

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing, in English (Laurea Otaniemi, sote), SNG09SN

CURRICULUMS AT LAUREA

Learning Concept at Laurea

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

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

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

Learning environment

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

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

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

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

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

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

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

Students

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

Lecturers

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

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

Competence evaluation

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

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

LAUREA'S GENERIC COMPETENCES

Laurea's generic competences

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

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

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

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

Ethical competence

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

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

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

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

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

Levels of ethical competence

At the personal competence level, students are able to:

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

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Globalisation competence

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

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

Levels of globalisation competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

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

Innovative competence

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

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

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

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

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

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

Levels of innovative competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Reflective competence

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

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

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

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

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

Levels of reflective competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Network competence

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

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

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

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

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

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

Levels of network competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

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

European higher education area

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

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

The objectives of the process are:

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

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

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

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

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

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

Bologna Process

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

Tuning Educational Structures in Europe

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

Operating environment

In order for health care operating environments to be cost-effective, efficient and influential, the knowledge and competence they contain must be reliable, up to date and high in quality. We can promote the health of the population and of individuals by developing competence and opportunities, carrying out research and improving operating methods, communications and health literacy. The nursing operating environment and staff competence are regulated by Finnish and European legislation, which aim to ensure equal opportunities for health and well-being. Cooperation between universities of applied sciences and various players from the operating environment promotes networked partnerships, which contribute to client -oriented services and generate innovative service competence. Learning in the Degree Programme in Nursing takes place through research and development projects carried out in cooperation with representatives of the employment market as well as other partners and players. Welfare and health care services are produced by public and private organisations as well as the third sector. Operating environments include the clients' homes, health care service communities, primary health care, specialist medical units, private companies, associations, organisations as well as ICT and other welfare networks. Electronic data systems, guidance and counselling services, service processes as well as good practices and operating models are all requirements for seamless client-oriented service chains. A continuing challenge for health care operating environments is the development of interactive welfare competence using ICT. Networking between various experts, service providers and clients creates new, proactive kinds of cooperation, welfare services and products. The integrative learning environments of a university of applied sciences can be used to test, develop and evaluate various products, service models and practices related to welfare, before they are transferred to real operating environments. Active participation in real-life projects and operating environments fosters the development of service expertise.

The internationalisation of the operating environment is evident in meetings with partners from different cultural backgrounds, in international information searches, in the use of empirical data and in networking based on ICT. Various players and partners in work communities also deepen internationalisation, its use and its opportunities. Graduates of the Degree Programme in Nursing can obtain employment as service experts in a changing, globalised operating environment.

The Degree Programme in Nursing is defined in a competence-based curriculum. Each generic competence is examined in detail in the content of specific themes. The themes of the Degree Programme in Nursing (210 cr) are: Investigating and Developing Nursing in Projects (30 cr), Holistic Being in Nursing (25 cr), Encountering the Nursing Client (20 cr), Empowerment of Nursing Clients (25 cr), Ethical Problem-Solving and Teamwork (15 cr), Health Promotion (15 cr, Family Nursing (20 cr), Leadership and Service Management in the Welfare State (20 cr), Innovation and Expertise in Welfare Service Provision (30 cr) (Figure 1).

KUVA 1

KUVA 2

The theoretical basis of the Degree Programme in Nursing is multidisciplinary. The knowledge base lies in information produced in health sciences, particularly nursing science (Figure 2). Health sciences share an interest in human health, sickness and care. Nursing science focuses on nursing and on the phenomena of nursing education, administration and management. Other focal points include maintaining and promoting health, well-being and self-care in different age groups, social groups and cultural groups. Scientific data are produced to explain and, where possible, to predict states of health and changes in them, which means that they aim to identify causal relationships and their principles. A development theory approach is applied when examining human health and change periods from the points of view of the individual, the family and the society. The purpose of scientific data based on a humanistic conception of knowledge is to understand and interpret the subjective and empirical state of health and interaction of individuals, groups and communities. A critical conception of knowledge aims to produce, generate and renew developmental operating models for health promotion. Phenomena related to nursing in different operating environments and contexts are examined using an investigative and developmental approach. The knowledge basis used for learning lies in proven scientific data. The starting point is the Learning by Developing method (LbD).

