioittaen.

The student will be able to:

- tunnistaa ja osaa kuvata toisen ihmisen koetun toiminnan merkityksen
- ymmärtää ja osaa selittää kokemuksen merkitykset fysioterapiassa
- tunnistaa ja osaa kuvata ihmisten välisen toiminnan lähtökohdan
- luoda asiakkaaseen ihmisarvoa kunnioittavan tasa-arvoisen vuorovaikutus- ja terapiasuhteen
- ohjata oppimista asiakaslähtöisesti yksilötilanteissa sekä erilaisissa fysioterapia-, kuntoutus- ja liikuntaryhmissä
- kommunikoida tarkoituksenmukaisella tavalla erilaisissa viestintätilanteissa
- edistää viestintätaitojaan ja toimia jäsenenä erilaisissa verkostoissa.
- toimia ja arvioida toimintaansa tiimeissä erilaisissa rooleissa
- sitoutua eettis-moraalisiin arvoihin ja vastuuseen omien tekojensa seurauksista
- priorisoida arvot erilaisissa tilanteissa
- toimia selkeästi ja aktiivisesti ammatillisessa kielen käyttötilanteessa suullisesti ja kirjallisesti sekä toisella kotimaisella että englannin kielellä

Content:

Teeman pakolliset opintojaksot muodostavat osaamisen kokonaisuuden, jolla opiskelija osaa kohdata asiakkaan, tiimin, yhteisön tai organisaation asiantuntijaverkoston toimijana ja vaikuttajana. Tarkastelunäkökulmina ovat erilaiset kohtaamisen, jaetun asiantuntijuuden, dialogisuuden, vuorovaikutuksen ja kommunikoinnin näkökulmat. Opiskelija osaa ohjata asiakkaita yksilöllisesti ja suunnitella, toteuttaa sekä arvioida ryhmien toimintaa. Opiskelija saavuttaa vähintään eurooppalaisen viitekehyksen mukaisen taitotason B.2. englannin kielessä ja taitotason B1.2. ruotsin kielessä. Lisäksi opiskelija saavuttaa valtionhallinnon kielitutkinnon mukaisen arvioinnin hyvä tai tyydyttävä suullisesta ja kirjallisesta ruotsin kielen taidosta. Teema sisältää 8 op ammattitaitoa edistävää harjoittelua ja 4 op työpajoissa tapahtuvaa harjoittelua.

Learning process:

Teema sijoittuu ammatillisessa kasvussa toiselle lukuvuodelle, jolloin opiskelijalla on jo perusvalmiudet fysioterapia-asiantuntijuuden lähtökohdista sekä ihmisen liikkeestä ja liikkumisesta. Teema tuottaa opiskelijalle valmiuksia erilaisten ihmisten kohtaamiseen asiakas-, työyhteisö- ja verkostokonteksteissa sekä taitoja ryhmien ohjaukseen.

00130 Dialogic Physiotherapy, 4 cr

The student is able to:

- know the principles of guidance and teaching in physiotherapy

- form pedagogical relationships with different people in physiotherapy, at schools, at workplaces and in different communities
- guide and advise various groups and individuals in appropriate ways
- take into account the continuity between silent meetings, visibility-producing guidance and linguistic counselling
- understand that others are ethically different than they are
- recognise and change their own learning and counselling process if necessary

00131 Customer Orientation in Rehabilitation, 4 cr

The student is able to:

- ymmärtää ohjauksen ja opettamisen lähtökohdat fysioterapiassa
- muodostaa pedagogisen suhteen erilaisiin fysioterapian asiakkaisiin
- ohjata ja neuvoa erilaisia ryhmiä ja yksilöitä tarkoituksenmukaisesti
- tunnistaa suullisen ja kirjallisen viestinnän periaatteet ja niiden merkitykset sekä harjaantuu niiden käytössä

Contents of the study unit:

- vuorovaikutus, dialogisuus
- suullinen ja kirjallinen viestintä
- pedagoginen suhde
- opetus- ohjausprosessi fysioterapiassa

Study unit description:

Opintojakson osaamisen pääpaino on erilaisten fysioterapia-asiakkaiden kohtaamisessa. Osaaminen tuottaa valmiudet suulliseen ja kirjalliseen viestintään sekä erilaisten asiakkaiden ohjaamiseen ja opettamiseen.

