

LAUREA UNIVERSITY OF APPLIED SCIENCES

Common and elective studies, Laurea Tikkurila, LYV09SY

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

1. year

OP	STUDIES	
01291	Building confidence in presentations	1,5
00498	Student tutoring	3
00202	Initial Test in English Skills	0
00203	Initial Test in Swedish Skills	0
01188	Narrative and bibliotherapy methods	5
01159	Evaluation and development in early childhood education	5
01185	Lääkehoito sosiaalialalla	3
01184	Orientation to Psychotherapies	5
01181	Nutrition and welfare	5
01179	Development of Guidance and Teaching Skills	5
01178	Collective Expertise	5
01177	Welfare Entrepreneurship Venture	5
00305	Basic Finnish	5
00846	Wellbeing in internationalising society	10
00669	English for managers and professionals	5
01114	Intensive English	5
01099	Working Methods in Senior and Elderly Care	10
01105	Family Work in Russia	5
00064	Professional Development in Practice III	10
00030	Child-Focused Work and Supporting Parenthood	10
01095	Developing Care of Older Adults	5
01096	Health Assessment	5
00845	Social and Health Care in Finland	5
00844	Social and Health Care in Cultural Perspective	5
00843	Health-Promoting Environment	6
01097	International Orientation for Exchange Students	5
01003	Marginalisaation erityiskysymykset	10
00032	Becoming an Inspirer	10
00073	Welfare Entrepreneurship	5
00632	Career planning in the life-span	5
01103	Support course to be a friend to a schoolchild	3
01110	Growth in groups	2
01104	WhatAboutMedia - children and young people in workshop activities	3
01176	Basic Image Processing with Photoshop	3
01175	Excel Basics	3
01224	Ups and downs in a relationship	1,5
00580	Topical questions in Finnish Family work	5
00189	Preparatory Studies in Mathematics	3
00194	Preparatory Studies in English	3
00195	Preparatory Studies in Swedish	3
		0

01291 Building confidence in presentations, 1.5 cr

The student is able to:

- tunnistaa ja analysoida esiintymisjännitystään
- käyttää omaa itsetuntemustaan pohtiessaan esiintymisjännitykseen liittyviä syitä
- löytää keinoja hallita esiintymisjännitystään

Contents of the study unit:

- orientaatiotehtävä aiheeseen
- esiintymisjännitys
- esiintymisjännityksen ilmenemismuodot
- kokemukset esiintymisjännityksestä
- selviytymiskeinoja esiintymisjännitykseen

Study unit description:

Ryhmässä käsitellään esiintymiseen liittyviä kokemuksia ja harjoitellaan esiintymistä. Tavoitteena on lisätä itseluottamusta, esiintymisvarmuutta ja myönteisiä kokemuksia harjoitusten avulla. Opintojaksolla perehdytään aikaisempiin tutkimuksiin ja muuhun materiaaliin.

00498 Student tutoring, 3 cr

The student is able to:

- understand the objectives and operating methods of the university of applied science and their degree programme
- plan ways of encouraging and motivating new students
- orientate new students in the local learning environment and culture
- market Laurea and its opportunities for studying
- use the communicating and marketing skills needed in marketing Laurea
- act as mentors for students who need special support
- actively promote well-being in a work community

Contents of the study unit:

- intensive training shared by all Laurea student tutors
- planning of the tutoring process at each unit
- orientation of new students
- marketing Laurea's studying opportunities
- acting as a student tutor
- developing competence in personal guidance and counselling

Study unit description:

The competence gained in the study unit relates to orientating new students and to behaving responsibly in typical situations requiring student tutoring at Laurea or one of its units. Competence is based on understanding Laurea's objectives and the basic principles of its operating culture.

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.

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.

01188 Narrative and bibliotherapy methods, 5 cr

The student is able to:

Opiskelija osaa käyttää narratiivisia ja kirjallisuusterapeuttisia menetelmiä työskennellessään eri asiakasryhmien kanssa sosiaali- ja terveysalalla.