Competence in the Degree Programme in Nursing is based on the point of view of health promotion. According to the 1986 Ottawa Declaration, health promotion is based on the values of health care and municipal policy, which aim to improve the health of the population and reduce inequalities in the health of different population groups. The declaration was approved at the WHO Global Conference on Health Promotion, organised in Bangkok in 2005. This means that health promotion constitutes protecting, maintaining and fostering human health using various measures. It includes increasing people's control over their own state of health and its background factors. Health promotion also involves preventing and treating illness and accidents.

Nursing expertise contains the following areas of competence as defined in the generic competences in Laurea's curriculum:

- responsible nursing expertise
- knowledge-based and skill-based professional competence in one's own field
- ethical nature of operations
- investigative and developmental approach
- innovative service competence
- understanding organisation development processes
- anticipating future trends of the profession and the society

Professional competence comprises broad-based practical knowledge and skills for acting as an expert in the field of choice (Polytechnics Act 351/2003, Section 4). Nursing experts have a broad understanding of the position and significance of their field in society, as well as in national and international employment contexts. They know the most important practical tasks of nursing and are able to work independently in tasks requiring expertise in the field (Polytechnics Decree 352/2003). Directive 2005/36/EC of the European Parliament and Council regulates the professional competence of nurses and the training received by nurses in charge of general practice nursing. The development of a student into a nurse is a professional growth process that begins before the student applies for training – at the time the career choice is made – and continues throughout the student's career. The student's growth and development into a nurse forms part of his/her growth as a person. Professional growth and development form a process in which the individual's skills, knowledge, beliefs and values develop and change. Through the professional growth process the student learns to act in practical nursing tasks and deepens his/her knowledge and abilities in relation to the substance of the profession. This development is closely linked to the time, the nursing culture and the social situation. The knowledge-based and skill-based professional competences describe the professional growth process in three levels of development: basic competence, intermediate competence and advanced competence. The levels of competence are examined from the points of view of expert orientation, method orientation, customer orientation and developer orientation (Tables 1 and 2).

TABLE 1

TABLE 2

Learning in the Degree Programme in Nursing progresses by themes (Figure 3). In their professional growth,

students learn to apply Learning by Developing and research methods. Each student produces a thesis as part of a development project. Students prove their professional competence by creating a portfolio in which they demonstrate their development in nursing expertise in accordance with the objectives of the degree programme. The students' service competence lies in customer-oriented, evidence-based and innovative nursing.

FIGURE 3

Professional Development in Practice

Professional development in practice (78 cr) is used in the Degree Programme in Nursing to foster competence in accordance with EU directives. Professional development in practice consists of learning and a thesis completed in accordance with each student's personal study plan in Laurea's learning environments, workshops and various kinds of social service and health care operating environments (Figure 4). Innovative learning environments are used to foster learning by developing in various projects during the degree. In the Degree Programme in Nursing, job placements are carried out with links to different kinds of welfare operating environments and players. Client relationships form the core of learning. In nursing, the viewpoints of the individual, the group and the community are all significant. Skills are acquired in nursing as well as assistance and guidance methods through workshops and clinical studies in various operating environments. Students complete most of their learning in primary health care, second and third level hospitals and in voluntary organisations. They study in multidisciplinary networks throughout the learning process. Clinical studies are also carried out in international student exchanges.

A true basis in the real world of work and network partnership supports the linkage between professional development in practice, the thesis process and learning. From the start of their studies, students gradually commit to planning, implementing and evaluating their own learning. Professional development in practice is planned in relation to the content of the curriculum themes. Learning evaluation is based on the competence level descriptions.

