

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Common and elective studies, Laurea Tikkurila, LYV10SY**

#### **Learning concept at Laurea**

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

#### **Learning environments**

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through 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. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

#### **The student's role and responsibility in learning**

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

## The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

## Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

| Generic competences          | Description of the competence, bachelor level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING COMPETENCE          | <ul style="list-style-type: none"><li>• is able to self-evaluate and develop one's competence and learning style orientation</li><li>• is able to retrieve and analyze information and evaluate it critically</li><li>• is capable of taking responsibility for collaborative learning and sharing knowledge in teams</li></ul>                                                                                                                                                                                                                                                                                                                                                                                |
| ETHICAL COMPETENCE           | <ul style="list-style-type: none"><li>• is able to take responsibility for one's own actions and for the consequences of these actions</li><li>• is able to work according to the ethical principles of the subject field</li><li>• is able to take other people into account in one's actions</li><li>• is able to apply the principles of equality</li><li>• is able to apply the principles of sustainable development</li><li>• is capable of social influencing using one's know-how and based on ethical values</li></ul>                                                                                                                                                                                |
| WORKING COMMUNITY COMPETENCE | <ul style="list-style-type: none"><li>• is able to operate as a member of a work community</li><li>• is able to operate in communicative and interactive situations in working life</li><li>• is able to utilize information and communications technology in one's subject field</li><li>• knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks</li><li>• is capable of decision making in unpredicted situations</li><li>• is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks</li><li>• possesses entrepreneurial skills</li></ul> |
| INNOVATION COMPETENCE        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field</li> <li>• is able to work in projects</li> <li>• is capable of creative problem solving and development of working methods</li> <li>• is able to find customer-oriented, sustainable and profitable solutions</li> </ul> |
| INTERNATIONALIZATION COMPETENCE | <ul style="list-style-type: none"> <li>• possesses communicative competence necessary for one's work and for professional development in the subject field</li> <li>• is able to operate in a multicultural environment</li> <li>• takes into account the effects of and opportunities for internationalization development in one's own field</li> </ul>                                    |

### Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

| BACHELOR'S DEGREE                                            | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EXCELLENT</p> <p>grade 5</p> <p>Students are able to:</p> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Comply with occupational safety instructions responsibly and independently. <ul style="list-style-type: none"> <li>• Justify activities using research knowledge.</li> <li>• Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Act in customer-oriented ways and according to the situation.</li> <li>• Promote group activities.</li> <li>• Able to critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly and extensively, and manage the big picture.</li> <li>• Develop occupational safety of their operating environment.</li> <li>• Develop operating methods by comparing, combining and selecting research knowledge.</li> <li>• Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional.</li> <li>• Select, combine and develop appropriate techniques and models for activities.</li> <li>• Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture.</li> <li>• Develop and renew activities of</li> </ul> |

|  |  |                                                                                                                                 |
|--|--|---------------------------------------------------------------------------------------------------------------------------------|
|  |  | multidisciplinary teams.<br>• Critically apply ethical principles in the subject field in complex and unanticipated situations. |
|--|--|---------------------------------------------------------------------------------------------------------------------------------|

| BACHELOR'S DEGREE                        | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOOD<br>grade 3<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Apply occupational safety instructions in their activities.</li> <li>• Justify, compare and analyse their activities using general guidelines.</li> <li>• Able to cope independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act professionally in customer situations.</li> <li>• Work in a group in line with objectives.</li> <li>• Justify their activities in accordance with ethical principles.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Take care of occupational safety for themselves and the work community, and perceive development objects.</li> <li>• Select methods of operation in accordance with research knowledge and guidelines.</li> <li>• Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Prioritise and maintain customer relationships.</li> <li>• Promote group activities.</li> <li>• Critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> |

| BACHELOR'S DEGREE                                | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SATISFACTORY<br>grade 1<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base.</li> <li>• Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved.</li> <li>• Comply with rules and instructions, and justify their activities using provided instructions.</li> <li>• Act appropriately under guidance.</li> <li>• Use acquired techniques and models.</li> <li>• Take customers into account in their actions.</li> <li>• Act as group members.</li> <li>• Act in accordance with ethical</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Comply with occupational safety instructions responsibly and independently.</li> <li>• Justify and analyse their activities using general guidelines and in accordance with evidence-based information.</li> <li>• Act professionally and responsibly in unanticipated customer and problem situations.</li> <li>• Work independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely</li> <li>• Act in customer-oriented ways</li> </ul> |

|  |             |                                                                                                                                                                                           |
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|  | principles. | and according to the situation, and understand customer needs.<br>• Work in a group in line with objectives.<br>• Act and justify their activities in accordance with ethical principles. |
|--|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Degree programme's quality evaluation and development**

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



### Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, 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 first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international 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 targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

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

### **Global challenges and sustainable development in the curricula**

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

**1. year**

| OP    | STUDIES                                                        |    |
|-------|----------------------------------------------------------------|----|
| V0157 | Intensive Care Nursing                                         | 5  |
| 01304 | Bases of Multicultural Client Work                             | 3  |
| 01303 | Family and Domestic Violence -seminar                          | 2  |
| 01302 | Child Care                                                     | 5  |
| 01175 | Excel Basics                                                   | 3  |
| 00635 | Written skills in Swedish                                      | 0  |
| 00634 | Oral skills in Swedish                                         | 0  |
| 01102 | Special Topics in Beauty and Cosmetics Business                | 5  |
| V0156 | Ups and downs in a relationship                                | 2  |
| V0155 | Psychodrama Growth Group                                       | 5  |
| V0154 | Self-defence                                                   | 3  |
| V0153 | Welfare Entrepreneurship Venture                               | 5  |
| V0152 | Family and Domestic Violence - projectgroup                    | 2  |
| V0151 | CaringTV concept and e-services                                | 5  |
| V0150 | Methods in elderly care                                        | 10 |
| V0149 | Special themes in marginalization                              | 5  |
| 00798 | Introduction to worklife English                               | 5  |
| 00800 | Introduction to worklife Swedish                               | 5  |
| 01159 | Evaluation and development in early childhood education        | 5  |
| V0147 | Multicultural Aspects of Social Work and Health Care in Russia | 5  |
| 01294 | Development of Guidance and Teaching Skills                    | 5  |
| V0148 | Finnish as a second language                                   | 5  |
| 01293 | Collective Expertise                                           | 5  |
| V0146 | Medical Treatment in Social Care                               | 3  |
| 01184 | Orientation to Psychotherapies                                 | 5  |
| 01188 | Narrative and bibliotherapy methods                            | 5  |
| 00580 | Topical questions in Finnish Family work                       | 5  |
| 00203 | Initial Test in Swedish Skills                                 | 0  |
| 00202 | Initial Test in English Skills                                 | 0  |
| 00194 | Preparatory Studies in English                                 | 3  |
| 00195 | Preparatory Studies in Swedish                                 | 3  |
| 00791 | Nursing in Swedish                                             | 5  |
| 01097 | International Orientation for Exchange Students                | 5  |
| 00845 | Social and Health Care in Finland                              | 5  |
| 00844 | Social and Health Care in Cultural Perspective                 | 5  |
| 00843 | Health-Promoting Environment                                   | 6  |
| 01095 | Developing Care of Older Adults                                | 5  |
| 01096 | Health Assessment                                              | 5  |
| 00305 | Basic Finnish                                                  | 5  |
| V1205 | Basics of family work                                          | 5  |
| 00669 | English for managers and professionals                         | 5  |
|       |                                                                | 0  |



## **V0157 Intensive Care Nursing, 5 cr**

### **The student is able to:**

- practise in a patient representative manner in intensive care nursing
- apply concepts of intensive care nursing fluently and critically
- maintain patient's vital functions during intensive care
- define "a status" of intensive care patient and perform intensive care nursing by 1) recognizing the changes and needs, 2) planning and performing IC and ICN interventions and 3) assessing the outcomes concerning IC patient's:
  - tissue perfusion
  - heart rhythm and cardiac arrhythmias
  - ventilation and oxygenation
  - elimination
  - homeostasis and fluid balance
  - patient's nutrition
  - skin condition
  - sleep pattern and ability to rest
  - movement
  - interaction and communication
  - pain and pain management
  - anxiety
  - exhaustion
  - fear
  - and family members' emotional reactions to intensive care
- perform intensive care nursing interventions as a member in multiprofessional ICU team
- perform safe intensive care nursing
- support the integrity of intensive care patients and their families when encountering the patients and their families
- critically implement international and national evidence based interventions, principles, programs and theories in intensive care nursing
- apply advanced and multidisciplinary evidence based knowledge in intensive care nursing
- perform structured documentation in intensive care nursing to facilitate the continuity of the care
- critically assess the central interventions, principles, programs and theories in intensive care nursing
- facilitate professional development of his/her own or members' of intensive care nursing team
- communicate both verbally and literally to intensive care and nursing professionals, patients and their families, and to the public audiences

### **Contents of the study unit:**

- values, principles, ethical codes and philosophy of intensive care and intensive care nursing
- basic concepts of intensive care and intensive care nursing
- Advanced CPR in intensive care unit
- Evidence based knowledge of ICU patients' central interventions, principles, programs and theories concerning:
  - tissue perfusion,
  - heart rhythm and cardiac arrhythmias
  - oxygenation by mechanical invasive and non-invasive ventilation
  - elimination
  - fluid balance
  - patient's nutrition, (iv-therapy, transfusion and complement therapy
  - skin condition
  - sleep pattern and ability to rest
  - movement and prevention of pressure ulcers,
  - interaction and communication
  - pain and pain management
  - anxiety
  - exhaustion
  - fear
  - and family members' emotional reactions to intensive care
- information on equipment, instruments, and technology used in monitoring, assessing and maintaining patients vital functions and intensive care interventions
- safe intensive care nursing (risk management, ergonomics, infection control and aseptic practice, occupational safety)

- structured documentation in intensive care nursing
- Team work in ICU
- principles of crisis psychology when encountering the patients and their families in intensive care

**Study unit description:**

The study unit is performed as e-learning supported theoretical, simulation and e-activity studies where the students practise acting in core intensive care situations in nursing and multidisciplinary teams. In simulation laboratories they learn to recognise changes in vital functions and to protect vital functions in changing intensive care nursing care situations and learn how to support the integrity of patients and their families when encountering the patients and their families during intensive care. In e-learning environment the students practice intensive care nursing by searching and using evidence from research, evidence-based theories, and experiences of opinion leaders / expert panels. During the study unit they achieve skills for clinical decision making by: assessing patient's history and physical exam, availability of healthcare resources; seeking information concerning patient preferences and values; and defining clinical expertise in ICN.

**01304 Bases of Multicultural Client Work, 3 cr**

**The student is able to:**

XXXXX

**Contents of the study unit:**

XXXXX

**01303 Family and Domestic Violence -seminar, 2 cr**

**The student is able to:**

- hahmottaa perhe- ja lähisuhdeväkivallan yleisyyden ja ilmenismuodot
- tunnistaa mahdollisuuksia ennaltaehkäistä väkivaltaa
- tunnistaa väkivallan aiheuttamia traumoja ja ensivaiheen auttamismenetelmiä

**01302 Child Care, 5 cr**

**The student is able to:**

- lastensuojelutyöhön liittyvät peruskäsitteet
- varhaisen tukemisen ja ennaltaehkäisevän työtteen perusteet
- lastensuojelulainsäädännön perusteet

**01175 Excel Basics, 3 cr**

**The student is able to:**

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

**Contents of the study unit:**

Keskeiset taulukkolaskenta-, grafiikka- ja tiedonhallintatoiminnot

**Study unit description:**

Opiskelija saa valmiuksia taulukkolaskentaohjelman eri toimintoihin.

**Previous studies:**

Tietotekniikan perusteet

**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.

**01102 Special Topics in Beauty and Cosmetics Business, 5 cr****The student is able to:**

Opiskelija perehtyy kauneudenhoitoalan liiketoiminnan kannalta tärkeisiin aihealueisiin. Tavoitteena syventää tietämystä brändien rooleista ja merkityksestä sekä brändimarkkinoinnin suunnittelusta. Lisäksi opiskelija oppii suunnittelemaan ja toteuttamaan konsulttipalveluja.

**Contents of the study unit:**

Konsultointi

Brändimarkkinointi

**V0156 Ups and downs in a relationship, 2 cr****The student is able to:**

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

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

**Contents of the study unit:**

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

**Study unit description:**

Työtapoina käytämme toiminnallisia menetelmiä, lyhyitä alustuksia ja keskustelua.

**V0155 Psychodrama Growth Group, 5 cr****The student is able to:**

Students are able

- to identify and control the factors that affect well-being, functional ability and self-knowledge
- find ways to strengthen professional growth and identity
- to find ways to strengthen professional growth and identity in the group and recognise their approach to interaction and roles within the group
- to understand the basics of the psychodrama method and the principles underlying the work

**V0154 Self-defence, 3 cr**

**V0153 Welfare Entrepreneurship Venture, 5 cr**

**V0152 Family and Domestic Violence - projectgroup, 2 cr**

**The student is able to:**

Student is able to plan and implement a seminar for theme days

**V0151 CaringTV concept and e-services, 5 cr**

**V0150 Methods in elderly care, 10 cr**

**V0149 Special themes in marginalization, 5 cr**

**00798 Introduction to worklife English, 5 cr**

**Study unit description:**

Introduction to worklife English is a course specially designed for students who want to improve their basic English skills by attending classes, discussion groups or conferences. It is also suitable for students with more challenging learning difficulties or for such students, who have previously studied the language on a very basic level.

**00800 Introduction to worklife Swedish, 5 cr**

**Study unit description:**

Työelämäruotsiin tutustuminen on tarkoitettu erityisesti niille opiskelijoille, jotka haluavat parantaa ruotsin kielen alkeistaitoaan osallistumalla kielen opetukseen, keskusteluryhmiin tai luennoille. Kurssi sopii myös sellaisille opiskelijoille, joilla on todettu vakavampia luki- tai oppimisvaikeuksia samoin kuin sellaisille opiskelijoille, joiden kielen opiskelusta alkeistasolla on kulunut kauan aikaa.

**01159 Evaluation and development in early childhood education, 5 cr**

**The student is able to:**

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

**Contents of the study unit:**

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

**V0147 Multicultural Aspects of Social Work and Health Care in Russia, 5 cr**

**Contents of the study unit:**

Opiskelija

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

**Study unit description:**

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

Toiminnan tavoitteina ovat

- perheiden ja vanhusten selviämisen tukeminen heidän omissa kodeissaan Kotipartion avulla
- Kikkerin palvelutalon toiminnan kehittäminen
- Kikkerin kylässä asuvien yksinhuoltajien perheiden arjesta selviytymisen tukeminen
- yhteistyön ja toiminnan kehittäminen Volosovan toimintakeskuksen ja lastenkodin kanssa
- yhteistyön mahdollisuuksien selvittäminen Volosovan sairaalan ja Sairaanhoidon-opiston kanssa.

**01294 Development of Guidance and Teaching Skills, 5 cr****The student is able to:**

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

**Contents of the study unit:**

- ohjaustilanne yksilö/ryhmä
- koulutustapahtuma
- oppimiskäsitykset
- opetussuunnaukset –teoriat

**V0148 Finnish as a second language, 5 cr****The student is able to:**

- kirjoittaa opinnoissa ja työssä tarvittavia tekstejä (mm. essee, raportti, opinnäytetyö, työsähköposti) harjaantumalla kirjoitetun, norminmukaisen yleiskielen käyttäjänä
- tunnistaa kehittämistarpeet omassa kirjallisessa ilmaisussaan
- hakea ohjausta kehittyäkseen kirjoittajana
- havainnoida ammatti- ja tietotekstien kieltä, tekstilajeja ja tyyliä
- lukea, analysoida ja selostaa oman koulutusalan tekstejä

**Contents of the study unit:**

- puhutun ja kirjoitetun kielen erot
- keskeiset oikeakielisyysohjeet
- tilastojen pohjalta kirjoittaminen
- referointi suullisesti ja kirjallisesti
- kieltä koskevan palautteen antaminen ja vastaanottaminen
- kielenkäytön oppaiden ja muiden apuneuvojen hyödyntäminen tekstin laadinnassa ja kieliasun viimeistelyssä

**Study unit description:**

Opintojakso on tarkoitettu opiskelijoille, joiden äidinkieli ei ole suomi. Hyväksytysti suoritettu opintojakso korvaa ruotsin kielen opinnot (5op) opiskelijoilla, jotka eivät ole aikaisemmin lukeneet ruotsin kieltä.

