

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Lohja, sote), SHF10KA

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

Ikääntyvä väestö, kansainvälinen toimintaympäristö ja monikulttuurisuus sekä osaavan hoitohenkilöstön saatavuuden jatkumo luovat hoitotyön koulutukselle erityiset haasteet. Toiminta-alueella väestöpohja luo monikulttuurisen elementin hoitajan jokapäiväiseen työhön. Toiminta-alueen pyrkimyksenä on taata hyvinvoiva ympäristö ja hyvä elämänlaatu kaikille. Tässä tehtävässä hoitotyöllä on erityinen merkitys. Julkisen sektorin palveluiden kehittäminen, hoitotyön johtamisen haasteet, organisaatioiden hiljaisen tiedon tekeminen näkyväksi ja uusien toimintatapojen luominen korkeakoulun ja työelämän yhteisissä hankkeissa tarjoavat hoitotyön kehittämispohjaiselle oppimiselle jatkuvia kehittämisen kohteita. Pedagoginen, tutkimus- ja kehittämistoiminta sekä aluekehitystoiminta integroituvat LbD-toimintamallissa, jota koulutusohjelma toteuttaa monimuotoisessa oppimisympäristössä. Monimuotoiseen oppimisympäristöön kuuluu mm. työskentely Terveystorilla, jossa ruotsinkielisten asiakkaiden kohtaamisessa harjaannutaan alueen monikulttuuriseen asiakaspalveluun. Ammattitaitoa edistävissä harjoittelussa monikulttuurisuus näyttäytyy luonnollisen osana työtä Lohjan alueen väestöpohjan perusteella. Konkreettinen kehittämistyö toteutuu hankkeissa, joissa yhdistyy moniammatillinen osaaminen. Hanketoiminnassa pyritään vastaamaan alueen terveydenhuollon kehittymistarpeisiin, myös terveydenhuollon valtakunnalliset vaateet otetaan proaktiivisesti huomioon hankkeita suunnitellessa. Kumppanuus hankkeissa tarkoittaa keskinäistä kunnioitusta ja erilaisen osaamisen arvostamista. Sairaanhoidajaopiskelijoiden hankkeet toteutetaan yhteistyössä alueen toimijoiden kanssa. Hankkeet kytkeytyvät opiskelijan opintoihin, oppimisympäristöihin ja aluekehitykseen. Aikuisopiskelijat ovat opintoihin liittyen olleet muun muassa kehittämässä alueen hoito- ja palveluketjuja, turvallista lääkehoitoa ja hoitotyön kirjaamista. Lohjan Laureassa toteutetaan myös terveyden edistämiseen liittyviä hankkeita. Hankkeen tavoitteista ja toiminnasta vastataan yhteisesti. Opiskelija saa kokemuksen asiantuntijakulttuurista ja täysvaltaisena asiantuntijana toimimisesta. Opiskelijan itseohjautuvuus kasvaa ja hän asettaa itse tavoitteita itselleen. Tämä mahdollistaa ylärajattoman oppimisen.

Tulevaisuuden osaajilta vaaditaan jatkuvaa uudistumista, kykyä ajatella ja toimia ennakoivasti. Muutokset ja työelämän monimuotoisuus asettavat asiantuntijuudelle erityisiä vaatimuksia. Asiantuntijan tulee olla valmis kehittämään omaa osaamistaan – elinikäisen oppimisen näkökulma on jatkuvasti läsnä. Ammatti-identiteetin muokkautuminen yhä uudelleen ja työtehtävien muuttuvat sisällöt haastavat uudistumaan. Tiedon merkitys on muuttunut. Asiantuntijan toiminta moniammatillisessa kontekstissa haastaa yksilön oppimisen ja nostaa rinnalle ryhmän oppimisen merkityksen. Asiantuntija tarvitsee luovuutta, kykyä tarkastella ilmiöitä uudella tavalla. Luovuuden merkitys osaamisintensiivisessä yhteiskunnassa korostuu. Oppimisympäristöllä on merkittävä vaikutus opiskelijan luovuuden ja uuden osaamisen syntymiseen. Opiskelijan ammatti-identiteetin kehittymistä tuetaan jatkuvana prosessina

Testi

Ikääntyvä väestö, kansainvälinen toimintaympäristö ja monikulttuurisuus sekä osaavan hoitohenkilöstön saatavuuden jatkumo luovat hoitotyön koulutukselle erityiset haasteet. Toiminta-alueella väestöpohja luo

monikulttuurisen elementin hoitajan jokapäiväiseen työhön. Toiminta-alueen pyrkimyksenä on taata hyvinvoiva ympäristö ja hyvä elämänlaatu kaikille. Tässä tehtävässä hoitotyöllä on erityinen merkitys. Julkisen sektorin palveluiden kehittäminen, hoitotyön johtamisen haasteet, organisaatioiden hiljaisen tiedon tekeminen näkyväksi ja uusien toimintatapojen luominen korkeakoulun ja työelämän yhteisissä hankkeissa tarjoavat hoitotyön kehittämispohjaiselle oppimiselle jatkuvia kehittämisen kohteita. Pedagoginen, tutkimus- ja kehittämistoiminta sekä aluekehitystoiminta integroituvat LbD-toimintamallissa, jota koulutusohjelma toteuttaa monimuotoisessa oppimisympäristössä. Monimuotoiseen oppimisympäristöön kuuluu mm. työskentely Terveystorilla, jossa ruotsinkielisten asiakkaiden kohtaamisessa harjaannutaan alueen monikulttuuriseen asiakaspalveluun. Ammattitaitoa edistävässä harjoittelussa monikulttuurisuus näyttäytyy luonnollisen osana työtä Lohjan alueen väestöpohjan perusteella.

