

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Physiotherapy (Laurea Otaniemi, sote), SFG10SN

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	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • 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 • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

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
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
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BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

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

Operating environment

Globalisation, economic and industrial change, and technological advances reflect in the lives of individuals, families and communities. Social and cultural change, such as the aging of the population, multiculturalism, increased socio-economic differences and environmental issues set new challenges for the labour market. The operating environment for social services and health care is changing. The welfare services of health care and rehabilitation are undergoing a shift towards customer-oriented, network-based services. The significance of immediate communities and private services is growing in welfare service production. Work cultures are shaped by technology, and virtual operating environments create new meeting places and ways of operating. Responding to challenges requires new types of creative and technological solutions in service production. Imminent challenges for rehabilitation, including physiotherapy, comprise: improving customer status; developing diverse cooperation with customers; improving the effectiveness of rehabilitation; increasing the efficiency of health care rehabilitation; enhancing the welfare of children and young people; maintaining the work ability of people of working age; finding employment for the disabled, incapacitated and long-term unemployed; and providing rehabilitation for mental health patients and the elderly. Objectives for physiotherapy include social influence as well as research-based development that monitors physiotherapy, in accordance with the principles of sustainable development

Expertise

An expert role requires in-depth knowledge of the scientific and theoretical foundation of the field, and the ability to adopt this knowledge in professional activities. The profession is based on physiotherapy as a science, which centres on human movement, mobility and functional ability, and the relationship of these factors with individual actions. Examining and developing one's individual work as well as understanding and constructing the knowledge base of the field constitute expertise in physiotherapy. Physiotherapy demands systematic competence, constructing a larger whole and perceiving connections between different factors. The Degree Programme in Physiotherapy develops students towards participatory expertise in rehabilitation and physiotherapy. Physiotherapists who graduate from Laurea University of Applied Sciences are able to critically and creatively respond within a professional context to the changing challenges of rehabilitation placed by society (innovative competence). They see their profession in the context of society, health care and rehabilitation. They are experts in promoting mobility and functional ability. Physiotherapists are responsible for their individual professional development and monitoring social change (learning skills). All rehabilitation operations come with ethical, legal and financial responsibility (ethical competence). Physiotherapists graduating from Laurea are able to participate in

development, research and planning within regional, national and international rehabilitation (work community competence and international competence).

Competences

Encountering Competence

In physiotherapy, customer orientation is founded on encountering competence. Starting points for customer-oriented physiotherapy include interaction between the customer and physiotherapist, identifying the resources of customers and respecting their cultural background. Experts in the field are expected to commit to social responsibility and the ethical values of the professional field (ethical competence).

Synthesis Competence

As an area of expertise within physiotherapy, synthetic competence requires the ability to itemise, combine and critically evaluate information. Physiotherapists must know how to prioritise and identify essential issues. Synthetic competence refers to a logical decision-making process ranging from observation to analysis and synthesis. Physiotherapists use synthesis in observing and evaluating customers' functional abilities, in choosing appropriate, evidence-based therapeutic methods, and in assessing the effectiveness of the treatment and their own roles in the rehabilitation process. Creative thought and synthesis competence as well as a new critical attitude are needed for well-founded development of physiotherapy methods. These factors are evident in questioning issues and problem-solving skills.

Pedagogical Competence

The pedagogical competence of physiotherapists refers to guiding customers in various exercise, rehabilitation and physiotherapy groups and in one-to-one situations. In the operating environments of rehabilitation, physiotherapists need pedagogical competence to evaluate the activities of customers, to teach them new kinds of actions, and to provide guidance and counselling through dialogue with participants. Guidance is a process that supports change in the life of rehabilitee throughout the rehabilitation process. For guidance to take place successfully, the need for it must be recognised and the necessary teaching and counselling skills must be present. Guidance requires ethical maturity and recognition of one's own learning process.

Manual and Technical Competence

Manual and technical competence involves the appropriate and safe use of manual and physical therapy and various biomechanical and motor-physiological evaluation and exercise methods and tools. The competence is based on critical, evidence-based actions aiming to promote and maintain human functional ability. Physiotherapists are independently responsible for planning, implementing, evaluating and developing physiotherapy methods, taking into account ethical and legal aspects, as well as the requirements of efficiency and economy.

Research and Development Competence

Research and development competence in physiotherapy requires that physiotherapists strive to find the most mutually beneficial and innovative solutions for each case, and to critically evaluate and develop their professional actions. Physiotherapists develop themselves, their work and their profession actively using an investigative and developmental approach. They follow international and national developments in the field. Research and development competence support the development of the social and professional community and the creation of research data in the field through the individual's competence.

Professional Growth and Annual Themes

Laurea Otaniemi – Empowering People and Companies

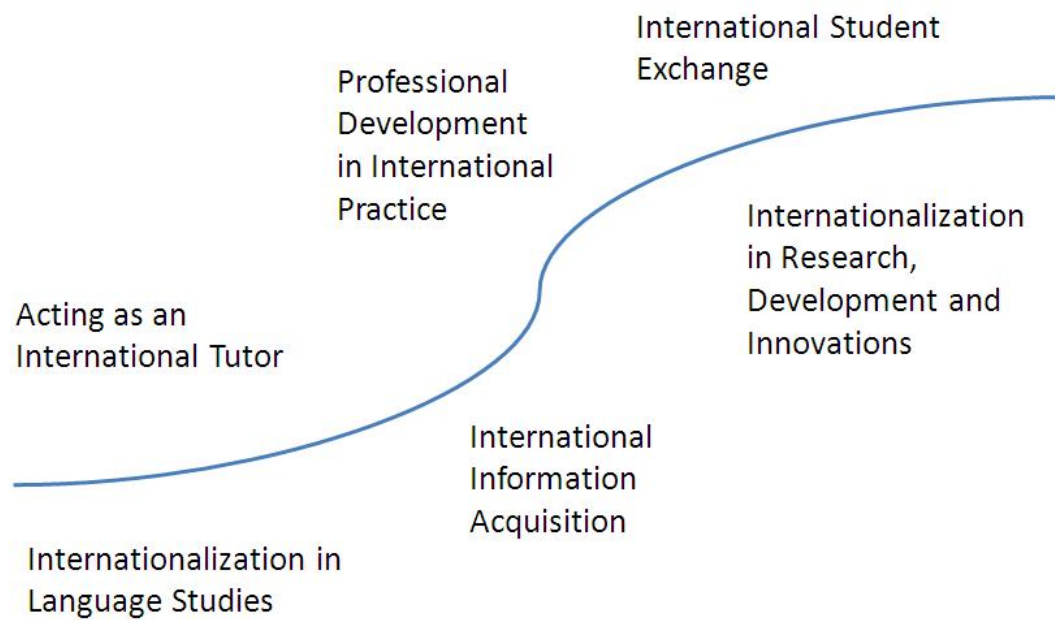
Laurea Otaniemi is a unit of expertise in welfare and business, which operates in the Active Life Village. Laurea's partners in the Active Life Village include companies in the field of welfare and the City of Espoo. Laurea Otaniemi uniquely empowers the activities of students, staff, experts and partners in the Helsinki Metropolitan Area, particularly in Espoo, creating new competence and business activities in the region.