Contents of the study unit:

Narratiivinen lähestymistapa

Narratiivisuus asiakastyössä

Kirjallisuusterapian suuntauksia

Kirjallisuusterapian käyttö asiakastyössä

01159 Evaluation and development in early childhood education, 5 cr

The student is able to:

- jäsentää keskeisiä varhaiskasvatuksen arvioinnin ja kehittämisen lähtökohtia ja käsitteitä
- hankkia ja soveltaa tutkivalla otteella ajankohtaista tietoa ja muodostaa ammatillista näkemystä varhaiskasvatuksen arvioinnista ja kehittämisestä lasten ja vanhempien osallistumisen näkökulmasta
- antaa ja vastaanottaa arviointia ja vertaispalautetta opiskelijakollegoiltaan omaa että toisen ammatillista osaamista vahvistaen.

Contents of the study unit:

- Varhaiskasvatuksen arvioinnin ja kehittämisen keskeisiä lähtökohtia ja käsitteitä
- Arvioinnin eettisiä periaatteita
- Lasten ja vanhempien osallisuus varhaiskasvatuksen arvioinnissa ja kehittämisessä

01185 Lääkehoito sosiaalialalla, 3 cr

The student is able to:

Opiskelija osaa lääkehuoltoa koskevista säädöksistä sosionomin vastualueen
Opiskelija osaa toteuttaa asiakkaalle sosionomin työnkuvaan kuuluvaa lääkehoitoa

Contents of the study unit:

Lääkehuoltoa koskevat säädökset

Lääkkeenantomuodot ja lääkkeenantotavat sekä lääkkeiden yleiset vaikutukset elimistössä

Lääkelaskutoimitukset ja hoitomääräyksen mukainen lääkeannostus

Aseptiikka lääkehoidon toteuttamisessa

01184 Orientation to Psychotherapies, 5 cr

The student is able to:

- tarkastella oman ajattelunsa ja toimintansa taustalla olevia arvoja, niiden lähtökohtia ja vaikutusta omaan toimintaansa
- tunnistaa eri psykoterapeuttisten lähestymistapojen arvopohjat ja peruseriaatteen
- soveltaa psykoterapeuttista asennoitumista asiakastyöhön

01181 Nutrition and welfare, 5 cr

01179 Development of Guidance and Teaching Skills, 5 cr

The student is able to:

Opiskelija osaa:

- suunnitella, toteuttaa, analysoida ja arvioida valitsemaansa ohjaus- tai koulutustapahtumaa.
- hyödyntää oppimiskäsityksiä ja opetussuuntauksia ja teorioita
- ottaa huomioon asiakkaan tarpeet ohjauksessa ja koulutusta suunnitellessaan ja toteuttaessaan.
- kehittävän ja uudistavan asenteen ohjauksen ja koulutuksen suunnittelussa ja koulutusmateriaalin tuottamisessa.
- itsensä jatkuvan ja monipuolisen ammatillisen kehittämisen

01178 Collective Expertise, 5 cr

The student is able to:

Opiskelija osaa:

- analysoida kollektiivisen työn, asiantuntijuuden ja tiedon käsitteitä
- kehittävän työntutkimuksen perusteet
- suunnitella kollektiivisia työyhteisön kehittämisprojekteja

01177 Welfare Entrepreneurship Venture, 5 cr

The student is able to:

- analysoida omaa ajatteluaan, tietojaan ja omaa toimintaansa
- suunnitella, organisoida ja kehittää omaa toimintaansa
- asettaa tavoitteita ja konkretisoida ne tilanteenmukaisesti
- toimia idearikkaasti, luovasti ja ideoita kiteyttäen sekä saada muut idean kehittämiseen mukaan
- käyttää erilaisia ideointimenetelmiä
- johtaa itseään sekä työskennellä muutoksessa ja erilaisissa ympäristöissä

00305 Basic Finnish, 5 cr

The student is able to:

- learn the main principles of the Finnish language

- understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

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

Study unit description:

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

00846 Wellbeing in internationalising society, 10 cr

The student is able to:

- analysoida alueellisen hyvinvoinnin haasteita elinolo-, asukas- ja asiakaslähtöisesti. Opiskelija tuntee suomalaisen hyvinvointipalvelujärjestelmän ja osaa analysoida sitä suhteessa muihin alueellisiin ja kansainvälisiin hyvinvoinnin tuottamisen tapoihin. Opiskelija ymmärtää sosiaalityön uuteen asiantuntijuuteen ja kansalaisnäkökulmaan liittyvät haasteet sekä osaa analysoida omaa asiantuntijuuttaan. Opiskelija osaa toteuttaa tarveanalyysin ja suunnata kehittämistoimintaa sen pohjalta.

Contents of the study unit:

- hyvinvointivaltio ja -yhteiskunta, hyvinvoinnin tuottamisen tavat kansainvälistyvässä yhteiskunnassa
- avoin ja dialoginen asiantuntijuus
- kansalaisuus ja kansalaisyhteiskunta
- tarveanalyysi

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.

01114 Intensive English, 5 cr

The student is able to:

Tämä englannin intensiivikurssi on tarkoitettu opiskelijoille, jotka ovat suorittaneet englannin pakollisia opintojaan jo useaan kertaan, mutta eivät ole saaneet kurssista suorituserkintää. Kurssia ei ole suunnattu jo annetun arvosanan korottajille, sillä kurssin lopussa opiskelijat tekevät heiltä puuttuvan englannin kurssin kurssikokeen tai muun puuttuvan kurssisuorituksen. Intensiivikurssille ei voi osallistua, jos koko kurssi on suorittamatta. Intensiivikurssilla voi suorittaa vain puuttuvan kurssin osasuorituksia.

Contents of the study unit:

Pääpaino kurssin suorittamisessa on englannin kirjoittamisessa, sanavaraston laajentamisessa ja hallitsemisessa sekä yksilöllisten tavoitteiden mukaisesti myös suullinen ilmaisun opettelemisessa ja vahvistamisessa.

Kurssin sisältö muokataan jokaiselle opiskelijalle yksilöllisesti, ja luennoilla käsitellään kaikille yhteisiä asioita. Etänä opiskelijat suorittavat heille yksilöllisiä tehtäviä ja toimivat vertaispalautteen antajina sekä pareittain että pienryhmissä. Jokainen opiskelija tähtää oman puuttuvan kurssinsa loppukokeen ymv. suorittamiseen tämän kurssin viimeisellä luentokerralla.

Kurssin alussa jokainen opiskelija haastatellaan englanniksi yksilöllisesti, jotta saadaan kattava kuva opiskelijan

oppimistyylistä, kielitaidosta ja haasteellisimmista kielen oppimisen osa-alueista. Haastattelu on suositeltava, sillä sen tuloksia käytetään hyväksi myös kurssin loppukokeen laatimisessa. Jos kurssikoe on jo läpäisty, voi kurssilla tarpeen mukaan myös suorittaa muita puuttuvia osasuorituksia.

Study unit description:

Valmistautuminen:

Opiskelijoita pyydetään ottamaan ensimmäiselle luentokerralle mukaan seuraavat tiedot/ dokumentit:

1. Kopio edellisestä hylätystä loppukokeesta (jos mahdollista) ja edellisen opettajan yhteystiedot
2. Kopio opintorekisteriotteesta
3. Suoritetujen kurssien koodi ja toteutuskerran koodi
4. Edellisiä englannin kirjoitelmia, tehtäviä tai muuta tärkeäksi kokemaasi materiaalia
5. Sanakirja, jota aiot kurssin aikana käyttää (Internet-sanakirja ei käy)

Arviointi:

Kurssisuoritus arvioidaan seuraavasti, soveltaen seuraavia osa-alueita yksilöllisesti:

1. Suullinen ilmaisu (puhumisen harjoittelu, arjen kielitaito, haastattelu, presentaatio ymv) tai
2. Kirjallinen ilmaisu (ammattisanaston hallinta, kirjoittamisen perusteet, CASE-kirjoitelma, portfolio ymv) tai
3. Loppukokeen suorittaminen JA
4. Vertaispalautteen antaminen

Arviointi perustuu opiskelijan kyseistä kurssista aiemmin suorittamiin osasuorituksiin ja niiden numeerisiin arviointeihin. Puuttuvat osasuoritukset/ puuttuva osasuoritus lisätään Winhaan ja kaikkien osasuoritusten keskiarvo painoarvoineen muodostaa kurssin loppuarvioinnin.

Kurssi luennoidaan osittain suomeksi, jotta kielioppiasiat on helpompi hahmottaa, mutta suullisissa osuuksissa työskennellään englanniksi.

01099 Working Methods in Senior and Elderly Care, 10 cr

Contents of the study unit:

Opiskelija perehtyy vanhussosiaalipalvelutyön ja gerontologisen kuntoutuksen viimeisiin tutkimuksiin ja eri menetelmiin, erityisesti sosiokulttuurisiin menetelmiin. Opiskelija syventää moniammatillisen vanhustyön verkosto-osaamistaan.

Study unit description:

Sisältöinä:

Moniammatillinen ja verkostoituva sosiaalipalvelutyö
Gerontologinen kuntoutus ja kuntouttava työtap
Sosiokulttuuriset menetelmät

01105 Family Work in Russia, 5 cr

Contents of the study unit:

Opiskelija

- tutustuu Venäjän kulttuuriin ja sosiaali- ja terveydenhuoltoon
- osaa toimia ja soveltaa ammatillista osaamistaan Venäjällä osallistumalla työhön omassa tiimissä mentorin johdolla
- saa tukea persoonalliseen ja ammatilliseen kasvuunsa mentoreiden ohjauksen ja oman tiimin avulla
- osaa tunnistaa ja käsitellä kulttuurieroavaisuuksia ja niiden herättämiä tunteita ja ristiriitoja muiden kanssa
- ymmärtää paremmin erilaisia kulttuureja ja erilaisuutta sekä osaa toimia monikulttuuristen asiakkaiden kanssa.

Study unit description:

Toiminta Venäjällä tukee Kikkerin kylän ja Volosovan alueen perheiden arjesta selviytymistä yhdessä paikallisten toimijoiden kanssa.

Toiminnan tavoitteina ovat

- perheiden ja vanhusten selviämisen tukeminen heidän omissa kodeissaan Kotipartion avulla
- Kikkerin palvelutalon toiminnan kehittäminen
- Kikkerin kylässä asuvien yksinhuoltajien perheiden arjesta selviytymisen tukeminen

- yhteistyön ja toiminnan kehittäminen Volosovan toimintakeskuksen ja lastenkodin kanssa
- yhteistyön mahdollisuuksien selvittäminen Volosovan sairaalan ja Sairaanhoidon opiston kanssa.

00064 Professional Development in Practice III, 10 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

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

Previous studies:

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

00030 Child-Focused Work and Supporting Parenthood, 10 cr

The student is able to:

- arvioida perheen voimavaroja ja tuen tarpeita edistääkseen lapsen, nuoren ja perheen hyvinvointia
- vahvistaa lasten, nuorten ja perheiden kulttuurisia ja sosiaalisia voimavaroja yhteisöissä ja yhteiskunnassa
- arvioida ja hyödyntää kriittisesti asiantuntijaosaamistaan
- kehittää lapsi- ja perhelähtöisiä toimintamalleja systemaattisesti tietoa jäsentäen
- tunnistaa ja analysoida lapsen etuun liittyviä eettisiä ongelmia

Contents of the study unit:

- perhelähtöinen työskentely sekä vanhemmuuden tukemisen ja perhetyön menetelmät
- lapsilähtöinen työskentely
- ennaltaehkäisevä lastensuojelutyö ja lapsen etu
- monikulttuurinen kasvatustyö
- lapsen ja nuoren kasvun erityishaasteet

01095 Developing Care of Older Adults, 5 cr

01096 Health Assessment, 5 cr

00845 Social and Health Care in Finland, 5 cr

The student is able to:

- understand the Finnish social and health care system in the context of national and international health policy
- identify and evaluate the social and health needs in individual and community level in Finland compared to his/ her own country
- recognise differences and similarities in the social and health care service systems, health care programs, laws and regulations compared to his/ her own country
- recognise differences and similarities in methods of health promotion and health education compared to his/ her own country
- plan, implement and evaluate individual or family or community –focused guidance.

Contents of the study unit:

- global and national trends in health issues, social and health policy
- social and health problems in Finland and in other countries, prevention of diseases
- health care service systems, service and care chains, regulations, organisations
- evidence based health promotion, community-focused methods of health promotion
- guidance, consulting and networking in nursing, welfare technologies in guidance.

Study unit description:

Self directed preparatory assignment, lecturers, study visits, group work, seminars, individual tutorial support.

00844 Social and Health Care in Cultural Perspective, 5 cr

The student is able to:

- be aware of his/her cultural and professional knowledge and skills in the multicultural and multidisciplinary issues
- gain more cultural know-how and competence in working in international environments and society
- evaluate their own value bases from the multicultural and multidisciplinary point of view
- recognise the significance of their professional actions in relation to global interactions and sustainable development

Contents of the study unit:

- study abroad - learning and living in different culture
- students experiences of cultural differences, living and learning abroad
- social and health education in different countries
- ethical issues and special questions in different cultures, fields of social and health services
- health promotion and mental health issues in different countries
- using the know-how of seniors in different countries
- International week at Tikkurila Laurea in March 2009

Study unit description:

The competence in this study unit focuses strongly to cultural and globalisation issues in social and health care. This unit includes also every year an International seminar and week which has a specific topic each year as “Joint activities and learning in the field of Health Care and Social Services”. In this study unit will be presented some of the latest results and progress in the research and development projects that are on going in cooperation with the international partners of Tikkurila Laurea. Visiting international exchange students together with Laurea students have a possibility to present current topics from their own perspective.

00843 Health-Promoting Environment, 6 cr

The student is able to:

- understand and identify factors affecting health and the environment
- assume responsibility for developing the health and safety of the environment
- to support the health of an individual, family and community

Contents of the study unit:

Maternity care/ Reproductive health 3 cr ECTS

- global challenges to reproductive health
- family nursing / parenthood

- promoting the health of the woman and her family during the pregnancy and postpartum

Community nursing 3 cr ECTS

- environment and community as a concept
- national and international health care action plans promoting well-being and health of the population (e.g. Health 2015 public health programme)
- environmental health effects and their prevention
- community profile and analysis

Study unit description:

The competence gained in the study unit relates to managing health promotion in various human communities and environments. It is based on an environment-, community-focused and family-based operating models. The focus is on influencing the environment's physical, social and symbolic elements as well as promoting the well-being and health of the population.

01097 International Orientation for Exchange Students, 5 cr

The student is able to:

Ennen vaihtoa:

Opiskelija osaa perusteet kohdemaansa historiasta ja kulttuurista ja ymmärtää niiden vaikutuksen jokapäiväiseen elämään.

Opiskelija osaa hahmottaa oman ammattialansa käytännön toimintaa vieraassa kulttuurissa ja soveltaa ammatillista osaamistaan.

Opiskelija osaa työskennellä erilaisten asiakasryhmien kanssa sekä erilaisissa työyhteisöissä.

Vaihdon aikana:

Opiskelija osaa tunnistaa ja käsitellä mahdollisia kulttuurieroavaisuuksia ja niiden herättämiä tunteita.

Opiskelija osaa toimia kohdemaan kulttuurissa ja oppii tunnistamaan ja arvostamaan erilaisuutta.

Vaihdon jälkeen:

Opiskelija ymmärtää paremmin erilaisia kulttuureja ja erilaisuutta, osaa toimia monikulttuuristen asiakkaiden kanssa.

Opiskelija tunnistaa erilaisten asiakasryhmien ja kulttuurien herättämiä tunteita ja ristiriitoja ja käsittelee omia tunteitaan muiden kanssa.

Contents of the study unit:

- Kansainvälinen opiskelu ja käytännön järjestelyt
- Optiman työtilan hyödyntäminen kansainvälisessä vaihdossa

Study unit description:

Oppimistehtävät, jotka kuuluvat valmennukseen:

- Kirjallinen suunnitelma käytännön järjestelyistä ennen vaihtoa: Opiskelija kirjaa itse muistettavat asiat ennen vaihtoon lähtöä ja aikatauluttaa ne omaa vaihtoon lähtöään ajatellen. Muistettavia asioita ovat mm. tarvittavat lomakkeet (Kela, vaihtokoulu, apuraha jne.), asunnon hankkiminen (mistä ja milloin), rokotukset jne.

Täytä myös lomakkeet Go Abroad -työtilasta: Before exchange / Assignments

Suunnitelma katsotaan yhdessä oman koordinaattorin kanssa.

-Optimassa on kaksi virtuaalista kv-valmennuksen työtilaa:

- YY7139 Valmennus kansainväliseen vaihtoon

- Go Abroad – Laurean yhteinen virtuaalinen työtila kaikille vaihtoon lähteville opiskelijoille.

Hyödynnä seuraavia työtilan osioita:

B= Before the exchange,

01003 Marginalisaation erityiskysymykset, 10 cr

The student is able to:

- perehtyä ja toimia valitsemallaan osaamisalueella osallisuutta vahvistaen ja asiakkaan kuntoutumista edistäen
- ohjata asiakasta yleisiin ja erityispalveluihin

Contents of the study unit:

- osaamisalueen palvelujärjestelmien, verkostojen ja työmenetelmien tunteminen
- yleis- ja erityispalvelujärjestelmät ja palveluohjaus

Study unit description:

Opintojakson toteutuksissa voi painottua

- huono-osaisuus, köyhyys, työttömyys, asunnottomuus sekä niihin vaikuttaminen
- päihde- ja mielenterveysongelmat sekä päihde-, kriisi-, mielenterveys- ja kriminaalisyty
- seksuaalivähemmistöt
- sukupuolisensitiivinen sosiaalityö, mies- ja nais erityinen erityinen työ
- sosiaaligerontologinen työ
- vammaisuus ja vammaistyö
- etniset vähemmistöt ja monikulttuurinen sosiaalityö

Previous studies:

Asiakastyön harjoittelu - opintojakso sekä vähintään 10 op vaihtoehtoisia syventäviä opintoja tai vastaavat tiedot.

00032 Becoming an Inspirer, 10 cr**The student is able to:**

- hyödyntää omia luovia voimavarojaan toimiessaan innostajana
- toimia tavoitteellisesti, suunnitella, ohjata ja arvioida luovan toiminnan ryhmäprosesseja asiakkaan yksilöllisten ja yhteisöllisten tarpeiden ja voimavarojen suunnassa
- soveltaa moniaistisia, eheyttäviä ja osallistavia työskentelytapoja asiakkaan arjessa ja erilaisissa yhteisöissä

Contents of the study unit:

- musiikin, draaman, kuvan ja liikkeen kieli
- sosiokulttuurinen työ
- terapeutin luova toiminta

00073 Welfare Entrepreneurship, 5 cr**The student is able to:**

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

Contents of the study unit:

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

Study unit description:

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

00632 Career planning in the life-span, 5 cr

The student is able to:

The student investigates his/her life-span, choices, values and career history in order to map his/her career path. The student will obtain tools for career planning and will be capable to evaluate and market his/her competencies. The student will set goals for developing own competencies and will plan his/her career. The student knows his/her possibilities in the work market today and in the future and knows how to use the information as part of career planning.

Contents of the study unit:

Getting into the Finnish work market, writing an application and CV

Marketing ones competencies and personal networking

Life choices and career planning

Flexible career and life-long development

Meeting changes and controlling them

Alternative ways to get into work market

Self-assessment, writing a career plan, discussions in the Optima environment, application and CV. The material and learning assignments are in Optima.

01103 Support course to be a friend to a schoolchild, 3 cr**The student is able to:**

Opiskelija osaa toimia tukihenkilönä lapselle ja nuorelle. Opiskelija saa tietoa tukihenkilötoiminnasta, lapsen ja nuoren elämäntilanteista ja haasteista yhteiskunnassa. Opiskelija saa harjoitusta lapsen tai nuoren henkilökohtaiseen kohtaamiseen.

Contents of the study unit:

Tukihenkilön rooli ja vastuu, tukihenkilösuhteen luominen ja

ylläpitäminen, vuorovaikutus tukisuhteessa, kouluikäisen lapsen/nuoren

hyvinvointiin liittyvät näkökulmat, oppilashuoltotyö,

Tikkurilan/Hakunilan alueen perheiden palvelut

Study unit description:

Aiheeseen tutustutaan Hakunilan alueen työntekijöiden luentojen sekä opintokäyntien avulla.

Tukihenkilö –opintojakson jälkeen on mahdollisuus toimia tukihenkilönä Hakunilan alueen koululaiselle, joko pienemmälle tai

isommalle. Jotta tukihenkilöstä olisi lapselle mahdollisimman suuri hyöty, tukihenkilöltä toivotaan vuoden mittaista sitoutumista.

Opintojakson suorittaminen ei velvoita tukihenkilöksi ryhtymiseen. Tukihenkilönä toimiville on järjestetty työnohjaus ja tukihenkilöinä

toimiville maksetaan kulukorvausta.

01110 Growth in groups, 2 cr**Contents of the study unit:**

Elämäntaito - opintojaksolla löydetään keinoja ehkäistä stressiä, uupumusta ja masennusta. Tavoitteena on lisätä tietoisuutta omista mielialoista ja taitoja vaikuttaa niihin. Opintojaksolla opiskellaan työkirjan tehtävien avulla toimintojen, ajatusten, ongelmanratkaisutaitojen ja sosiaalisten suhteiden vaikutusta mielialaan. Opintojaksolla rakennetaan oma työkalupakki masennuksen ehkäisemiseksi ja lievittämiseksi.

Elämäntaito - opintojakso on tarkoitettu ammattikorkeakouluopiskelijoille, joilla on lieviä masennus-uupumusoireita.

Tämä opintojakso ei ole terapiaa vaan jaksamista ja selviytymistä tukevaa ryhmätoimintaa.

Study unit description:

Opintojaksolle osallistuminen edellyttää kurssikirjan ostamista (7 euroa), jonka opiskelija lunastaa ensimmäisellä kurssitapaamisella. Opintojaksolle otetaan kymmenen opiskelijaa, jotka pystyvät osallistumaan kaikille kymmenelle kerralle.

Opintojakson puitteissa tavataan kymmenen kertaa viikoittain 2 tunnin ajan. Ensimmäisen kerran tavataan 1.10.2009 klo. 16.00 – 18.00. Seuraavat kerrat ovat 8.10., 15.10., 22.10., 29.10., 5.11., 12.11, 19.11, 26.11. ja 3.12.2009 klo. 16.00 – 18.00.

01104 WhatAboutMedia - children and young people in workshop activities, 3 cr

The student is able to:

Opiskelija saa valmiudet järjestää lapsille tai nuorille toiminnallinen työpaja, käyttäen hyväksi mediakasvatuksellisia keinoja.

Contents of the study unit:

Mediakasvatus, nuorten omaehtoinen toiminta, toiminnalliset menetelmät, ryhmän ohjaaminen, lasten ja nuorten mediamaailma, projektin suunnittelu, tiedotus ja markkinointi.

Study unit description:

Opintojakso on tarkoitettu opiskelijalle, joka kaipaa käytännön tekemistä teorian tiedolla höystettynä. Opinnon aikana toteutetaan

pareittain mediapaja joko ylä- tai alakoululaisille. Pajakertoja järjestetään 6 tai 7. Opintojaksoon kuuluu myös verkko-opiskelua, joka toteutetaan yhteisesti Hyvinkään Laurean kanssa. Koko opintojakson ajan tukenasi ovat muut opiskelijat sekä opettajat. Opintojaksolla 80%:nen läsnäolo (yhden 4h kerran voit olla poissa), poissaolo korvataan korvaavalla tehtävällä. Lähiopetusta n. 20 tuntia.

Previous studies:

Ei lähtötasovaatimuksia.

01176 Basic Image Processing with Photoshop, 3 cr

The student is able to:

- digitaalisen kuva
- värijärjestelmät
- kuvan koko ja resoluutio
- kuvan peruskäsittely
- kuvan peruskorjaukset
- syvääminen
- tasojen käyttö
- tallentaminen

Contents of the study unit:

Keskeiset toiminnot Photoshop-ohjelmalla (versio CS2)

Study unit description:

Opiskelija saa valmiuksia Photoshop-ohjelman eri toimintoihin.

Previous studies:

Tietotekniikan perusteet

01175 Excel Basics, 3 cr

The student is able to:

- käyttää yleisempiä laskentakaavoja
- muotoilla taulukoita
- tehdä kaavioita ja muotoilla niitä
- lajitella tekstiä ja lukuja sisältäviä taulukoita sekä suodattaa tietoja

- hakea tietoa laajoista taulukoista

Contents of the study unit:

Keskeiset taulukkolaskenta-, grafiikka- ja tiedonhallintatoiminnot

Study unit description:

Opiskelija saa valmiuksia taulukkolaskentaohjelman eri toimintoihin.

Previous studies:

Tietotekniikan perusteet

01224 Ups and downs in a relationship, 1.5 cr**The student is able to:**

Opimme kurssilla omien taustojen merkitystä parisuhteelle, parisuhteen vaiheita, roolimalleja, tunteiden tunnistamista, ristiriitojen käsittelyä, viestintää, yksinäisyyden ja kumppaniin kohdistuvien toiveiden käsittelyä, seksuaalisuutta sekä pettymysten ja eron selvittelykeinoja.

Kurssi sopii kaikille, jotka haluavat kehittää parisuhdetaitojaan riippumatta siitä, onko kurssin aikana yksin vai yhdessä.

Contents of the study unit:

Kurssi evästäää osallistujaa suhteen luomisen, seurustelun ja yksinäisyyden syheröissä sekä selventää omaa kuvaa suhteissa muihin ihmisiin.

Study unit description:

Työtapoina käytämme toiminnallisia menetelmiä, lyhyitä alustuksia ja keskustelua.

00580 Topical questions in Finnish Family work, 5 cr**The student is able to:**

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

Study unit description:

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

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

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

Contents of the study unit:

- recapitulation of upper secondary school mathematics

Study unit description:

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

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.