00132 Physiotherapy in English, 5 cr

The student is able to:

- viestiä englannin kielellä työyhteisössään ja monikulttuurisessa ympäristössä
- toimia asiantuntijayhteisössä käyttäen tehokkaasti viestinnän keinoja
- viestiä oman asiantuntijuusalueensa teemoista käyttäen erilaisia viestintäkanavia
- soveltaa vieraskielisistä lähteistä etsimäänsä tietoa

Contents of the study unit:

- suullinen ja kirjallinen ammatillinen viestintä
- fysioterapiatyön keskeinen terminologia
- työnhaku, opiskelijan itsensä, koulutuksen ja työkokemuksen esittely

Study unit description:

Opintojaksossa osaaminen on vaikuttajan osaamista viestinnällisin keinoin. Osaamisen kehittämisen viitekehys on suomenkielisten työorganisaatioiden lisäksi englantia työkielenään käyttävät organisaatiot. Opintojaksossa opiskelija saavuttaa vähintään eurooppalaisen viitekehyksen mukaisen taitotason B.2.

00785 Physiotherapy in Swedish, 5 cr

The student is able to:

- käyttää ruotsin kieltä kirjallisesti ja suullisesti työympäristössään
- toimia asiantuntijayhteisössä käyttäen tehokkaasti viestinnän keinoja
- viestiä oman asiantuntijuusalueensa teemoista käyttäen erilaisia viestintäkanavia
- soveltaa vieraskielisistä lähteistä etsimäänsä tietoa

Contents of the study unit:

- asiakaslähtöinen suullinen ja kirjallinen viestintä
- fysioterapiatyön keskeinen terminologia
- työnhaku, opiskelijan itsensä, koulutuksen ja työkokemuksen esittely

Study unit description:

Opintojaksossa opiskelija saavuttaa ruotsin kielessä vähintään eurooppalaisen viitekehyksen mukaisen taitotason B1.2. Lisäksi hän saa valtionhallinnon kielitutkinnon mukaisen arvioinnin hyvä tai tyydyttävä suullisesta ja kirjallisesta kielitaidosta.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00724 Encountering the customer - practical studies, 8 cr

The student is able to:

KUVAUS PUUTTUU

00777 Encountering the customer in rehabilitation workshop practice, 4 cr

The student is able to:

- ohjata ja neuvoa erilaisia ryhmiä ja yksilöitä tarkoituksenmukaisesti
- tunnistaa suullisen ja kirjallisen viestinnän periaatteet ja niiden merkitykset sekä harjaantuu niiden käytössä

Contents of the study unit:

- opetus- ohjausprosessi fysioterapiassa

Study unit description:

Osaaminen tuottaa valmiudet suulliseen ja kirjalliseen viestintään sekä erilaisten asiakkaiden ohjaamiseen ja opettamiseen.

050 CUSTOMERS' FUNCTIONAL ABILITIES, 30 cr

Description:

Opiskelija ymmärtää ja osaa selittää toimintakyvyn tietoperustaa eri fysioterapian näkökulmista. Hän osaa arvioida olemassa olevaa toimintakyvyn tutkimustietoa ja soveltaa sitä fysioterapiatoimintaan.

The student will be able to:

- terapeuttisen harjoittelun, manuaalisen terapian ja elektroterapiamenetelmien tarkoituksenmukaisen ja turvallisen käyttämisen
- hankkia ja soveltaa tutkittua tietoa fysioterapiamenetelmien käytössä sekä toimia menetelmien osaajana erilaisissa yhteisöissä
- arvioida kriittisesti tekemiensä johtopäätösten merkityksiä ja soveltaa niitä erilaisissa fysioterapian tilanteissa
- arvioida omia fysioterapian ohjaamistaitojaan ja osallistujien oppimista erilaisissa tilanteissa
- ymmärtää ja selittää toimintakyvyn edistämistä eri fysioterapian tiedollisista lähtökohdista