Students of multi-disciplinary Laurea Otaniemi are active participants right from the start of their studies, developers in research and development projects in the middle stages, and influences in the labour market and work communities at the end. The degree programmes are integrated and empowered by the solutions that support human welfare and entrepreneurship provided by the Active Life Village research labs and workplace-oriented projects. Students, service users, experts and researchers form genuine collaboration. Some of the widely known innovations of the unit include the two-way TV service CaringTV® and Entrepreneur Tuesday, an event concept of the Helsinki Metropolitan Entrepreneurship Academy.

Laurea Otaniemi is an international, open and dynamic environment, where the competence of different participants merges into innovative concepts and projects that generate welfare and vitality to the surrounding area. Professional growth is based on students recognising and critically evaluating their own activities, and their desire to become investigative and developmental experts in their field.

Professional growth starts with the basic level of knowledge-based and skill-based competence, and progresses through the intermediate stage to the advanced level. (Diagram 1.) At the basic level, the students' competence is individual. They can identify and describe the principles, knowledge base and concept of humanity used in physiotherapy, and work appropriately, safely and reliably. At the intermediate level, competence expands to include the broader social and international operating environments in the context of community and impact.

Internationalization in Student Study Path



Current report item is not supported in this report format.

Description of the Degree Programme

Degree Title
Bachelor of Health Care

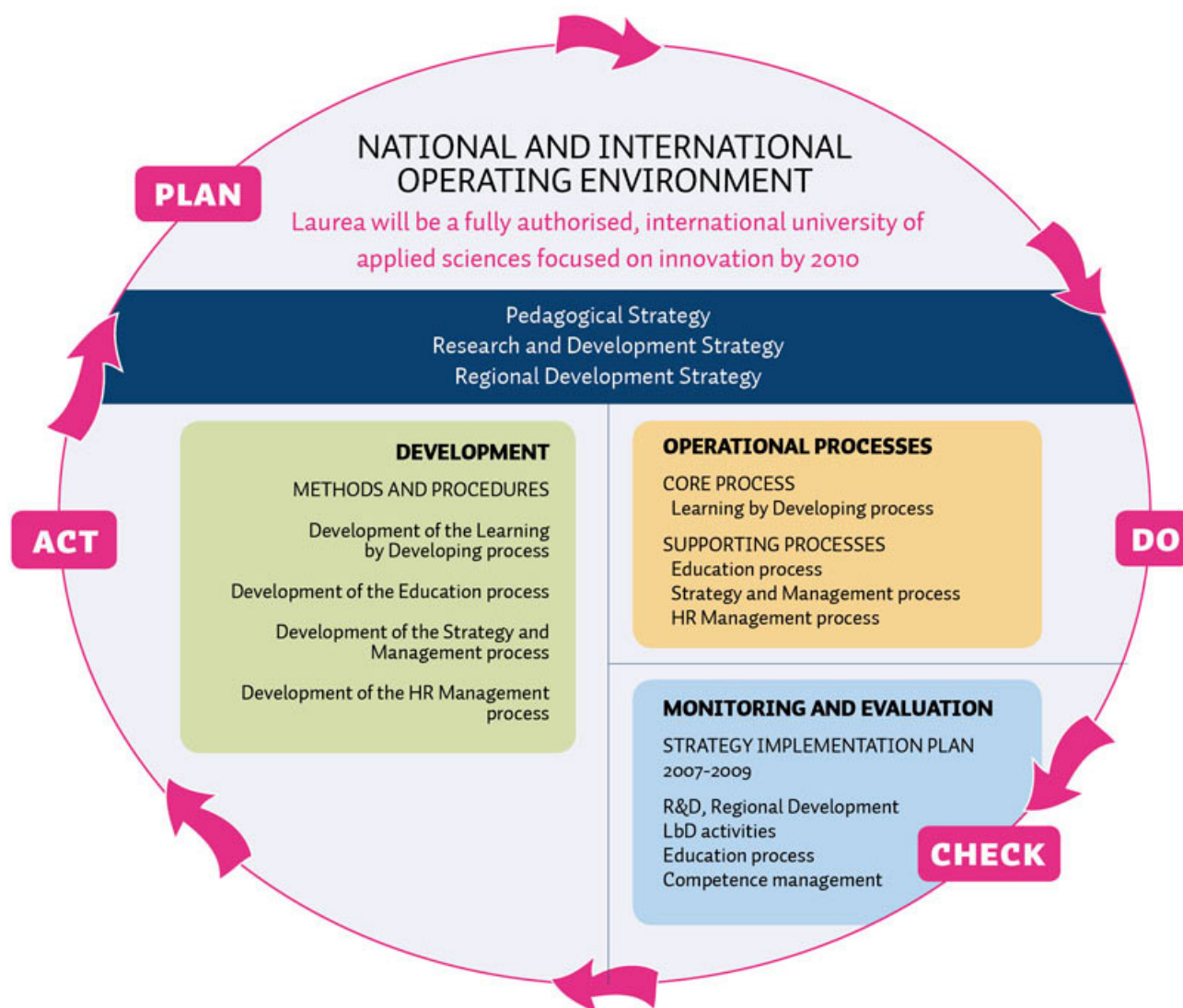
Degree
Degree in Social Services, Health and Sports

Scope and Duration of Studies
210 cr., 3.5 years

The aim of basic studies is to provide students with a broad understanding of the status and significance of physiotherapy in society and the workplace, to give them international experience of the general theoretic principles of physiotherapy and of communication, and to supply them with the necessary language skills. Professional studies are designed to familiarise students with the main problems and applications of physiotherapy and their bases in science and competence. Graduates should be able to work independently as experts in physiotherapy, become entrepreneurs, and participate in developing the work community. The objective of practical studies is to provide a guided introduction to the most important practical aspects of work, particularly in physiotherapy, and to the application of skills and knowledge in the workplace. The aim of the thesis is to develop and demonstrate the students' skill in applying their knowledge and expertise. (423/2005) International elements are included in all studies at Laurea (Diagram 2.). Students have access to international studies provided under Laurea's degree programmes. In addition, Laurea offers a network of some 150 partners around the world.

Current report item is not supported in this report format.

Structure of the curriculum



BASIC STUDIES 35 35
 PROFESSIONAL STUDIES 80 160
 - THESIS 15
 - PRACTICAL STUDIES (WORK PLACEMENT) 75
 ELECTIVE STUDIES 15 15
 Total 210

Physiotherapy education in the operating environments of Laurea and Active Life Village aims to produce competence in physiotherapy. A novel learning environment enables the development of new types of work practices. A range of laboratories - – Activity lab, Habitat lab and CaringTV with its studios - enhance the development of future expertise and competence. Professional and generic competence form the basic core of expertise in physiotherapy. The studies are designed so that basic professional competence is achieved during the first two years of study, and the studies progress in accordance with the personal study plan during the third and fourth years.

The scope of the degree programme is 210 credits (cr.). It is divided in accordance with the Polytechnics Act into basic studies, professional studies and elective studies, practical studies and thesis (423/2005).

After graduating, the physiotherapists apply for the right to practice as a licensed professional from the National Supervisory Authority for Welfare and Health (Valvira). Licensed health care professionals receive a registration number in connection with the issued decision (Amendment to the Act on Health Care Professionals (46/2009)).

Quality assurance process

Laurea monitors and improves quality using a quality assurance system. The quality assurance system describes Laurea's operational processes, related monitoring and evaluation targets, as well as the methods and procedures for developing operations. Learning by Developing is defined as one of Laurea's four critical success factors. The quality of the degree programme is evaluated in connection with evaluating the development method outcomes of the educational process that supports the LbD process. The educational process includes the handling of centralised student applications and student affairs services as well as the implementation of the curriculum in accordance with the Pedagogical Strategy. The aim is that students will develop learning and professional growth in line with their personal study plans, and that studies will progress smoothly.

In addition to the curriculum process, the aim of the study planning process is to outline worktime plans for staff as well as study provision and the study implementation plan. The aim of the study implementation process is to arrange study services, so that studies progress smoothly in line with the study plan, students graduate within the study entitlement period, and the level of discontinuation remains low. Each student must have a personal tutor, and receive the necessary guidance at all stages of study. Career and recruitment services aim to promote the employment of students. Alumni activities allow students to keep in contact with Laurea after graduation.

Self-assessment of the curricula of each degree programme is implemented at Laurea Otaniemi periodically on an annual basis. The areas to be evaluated are determined by Laurea's Pedagogical Team. Also student and workplace representatives participate in the assessment as far as possible. Implementation of the self-assessment of the curricula for each degree programme is the responsibility of the Director of the local unit. The curricula are also developed by means of a questionnaire on study workloads targeted at students. The implementation of Laurea's curriculum reform is monitored and supported by both self-assessment as well as external evaluation. Students are supported throughout their studies by guidance services, which provide necessary guidance and ensure that the studies progress in accordance with the personal study plan. Staff can participate regularly in Laurea's guidance and tutoring training. Tutoring is developed through student feedback questionnaires related to studies and monitoring study progress.

The welfare of students is promoted through various services related to health care. A welfare questionnaire for students is one of the main development methods of student welfare services. Accessibility of physical conditions and structures are charted at Laurea in order to develop the welfare of students. This takes place in each local unit in cooperation with the nurse, special education teacher, educational host/hostess and senior lecturer. Accessibility of local units is examined regularly in joint annual meetings.

The purpose of Laurea's student feedback system is to produce systematic and comparable data for the purposes of quality control, operational development, and strategic, operational and pedagogical planning. Feedback is gathered regularly from all degree students.

In order to meet objectives, the feedback questions are derived from the contents and competence targets related to different stages of study, from Laurea's shared quality targets and from strategic objectives. In order to monitor the quality of competence produced, some feedback content relates to Laurea's shared generic competences (study unit feedback) and the competences of graduates nationwide (summary feedback questionnaires). The content, development and uniformity of the student feedback system is the responsibility of Laurea's quality assurance system development theme, while its implementation and the use of the generated data are in the ambit of local unit directors and feedback coordinators together with other quality coordinators in the unit. The results of the student feedback questionnaires are processed together by students and staff in accordance with the agreed procedure of the local unit. The outcomes should be used diversely in developing Laurea's operations. The student feedback system is developed through self-assessment.

Negotiation meetings between LAUREAMKO and management comprise joint discussion events. The aim of the meetings is to acknowledge the views of students in developing operations. At Laurea Otaniemi, division representatives of LAUREAMKO, local unit directors and development directors convene on a regular basis. Feedback on development methods is processed in each degree programme and at an annual development event of Laurea Otaniemi. The director of the local unit is responsible for arranging the development event and for deciding how feedback should be handled during the event. The development procedures agreed on the basis of the feedback are documented in a service manual, and summaries on the related procedures and outcomes are entered on the Intranet pages of Laurea Otaniemi under 'Quality Assurance'. A coordinator and target schedule is appointed for each development procedure. The unit director monitors the implementation of the development procedures.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
G011	ACHIEVING EXPERTISE IN PHYSIOTHERAPY				
G0034	Learning and Project Work Methods	5			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
00522	Preparatory Studies in Finnish	3			
00453	Initial Test in Finnish language	0			
G0036	Foundations of Physiotherapy	5			
G0037	Health Promotion and First Aid Skills	5			
G0038	Customer Orientation in Physiotherapy	5			
G0039	Research and Development Methods		5		
G0040	Physiotherapy in English		5		
00202	Initial Test in English Skills	0			
00194	Preparatory Studies in English	3			
G0041	Svenska inom fysioterapi			5	
00634	Oral skills in Swedish			0	
00635	Written skills in Swedish			0	
00203	Initial Test in Swedish Skills	0			
00195	Preparatory Studies in Swedish	3			
G012	PHYSIOTHERAPY				
G0035	Structure and Functions of the Human Body	10			
G0042	Evaluating Human Movement and Mobility	5			
G0043	Physiotherapeutic Customer Examination and Evaluation Workshop	5			
G0044	Clinical Decision-Making in Physiotherapy Workshop		5		
G0045	Customer Disabilities 1	5			
G0046	Customer Disabilities 2		5		
G0047	Methods in Physiotherapy Workshop placement	5			
G0048	Ergonomics and assistive technology Workshop	5			
G0049	Customer Guidance and Counselling Workshop Placement		5		
G0050	Therapeutic Practice Workshop Placement		5		
G0051	Supporting Musculoskeletal Functions		5		
G0052	Supporting Mental Functions			5	
G0053	Supporting Cardiovascular and Pulmonary Functions			5	
G0054	Supporting Sensory Functions			5	
G013	OPERATING CULTURES IN PHYSIOTHERAPY				
G0055	Encountering the Customer Work Placement		10		
G0056	Customer Guidance Work Placement		10		
G0057	National and Global Rehabilitation Challenges			5	
G0058	Supporting the Functional Ability of Customers - Work Placement			10	
G0059	Rehabilitation Networks, Work Placement			10	

G0060	Optional Work Placement				10
G014	DEVELOPING PHYSIOTHERAPY				
G0061	Orientation and Planning of Thesis			5	10
G0063	Promotion of Workplace Welfare			5	
G0064	Management and Quality			5	
G0065	Service Development and Entrepreneurship				5
G015	ELECTIVE STUDIES				
		60	60	60	30

G011 ACHIEVING EXPERTISE IN PHYSIOTHERAPY, 35 cr

Description:

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Core Topics

What type of physiotherapy profession is the aim of Laurea's education?
How to steer individual learning and that of other students, and why?
What type of knowledge forms the basis for research and development projects and other projects?
How to encounter physiotherapy customers?

The student will be able to:

Plan their studies

Describe the science-based philosophical foundation for physiotherapy

Function and support their individual learning and that of other students in research and other projects

Communicate appropriately in their mother tongue and in English and Swedish

Describe a customer-oriented and respectful therapy relationship

Content:

The basic studies provide students with a broad understanding of the status and significance of physiotherapy in society and the workplace. Students become familiar with the general theoretical principles of physiotherapy and communication, and gain the necessary language skills. The basic studies provide tools for learning, participation in research and development projects and communication, so that students can develop into experts in physiotherapy. Students become equipped to meet the needs of physiotherapy customers.

G0034 Learning and Project Work Methods, 5 cr

The student is able to:

Students are able to:

Steer their own learning

Operate in line with the Learning by Developing Model in development projects

Use a range of project and knowledge work tools in their studies

Previous Studies No previous studies

Contents of the study unit:

Core Questions

What is Learning by Developing?

How to make use of Learning by Developing in individual learning?

What methods are necessary in project work, and how are they used?

How are knowledge work tools implemented in projects and studies?

Study unit description:

Learning and Project Work Methods create an operating model for individuals and communities. The Learning by Developing model and knowledge work tools are utilised in workplace development projects and in developing individual competence.

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

00522 Preparatory Studies in Finnish, 3 cr

Study unit description:

Students who fail an initial test must take preparatory studies in the language at the start of their studies. The preparatory studies count as credits for elective studies, if the student's language skills are not sufficient and s/he has been guided to complete these studies.

00453 Initial Test in Finnish language, 0 cr

G0036 Foundations of Physiotherapy, 5 cr

The student is able to:

Students are able to:

Describe the field, status and significance of physiotherapy in society, the workplace and internationally
Demonstrate their knowledge in the general theoretical principles of physiotherapy

Contents of the study unit:

What are physiotherapy and rehabilitation?
What type of scientific approaches form the basis of physiotherapy?
How has physiotherapy developed as a field of science, profession and degree programme, and why?

Study unit description:

Physiotherapy is founded on the science-based philosophical knowledge base of physiotherapy, which integrates several scientific fields. The development of physiotherapy as a scientific field, profession and degree programme is established on the knowledge base.

Previous studies:

No previous studies.

G0037 Health Promotion and First Aid Skills, 5 cr

The student is able to:

Students are able to
Describe health promotion
Promote national health and environmental safety
Describe the possibilities of physiotherapy in promoting physical activity of the population
Provide first aid

Contents of the study unit:

What is health promotion?
How do physiotherapists promote health?
What is first aid?
How to act in a situations that requires first aid?

Study unit description:

Health promotion constitutes public health work, and the activities are based on the Finnish Primary Health Act. Health promotion encompasses impacting healthy living habits and the hygiene, safety and accessibility of the living environment. Immobility constitutes a national health problem. As a specific national health problem, also accidents are an important prevention target. In the case of an accident, first aid is part of the assistance chain for people with injuries or sickness. The assistance chain includes rescue, first aid, the emergency call, emergency medicine and further treatment. The first person to arrive on site must take immediate action.

Previous studies:

No previous studies.

G0038 Customer Orientation in Physiotherapy, 5 cr**The student is able to:**

Students are able to

Describe customer-oriented and ethical activity in physiotherapy

Construct a pedagogical relationship with physiotherapy customers

Describe the significance of physiotherapeutic guidance and counselling for different customers and customer groups

Contents of the study unit:

What do customer orientation and ethics mean in physiotherapy?

How and where are different physiotherapy customers encountered?

How to promote dialogue in physiotherapy?

What are physiotherapeutic guidance and counselling?

Study unit description:

Customer orientation refers to planning activities on the basis of the situation and actual service needs of customers. In physiotherapy, customer orientation is demonstrated as ethical activities, dialogue interaction and respecting the cultural background of customers in different situations.

Previous studies:

No previous studies.

G0039 Research and Development Methods, 5 cr**The student is able to:**

- Describe the principles of research-ethical activity
- Acquire and use information from various sources
- Understand research articles
- Acquire and analyse research data with different tools and methods.

Contents of the study unit:

- What is the significance of the philosophy of science and ethics in research?
- What is the research process like?
- How to acquire information and data?
- How to use different methods for research and analysing?

Study unit description:

Research and development methods refer to the methods which enable students to actively participate in developing their competence and the field of physiotherapy.

Previous studies:

No previous studies

G0040 Physiotherapy in English, 5 cr**The student is able to:**

kesken

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.

G0041 Svenska inom fysioterapi, 5 cr

The student is able to:

kesken

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.

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.

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.

G012 PHYSIOTHERAPY, 75 cr**Description:**

- What is the work of a physiotherapist?
- What type of knowledge forms the basis for physiotherapists in their work?
- How do physiotherapists function?
- How do they evaluate and promote the functional ability of customers, and why?

The student will be able to:

- Describe the work of a physiotherapist
- Explain their activities
- Work appropriately and ethically
- Question their activities
- Evaluate the impact of their activities

Content:

Physiotherapy constitutes encountering different customers and researching, planning, implementing and evaluating physiotherapy. Physiotherapy is founded on multidisciplinary knowledge. It requires an understanding of the structures and functions of the human body and development of human movement and mobility, as well as recognising factors that limit functional ability. Physiotherapy aims to impact the functional condition of customers and the operating environment through guidance and counselling as well as through practicing therapy.

G0035 Structure and Functions of the Human Body, 10 cr**The student is able to:**

- Describe the basic mechanisms of the structures and functions of the human body
- Describe the characteristics and mechanics of human movement
- Apply knowledge of the structure and function of the human body to their activities

Contents of the study unit:

- What is the significance of the structure and function of the human body for human movement and mobility?
- What is the target of knowledge in biomechanics and motor physiology in physiotherapy, and why?
- How do physiotherapists apply knowledge of the structure and function of the human body in their activities?

Study unit description:

The structure and functions of the human body refer an understanding of the basics of human anatomy and physiology as the foundation for evaluating and promoting human movement, mobility and functional ability. Knowledge of biomechanics and motor physiology aid in understanding the function and behaviour of the human body in various load situations.

Previous studies:

No previous studies

G0042 Evaluating Human Movement and Mobility, 5 cr**The student is able to:**

- Describe the stages of human growth and development
- Observe, examine and analyse human motoric development, movement, mobility and functional preconditions
- Draw conclusions based on their observations and evaluations
- Describe and evaluate the stages of normal walking

Contents of the study unit:

- What is psychomotoric development?
- How is psychomotoric development evaluated, and why?
- How can physiotherapy promote psychomotoric development?
- How do humans move?

Study unit description:

Movement and mobility are key concepts of physiotherapy, and related knowledge is implemented for constructing the knowledge base of physiotherapy. Movement and mobility are also sub-concepts of the core concept of functional ability. Functional ability describes the physical, psychological and social preconditions of individuals in relation to coping in the contexts of home, school and other important areas of life. Functional ability refers to performing general tasks, mobility and looking after oneself. Mobility includes changing and maintaining posture, carrying, moving and handling articles, walking and moving as well as controlling and coordinating balance and intentional movements. Movement contains single movements, such as bending, straightening, extending and rotating joints necessary for mobility and activity. An awareness of the psychomotoric development of individuals is of key importance in physiotherapy. Balanced individual development occurs in mutual and reciprocal interaction between movement and mobility, learning and thinking, as well as the environment.

Previous studies:

Structure and Functions of the Human Body

G0043 Physiotherapeutic Customer Examination and Evaluation Workshop, 5 cr

The student is able to:

- Describe the physiotherapeutic examination and evaluation of customers
- Examine and analyse the movements, mobility and functional ability of customers in an appropriate way, implementing observation, interviews, palpation and measuring.
- Appropriately document acquired information
- Draw up a physiotherapy diagnosis
- Implement the acquired evidence-based knowledge in planning physiotherapy

Contents of the study unit:

- What is customer examination and evaluation of functional preconditions?
- What type of information do physiotherapists require and receive for examining customers?
- How do physiotherapists examine customers, and why?
- How do physiotherapists draw up a physiotherapy diagnosis and plan based on their evaluation?

Study unit description:

Physiotherapists are independently responsible for planning, implementing and evaluating physiotherapy methods. Physiotherapy is established on appropriate research and evaluation of the functional preconditions of the customer and the operating environment. The evaluation focuses primarily on observing and analysing human movement and mobility. Physiotherapists implement observation, interviews, palpation and measuring in order to evaluate the functional preconditions/resources of customers.

Previous studies:

Structure and Functions of the Human Body

G0044 Clinical Decision-Making in Physiotherapy Workshop, 5 cr

The student is able to:

- Describe the clinical decision-making process of physiotherapy
- Question their activities and generated evaluation outcomes
- Seek and critically evaluate evidence-based solutions
- Apply acquired information

Contents of the study unit:

- What is clinical decision-making in physiotherapy?
- How does the process of clinical decision-making progress?
- What type of information do physiotherapists require and receive for clinical decision-making?
- How do they use the acquired information? Why?

Study unit description:

Physiotherapists must know how to prioritise and identify essential issues. They require clinical reasoning and customer-oriented synthesis in observing and evaluating the functional ability of customers, in choosing appropriate, evidence-based therapeutic methods, and in assessing the effectiveness of the treatment and their own roles in the rehabilitation process.

Previous studies:

Physiotherapeutic Customer Examination and Evaluation

G0045 Customer Disabilities 1, 5 cr**The student is able to:**

- Describe disabilities related to musculoskeletal diseases
- Evaluate the significance of disabilities to the activities and functional ability of individuals
- Describe the effects of aging on the activities and functional ability of individuals

Contents of the study unit:

- What are the musculoskeletal disabilities of customers?
- Which diseases are connected with musculoskeletal disabilities?
- How does aging affect the musculoskeletal system?
- How do disabilities affect the functional ability and mobility of customers?
- How to recognise musculoskeletal disorders?
- How to evaluate musculoskeletal disabilities?
- Which physiotherapy methods are used for supporting musculoskeletal functions?

Study unit description:

Customer disabilities refer to bodily structures and functions which restrict functional ability and mobility. Musculoskeletal disabilities are often linked to musculoskeletal diseases, disorders and injuries, or diseases that affect musculoskeletal functions.

Previous studies:

Structure and Function of the Human Body, Development of Human Movement and Mobility
Physiotherapeutic Customer Examination and Evaluation, Clinical Decision-Making Process in Physiotherapy

G0046 Customer Disabilities 2, 5 cr**The student is able to:**

- Describe different neurological diseases, which are connected with disabilities related to the functional ability and mobility of individuals
- Evaluate the effects of neurological diseases on the functional ability of individuals

Contents of the study unit:

- What different types of neurological diseases are there?
- How do neurological diseases affect the functional ability and mobility of individuals?

Study unit description:

Customer disabilities refer to bodily structures, functions and other issues which restrict functional ability and mobility. Musculoskeletal disabilities are often related to neurological diseases.

Previous studies:

Structure and Function of the Human Body, Development of Human Movement and Mobility
 Physiotherapeutic Customer Examination and Evaluation, Clinical Decision-Making Process in Physiotherapy, Customer Disabilities¹

G0047 Methods in Physiotherapy Workshop placement, 5 cr

The student is able to:

- Describe different physiotherapy methods
- Choose and justify the choice of appropriate physiotherapy methods
- Use the methods of manual therapy safely and effectively
- Use and apply the methods of manual therapy, such as massage, mobilising and stabilising soft tissues and joints, safely and effectively
- Use the methods of therapeutic practice safely and effectively

Contents of the study unit:

- What types of physiotherapy methods are there?
- What is the basis for different physiotherapy methods?
- How are the physiotherapy methods chosen?
- How and why are physiotherapy methods implemented and their impact evaluated?

Study unit description:

The chosen physiotherapy methods are based on physiotherapeutic examination and evaluation as well as a process of clinical reasoning. Physiotherapists draw up a physiotherapy diagnosis based on their evaluation. The methods are chosen in a customer-oriented way, established on the physiotherapy diagnosis and research-based knowledge. Several physiotherapy methods are implemented. Physiotherapy programmes are drawn up individually with a customer orientation. Evaluation of the use and impact of the physiotherapy methods is important during the process for physiotherapy to be effective. The range of physiotherapy methods includes, for example, therapeutic practice, manual therapy, physical therapy, guidance and counselling.

Previous studies:

Structure and Function of the Human Body, Development of Human Movement and Mobility
 Physiotherapeutic Customer Examination and Evaluation, Clinical Decision-Making in Physiotherapy

G0048 Ergonomics and assistive technology Workshop, 5 cr

The student is able to:

- Examine environments from an ergonomic perspective

- Evaluate the accessibility of the environment and plan how accessibility is achieved
- Evaluate, plan and implement the acquisition of tools and guidance in their use in a customer-oriented way.

Contents of the study unit:

- What do the ergonomic environment and activities mean?
- Why are ergonomic thinking and planning necessary?
- How to create an ergonomic environment?

Study unit description:

Ergonomic environment and activities as well as tools enable health and safety at work and the attainment of optimal functional ability. Expertise in physiotherapy is of major importance in the multidisciplinary field of ergonomics. Integrating tools, home improvement and environmental planning with designing an accessible environment enable equal participation in society.

Previous studies:

Structure and Functions of the Human Body, Physiotherapeutic Customer Examination and Evaluation

G0049 Customer Guidance and Counselling Workshop Placement, 5 cr

The student is able to:

- Describe the physiotherapy guidance and counselling process
- Plan, implement and evaluate target and customer-oriented one-to-one and group physiotherapy situations
- Participate in dialogue with customers
- Draw up guidance and counselling plans for different types of physiotherapy customers
- Plan appropriate written material to support physiotherapeutic counselling

Contents of the study unit:

- What is the physiotherapeutic guidance and counselling process?
- What type of knowledge is required for physiotherapeutic guidance and counselling?
- How to function in an ethical and customer-oriented way in guidance and counselling

situations?

- How to draw up a guidance and counselling plan and material?
- How to support and promote interaction and dialogue in guidance, and why?

Study unit description:

Customer counselling and guidance refers to guiding customers in various exercise, rehabilitation and physiotherapy groups and in one-to-one situations. For appropriate counselling and guidance, physiotherapists require pedagogical competence and dialogue with participants. Guidance is a process that supports change in the the lives of rehabilitees throughout the rehabilitation process. For guidance to take place successfully, the need for it must be evaluated and the appropriate target-oriented teaching and counselling skills must be present.

Previous studies:

Foundations of Physiotherapy, Customer Disabilities 1, Physiotherapeutic Customer Examination and Evaluation, Customer Orientation in Physiotherapy

G0050 Therapeutic Practice Workshop Placement, 5 cr

The student is able to:

- Search and use latest evidence-based knowledge in implementing therapeutic practice methods in physiotherapy
- Use therapeutic practice methods in a justified, customer-oriented and safe way in order to prevent and repair damage related to bodily function and structures, disabilities and restrictions to participation.
- Plan a form of therapy and practice for customers which makes suitable progression
- Measure and evaluate the benefits of therapeutic practice in a customer-oriented way

Contents of the study unit:

- What do evidence-based methods mean?
- What is therapeutic practice in physiotherapy?
- Why does therapeutic practice have a key role in physiotherapy?
- How to plan, implement and evaluate evidence-based, customer-oriented therapeutic practice in

physiotherapy?

Study unit description:

Therapeutic practice refers to using active and functional methods, which aim to prevent and repair damage related to bodily function and structures, disabilities and restrictions to participation.

Therapeutic practice is a key method in physiotherapy. Evidence-based methods based on targets that support customer activities have an important role in therapeutic practice methods.

Previous studies:

Structure and Functions of the Human Body, Development of Human Movement and Mobility
Physiotherapeutic Customer Examination and Evaluation, Clinical Decision-Making in Physiotherapy, Customer Disabilities I, Customer Counselling and Guidance

G0051 Supporting Musculoskeletal Functions, 5 cr

The student is able to:

- Describe the effects of musculoskeletal diseases on the mobility and functional ability of individuals
- Evaluate their competence in physiotherapeutic research and evaluation of musculoskeletal diseases
- Apply their skills in clinical reasoning and differential diagnosis
- Apply knowledge of the most common musculoskeletal diseases and pain mechanisms in planning and implementing physiotherapy
- Plan customer-oriented, progressive physiotherapy implementation and therapeutic practice programmes

Contents of the study unit:

- What is physiotherapy that supports the musculoskeletal functions?
- What type of knowledge forms the basis for physiotherapists to work with customers with musculoskeletal disabilities?
- What are the special characteristics of customers with musculoskeletal disabilities for planning, implementing and evaluating physiotherapy?

Study unit description:

Musculoskeletal disabilities stem from a number of causes. They can relate to musculoskeletal disorders caused by inappropriate overloads or underloads, diseases that affect the musculoskeletal system causing changes in tissues or structures, as well as accidents, injuries and surgical intervention.

Previous studies:

Structure and Function of the Human Body, Development of Human Movement and Mobility
Physiotherapeutic Customer Examination and Evaluation, Clinical Decision-Making Process in
Physiotherapy, Customer Disabilities 1, Methods in Physiotherapy

G0052 Supporting Mental Functions, 5 cr**The student is able to:**

- Describe psychophysical physiotherapy and the related basic concepts
- Evaluate customers using methods of psychophysical physiotherapy
- Support and promote customer activities with the methods of psychophysical physiotherapy
- Evaluate the impact of physiotherapy, and make the necessary changes to the the physiotherapy plan

Contents of the study unit:

- What is psychophysical physiotherapy?
- What type of knowledge forms the basis for psychophysical physiotherapy?
- How are customer resources examined and supported with the methods of psychophysical physiotherapy?
- How is the impact of physiotherapy evaluated, and why?

Study unit description:

Psychophysical physiotherapy that supports mental functions boosts customer resources and functional ability through body awareness and relaxation as well as expressive and activating methods of practice. The resources experienced by customers form the starting point for physiotherapy.

Previous studies:

Structure and Function of the Human Body, Development of Human Movement and Mobility

G0053 Supporting Cardiovascular and Pulmonary Functions, 5 cr**The student is able to:**

- Describe the effects of cardiovascular and pulmonary diseases on the functional ability of customers
- Apply physiotherapeutic examination to the most common types of customers and patients with cardiovascular and pulmonary diseases
- Plan, guide and implement methods of therapeutic practice for the afore-mentioned customers
- Search evidence-based research knowledge on the effects of rehabilitation on the pulmonary and

vascular system.

Contents of the study unit:

- What type of knowledge forms the basis of physiotherapy that supports cardiovascular and pulmonary functions?
- How are the cardiovascular and pulmonary functions of customers evaluated and supported?
- How is the impact of physiotherapy evaluated, and why?

Study unit description:

The main content of the study unit is to promote the functional ability of those with cardiovascular and pulmonary disabilities using the methods of physiotherapy.

Previous studies:

G0054 Supporting Sensory Functions, 5 cr

The student is able to:

- Define the deficiencies or defects in the functional ability and mobility as well as the resources of customers while acknowledging their age, individual situation, close relatives or friends, rehabilitation stage and operating environment
- Practice functions related to the sensory functions and movements of customers with the aim of controlling and coordinating posture, balance and intentional movements
- Support and increase the operating preconditions of customers while acknowledging dysfunctions of the central and peripheral nervous system and available resources

Contents of the study unit:

- What is physiotherapy that supports sensory functions?
- What type of knowledge forms the basis for physiotherapy that supports sensory functions?
- How are the sensory functions of customers evaluated and supported in physiotherapy?

Study unit description:

Sensory functions refer to sight, hearing, balance, posture and touch functions as well as pain sensitivity. These often result from various disturbances in the central or peripheral nervous system.

In physiotherapy, it is important to acknowledge sensory deficiencies or defects as well as pain and its effects on functional ability. Physiotherapy can be used to promote independent coping and participation in the local environment despite disturbances in the central or peripheral nervous system.

Previous studies:

Customer Disabilities I, Physiotherapeutic Customer Examination and Evaluation, Clinical Decision-Making Process in Physiotherapy

G013 OPERATING CULTURES IN PHYSIOTHERAPY, 55 cr

Description:

- § Where do physiotherapists operate?
- § With whom do physiotherapists operate?
- § How can physiotherapists impact the development of physiotherapy?
- § Which values form the basis of operations? Why?

The student will be able to:

- § Function as physiotherapy experts in various operating environments of physiotherapy and rehabilitation
- § Possess the necessary language skills for tasks and related development
- § Participate in multicultural cooperation
- § Take into account the effects and opportunities of internationalisation in their operations
- § Apply the principles of sustainable development in activities

Content:

Globalisation, social and cultural change, such as the aging of the population, multiculturalism, increased socio-economic differences, continuous renewal of information and the growing importance of environmental issues all bring their challenges to physiotherapy. The operating environment of social services and health care is changing. The status of physiotherapy is defined by legislation which regulates social services, health

care and rehabilitation. Physiotherapy as a profession and an area of expertise is related to rehabilitation. Physiotherapists work as employees or entrepreneurs in environments including hospitals, health centres, research and care institutions, rehabilitation centres, health resorts, occupational health care, public health organisations, fitness organisations, associations for the disabled, old people's homes, day-care centres and educational institutions. The welfare services of health care and rehabilitation are undergoing a shift towards customer-oriented and network-based services. The significance of immediate communities and private services is growing in welfare service production. Work cultures are shaped by technology, as virtual operating environments create new meeting places and operating methods.

G0055 Encountering the Customer Work Placement, 10 cr

The student is able to:

- Function as physiotherapy experts in different operating environments of the field, and justify their activities
- Encounter different types of customers, and create therapy relationships which respect them
- Examine, evaluate and guide customers in accordance with their functional preconditions and the professional role of the physiotherapist
- Participate in constructive dialogue with customers
- Promote physiotherapy of different groups and individuals in an appropriate and target-oriented way, in accordance with the operating culture

Contents of the study unit:

- How to function in different operating cultures in physiotherapy?
- Who are physiotherapy customers?
- What is encountering?
- How to guide customers in a customer-oriented and target-oriented way?
- How to acquire and apply information?

Study unit description:

Work placement to foster competence in physiotherapy is implemented in different physiotherapy units in both the public, private and third sector. The placement encompasses systematic, supervised practical studies, which are evaluated in light of the objectives of students. Starting points for customer-oriented physiotherapy include interaction between customer and physiotherapist, evaluating the resources of customers, and respecting their experiences, values and cultural background.

Previous studies:

First Year

G0056 Customer Guidance Work Placement, 10 cr

The student is able to:

- Function in different operating environments of physiotherapy
- Encounter different types of customers, and create therapy relationships which respect them
- Examine, evaluate and guide customers in accordance with their functional preconditions and the professional role of the physiotherapist
- Participate in constructive dialogue with customers
- Develop the activities of different groups and individuals in an appropriate and target-oriented way, using physiotherapy guidance and counselling

Contents of the study unit:

- How to function in different operating cultures in physiotherapy?
- What is physiotherapeutic guidance and counselling in different operating environments?
- How do physiotherapists guide and counsel customers, and why?

Study unit description:

Physiotherapy customers are individuals, communities, companies or organisations seeking a physiotherapist's advice and professional assistance. Physiotherapists evaluate, guide, support and promote the functional ability and mobility of customers. Physiotherapists apply suitable physiotherapeutic methods and strive to work with customers to improve their capabilities in various situations and environments.

Previous studies:

First year studies, Second year studies under the Physiotherapy theme

G0057 National and Global Rehabilitation Challenges, 5 cr**The student is able to:**

- Describe the regulations and values of social services and health care which steer physiotherapy
- Participate in multidisciplinary and multicultural cooperation
- Take into account the effects and opportunities of internationalisation in their operations
- Apply the principles of sustainable development in activities

Contents of the study unit:

- Which regulations and values of social services and health care steer rehabilitation and physiotherapy activities?
- How to operate in a multidisciplinary and multicultural work community?
- How to apply the principles of sustainable development in activities?

Study unit description:

The knowledge base of rehabilitation is multidisciplinary. Rehabilitation organisations require multicultural competence and an understanding of global challenges.

G0058 Supporting the Functional Ability of Customers - Work Placement, 10 cr**The student is able to:**

- Ability to justify actions and make an impact in different multidisciplinary operating environments in physiotherapy
- Ability to encounter different types of customers, and create therapy relationships which respect them
- Ability to examine, evaluate and guide customers in accordance with their functional preconditions and the professional role of the physiotherapist
- Ability to participate in a constructive dialogue in customer relationships and evaluate their development in managing the physiotherapy process of customers
- Ability to develop the activities of different groups and individuals using various physiotherapy methods

Contents of the study unit:

- How do physiotherapists promote the functional ability of individuals?
- How do physiotherapists make use of the opportunities of the environment and promote the functional ability of individuals?
- How do physiotherapists critically justify their activities and related customer-oriented development? Why?

Study unit description:

The study unit forms an entity, where students promote the functional ability of physiotherapy customers while making use of the resources of the environment. Students adopt critical, evidence-based and investigative operating models, and are able to make an impact as representatives of the

profession. Thus, competence requires synthesis skills that are in line with the knowledge base for research and development skills for planning, implementing and evaluating the resources of customers.

Previous studies:

Encountering the Customer Work Placement, Customer Guidance Work Placement

G0059 Rehabilitation Networks, Work Placement, 10 cr

The student is able to:

- Describe physiotherapy as part of a multidisciplinary rehabilitation service system
- Evaluate and justify the role of physiotherapists in developing service innovation, as well as create important partnerships and promote networks that serve the welfare of customers
- Construct expertise in different communities and networks, in cooperation with others
- Guide customers and impact activities in rehabilitation networks in a customer-oriented way
- As an active influence in physiotherapy, acknowledge global interaction relationships and networks

Contents of the study unit:

- What is the operating culture of rehabilitation like?
- What is multidisciplinary?
- What type of knowledge forms the basis for physiotherapists in their work?
- How do physiotherapists function in different rehabilitation networks?
- How do physiotherapists evaluate their activities, and why?

Study unit description:

In rehabilitation, the representatives of different professions act in a network, aware of the limitations of their expertise and appreciating and positively influencing the welfare of rehabilitees in all circumstances, supporting the commitment of rehabilitees and their close family or friends to rehabilitation. Rehabilitation is characterised by a systematic and process-based approach. For rehabilitees, it is a question of change processes, which involve growth and learning. In the case the rehabilitation system, the process comprises various stages and services, where the continuity of the service chain is essential. Rehabilitation constitutes multidisciplinary activities, which make use of the expertise of different fields.

Previous studies:

Encountering the Customer, Customer Guidance, and Supporting the Functional Ability of Customers Work Placements

G0060 Optional Work Placement, 10 cr

The student is able to:

- Critically evaluate their professional activities, and develop themselves, their work and profession actively using an investigative and developmental approach
- Use financial, administrative and leadership skills in their work
- Actively impact multidisciplinary and global networks as representatives of the professional field

Contents of the study unit:

- How do students align, implement and evaluate their professional development in promoting and developing their justified targets and the physiotherapy activities of customers?
- How do students acknowledge their own values and those of customers and communal values, which affect professional targets?
- How do students produce well-founded practices in physiotherapy, and develop the impact and profitability of the field, and why?

Study unit description:

In terms of professional growth, the study unit takes place at the advanced stage, when students have acquired some competence in examining functional ability, evaluation, making syntheses and managing a target-oriented physiotherapy process from the basis of encountering customers. The theme provides an opportunity for students to develop in line with their own professional choices as well as to evaluate and develop the justified functions of the physiotherapy customer, organisation and community, and influence these in the dynamic processes of different networks.

Previous studies:

Prior practical studies in accordance with the curricula mostly completed.

G014 DEVELOPING PHYSIOTHERAPY, 30 cr

Description:

- § How to impact the development of physiotherapy?
- § How to implement a research project?
- § How to manage a physiotherapy company?

The student will be able to:

- § Conceptualise the phenomena of the workplace with a basis in research data
- § Conduct research and development projects, applying the existing knowledge and methods in the field
- § Solve problems and develop work methods
- § Manage and work independently in expert roles
- § Draw up a business plan
- § Develop customer-oriented, sustainable, economically viable services

Content:

Developing physiotherapy refers to developing physiotherapy services and service systems. Management challenges include the rapidly changing needs of operational environments, organisational integration and networks, as well as a shift in age structure. Social change, such as the increased retirement age and organisational shifts, require a new type of focus on the welfare of the work community and staff. Comprehensive welfare service provision also requires new innovation and entrepreneurs in the field. Physiotherapists actively develop themselves, their work and their profession. They follow international and national developments in the field. Research and development skills in physiotherapy require that physiotherapists strive to find the most mutually beneficial and innovative solutions for each case, and to critically evaluate and develop their professional actions. These are part of Laurea's research and development work. They promote the professional growth of students, the employment sector and regional development.

G0061 Orientation and Planning of Thesis, 15 cr

The student is able to:

- Outline the development task
- Construct the framework
- Search and select theoretical knowledge as a background for the work
- Draw up and present the thesis plan

Contents of the study unit:

- How to choose the subject matter of the thesis?
- How to construct the theoretical basis for the thesis?
- How to draw up the thesis plan?

Study unit description:

Theses are of Laurea's research and development work. They promote the professional growth of students, the employment sector and regional development. Theses are used to develop work and work practices, and can produce widely applicable innovation. They are based on a real-life development challenge. After drawing up the idea, students prepare a thesis plan through participating in workshops that support the process.

Previous studies:

G0063 Promotion of Workplace Welfare, 5 cr

The student is able to:

- Participate as members of the work community, and promote its welfare
- Function in multicultural and multidisciplinary communication and interaction situations
- Evaluate wellbeing in the workplace

Contents of the study unit:

- How are changes in society demonstrated in the activities of work communities in physiotherapy?
- How can welfare in the workplace be supported?
- How to evaluate welfare and coping at the workplace?

Study unit description:

Welfare in the workplace is of great importance in the changing structures of contemporary society. Changes in society, such as the increased retirement age and organisational shifts, require a new type of focus on the welfare of staff.

Previous studies:

First and second year studies, e.g. work placement

G0064 Management and Quality, 5 cr

The student is able to:

- § Work independently in an expert role
- § Manage physiotherapy
- § Manage multidisciplinary, demanding rehabilitation functions
- § Apply quality control and leadership methods in their work

Contents of the study unit:

- What is good management?
- How to manage expert organisations?
- How to ensure high-quality services?

Study unit description:

Management and quality of activities are part of the same whole. Management challenges include the rapidly changing needs of operational environments, organisational integration and networks, as well as a shift in age structure.

Previous studies:

First and second year studies

G0065 Service Development and Entrepreneurship, 5 cr

The student is able to:

- Set development objectives from the perspectives of the workplace and regional development
- Find customer-oriented, sustainable, economically viable solutions for services
- Participate in developing innovation environments
- Plan the business activities of physiotherapy companies

Contents of the study unit:

- What do innovation activities mean?
- How to evaluate service requirements?
- How to develop welfare services?
- How to draw up a business plan for a physiotherapy company?

Study unit description:

The aim of innovation activities is to promote the services of the Finnish social service and health care system. The change in the age structure of the population creates new challenges for services and their arrangement. New entrepreneurs are required to ensure comprehensive welfare services.

Previous studies:

First and second year studies

G015 ELECTIVE STUDIES, 15 cr**Description:**

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