Konkreettinen kehittämistyö toteutuu hankkeissa, joissa yhdistyy moniammatillinen osaaminen. Hanketoiminnassa pyritään vastaamaan alueen terveydenhuollon kehittymistarpeisiin, myös terveydenhuollon valtakunnalliset vaateet otetaan proaktiivisesti huomioon hankkeita suunnitellessa.

Kumppanuus hankkeissa tarkoittaa keskinäistä kunnioitusta ja erilaisen osaamisen arvostamista. Sairaanhoidajaopiskelijoiden hankkeet toteutetaan yhteistyössä alueen toimijoiden kanssa. Hankkeet kytkeytyvät opiskelijan opintoihin, oppimisympäristöihin ja aluekehitykseen. Aikuisopiskelijat ovat opintoihin liittyen olleet muun muassa kehittämässä alueen hoito- ja palveluketjuja, turvallista lääkettä ja hoitotyön kirjaamista. Lohjan Laureassa toteutetaan myös terveyden edistämiseen liittyviä hankkeita. Hankkeen tavoitteista ja toiminnasta vastataan yhteisesti. Opiskelija saa kokemuksen asiantuntijakulttuurista ja täysvaltaisena asiantuntijana toimimisesta. Opiskelijan itseohjautuvuus kasvaa ja hän asettaa itse tavoitteita itselleen. Tämä mahdollistaa ylärajattoman oppimisen.

Expertise

Tulevaisuuden osaajilta vaaditaan jatkuvaa uudistumista, kykyä ajatella ja toimia ennakoivasti. Muutokset ja työelämän monimuotoisuus asettavat asiantuntijuudelle erityisiä vaatimuksia. Asiantuntijan tulee olla valmis kehittämään omaa osaamistaan – elinikäisen oppimisen näkökulma on jatkuvasti läsnä. Ammatti-identiteetin muokkautuminen yhä uudelleen ja työtehtävien muuttuvat sisällöt haastavat uudistumaan. Tiedon merkitys on muuttunut. Asiantuntijan toiminta moniammatillisessa kontekstissa haastaa yksilön oppimisen ja nostaa rinnalle ryhmän oppimisen merkityksen. Asiantuntija tarvitsee luovuutta, kykyä tarkastella ilmiöitä uudella tavalla. Luovuuden merkitys osaamisintensiteetissä yhteiskunnassa korostuu. Oppimisympäristöllä on merkittävä vaikutus opiskelijan luovuuden ja uuden osaamisen syntymiseen. Opiskelijan ammatti-identiteetin kehittymistä tuetaan jatkuvana prosessina (kuviot 2).

Yleiset kompetenssit ja geneerinen osaaminen^[1]

Yleiset kompetenssit ovat eri koulutusohjelmille yhteisiä osaamisalueita. Ne luovat perustan työelämässä toimimiselle, yhteistyölle ja asiantuntijuuden kehittymiselle. Yleiset kompetenssit sisältyvät opetussuunnitelmassa opintojaksojen osaamistavoitteisiin.

Valtakunnalliset, yleiset kompetenssit on luotu ammattikorkeakoulujen yhteistyössä vuonna 2006. Uusia^[1] yleisiä kompetensseja laaditaan ja niiden arvioidaan olevan käytössä 2010. Tässä hoitotyön opetussuunnitelmassa on huomioitu kompetenssien määrittelytyön tilanne.

Vuonna 2006 määritellyt kompetenssit:

- itsensä kehittäminen
- eettinen osaaminen
- viestintä- ja vuorovaikutusosaaminen
- kehittämistoiminnan osaaminen
- organisaatio- ja yhteiskuntaosaaminen
- kansainvälisyysosaaminen.

^[1] Luonnosvaiheessa olevat kompetenssit ovat seuraavat: oppimisen taidot, oppimisen taidot, eettinen osaaminen, työyhteisöosaaminen, innovaatio-osaaminen ja kansainvälistymisosaaminen

Kehittämistoiminnan osaaminen kasvaa kokonaisvaltaisesti koulutusohjelman hanketyöskentelyssä. Oman

osaamisen reflektointi ja arviointi suhteessa muiden osaamiseen sekä kyky ratkaista ongelmia ja tarkastella ilmiöitä kriittisesti ovat asiantuntijan keskeisiä geneerisiä taitoja. Kommunikointikyky, vuorovaikutus ja oman osaamisensa ilmaisu monialaisessa kontekstissa, on tulevaisuuden työelämässä yhä tärkeämpää.

Oppimisen taidot ja eettinen osaaminen kasvavat kokonaisvaltaisesti läpi koulutusohjelman opintojen.

Oppimisympäristön innovatiivinen ote, luovat ongelmanratkaisutilanteet ja projektimainen työskentelytapa harjaannuttavat opiskelijan työelämän monimuotoisiin ja odottamattomiin tilanteisiin.

Kehittämishankkeissa opiskelijat ottavat vastuuta omasta toiminnastaan ja tarkastelevat sen vaikutuksia erilaisista näkökulmista. Kehittämishankkeissa työskentely luo vahvan perustan geneeristen taitojen hallintaan ja opiskelijan monipuolinen, työelämässä tarvittava yleinen osaaminen kasvaa.

Opiskelijoiden kansainvälistymisosaaminen kehittyy erilaisissa monikulttuurisissa tilanteissa, joissa eri kulttuureista tulevat opiskelijat ja opettajat toteuttavat yhteisesti opintokokonaisuuksia. Yksikössä järjestetään säännöllisesti lukuvuodessa yhteisiä asiantuntijaluentoja, joissa taustoiltaan ja kulttuuriltaan erilaiset henkilöt jakavat kokemuksiaan ja osaamistaan. Lisäksi opiskelijoille tarjotaan mahdollisuuksia toteuttaa osa opintokokonaisuuksista vaihtoehtoisesti vieraalla kielellä ja lähteä vaihtoon ulkomaisiin vaihtokouluihin. Kielitaito vahvistuu opintojaksojen toteutusten vieraskielisissä keskustelupiireissä. Osaan hankkeista sisältyy vieraskielisiä osuuksia, joissa suomenkielisen opettajan työparina toimii esimerkiksi ruotsinkielinen hoitotyön ammattilainen.

Competences

Sairaanhoitajan ydinkompetenssit

Hoitotyön koulutusohjelmassa sairaanhoitajan ammatillinen asiantuntijuus muodostuu terveyden edistämisestä, sairaanhoitajan eettisestä toiminnasta, joka kytkeytyy olennaisesti hoitotyön päätöksentekoon. Tutkimus- ja kehittämistyö sekä hoitotyön johtaminen kuuluvat sairaanhoitajan osaamiseen. Sairaanhoitajalta edellytetään yhteistyötaitoja, ohjaus- ja opetusosaamista sekä oman toiminnan kytkemistä ympäröivään yhteiskuntaan. Sairaanhoitajan työn keskiössä on kliininen osaaminen ja lääkehoidon osaaminen nykyisessä monikulttuurisessa maailmassa.

Opetussuunnitelmassa sairaanhoitajan ydinkompetenssit sisältyvät opintojaksoihin ja muodostavat näin tutkinnon aikana kehittyvän sairaanhoitajan osaamisprofiilin. Osaaminen kasvaa opintojen myötä ja myös kompetenssien määrä ja osaamisen syvyys kumuloituu.

Koulutusohjelmakohtaiset kompetenssit ovat seuraavat:

- hoitotyön asiakkuusosaaminen
- terveyden edistämisen osaaminen
- kliininen osaaminen
- päätöksenteko-osaaminen
- ohjaus- ja opetusosaaminen.

Osaamisen arviointi koulutusohjelmassa

LbD-toimintamallissa arviointi kohdistuu laajoihin kokonaisuuksiin sekä työ- ja oppimisyhteisöjen tuloksiin. Ammattikorkeakoulun kolme perustehtävää (opetus, tutkimus- ja kehittämistoiminta sekä aluekehitystehtävä) huomioidaan tietoisesti myös opiskelija-arvioinnissa. Koulutusohjelman projekti- ja hanketoiminnassa arviointikohteina ovat yksilön ja hankeyhteisön oppiminen, kehittämishankkeen prosessien eteneminen, merkitys ja vaikuttavuus sekä saavutetut tulokset. Lopputuotteen ja sen vaikuttavuuden arvioinnissa halutaan korostaa syntyneen osaamisen merkitystä suhteessa esimerkiksi kehittämishankkeen tavoitteisiin. Ohjaus- ja arviointikeskustelut kytkyvät hankkeissa opitun opiskelijan henkilökohtaiseen oppimissuunnitelmaan.

Aikuisopiskelijan jatkuva oman oppimisen arviointi on tärkeää. Arviointi sisältää sekä laadullista että määrällistä arviointia. Aktiivisen reflektion kautta kehittyvät oppijoiden oppimaan oppimisen taidot ja he pystyvät monipuolisesti tunnistamaan ja arvioimaan myös omia käsityksiään ja oppimisprosessejaan. Arviointiin kuuluvat itsearviointin lisäksi vertaisarviointi sekä opettajan ja ohjaajan antama palaute ja arviointi. Kehittämishankelähtöisessä oppimisessa on myös työelämän edustajalla mahdollisuus osallistua arviointiin yhdessä opettajan/ohjaajan kanssa. Opintojaksot arvioidaan arviointiasteikolla 0 - 5 seuraavasti:

- 5 (kiitettävä),
- 4 (hyvä),
- 3 (hyvä),

2 (tydyttävä),
1 (tydyttävä) ja
0 (hylätty).

Jokaiselle opintojaksolle on määritelty arviointikriteerit, jotka ovat opiskelijan tiedossa ennen opintojakson alkua (liite 3). Korkean arvosanan saaminen edellyttää, että alempien arvosanojen saamiseksi asetetut tavoitteet on saavutettu. Osaaminen kehittyy ja kumuloituu edettäessä arviointiasteikolla seuraavalle tasolle.

Opintojakso, opintojakson osa tai toteutuksen osa voidaan arvioida myös hyväksytty/hylätty (H/0) -periaatteella. Tutkintoon kuuluva harjoittelu kirjataan suoritukseksi merkinnällä hyväksytty (H). Arvosanaa S (=suoritettu) käytetään silloin, kun opintojakso tai opintojakson osa hyväksiluetaan opiskelijan aikaisempien suoritusten perusteella. Hylätty suoritus täytyy uusida tai täydentää.

Competence development process

Ammatillinen kasvuprosessi kuvataan neljän vuositeeman kautta, jotka noudattavat Laurean pedagogisessa strategiassa kuvattuja kasvun portaita:

- 1.) Ammatillisen kasvun käynnistyminen
- 2.) Alan ydinosaamisen kehittäminen
- 3.) Osaamisen syventäminen
- 4.) Työelämän kehittäminen ja uudistaminen.

Kuviossa 3 on kuvattu vuositeemat ja ammatillinen kasvu Lohjan Laurean hoitotyön koulutusohjelmassa.

		1. year	2. year	3. year	4. year
OP	STUDIES				
0358	THE ADULT LEARNER IN THE UNIVERSITY OF APPLIED SCIENCES				
01189	Self development in the University of Applied Sciences	5			
01190	Theoretical background for instruction and development, R&D	10			
01191	Basic anatomy and physiology of the human body, First Aid	5			
01192	Enhancing professionalism: Practical training, basic care know-how, R&D	10			
01193	Nursing ethics and know-how	5			
00189	Preparatory Studies in Mathematics	3			
0359	THE ADULT LEARNER AS A NURSE				
01194	Nursing English		5		
00194	Preparatory Studies in English		3		
01195	Internal Medicine Nursing		5		
01196	Surgical nursing, medical care		10		
01197	Promoting family well-being		5		
01198	Neurological nursing and long-term patient care		10		
01199	Mental health nursing and casualty care know-how		10		
01200	Enhancing professionalism - Practical training (surgical nursing and family care),		15		
01201	Enhancing professionalism - Practical training (mental health care and internal medicine)		15		
01203	Enhancing professionalism - Practical training, R&D (project practise)		5		
00195	Preparatory Studies in Swedish		3		
0360	THE ADULT LEARNER WORKING AS A COMMUNITY NURSE				
01204	Enhancing professionalism - Practical training (home care)			5	
01205	Nursing Swedish			5	
00635	Written skills in Swedish			0	
00634	Oral skills in Swedish			0	
01206	Finnish language			5	
00637	Oral skills in Finnish			0	
00636	Written skills in Finnish			0	
01207	Independent reception work, knowledge when promoting health and well-being			5	
01208	Welfare entrepreneurship and developing services R & D			5	
01209	Enhancing professionalism - Practical training, (Developing Service innovation), R&D			5	
01210	Research and developing know-how integrated in Bachelors Thesis			5	
00043	Thesis			15	

0361	ADULT LEARNER AS AN ACTIVE DEVELOPER WITHIN NURSING WORK				
01212	Leadership in Nursing			5	
01213	Intensive Studies in Nursing			10	
01214	Enhancing professionalism - Practical training, advanced level (outpatient or paramedical care)			10	
01215	Enhancing professionalism - Practical training, advanced level			10	
125	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00397	Initial Test in Mathematics	0			
		0	0	0	0

0358 THE ADULT LEARNER IN THE UNIVERSITY OF APPLIED SCIENCES, 35 cr

Description:

During this theme the learner acquires knowledge which needed in lifelong learning as well as knowledge which is needed in the challenging and developing nursing work. The aim is to assume both ethical and philosophical principles in nursing practise. During the theme the student executes a small-scale developing project which includes the theme's study modules. Some modules may include optional parts in foreign languages.

01189 Self development in the University of Applied Sciences, 5 cr

The student is able to:

The student knows how to act as a member in his/her own study community and understands the challenges and possibilities when studying at a university. The student has a vision of the education sector he/ she has chosen, the possibilities provided by the sector as well as knowledge of the internationalisation possibilities.

Upon completion, the students comprehend ways of managing their studies and study practises. The student understands to take responsibility of his/her own studies, assets, and knows how to develop them. The student knows the curriculum and is able to independently make the relevant choices for his education and career as well as make a study plan.

The student knows how to actively use the information and instruction services. The student knows how to use library services and information networks when searching for information and comprehends the basics when studying online.

Contents of the study unit:

This module provides the student with a knowledge which is essential when studying at the University of Applied Sciences as well as with the basics of working life and communication skills when working as a network professional.

01190 Theoretical background for instruction and development, R&D, 10 cr

The student is able to:

The student knows how to apply the method based on research and development when working with patients with different background and cultures. The student understands the meaning of nursing professionalism for his/her own professional growth. The student is able to design, organise and develop different safe working methods in his/her working community and knows how to remove the health and safety risks. The student understands that safety provides a healthy base for quality professionalism. The student knows how to improve health and safety practises in such a way that health promotion for both individuals and communities will be ensured.

The student knows how to follow the vital regulations and guidelines promoting health and safety on a national and international level in his /her work. Students follow the ethical values both on the personal level as well as values applied by the working community.

Contents of the study unit:

The student acquires knowledge of the theoretical background in health and safety, when practising nursing which is based on development, supervision and demonstration. The module trains the student to exhibit competencies in critical thinking, instructing, as well as applying a working method based on research and development. During the module the student observes and evaluates the probability of different risks which may confront the patient / employee in the ever-changing working life situations.

01191 Basic anatomy and physiology of the human body, First Aid, 5 cr

The student is able to:

The student knows how to apply the basic knowledge of anatomy and physiology as well as micro biology into practical nursing. Upon completion, the student comprehends the basic first aid skills.

Contents of the study unit:

The module consists of the basics of the anatomy and physiology as well as micro biology.

01192 Enhancing professionalism: Practical training, basic care know-how, R&D, 10 cr**The student is able to:**

The student will recognise the needs of people of different age and people / families with different background and cultures. She/he knows how to act when promoting health and well-being for his/her clients and their environment. The student follows the ethical values for nursing and is able to apply these principles to work. The student knows how to act in multi-professional groups when promoting the clients' well-being and knows how to plan, implement, and evaluate the care work. The student also comprehends the monitoring processes.

A possibility to implement the module through international collaboration will be created.

Contents of the study unit:

The students revise and deepen their skills in basic care knowledge both on a theoretical as well as practical level. They acquire skills in process care and care monitoring.

01193 Nursing ethics and know-how, 5 cr**The student is able to:**

The student knows how to take the ethical concepts and principles into account when practising nursing. The student acts in an ethical way and takes responsibility in medical care. She/he recognises the probability of risks and uses this knowledge when developing his/her work.

A possibility to implement the module through international collaboration will be created.

Contents of the study unit:

The ethical concepts and principles in nursing.

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.

0359 THE ADULT LEARNER AS A NURSE, 0 cr**Description:**

During the theme the learner acquires skills in basic care when meeting both health and ill clients. Students apply the customer-based principles to nursing work and deepen their knowledge of basic care.

During the adult learner as a nurse-theme the student also takes the substance studies (as described in R&D-project). Some modules may include optional parts in foreign languages.

The student will be able to:

The student is able to plan, implement and evaluate the patient care according to the decision making process and

delivers medical care in a safe and qualitative way. The student takes the cultural background of a patient/ client and working community into account when practising nursing.

01194 Nursing English, 5 cr

The student is able to:

Upon completion the student comprehends the core glossary which is needed when practising nursing in basic care situations, through basic care methods and when monitoring care. The students are able to communicate with the clients, colleagues, and their managers.

The student is able to use English source literature and recognises the vital concepts of nursing and is able to discuss them in English.

Contents of the study unit:

English-speaking working environment and essential concepts and core glossary of nursing.

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.

01195 Internal Medicine Nursing, 5 cr

The student is able to:

Upon completion, the student knows the most common diseases within internal medicine as well the theoretical background related to their care, observation, analysis, nursing work and care chain and is able to integrate this in the practical nursing and nursing process in a research and development -based method. The student understands the continuity process in nursing.

Contents of the study unit:

The student acquires skills in nursing process, caring with the whole patient as well as documentation and learns to apply the skills into practical nursing. The core element in this module is the ethology and pathology of internal medicine, most common diseases in internal medicine and their research work, diagnoses as well as care.

01196 Surgical nursing, medical care, 10 cr

The student is able to:

The student understands the ethology and pathology of surgical diseases, knows the most common diseases demanding surgical care as well as their symptoms, researches, diagnoses and care as part of the nursing decision making process. The student is able to define the need of care for surgical and gynaecology patients, set the objectives for the nursing work and decide which are the decided acts for the nursing. The student is able to integrate and understand competencies in basic *anesthesiology*. *The student will be able to, throughout tutoring, design and execute intravenous therapy.*

The student will be able to practise nursing for a client/patient and evaluate the work together with the patient and a multi-professional team. The student applies taking responsibility in medical care and is aware of the pharmaceutical therapies and the legislation on medicines. The student knows the safe and correct way of handling, preserving and

destroying medicines, and the different ways of dosing medicine, calculating dosage as well as instructing patients with medicine treatment. The student is aware of issues with drug addictions, drug abuse, reimbursement and alternative medicine. The student masters the data searching in medicine and understands the importance of maintaining professionalism and development as well as developing medical care.

Contents of the study unit:

Integrating knowledge in surgery, anatomy, physiology, clinical pharmacology and clinical laboratory medicine, legislation in medical care, patient care and observation and acting in acute care situations. The student acquires an overall picture of the intravenous rehydration therapy and intravenous therapy as well the factors affecting these forms of therapy. The safe principles of rehydration therapy and intravenous therapy will be presented. The student acquires skills within rehydration therapy when caring for the whole patient.

01197 Promoting family well-being, 5 cr

The student is able to:

Upon completion, the student understands the importance of pregnancy, delivery, and post-natal care to child's health and well-being. The student knows how to support the family throughout pregnancy, delivery and post-natal time and guide the family in when taking care of the child. The student knows the development of a healthy child / adolescent and recognises the health promotion resources and is able to support the actions promoting these resources. The student understands the importance of parenthood, family, and a safe environment in a global world for the child's / adolescent's well-being and health.

Contents of the study unit:

Examines concepts such as pregnancy as a physical, psychical and social process, maternity care, obstetrical care and postnatal care. The study module covers *child's growth and development* and how to support this development. Child health care and the most common children's diseases will also be covered.

01198 Neurological nursing and long-term patient care, 10 cr

The student is able to:

Upon completion the student knows how to practise nursing with long-term patients and according to the nursing decision making -process. The student knows how to practise decision making in neurological nursing, *rehabilitative care and when treating cancer patients. The student knows how to monitor the decision making process and care according to the national model and understands the importance of monitoring legislation in documentation.* The student is able to perform nursing for individual cancer patients from different cultures, based on the ethical values and principles applied for nursing. The student deepens his/her knowledge of planning, implementing and evaluating safe medical care.

Contents of the study unit:

Decision making in nursing. The students revise the issues in medical care, calculating dosage, and medical treatment for special groups. The student will acquire basic skills in medication rights and gets trained at *rehabilitative care* for adults, especially for elderly patients and patients/clients who suffer from disabilities in their physical well-being. The students learn about the birth mechanism for cancer, special features of caring a cancer patient and how to support the family of a cancer patient.

01199 Mental health nursing and casualty care know-how, 10 cr

The student is able to:

The student knows how to practise nursing within mental health units according to the nursing decision making – process. The student knows how to plan, implement and evaluate customer-oriented mental health care, crisis care, alcohol and drugs intervention care for patients of different ages in such a way that it supports individual's resources, family or community as well as takes into account the cultural facts, rehabilitative goals and the care which is pain-reducing. The students are able to consult and use the skills they have acquired through group work when guiding clients in a customer-oriented way. The human resource management is the key element when coping with stress at work. The students will learn about casualty care as well as providing first aid.

Contents of the study unit:

Promoting client's resources in different phases of life as well as the basics of casualty care nursing and providing first aid.

01200 Enhancing professionalism - Practical training (surgical nursing and family care), 15 cr

The student is able to:

The students know how to interact and co-operate with individuals, family, network and the community in such a way that they recognise both the internal and external resources and problem situations. The students know how to plan, implement and evaluate the nursing work from a customer-oriented perspective, in a safe way, taking into account the ethical values, legislation, regulations and recommendations. The students comprehend the medical care in its entire function in patient care and are able to self-assess their learning and developmental needs. Peer-assessment and feedback from the tutors/group will also be included.

The student comprehends the surgical nursing for patient groups within a practise environment and is able to achieve an overall picture of a surgical nursing process by providing care for a patient. The student is aware of the vital dysfunctions caused by the surgical diseases as well as the problems these dysfunctions have on an adult patient's life and health. The student understands the importance of parenthood, family, and a safe environment for the child's / adolescent's well-being and health.

The student is aware of a child's healthy development. The student recognises the resources which promote health and is able to support actions promoting health and well-being of a child / adolescent.

Contents of the study unit:

The practical training integrates the student's professional know-how and expertise into different care environments. The vital element is the interaction with individuals, families, networks and communities. The student is aware of the service system within maternity care. The student learns about the care during pregnancy, delivery, and post-natal care and acquires knowledge of guiding and supporting parents, as well as taking care about a newborn baby.

01201 Enhancing professionalism - Practical training (mental health care and internal medicine), 15 cr

The student is able to:

The student knows how to interact and co-operate with an individual, family, network and the community in such a way that he/she recognises both the internal and external resources and problem situations. The student knows how to plan, implement and evaluate the nursing work from a customer-oriented perspective, in a safe way, taking into account the ethical values, legislation, regulations and recommendations. The student masters the internal medicine nursing in a practise environment with patient groups and achieves an overall picture of internal medicine process care by providing care for a patient.

The student masters the nursing of mental health patient groups within a practise environment and is able to achieve an overall picture of a mental health care and decision making. The student masters the medical care in its entire function for patient care and is able to self-assess his/her learning and development needs. Peer-assessment and feedback from the tutors/group will also be included.

Contents of the study unit:

The practical training integrates the student's professional know-how and expertise into different care environments. The vital element is the interaction with individuals, families, networks and communities. The student acquires knowledge of working within mental health care and internal medicine care process.

01203 Enhancing professionalism - Practical training, R&D (project practise), 5 cr

The student is able to:

The student will launch a developing project together with real-life partners. He/she understands the development work as a part of daily working life. The student knows how to interact and co-operate with individuals, family, network and the community in such a way that he/she recognises both the internal and external resources and problem situations. The student knows how to plan, implement and evaluate the nursing work from a customer-oriented perspective, safely, taking into account the ethical values, legislation, regulations and recommendations. The student comprehends the medical care in its entire function for patient care and is able to self-assess his/her learning and development needs. Peer-assessment and feedback from the tutors/group will also be included.

Contents of the study unit:

Part of the studies will be carried out through a research and development project. The practical training will integrate the student's professional knowledge and know-how into different care environments.

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.

0360 THE ADULT LEARNER WORKING AS A COMMUNITY NURSE, 45 cr**Description:**

During the theme the students recognise their possibility to be part of the decision-making system and thus as a nursing professional promote the development which has an effect on the health of an individual or community.

The student will be able to:

The students learn how to promote their expertise and knowledge and comprehend the basic skills in his field of expertise. The students will act in a way preventing social alienation and promoting social well-being. The students will implement a research and development project integrated with work carried out at Terveystori.

01204 Enhancing professionalism - Practical training (home care), 5 cr**The student is able to:**

The student knows how to interact and co-operate with individuals, family, network and the community in such a way that he/she recognises both the internal and external resources and problem situations. The student knows how to plan, implement and evaluate the nursing work from a customer-oriented perspective, safely, taking into account the ethical values, legislation, regulations and recommendations. The student comprehends the medical care in its entire function for patient care and is able to self-assess his/her learning and development needs. Peer-assessment and feedback from the tutors/group will also be included.

The student learns about the co-operation between social and health care and home care / home nursing and understands the importance of co-operation when taking care of a whole patient. The student knows the principles, nature and special features of home care, and their importance when taking care of a whole patient.

Contents of the study unit:

The student will learn about the vital methods used in home care / home nursing and learns to safely perform these methods. The students deepen their communication skills when communicating with the patient and their family.

01205 Nursing Swedish, 5 cr**The student is able to:**

Upon completion the student will be able to communicate in Swedish both in writing as well as orally in his/her working community. The student knows how to act in the expert community and tell about the field of his/her own expertise by using various communication methods as well as apply the information acquired from the Swedish sources.

Upon completion the student will reach the minimum of level B1.2 (according to the European framework). In

addition to this, he/she will be given a grade "Good/ Satisfactory" of the oral and written language skills (as verified by the *National Certificate of Language Proficiency*).

Contents of the study unit:

Written and oral customer-oriented communication, core terminology in nursing. The key issues are; presenting oneself, one's education, job experience and job search.

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.

01206 Finnish language, 5 cr

The student is able to:

The students, whose language of education is not Finnish, will practise using Finnish in their own field of expertise and will acquire skills which are needed when studying and communicating within the field of their expertise.

Contents of the study unit:

The students, whose language of education is not Finnish, will practise their communication skills in Finnish. They will learn to communicate in the working life in Finnish both orally and literally.

Previous studies:

Koulutusivistyskieli ei ole suomen kieli, yleensä korvaa ruotsin kielen opinnot

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

01207 Independent reception work, knowledge when promoting health and well-being, 5 cr

The student is able to:

Upon completion the student knows how to plan, implement and evaluate customer-oriented supervision and knows how to use the information and communication technology in various ways as part of the supervision. The student knows how to instruct the clients to use information welfare services and promotes clients' well-being through electronic online services. The student is aware of various ways of using welfare technology and knows how to evaluate the need to use them as part of self care.

The student is able to make decisions independently when planning the care for a patient / client and masters the care documentation work / health supervision documentation work when working at a reception. The student comprehends the vital administrative tasks needed in nursing when working independently at a reception. The student knows how to instruct different clients / patients, students and staff within health promotion taking into account the various dimensions in nutrition and dietetics. The student is able to consult and use human resources when sustaining and developing his/her expertise.

Contents of the study unit:

Planning customer-oriented supervision, implementation and evaluation. Supervision methods for promoting health and well-being, promoting self care and seamless care chains are also covered. The study module will cover

independent nursing reception work, task reallocation and administrative tasks as well as consultation in nursing and monitoring the client's health situation. Other key elements are: human resource management, integrating welfare technology as well as information networks into other sciences and knowledge when supervising (e.g. education, nutrition, dietetics).

01208 Welfare entrepreneurship and developing services R & D, 5 cr

The student is able to:

The student understands the vital elements needed for running a profitable business and the importance of entrepreneurial methods. He /she acquires basic information needed when starting a business.

Contents of the study unit:

The student acquires information about entrepreneurship and knows how to draft a realistic, customer-oriented and profitable business / marketing plan. An important key element is applying the concept of an internal entrepreneur.

01209 Enhancing professionalism - Practical training, (Developing Service innovation), R&D, 5 cr

The student is able to:

The students know how to work independently at a reception and are able to evaluate their learning and know-how. They know how to draft a developing plan. They know how to use different solutions produced through information and communication technology in their own work as well as information networks' collective possibilities when promoting health and well-being for people with different cultures and backgrounds. The students deepen their knowledge when supervising others and consulting different clients and groups in self care.