Content:

Teeman opintojaksot muodostavat osaamisen kokonaisuuden, jossa opiskelija ymmärtää ja osaa edistää fysioterapia-asiakkaiden toimintakykyä sekä arvioida tutkimustiedon soveltuvuutta fysioterapiatoimintaan. Teeman alussa korostuu manuaalis-teknisen taidon perustason osaaminen. Teeman loppuosassa tavoitellaan ammatillistaidollisen osaamisen edistymistä kehittyneelle tasolle. Tällöin manuaalis-tekninen taito muodostaa yhdessä muiden fysioterapian taidollisten osaamisalueiden kanssa asiakkaan toimintakykyä edistävän fysioterapiaoosaamisen. Teema sisältää 18 op ammattitaitoa edistävää harjoittelua, joista 9 op tapahtuu työpajoissa koululla ja loput 9 op ammattitaitoa edistävällä harjoittelujaksolla.

Learning process:

Teema sijoittuu ammatillisessa kasvussa toiselle lukuvuodelle, jolloin opiskelija hallitsee jo perusvalmiudet ihmisen liikkeestä ja liikkumisesta. Teema antaa opiskelijalle valmiudet ymmärtää ja edistää fysioterapia-asiakkaiden toimintakykyä.

00134 Methods in Physiotherapy, 4 cr**The student is able to:**

- käyttää fysikaalisen terapian menetelmiä turvallisesti ja tehokkaasti tavoitteenaan toimintakykyä ja elämänlaatua rajoittavien ja haittaavien tekijöiden (kipu, lihasheikkous, liikerajoitus jne.) helpottuminen ja poistuminen
- käyttää ja soveltaa manuaalisen terapian menetelmiä kuten hierontaa, pehmytosakudosten ja nivelten mobilisointia sekä stabilointia turvallisesti ja tehokkaasti fysioterapiatilanteessa
- käyttää terapeuttisen harjoittelun menetelmiä turvallisesti ja tehokkaasti hyödyntäen mm. motorisen oppimisen, toiminnallisen anatomian, biomekaniikan, liikuntafysiologian, neurofysiologian ja patofysiologian tietoja asiakkaan toimintakyvyn edistämiseksi

Contents of the study unit:

- manuaalisen terapian perusteet
- manuaalisen terapian soveltaminen
- terapeuttinen harjoittelu
- fysikaaliset hoidot

00135 Promoting Functional Ability, 8 cr**The student is able to:**

- soveltaa fysioterapiaa eri-ikäisten asiakkaiden liikunta- ja toimintakyvyn tukemiseksi ja edistämiseksi
- auttaa asiakasta tunnistamaan omat voimavaransa käyttäen hyväksi erilaisia fysioterapiamenetelmiä
- auttaa asiakasta tunnistamaan omat voimavaransa käyttäen hyväksi erilaisia fysioterapiamenetelmiä
- valita fysioterapeuttisen tutkimisen perusteella asiakkaan kanssa tarkoituksenmukaiset fysioterapiamenetelmät, jotka perustuvat tutkittuun ja kokemukselliseen tietoon
- toteuttaa yhdessä asiakkaan sekä yhteistyössä kuntoutusryhmän kanssa yksilöllisten apuvälineiden valinnan, hankinnan, käytön ohjauksen ja harjoittamisen
- käyttää kliinistä päättelyä toimintakykyä arvioitaessa fysioterapiaprosessin eri vaiheissa

00726 Promoting functional ability - practical studies, 9 cr**The student is able to:**

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00778 Customers' functional capacity workshop practice, 9 cr**The student is able to:**