FIGURE 4

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
128	INVESTIGATING AND DEVELOPING NURSING IN PROJECTS				
00356	Learning by Developing	10			
00357	Tools for the Investigative Process	10			
00333	Professional Development in Practice I, Degree Programme in Nursing	10			
119	HOLISTIC BEING IN NURSING				
00358	Human Development and Life Span	10			
00362	Health Care, Social Welfare and Legislation	5			
00359	Nursing Environment	7			
00360	Nursing English I	3			
120	ENCOUNTERING THE NURSING CLIENT				
00682	Nursing interventions	11			
00685	Medical assessment and the therapeutic methods	4			
00795	Swedish for Finnish Students	5			
00634	Oral skills in Swedish	0			
00635	Written skills in Swedish	0			
00305	Basic Finnish	5			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
121	EMPOWERMENT OF NURSING CLIENTS				
00364	Empowerment and Strengthening of Patient Resources		10		
00350	Professional Development in Practice II, Degree Programme in Nursing		10		
00365	Professional Development in Practice III, Degree Programme in Nursing		5		
122	HEALTH PROMOTION				
00367	Health Promotion of Individuals and Communities		5		
00354	Professional Development in Practice IV, Degree Programme in Nursing		10		
149	FAMILY NURSING				
00368	Working with Families			10	
00369	Professional Development in Practice V, Degree Programme in Nursing			10	
113	ETHICAL PROBLEM SOLVING AND PROFESSIONAL TEAM WORK				
00366	Professional Ethics in Multidisciplinary Care			5	
00769	Professional Team Work				10
117	LEADERSHIP AND SERVICE MANAGEMENT IN THE WELFARE STATE				
00370	Professional Development in Practice VI, Degree Programme in Nursing			15	
00770	Leadership and Service Management			5	

114	INNOVATION AND EXPERTISE IN WELFARE SERVICE PROVISION				
00344	Thesis			5	10
00347	Development of Service Innovations				5
00372	Professional Development in Projects				8
00482	Nursing English II			2	
154	ELECTIVE STUDIES				
01049	Basic Finnish Extra				
00310	Intermediate Finnish		5		
00352	Advanced Finnish			5	
00341	Elective Studies for Finnish Students		10		
		60	60	60	30

Annual themes and competences

Study		Extent	Competences
00356	Learning by Developing	10	Reflektio-osaamisen kuvaus (H)
00357	Tools for the Investigative Process	10	Reflektio-osaamisen kuvaus (H)
00333	Professional Development in Practice I, Degree Programme in Nursing	10	Reflektio-osaamisen kuvaus (H)
00358	Human Development and Life Span	10	Globalisaatio-osaamisen kuvaus (H)
00362	Health Care, Social Welfare and Legislation	5	Globalisaatio-osaamisen kuvaus (H)
00359	Nursing Environment	7	Globalisaatio-osaamisen kuvaus (H)
00360	Nursing English I	3	Globalisaatio-osaamisen kuvaus (H)
00682	Nursing interventions	11	Eettisen osaamisen kuvaus (H)
00685	Medical assessment and the therapeutic methods	4	Eettisen osaamisen kuvaus (H)
00795	Swedish for Finnish Students	5	Globalisaatio-osaamisen kuvaus (H)
00305	Basic Finnish	5	Verkosto-osaamisen kuvaus (H)
00364	Empowerment and Strengthening of Patient Resources	10	Verkosto-osaamisen kuvaus (H)
00350	Professional Development in Practice II, Degree Programme in Nursing	10	Verkosto-osaamisen kuvaus (H)
00365	Professional Development in Practice III, Degree Programme in Nursing	5	Verkosto-osaamisen kuvaus (H)
00367	Health Promotion of Individuals and Communities	5	Reflektio-osaamisen kuvaus (O)
00354	Professional Development in Practice IV, Degree Programme in Nursing	10	Reflektio-osaamisen kuvaus (O)
00368	Working with Families	10	Eettisen osaamisen kuvaus (O)
00369	Professional Development in Practice V, Degree Programme in Nursing	10	Eettisen osaamisen kuvaus (O)
00366	Professional Ethics in Multidisciplinary Care	5	Eettisen osaamisen kuvaus (O)
00769	Professional Team Work	10	Eettisen osaamisen kuvaus (O)

00370	Professional Development in Practice VI, Degree Programme in Nursing	15	Verkosto-osaamisen kuvaus (O)
00770	Leadership and Service Management	5	Verkosto-osaamisen kuvaus (O)
00344	Thesis	15	Innovaatio-osaamisen kuvaus (O)
00347	Development of Service Innovations	5	Innovaatio-osaamisen kuvaus (O)
00372	Professional Development in Projects	8	Innovaatio-osaamisen kuvaus (O)
00482	Nursing English II	2	Innovaatio-osaamisen kuvaus (O)
00310	Intermediate Finnish	5	Verkosto-osaamisen kuvaus (H)
00352	Advanced Finnish	5	Globalisaatio-osaamisen kuvaus (O)
00341	Elective Studies for Finnish Students	10	Verkosto-osaamisen kuvaus (H)

H - Personal competence level

O - Organisational development level

Y - Social reform level

128 INVESTIGATING AND DEVELOPING NURSING IN PROJECTS, 30 cr

Description:

Students become acculturated to the new learning environment and organisational structure of the university of applied sciences, and learn to function self-sufficiently and with self-motivation. The study unit is based on developing skills in investigative thinking, investigative action and problem-solving methods. The most important characteristic is an ethical and critical approach to work. Students become familiar with higher education and learning environments. Competence is based on the students' commitment to planning, implementing and evaluating their own learning. LbD is used to direct the students' path to competence and professional growth. The students also gain skills in group work and group processes and are able to reflect on their own role in this process.

00356 Learning by Developing, 10 cr

The student is able to:

- become acculturated to the new learning environment of the university of applied sciences and work in a self-directed manner
- internalise higher education and the university of applied science's learning environment as part of his/her own learning
- assimilate the principles of Learning by Developing
- apply the tools of Learning by Developing in real work projects
- plan, implement and evaluate his/her learning process and competence
- apply the tools of Learning by Developing to his/her studies

00357 Tools for the Investigative Process, 10 cr

The student is able to:

- recognise philosophical and ethical concepts of research
- define the elements of the research and development process
- identify the qualitative and quantitative approach
- understand the significance of an investigative approach in his/her own field
- acquire and apply information critically from various sources
- follow the guidelines of investigative writing
- to collect and analyse data
- read and report research data
- apply the skills acquired on the course to research and development projects

00333 Professional Development in Practice I, Degree Programme in Nursing, 10 cr

The student is able to:

- act to promote healthy and safe environment for clients/patients
- apply the ethical principles of nursing
- consider the ethical consequences of his/her work
- encounter people in respectful, sincere and equitable ways
- recognise the existence of resources and stress factors affecting individuals and families at different stages of life
- apply information-gathering in order to assess, plan, implement and evaluate nursing care in various environments
- to document nursing
- consider his/her own professional growth

119 HOLISTIC BEING IN NURSING, 25 cr

Description:

TEEMAN KUVAUS PUUTTUU

00358 Human Development and Life Span, 10 cr

The student is able to:

- assess clients' situations from a holistic perspective
- analyse factors such as race, ethnicity, gender, and spiritual belief, as well as their impact on identity development and one changes through life spans
- recognise and challenge personal values
- assess health as a concept and value
- combine the significance of social and health care policy and national as well as international health care programmes to promote the client's health
- encounter people as unique, valuable and equal personas/individuals
- recognise biological, psychological, cultural, societal and environmental factors affecting people's health, bodies and minds
- investigate the resources related to a person and his/her environment
- provide intellectual, emotional and social support to individuals, families and communities as health promoters in periods of growth and development, and in changes related to life situation and health
- act as a client's partner, respecting people's own expertise

00362 Health Care, Social Welfare and Legislation, 5 cr**The student is able to:**

- reflect on comparative models of welfare provision in Finland and abroad
- interpret the philosophical foundations of health care and social welfare and their historical development in Finland in light of current social changes
- explain the history of social policy development and its future challenges, as well as the structure of Finnish social policy and its impact on the nature and organisation of welfare professions
- connect an understanding of social security and social welfare legislation in Finland, as well as legislation related to health and health provision, to the structure of the working environments and workplaces of service providers
- recognise the need to develop social service provision to meet the changing needs of clients
- assess health as a concept and value

Contents of the study unit:

- philosophy of welfare and welfare states
- history and future challenges for welfare provision in Finland
- Finnish social security and health legislation
- Health as a value
- Health in different ages

00359 Nursing Environment, 7 cr**The student is able to:**

- see the nursing environment as physical, social and symbolic
 - recognise cultural, societal and environmental factors affecting people's health, bodies and minds
 - investigate the resources related to a person and his/her environment
 - to develop a nursing environment promoting health and well-being
 - internalise the meaning of safe environment
-
- recognise and assume responsibility for factors affecting health and the safety of the environment
 - recognise and evaluate changes in individual's, family's or community's health transitions
 - to take into consideration different political and financial factors affecting health in different environments and cultures

00360 Nursing English I, 3 cr**The student is able to:**

- communicate in English in his/her work community and in a multicultural environment
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of his/her field of expertise using various channels

- apply information gathered from sources in a foreign language
- attain at least skill level B2 as defined in the Common European Framework.

Contents of the study unit:

- oral and written professional communication
- main nursing terminology
- job searching; introducing oneself and one's educational background and work experience

120 ENCOUNTERING THE NURSING CLIENT, 20 cr

Description:

TEEMAN KUVAUS PUUTTUU

00682 Nursing interventions, 11 cr

The student is able to:

- recognise central concepts of nursing (human, health, environment, nursing)
- understand the significance of nursing history, future challenges and competence
- recognise philosophical approaches to nursing
- professionally plan, implement and evaluate nursing care taking into account the client and patient and his/her own family
- act responsibly and reflect on his/her own work and its ethical consequences
- recognise changes in client's/patient's vital functions
- use clinical examination methods in measuring client's vital functions
- select and implement nursing therapeutics in a client oriented way to promote and support client's and patient's health using evidence based nursing
- justify the selection of nursing therapeutics using evidence based nursing
- provide palliative care to dying patients and support family and significant others in encountering death
- make use of welfare technology in selecting appropriate therapeutic methods for each situation
- take action in first aid and health care disaster situations
- implement safe medication

00685 Medical assessment and the therapeutic methods, 4 cr

The student is able to:

- integrate knowledge of anatomy and physiology to clinical physiology and internal medicine to build his/her own professional knowledge foundation
- take advantage of his/her knowledge in nursing from internal diseases, gerontology and geriatrics
- take advantage of knowledge from diseases, medical examinations and therapeutic methods in his/her work as a registered nurse
- to implement safe medication so that his/her action is based on the fundamentals of pharmacology

00795 Swedish for Finnish Students, 5 cr

The student is able to:

- communicate in Swedish in his/her work community
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of his/her field of expertise using

Contents of the study unit:

- oral and written professional communication
- main physiotherapy terminology
- job searching, introducing oneself, one's educational background and work experience

Study unit description:

Students attain at least skill level B1.2, as defined in the Common European Framework. In addition, students

receive grades of good or satisfactory in oral and written language skills in accordance with the language skill requirements of civil servants.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

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.

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

121 EMPOWERMENT OF NURSING CLIENTS, 25 cr

Description:

- plan, implement and evaluate client-centered guidance
- apply guidance and consulting methods in caring for individuals, families and communities
- guide clients in using social and health care services
- promote client's self-care
- reflect on ethical issues related to guidance and consulting provided to clients
- work in a team and state justified views as a nursing expert in multidisciplinary teams
- act as a client's partner, respecting people's own expertise

The student will be able to:

- client empowerment; client's self-determination, responsibility and right to receive information
- client-centered guidance and consulting competence
- supporting client's self-care

00364 Empowerment and Strengthening of Patient Resources, 10 cr

The student is able to:

- analyse the meaning of client empowerment in nursing
- analyse and describe his/her own feelings and values and the impact of cultural differences in terms of building

patient relationships

- plan, implement and evaluate client-centered nursing care
- promote client self-care and rehabilitation
- use cooperation and networking skills in multidisciplinary nursing teams
- adopt a multidisciplinary approach to work
- recognise the internal and external resources of individuals, groups and communities as well as related stress factors
- use interaction processes and the basics of interpersonal and intercultural communication
- plan, implement and evaluate client-centred teaching and guidance
- use resource-centred interview and guidance techniques
- to implement measures to correct fluid imbalances such as parenteral replacements and blood transfusions
- support the patient with balanced nutrition
- use welfare technologies and IT networks in the care of the patients

Contents of the study unit:

- empowerment as a concept (client's self-determination, responsibility and right to receive information)
- nursing process and decision making in the nursing care of medical and surgical patients
- diagnosing and supporting the patients in surgery
- client-centred, multicultural approach in guidance
- interpersonal and intercultural communication
- medications, infusions and blood transfusions
- nutrition and dietetics
- primary nursing and community approach in nursing
- welfare technologies and IT networks
- ethical issues related to guidance and consulting
- multidisciplinary approach
- medical subjects; pharmacology, surgery, anesthesiology

00350 Professional Development in Practice II, Degree Programme in Nursing, 10 cr

The student is able to:

- recognise client's and patient's nursing/health care needs
- recognise health differences in people of different ages as well as the internal and external resources of individuals, families and communities
- plan, implement and evaluate nursing together with clients and their significant others and their family, supporting the client's and patient's own resources in order to promote health in different nursing environments
- act responsibly and reflect critically on his/her own actions, emotions, attitudes and stereotypes
- take into account laws, decrees, recommendations and other official documents, and justify his/her actions from ethical perspectives in different nursing environments

Contents of the study unit:

- assessment, planning, implementation and evaluation of nursing care for clients and patients of different ages in various nursing environments
- planning, implementation and evaluation of student's own actions and competence
- client / patient relationship as a concept, and the significance of client's and patient's information in a client / patient -oriented approach
- patient centered guidance in nursing care
- encountering a client / a patient at different stages of life within the functions of organisation's service system
- acquiring and managing client / patient information, documentation

00365 Professional Development in Practice III, Degree Programme in Nursing, 5 cr

The student is able to:

- deepen his/her knowledge-based and skill-based professional competence and service competence in selected nursing environments (surgical/perioperative environment)
- plan, implement and evaluate client/patient -centred care and guidance
- investigate and reflect on evidence base of the nursing care
- investigate and reflect on ethical issues and safety related to clients/patients undergoing surgery

- participate in multiprofessional networks by applying consulting methods

Contents of the study unit:

- service competence in various operating environments
- planning, implementing and evaluating client-centred nursing care in surgical/perioperative environment
- ethical issues and advocacy related to client's/patient's health and well-being
- multiprofessional cooperation and consultation in networks

122 HEALTH PROMOTION, 15 cr

Description:

- critical decision-making in nursing
- service competence development environments: various social service and health care organisations to promote well-being and health, the third sector and the customers' home environments
- evaluating the internal and external resources of individuals, families and communities as well as related stress factors
- planning, implementing and evaluating health promotion together with clients/patients and their families and significant others
- developing nursing interventions in health promotion
- ethical aspects of health promotion
- networking for family health promotion

The student will be able to:

- deepen his/her knowledge-based and skill-based professional competence and service competence in selected nursing operating environments
- determine the internal and external resources of individuals, families and communities as well as related stress factors
- apply information from different fields of science in his/her work
- plan, implement and evaluate nursing care together with clients and their family and significant others
- assess nursing interventions in caring for people of different ages
- act responsibly and reflect on his/her own work and its ethical consequences

00367 Health Promotion of Individuals and Communities, 5 cr

The student is able to:

- recognise the internal and external resources of individuals, families and communities as well as related stress factors, and select suitable nursing interventions in health promotion.
- justify the selection of nursing interventions using evidence based information
- select nursing interventions in a client centred way to promote and support client's health and well-being
- professionally plan, implement and evaluate nursing care, taking into account the client's and his/her own safety
- evaluate the effects of nursing interventions on a client's state of health
- plan, implement and evaluate client centred mental health, crisis and addiction assistance
- apply a rehabilitation-fostering approach in nursing
- support patients and their families and significant others in home care

Contents of the study unit:

- internal and external resources of individuals, families and communities as well as related stress factors
- health education
- effects of stress factors and health problems on people's lives
- nursing interventions in health promotion
- critical decision-making in the student's own work
- welfare technology in nursing
- bioanalytics
- encountering mental health patients, patients undergoing crises and people with addictions
- planning, implementing and evaluating mental health, crisis and addiction assistance
- planning, implementing and evaluating rehabilitation-fostering care and its methods home care
- psychiatry

00354 Professional Development in Practice IV, Degree Programme in Nursing, 10 cr

The student is able to:

- recognise the internal and external resources of individuals, families and communities as well as related stress factors, and select suitable nursing therapeutics
- planning, implementing and evaluating the nursing care of mental health, crisis and addiction clients/patients
- apply a rehabilitation-fostering approach in nursing
- support patients and their families and significant others using palliative nursing care
- support patients and their families and significant others in terminal care

Contents of the study unit:

- internal and external resources of individuals, families and communities as well as related stress factors
- effects of stress factors and health problems on people's lives
- planning, implementing and evaluating family nursing in different stages of life
- encountering mental health patients, patients undergoing crises and people with addictions
- planning, implementing and evaluating mental health, crisis and addiction nursing
- planning, implementing and evaluating rehabilitative nursing care and its methods
- planning, implementing and evaluating palliative nursing care and terminal care
- recommendations for nursing and evidence-based nursing guidelines
- critical decision-making in the student's own learning

149 FAMILY NURSING, 20 cr

Description:

TEEMAN KUVAUS PUUTTUU

00368 Working with Families, 10 cr

The student is able to:

- encounter individuals, families and communities at different stages of life and take into account their cultural backgrounds
- adopt a culture-conscious nursing approach
- deepen his/her knowledge-based and skill-based professional competence and service competence in selected nursing operating environments
- deepen his/her decision-making in family nursing and critically examine the principles of decision-making in family nursing
- examine and reflect on ethical issues in family nursing
- participate in networks to promote family health

Contents of the study unit:

- encountering clients and/or families with different cultural backgrounds
- resources of individuals, families and communities, stress factors and their effects on people's lives and on family nursing
- planning, implementing and evaluating family nursing and its methods at different stages of life
- ensuring the continuity of nursing and promoting the operation of critical service pathways
- safety, accuracy and sterility of pharmacotherapy (guidelines provided by Ministry of Social Affairs and Health in 2006)
- obstetrics and gynaecology, sexually transmitted diseases, paediatrics, clinical psychology, oncology

00369 Professional Development in Practice V, Degree Programme in Nursing, 10 cr

The student is able to:

- plan, implement and evaluate family nursing
- encounter individuals, families and communities at different stages of life and take into account their cultural background
- adopt a culture-conscious nursing approach

- consider the consequences of his/her actions to promote family health and well-being
- reflect on the ethical issues related to nursing
- critically evaluate decision-making in promoting family health and well-being
- evaluate his/her own actions with a basis in the scientific principles of nursing and other sciences

Contents of the study unit:

- nursing expertise
- encountering clients/patients and families with different cultural backgrounds
- professional decision-making
- high-quality client centred nursing
- working in networks
- supporting the continuity of care in family nursing
- planning, implementing and evaluating family nursing at different stages of life
- culture-conscious nursing in transitions of health and in different nursing environments

113 ETHICAL PROBLEM SOLVING AND PROFESSIONAL TEAM WORK, 15 cr

Description:

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

The student will be able to:

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

Content:

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

00366 Professional Ethics in Multidisciplinary Care, 5 cr

The student is able to:

- recognise client needs, rights and obligations embedded in different situations
- reflect on the relationship between own values and the ethical values of social work and nursing in dialogue with others
- analyse ethical conflicts from each party's perspective by recognising everyone's needs and rights
- apply various ethical approaches and theories in actual ethical problem-solving and decision-making
- analyse ethical problems from the perspective of the community and society
- discuss the relationship between law and ethics
- develop debating and negotiation skills in order to implement ethical actions
- raise critical discussion on ethical issues related to work environment or the community
- present methods and skills in building multidisciplinary networks and develop his/her professional expertise in a cooperative manner

Contents of the study unit:

- ethics and morality
- ethical codes and values in nursing
- social justice as a moral and ethical concept
- distributive and procedural justice
- relevant moral and ethical theories in nursing
- typical ethical problems and conflicts in nursing
- professional ethics at team work

- advocacy and consultation
- global ethical problems
- actual ethical problem-solving and decision-making

00769 Professional Team Work, 10 cr

The student is able to:

- stimulate team members to engage in dialogue
- give constructive feed-back to team members
- establish collaborative goals for the team
- motivate team members to achieve the joint goals of the team
- act in cooperation and critically defend professional knowledge in multi-professional working groups and networks
- analyse team work and functioning
- model experts' and workers' tacit knowledge
- benchmark processes in a organisation
- produce knowledge for an organisation and construct a plan for undertaking an innovation
- relate new working methods and contents to students and staff
- appreciate the benefits of work counselling

117 LEADERSHIP AND SERVICE MANAGEMENT IN THE WELFARE STATE, 20 cr

Description:

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

The student will be able to:

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

00370 Professional Development in Practice VI, Degree Programme in Nursing, 15 cr

The student is able to:

- deepen his/her knowledge-based and skill-based professional competence and service competence in selected nursing environments
- plan, implement and evaluate client/patient-oriented nursing
- make use of health-promoting programmes in his/her nursing care
- investigate and reflect on evidence based nursing
- act as a responsible team member
- act as a team leader
- participate in multidisciplinary networks and apply consulting methods

Contents of the study unit:

- service competence in various nursing environments
- planning, implementing and evaluating client/patient -centered guidance and consulting
- evidence based nursing related to client/patient health and well-being
- team leadership

- multidisciplinary team work
- consulting in networks
- electronic business and communications

00770 Leadership and Service Management, 5 cr

The student is able to:

- function as a reliable member of the work community and network in different contexts
- implement the norms of work legislation and bargaining agreement in the changing work situations as an employee and/or superior.
- develop his/her own wellbeing as well as that of the work community
- assess the organisational culture and values
- develop interaction and negotiation skills
- recognise the phenomena of shared leadership and function in an expert community network

Contents of the study unit:

- management and leadership
- organisational culture and values
- day-to-day management
- interaction and emotional intelligence in management communications
- labour legislation and managing contract issues
- personnel recruitment, orientation, guidance, rewarding and competence development
- occupational welfare and its development

114 INNOVATION AND EXPERTISE IN WELFARE SERVICE PROVISION, 30 cr

Description:

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

The student will be able to:

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

Content:

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

00344 Thesis, 15 cr

The student is able to:

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

- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project
- complete the maturity test

Contents of the study unit:

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

Study unit description:

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

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

00347 Development of Service Innovations, 5 cr

The student is able to:

- recognise client potential for an operating environment which uses an investigative, innovative approach
- understand the effect of his/her own actions in an open network for the sector
- promote creativity with his/her actions
- make ethical arguments related to social and global changes – and their effects – in development projects
- use appropriate research and development methods for generating new data

Contents of the study unit:

- operating environment analyses
- internal company analyses
- working in a shared expertise group as part of an innovation network
- copyright issues

00372 Professional Development in Projects, 8 cr

The student is able to:

- analyse the competence of the region and of organisations and set suitable development objectives
- carry out an objective-oriented development project
- generate new solutions, services and service systems
- make ethical arguments related to social and global changes – and their effects – in development projects

Contents of the study unit:

- familiarisation with major regional and national development strategies
- creating a context and knowledge base
- common professional seminars based on intensive studies for Nursing students

00482 Nursing English II, 2 cr

The student is able to:

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

Contents of the study unit:

Academic writing in connection with the writing process of a Bachelor Thesis.
The requirements for a maturity test.

Study unit description:

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

Previous studies:

English I (3 Cr.)

154 ELECTIVE STUDIES, 10 cr**Description:**

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

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

The student will be able to:

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

Content:

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

Learning process:

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

01049 Basic Finnish Extra, 2 cr**The student is able to:**

The aim is that students will reach level A2 in accordance with the Common European Framework.

Contents of the study unit:

The student practises to speak Finnish and learns to understand spoken Finnish. Some grammar and writing are also included.

Study unit description:

Open for all Laurea Otaniemi students who want to practise their Finnish. At contact lessons everyday life situations where Finnish speaking and understanding are needed, are practised. Topics introducing one self, services in different places or situations, public transport, traffic etc. Finnish is practised by reading texts, discussing and having small dialogues. Grammar and writing tasks as homework and in Optima. In the end an exam.

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

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

Contents of the study unit:

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

Study unit description:

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

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

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

Contents of the study unit:

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

Study unit description:

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

Previous studies:

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

00341 Elective Studies for Finnish Students, 10 cr**Contents of the study unit:**

Elective studies in accordance with the Personal Study Plan.