Contents of the study unit:

The practical training will be carried out at Terveystori-environment. The students learn about independent reception work, possibilities in information and communication technology when instructing and consulting clients and develops their peer-to-peer knowledge. The training will be supervised; peer assessment and tutor assessment will promote expertise. It is possible to implement the study module internationally.

01210 Research and developing know-how integrated in Bachelors Thesis, 5 cr

The student is able to:

Upon completion, the students will comprehend the research and developing methods needed for their Thesis work.

Contents of the study unit:

The module provides the students with knowledge and skills which are needed when writing their Thesis. Different development projects will be covered.

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.

0361 ADULT LEARNER AS AN ACTIVE DEVELOPER WITHIN NURSING WORK, 35 cr

Description:

During the theme the students learn how to study, evaluate and develop their own work as well as the work community in the critically-evolving working environment. The Thesis work will be carried out as part of a regional project. The students deepen their theoretical and clinical knowledge through various nursing environments.

The student will be able to:

The student recognises the developing needs in nursing which are evolved through various nursing methods and knows how to launch a developing project. They maintain and develop their learning capabilities throughout their career and promote the quality in nursing as well as evaluate the effectiveness in nursing. The student manages the care co-ordination for patients/clients in such a way that the care continuity is ensured. The student knows how to manage a team and development groups within care.

01212 Leadership in Nursing, 5 cr

The student is able to:

The student masters the vital tools for leadership and is able to act in a responsible manner when promoting and developing well-being in the working environment. The student understands the *organizational* structures and their importance for objectives and results. The student understands the importance of communication within leadership tasks.

Contents of the study unit:

Nursing leadership, *organizational structures and leadership communication. The core element is student's own role in an organization, taking responsibility in an organization and the development work.*

01213 Intensive Studies in Nursing, 10 cr

The student is able to:

The students know how to recognise, renew and co-ordinate the developing targets within care and future challenges in a customer-oriented way in collaboration with a working group and network. The students comprehend the medical care when taking care of a whole patient.

Contents of the study unit:

The module deepens the student's expertise in nursing, decision-making, ethical way of working and skills in medical care. The expertise will be deepened through work within different nursing environments, by giving reasoned arguments, critical evaluation as well as assuming ethical decision-making in their work as a nursing professional.

01214 Enhancing professionalism - Practical training, advanced level (outpatient or paramedical care), 10 cr

The student is able to:

Upon completion, the student knows how to independently apply the acquired knowledge into practise when working at a freely chosen work place. The students engage themselves at a discrete collaboration when working with patients and are able to safely deliver the medical care used in the unit. They are able to reflect and critically evaluate their own development as an expert as well as the ethical values applied. The students are also able to recognise the developmental targets within nursing as well as the quality care.

The students know how to act in a responsible manner in a group, manage as well as give reasoned arguments for their decisions. They are able to supervise, teach and support the clients/patients and colleagues. The students possess good communication, negotiation and group communication skills in various communication situations. The students know the principles of working at a casualty, reception, when providing first aid at an external unit as well the nature and special features for care when taking care of a whole patient.

Contents of the study unit:

The core element of the module is to deepen students' knowledge of a freely chosen sector at a working place which will promote their expertise. The focus will be on treating patients who have become acutely ill, trauma patients and critically ill patients as well as perceiving the big picture and main principles at the casualty department and first aid situations. The students deepen their expertise by working in various nursing environments as nursing professionals when taking care of a whole client/patient and when organising the work at the care unit. The communication skills are deepened in interaction with the patient, as well as the documentation skills (reporting, monitoring) when working at the casualty or at an external first aid unit. The student acquires information about the most vital help methods used when working at casualty or at an external first aid unit and trains to perform these methods in a safe way.

01215 Enhancing professionalism - Practical training, advanced level, 10 cr

The student is able to:

Upon completion, the student knows how to independently apply the acquired knowledge into practice when working at a freely chosen work place. The students engage themselves at a discrete collaboration when working with patients and are able to safely deliver the medical care used in the unit. They are able to reflect and critically evaluate their own development as an expert as well as the ethical values applied. The students are also able to recognise the developmental targets within nursing as well as the quality care.

The students know how to act in a responsible manner in a group, manage as well as give reasoned arguments for their decisions. They are able to supervise, teach and support the clients/patients and colleagues. The students possess good communication, negotiation and group communication skills in various communication situations.

Contents of the study unit:

The core element of the module is to deepen students' knowledge of a freely chosen sector at a working place which will promote their expertise. The focus will be on treating patients who have become acutely ill, trauma patients and critically ill patients as well as perceiving the big picture and main principles at the casualty department and first aid situations. The students deepen their expertise by working in various nursing environments as nursing professionals when taking care of a whole client/patient and when organising the work at the care unit. The communication skills are deepened in interaction with the patient, as well as the documentation skills (reporting, monitoring) when working at the casualty or at an external first aid unit. The student acquires information about the most vital help methods used when working at casualty or at an external first aid unit and trains to perform these methods in a safe way.

125 ELECTIVE STUDIES, 15 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.

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.

00397 Initial Test in Mathematics, 0 cr

Study unit description:

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