- käyttää fysikaalisen terapian menetelmiä turvallisesti ja tehokkaasti tavoitteenaan toimintakykyä ja elämänlaatua rajoittavien ja haittaavien tekijöiden (kipu, lihasheikkous, liikerajoitus jne.) helpottuminen ja poistuminen
- käyttää ja soveltaa manuaalisen terapian menetelmiä kuten hierontaa, pehmytosakudosten ja nivelten mobilisointia sekä stabilointia turvallisesti ja tehokkaasti fysioterapiatilanteessa
- käyttää terapeuttisen harjoittelun menetelmiä turvallisesti ja tehokkaasti hyödyntäen mm. motorisen oppimisen, toiminnallisen anatomian, biomekaniikan, liikuntafysiologian, neurofysiologian ja patofysiologian tietoja asiakkaan toimintakyvyn edistämiseksi
- valita fysioterapeuttisen tutkimisen perusteella asiakkaan kanssa tarkoituksenmukaiset fysioterapiamenetelmät, jotka perustuvat tutkittuun ja kokemukselliseen tietoon sekä soveltaa fysioterapiaa eri-ikäisten asiakkaiden liikunta- ja toimintakyvyn tukemiseksi ja edistämiseksi
- toteuttaa yhdessä asiakkaan sekä yhteistyössä kuntoutusryhmän kanssa yksilöllisten apuvälineiden valinnan, hankinnan, käytön ohjauksen ja harjoittamisen

Contents of the study unit:

- manuaalisen terapian perusteet
- manuaalisen terapian soveltaminen
- terapeuttinen harjoittelu
- fysikaaliset hoidot
- toimintakykyä edistäviä fysioterapiamenetelmiä

051 REHABILITATION NETWORKS, 20 cr**Description:**

- soveltaa fysioterapiaa eri-ikäisten asiakkaiden liikunta- ja toimintakyvyn tukemiseksi ja edistämiseksi
- auttaa asiakasta tunnistamaan omat voimavaransa käyttäen hyväksi erilaisia fysioterapiamenetelmiä
- valita fysioterapeuttisen tutkimisen perusteella asiakkaan kanssa tarkoituksenmukaiset fysioterapiamenetelmät, jotka perustuvat tutkittuun ja kokemukselliseen tietoon
- toteuttaa yhdessä asiakkaan sekä yhteistyössä kuntoutusryhmän kanssa yksilöllisten apuvälineiden valinnan, hankinnan, käytön ohjauksen ja harjoittamisen
- käyttää kliinistä päättelyä toimintakykyä arvioitaessa fysioterapiaprosessin eri vaiheissa

00136 Investigating and Developing Rehabilitation, 4 cr**The student is able to:**

- toimia erilaisissa kuntoutuksen asiantuntija – ja kumppanuusverkostoissa alansa asiantuntijana
- työskennellä tiimissä ja toimia vaikuttajana asiantuntijayhteisössä
- kehittää omaa ja kuntoutusverkoston toimintaa

Contents of the study unit:

- asiantuntija- ja kumppanuusverkostot
- asiantuntijayhteisöt, tiimit
- kuntoutusverkosto
- toiminnan kehittäminen

Study unit description:

Opintojakso antaa valmiudet toimia tarkoituksenmukaisesti kuntoutuksen verkostoissa fysioterapian ja kuntoutuksen asiantuntijana sekä kehittää toimintaa.

00729 Rehabilitation networks - practical studies, 5 cr**The student is able to:**

KUVAUS PUUTTUU

00766 Developing Service Innovations, 2 cr**The student is able to:**

- määrittää kehittämisen tavoitteita työelämän ja alueen kehittämisen näkökulmasta
- arvioida omaa ja muiden osaamista, työskentelyä ja syntynyttä tulosta kehittämisen tavoitteiden suhteen
- käyttää soveltuvia t&k toiminnan työvälineitä ja menetelmiä kehitystyössä sekä tuottaa uutta tutkittua tietoa ja kehittää fysioterapian tuloksellisuutta kuntoutuksen osana kehittämishanketta
- toteuttaa ja raportoida tavoitteellisen kehittämisprojektin

Contents of the study unit:

- strategiat, aluepolitiikka, klusterit
- alueen ja sen työelämän toiminnan näkökulmat huomioivan kehittämisprosessin suunnittelu, toteutus ja arviointi

- työskentely jaetun asiantuntijuuden ryhmässä

Study unit description:

Opintojaksossa tehdään tavoitteellinen kehittämisprojekti, jossa osaaminen on tutkivaa oppimista kehittämissankkeessa.