**01293 Collective Expertise, 5 cr**

**The student is able to:**

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

**Contents of the study unit:**

- asiantuntijuus
- kollektiivinen asiantuntijuus
- asiantuntijatieto
- toiminnan teorian perusteet
- asiantuntijayhteisön kehittäminen

**V0146 Medical Treatment in Social Care, 3 cr****The student is able to:**

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

**Contents of the study unit:**

Lääkehuoltoa koskevat säädökset  
Lääkkeenantomuodot ja lääkkeenantotavat sekä lääkkeiden yleiset vaikutukset elimistössä  
Lääkelaskutoimitukset ja hoitomääräyksen mukainen lääkeannostus  
Aseptiikka lääkehoidon toteuttamisessa

**01184 Orientation to Psychotherapies, 5 cr****The student is able to:**

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

**01188 Narrative and bibliotherapy methods, 5 cr****The student is able to:**

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

**Contents of the study unit:**

Narratiivinen lähestymistapa

Narratiivisuus asiakastyössä

Kirjallisuusterapian suuntauksia

Kirjallisuusterapian käyttö asiakastyössä

### **00580 Topical questions in Finnish Family work, 5 cr**

#### **The student is able to:**

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

#### **Study unit description:**

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

### **00203 Initial Test in Swedish Skills, 0 cr**

#### **Study unit description:**

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

### **00202 Initial Test in English Skills, 0 cr**

#### **Study unit description:**

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

### **00194 Preparatory Studies in English, 3 cr**

#### **The student is able to:**

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

#### **Contents of the study unit:**

- main structures of the English language
- basic English vocabulary

**Study unit description:**

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

**00195 Preparatory Studies in Swedish, 3 cr****The student is able to:**

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

**Contents of the study unit:**

- main structures of the Swedish language
- basic Swedish vocabulary

**Study unit description:**

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

**00791 Nursing in Swedish, 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 various channels
- apply information gathered from sources in a foreign language

**Contents of the study unit:**

- oral and written professional communication
- main nursing 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.

**01097 International Orientation for Exchange Students, 5 cr****The student is able to:**

Ennen vaihtoa:

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

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

Opiskelija osaa työskennellä erilaisten asiakasryhmien kanssa sekä erilaisissa työyhteisöissä.

Vaihdon aikana:

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

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

Vaihdon jälkeen:

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

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

**Contents of the study unit:**

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

**Study unit description:**

Oppimistehtävät, jotka kuuluvat valmennukseen:

- Kirjallinen suunnitelma käytännön järjestelyistä ennen vaihtoa: Opiskelija kirjaa itse muistettavat asiat ennen vaihtoon lähtöä ja aikatauluttaa ne omaa vaihtoon lähtöään ajatellen. Muistettavia asioita ovat mm. tarvittavat lomakkeet (Kela, vaihtokoulu, apuraha jne.), asunnon hankkiminen (mistä ja milloin), rokotukset jne. Täytä myös lomakkeet Go Abroad -työtilasta: Before exchange / Assignments Suunnitelma katsotaan yhdessä oman koordinaattorin kanssa.

-Optimassa on kaksi virtuaalista kv-valmennuksen työtilaa:

- YY7139 Valmennus kansainväliseen vaihtoon
- Go Abroad – Laurean yhteinen virtuaalinen työtila kaikille vaihtoon lähteville opiskelijoille.

Hyödynnä seuraavia työtilan osioita:

B= Before the exchange,

**00845 Social and Health Care in Finland, 5 cr****The student is able to:**

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

**Contents of the study unit:**

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

**Study unit description:**

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

**00844 Social and Health Care in Cultural Perspective, 5 cr****The student is able to:**

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

**Contents of the study unit:**

- study abroad - learning and living in different culture
- students experiences of cultural differences, living and learning abroad
- social and health education in different countries
- ethical issues and special questions in different cultures, fields of social and health services

- health promotion and mental health issues in different countries
- using the know-how of seniors in different countries
- International week at Tikkurila Laurea in March 2009

**Study unit description:**

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

**00843 Health-Promoting Environment, 6 cr**

**The student is able to:**

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

**Contents of the study unit:**

Maternity care/ Reproductive health 3 cr ECTS

- global challenges to reproductive health
- family nursing / parenthood
- promoting the health of the woman and her family during the pregnancy and postpartum

Community nursing 3 cr ECTS

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

**Study unit description:**

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

**01095 Developing Care of Older Adults, 5 cr**

**01096 Health Assessment, 5 cr**

**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.

**V1205 Basics of family work, 5 cr**

**00669 English for managers and professionals, 5 cr**

**The student is able to:**

- communicate in international professional environment

**Contents of the study unit:**

- Written and oral English for business administration and security management

**Study unit description:**

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