00779 Rehabilitation networks workshop practice, 4 cr

The student is able to:

- kehittää omaa ja kuntoutusverkoston toimintaa
- käyttää soveltuvia t&k toiminnan työvälineitä ja menetelmiä kehitystyössä sekä tuottaa uutta tutkittua tietoa ja kehittää fysioterapian tuloksellisuutta kuntoutuksen osana kehittämissanketta
- toteuttaa ja raportoida tavoitteellisen kehittämisprojektin

Contents of the study unit:

- työskentely kuntoutusverkostossa
- alueen ja sen työelämän toiminnan näkökulmat huomioivan kehittämisprosessin suunnittelu, toteutus ja arviointi
- työskentely jaetun asiantuntijuuden ryhmässä

052 DEVELOPING OPERATIONS, 30 cr

Description:

Opiskelija osaa tuottaa uutta jäsenystä fysioterapiatoimintaan kehittäen ja luoden perusteltuja käytäntöjä fysioterapiaan.

The student will be able to:

- kehittää fysioterapiaa hyvinvoinnin palvelujärjestelmissä
- kehittää fysioterapiakulttuuria moniammatillisissa tiimeissä ja kansanvälisissä verkostoissa
- perustella uutta fysioterapiatoimintaa luonnontieteellisestä näkökulmasta
- kehittää fysioterapiaa kokemuksellisesta näkökulmasta
- kehittää fysioterapian käytänteitä synteisien avulla
- aloittaa innovatiivista toimintaa omassa tiimissään sekä tukea aktiivista uudistamista osana vapaamuotoisempaa verkostoa
- tarkastella eettisiä ongelmia organisaation ja yhteisön näkökulmasta
- ottaa vastuuta yhteisön hyvinvoinnista ja eettisestä toiminnasta
- arvioida erilaisia toimintaympäristöjä sekä palvelutarpeita ja kehittää sen perusteella fysioterapiatoimintaa

Content:

Teeman opintojaksot muodostavat osaamisen kokonaisuuden, jossa opiskelija osaa edistää ja kehittää asiakkaan, organisaation ja yhteisön toimintaa. Teema sisältää 19 op ammattitaitoa edistävää harjoittelua, joista 7 op tapahtuu koululla työpajoissa ja loput 12 ammattitaitoa edistävässä harjoittelussa.

Learning process:

Teema sijoittuu ammatillisessa kasvussa ammatillisuuden syventämisen vaiheeseen, jolloin opiskelija hallitsee perusvalmiudet toimintakyvyn tutkimisesta, arvioinnista ja synteisin tekemisestä sekä asiakkaan kohtaamisesta. Teema antaa opiskelijalle valmiudet kehittää fysioterapian asiakkaan, organisaation ja yhteisön toimintaa erilaisissa verkostoissa.

00137 Applying Physiotherapy in Different Sectors, 11 cr

The student is able to:

- toimia toimintakyvyn, toimintaympäristön ja palvelutarpeiden arvioinnissa sekä vaikuttaa fysioterapian asiantuntijana yksilön /väestön terveyttä edistävässä yhteiskunnallisessa kehittämisessä
- arvioida fysioterapian vastuuta ja merkitystä muuttuvassa yhteiskunnassa sekä ottaa vastuu antamastaan fysioterapiasta
- suunnitella ja toteuttaa muutoksia asiakkaan toimintaympäristössä ja siten edistää asiakkaan terveyttä, turvallisuutta ja toimintakykyisyyttä

- arvioida fysioterapiamenetelmien vaikutuksia systemaattisesti ja muuttaa menetelmien käyttöä tarvittaessa arviointitiedon perusteella

Contents of the study unit:

- toimintakyvyn, toimintaympäristön ja palvelutarpeiden arviointimenetelmät
- terveyden edistämisen yhteiskunnallinen näkökulma
- toimintaympäristön muutostyön välineet

Study unit description:

Opintojakso antaa valmiudet suunnitella, toteuttaa ja arvioida fysioterapiatoimintaa väestön ja asiakkaan toimintakyvyn ja toiminnan kehittämisen näkökulmasta.

00727 Developing operations - practical studies, 12 cr

The student is able to:

KUVAUS PUUTTUU

00780 Developing operations workshop practice, 7 cr

The student is able to:

- suunnitella ja toteuttaa muutoksia asiakkaan toimintaympäristössä ja siten edistää asiakkaan terveyttä, turvallisuutta ja toimintakykyisyyttä
- arvioida fysioterapiamenetelmien vaikutuksia systemaattisesti ja muuttaa menetelmien käyttöä tarvittaessa arviointitiedon perusteella

Contents of the study unit:

- toimintakyvyn, toimintaympäristön ja palvelutarpeiden arviointimenetelmät
- terveyden edistämisen yhteiskunnallinen näkökulma
- toimintaympäristön muutostyön välineet

Study unit description:

Opintojakso antaa valmiudet suunnitella, toteuttaa ja arvioida fysioterapiatoimintaa väestön ja asiakkaan toimintakyvyn ja toiminnan kehittämisen näkökulmasta.

053 EXPERTISE IN PHYSIOTHERAPY, 30 cr

Description:

Students can produce well-founded practices in physiotherapy and develop the profitability of the field.

The student will be able to:

- justify physiotherapy from the cognitive point of view
- develop guidance skills and methods to promote learning in physiotherapy
- generate evidence-based data and develop the profitability of physiotherapy
- develop and generate justifiable new practices in the manual and technical areas of physiotherapy
- apply their skills and knowledge to expert tasks in physiotherapy
- apply quality control and leadership methods in their work
- work as entrepreneurs, freelancers or employees

Content:

This theme takes place at the final stage of professional growth. Students demonstrate their ability to develop the field using an investigative and developmental approach. The theme seeks to deepen students' research and development skills. The thesis process begins as students apply for a development project at the beginning of the studies. The theme includes 8 cr at practical studies.

00138 Becoming an Expert in Physiotherapy, 7 cr

The student is able to:

- vaikuttaa fysioterapian asiantuntijana yksilön/väestön terveyttä edistävässä yhteiskunnallisessa kehittämisessä
- arvioida kriittisesti ammattitoimintaansa sekä kehittää itseään, työtään ja ammattialaansa aktiivisesti
- soveltaa laadunhallinnan menetelmiä työssään
- käyttää taloudellista, hallinnollista ja työjohtollista osaamista omassa fysioterapiatyössään
- toimia ammatinharjoittajana ja yrittäjänä

Contents of the study unit:

- yhteiskunnan ja oman ammattialan toiminnan kehittäminen
- asiantuntijuuden ja ammattitaidon kehittäminen
- laatu, laadunhallinta, laadunhallinnan työkalut
- taloudellinen, hallinnollinen ja työjohtollinen osaaminen
- ammatinharjoittaminen ja yrittäjyys fysioterapiassa

Study unit description:

Opintojakso antaa valmiudet kehittää fysioterapiatoimintaa yhteiskunnan tarpeiden ja ammatin näkökulmasta. Opintojaksolla perehdytään laatu-ajatteluun toiminnan kehittämisen välineenä ja saadaan valmiuksia fysioterapiayrityksen perustamiseen.

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

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

Contents of the study unit:

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

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

00728 Expertise in physiotherapy - advanced practical studies, 8 cr**The student is able to:**

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125 ELECTIVE STUDIES, 0 cr**Description:**

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

Content:

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution

(university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

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

00202 Initial Test in English Skills, 0 cr

Study unit description:

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

00194 Preparatory Studies in English, 3 cr

The student is able to:

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

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

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

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

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

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

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

00388 Preparatory Studies in Finnish (as Mother tongue), 3 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

00493 Finnish as Second Language-Initial test, 0 cr

Study unit description:

Suomenkielisissä koulutusohjelmissa opiskelevat maahanmuuttajataustaiset opiskelijat suorittavat suomen kielen lähtötasotestin.

00446 Finnish Language, 5 cr

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr