

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Porvoo, sote), SHP11KA

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

In the Degree Programme in Nursing, learning takes place in research and development projects in cooperation with the working life. Health and welfare services are provided by public or private organisations, and the third sector. The operating environment consists of primary care clinics, specialised medical services, the client's home, private companies, associations, organisations as well as information and communication technology networks or other welfare networks. Electronic information systems, guidance and counselling services, service processes and best practices and approaches are prerequisites for customer-oriented service chains. The health care operating environments face a challenge in developing information and communication technology which uses interactive welfare expertise. Cooperation between the University of Applied Sciences and actors in the various operating environments promotes network partnership which develops, promotes and produces customer-oriented service and expertise.

Expertise

Knowledge-based professional expertise includes knowledge-based and skill-based competence for operating in health sector specialist positions. The development of health and welfare services is an integral part of expertise in the sector. Nursing and health care experts understand the position and importance of the sector in society as well as in the national and international working life. The expert is experienced in the key practical tasks of nursing and health care and able to work independently in specialist positions in the sector. A future challenge in nursing is the need for changing competence caused by the ageing population. Nurses' professional qualifications and the general nursing training are governed by the European Parliament and Council Directive 2005/36/EC.

Competences

The curriculum includes the common nationwide set of competences as part of the objectives of themes or study units. Mastering the general competences ensures the achievement of vocational education at the University of Applied Sciences level, and mastering the themes ensures the achievement of working life competence. The competences are divided into general and degree programme based competences.

General competences

- Learning competence

- Ethical competence
- Work community competence
- Innovation competence
- Internationalization competence

Increased expertise created by the competences runs in parallel with the degree programme based competence throughout the studies and is evaluated in connection with the competence evaluation.

Nursing and health care competence

Degree programme competencies form a basis for the development of a student's professional expertise. Nurses and public health nurses possess solid competence in intervention methods, health promotion, ethics, as well as communication and interaction. It is important for them to understand the development activities and the service structures in the health care operating environment in order to be able to participate in the development of key activities and processes. The nurses and public health nurses master the basic skills in wellness entrepreneurship.

Professional Growth and Annual Themes

Growing to become an expert is part of the process of lifelong learning, in which an individual's knowledge, skills, attitudes and beliefs evolve and change. Professional growth should be deliberate. Professional growth and development are a result of a multitude of factors, and the students themselves can impact those most. Successful professional growth process contains the key factors of self-directedness, initiative, motivation, attitude and personal factors. The professional growth of the nurse / public health nurse keeps evolving throughout the studies. This process is supported by tutoring throughout the studies.

In the Degree Programme in Nursing, the stages of professional growth can be characterised as follows:

1. A health professional in training
2. A specialising health professional
3. A developing skilled health care professional
4. A skilled health care professional becoming a health care expert

Description of the Degree Programme

The profile of the Laurea Porvoo unit is characterised by the development of health care and welfare services. The student can complete study modules in accordance with the profile throughout their studies, but the profile has special focus during the optional professional studies.

The Degree Programme in Nursing at Laurea Porvoo consists of two specialisation options: Nursing and Public Health Nursing.

The Degree Programme in Nursing includes "must know" type core competences in nursing, which contain both basic and professional studies. The themes included in the core competence are: development activities, communication and interpersonal skills, health care operating environment, nursing interventions as well as medical and scientific competence. The student completes the core competence studies during the first two years of study.

The profile of Laurea Porvoo consists of wellness entrepreneurship and the development of services in the public sector. Health care services as private service provision focuses on entrepreneurial and business competence in the welfare sector, leadership and service innovations as well as productisation. The development of health care services in the public sector includes studies in the social services and health care decision-making system, leadership as well as services and product development.

The public health nurse training is based on the nurse training and provides skills to work both as a nurse and public health nurse. The degree of a Public Health Nurse degree (240 cr) consists of both nursing and public health care studies. The studies leading to a public health nurse degree are 60 credits in scope, of which 30 credits is completed as professional studies included in the nurse training. The public health nurse studies must meet the requirements set for the Bachelor of Health Care. The graduates will be licensed to work both as nurses and public health nurses.

The curriculum of the Degree Programme in Nursing sets a target to gradually increase the proportion of studies

offered in Swedish and English to meet the level set by the Ministry of Education (30 cr) to promote internationalisation.

Clinical practice within the degree programme (90 cr) is in accordance with EU directives. Clinical practice consists of, in accordance with the student's personal learning plan, learning taking place in the University of Applied Sciences learning environments, workshops and various social services and health care operating environments, as well as of a thesis. The student has the option to complete clinical practice promoting professional skills through international work placement. In Laurea Porvoo, clinical practice promoting professional skills has been designed to support the student's professional growth and development.

Structure of the curriculum

The Degree Programme in Nursing consists of basic and professional studies, elective studies, clinical practice promoting professional skills, and a thesis. Core competence includes 45 credits of basic studies, 40 credits of professional studies, and 45 credits of clinical practice. Optional studies include 20 credits of professional studies, 30 credits of clinical practice and a 15-credit thesis. Elective studies constitute 15 credits. The studies in the Public Health Nursing specialisation option consist of 20 credits of professional studies and 10 credits of clinical practice.

Quality assurance process

Quality assurance in the degree programme is based on Laurea's quality assurance system. The basis of the assessment information is the evaluation of the degree programme, regular student feedback and data collection in accordance with the strategy development plan.

Quality assurance in the degree programme is carried out systematically in accordance with Laurea's quality assurance system which the student feedback system is a part of. Students are asked to provide feedback on the instruction, learning environments, tutoring and the progress of learning. The results of the feedback collected in the beginning, middle and graduation stage of the studies are discussed with the personnel and students of the local unit. The processing of the results focuses on the content of the feedback and selection of development areas and measures. These are recorded within the local unit and their implementation is monitored.

During the studies, feedback is collected on the study units, clinical practice and international mobility. The feedback is used for the development of the curriculum, study implementation and counselling. The feedback is processed with the personnel and students of the local unit. Development areas are entered in the self-evaluation form used in the study unit as well as in the record book. The curriculum and its execution are regularly assessed in groups formed by working life partners as well as in the evaluations of LbD and R&D&I activities.

The quantitative evaluation of the curriculum is carried out in connection with the yearly AMKOTA statistics which monitors the students' completion times, LbD credits, credits produced by the R&D&I activities as well as the quantity of workplace-based commissioned theses.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
P001	DEVELOPMENT ACTIVITIES				
P0033	Basics of development activities	5			
P0034	Project competence	5			
P0035	Research method competence	5			
P002	COMMUNICATION AND INTERACTION COMPETENCE				
P0036	Oral and written communication	5			
P0037	Interaction and teamwork competence		5		
P0038	Swedish			5	
00634	Oral skills in Swedish			0	
00635	Written skills in Swedish			0	
P0039	English		5		
P003	HEALTH CARE OPERATING ENVIRONMENT				
P0040	Health care service system	5			
P0041	Health promotion		5		
P0042	Ethics and values in health care			5	
P004	NURSING INTERVENTIONS				
P0043	Basic nursing interventions		10		
P0044	Customer oriented systematic nursing		10		
P0045	Encountering customers in transitions			10	
P0046	Professional development in practice I		10		
P0047	Professional development in practice II		10		
P0048	Professional development in practice III			15	
P005	MEDICAL AND SCIENTIFIC COMPETENCE				
P0049	Scientific competence	5			
P0050	Medical competence I		5		
P0051	Medical competence II			5	
P006	HEALTH CARE SERVICES AS PRIVATE SERVICE PROVISION				
P0052	Entrepreneurship and business competence			10	
P0053	Developing service innovations			3	7
P0054	Thesis			15	
P0055	Professional development in practice IV			10	
P0056	Professional development in practice V				10
P0057	Professional development in practice VI				10
P007	DEVELOPING HEALTH CARE SERVICES IN THE PUBLIC SECTOR				
P0058	Services offered in the social services and health care sector and management			10	
P0059	Developing service Innovations			3	7
P0060	Thesis			15	
P0061	Professional development in practice IV			10	
P0062	Professional development in practice V				10
P0063	Professional development in practice VI				10

P008	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00453	Initial Test in Finnish language	0			
00397	Initial Test in Mathematics	0			
00194	Preparatory Studies in English		3		
00195	Preparatory Studies in Swedish			3	
00522	Preparatory Studies in Finnish	3			
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
00189	Preparatory Studies in Mathematics		3		
		30	60	60	60

P001 DEVELOPMENT ACTIVITIES, 15 cr

Description:

Development activities are goal-oriented measures that develop the operations of the organisation. Development activities are based on critical thinking and research-oriented way of working.

P0033 Basics of development activities, 5 cr

The student is able to:

Students are able to draw up a personal study plan.

Students are able to assess their own competence and to give and receive feedback and to develop their own knowledge based on the feedback.

Students learn to understand the importance of professional growth in the process of growing into a nursing expert.

Contents of the study unit:

Learning by Developing (LbD)

Diverse learning environments

Professional growth process

Systematic tutoring

P0034 Project competence, 5 cr

The student is able to:

Students are able to act as responsible project team members.

Students are able to acquire information and plan a project.

Students are able to carry out the project and monitor its progress.

Contents of the study unit:

What does the project mean?

How is the project designed, implemented and evaluated?

P0035 Research method competence, 5 cr

The student is able to:

Students understand the key elements of the process.

Students master the basics of qualitative and quantitative research.

Students are able to read and produce reports on researched information.

Contents of the study unit:

What is the research and development process?

What are the main research methods?

P002 COMMUNICATION AND INTERACTION COMPETENCE, 20 cr

Description:

In the health care sector, communication and interaction mean encountering individuals and groups, and working together in national and international settings for health promotion objectives.

P0036 Oral and written communication, 5 cr

The student is able to:

Students are able to deliver written, oral and visual presentations using different communication styles.

Students are able to make use of information and communication technologies in their own work.

Contents of the study unit:

Written communication in the workplace
Presentation skills
Using communication tools

P0037 Interaction and teamwork competence, 5 cr**The student is able to:**

Students are able to interact professionally with clients, groups and communities.
Students are able to develop their skills in work community and health communication.
Students are able to analyse the interaction and cooperation skills.

Contents of the study unit:

Professional interaction
Key communication and interaction methods, and teamwork skills

P0038 Swedish, 5 cr**The student is able to:**

Students are able to communicate orally and in writing in Swedish in their workplaces.
Students are able to apply information gathered from Swedish-language sources.
Students attain at least skill level B1.2 as defined in the European Qualifications Framework. In addition, students are graded as having Good or Satisfactory oral and written language skills in accordance with the language skill requirements for civil servants.

00634 Oral skills in Swedish, 0 cr**Study unit description:**

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr**Study unit description:**

This study unit is for evaluating written skills in Swedish.

P0039 English, 5 cr**The student is able to:**

Students are able to communicate orally and in writing in English in their workplaces.
Students are able to apply information gathered from English-language sources.
Students attain at least skill level B-2 as defined in the European Qualifications Framework.

P003 HEALTH CARE OPERATING ENVIRONMENT, 15 cr**Description:**

The health care operating environment is a combination of those services and functions which promote and maintain the health and well-being of the population.

P0040 Health care service system, 5 cr

The student is able to:

Students know the service structure and system.
Students know the most important health care laws and regulations.
Students have entrepreneurial skills.

Contents of the study unit:

Service structure and system of public health care
Historical development of nursing
Entrepreneurial education and welfare entrepreneurship

P0041 Health promotion, 5 cr**The student is able to:**

Students identify health promotion as an integral part of their own work.
Students identify the health promotion needs of target groups.
Students are able to apply health promotion methods in their own work.
Students are able to evaluate the significance of the surroundings in the promotion of well-being and health.

Contents of the study unit:

What does health promotion mean?
What are the target groups and targets of health promotion?
What methods are there for health promotion?
A social perspective to health promotion
National and international health programmes

P0042 Ethics and values in health care, 5 cr**The student is able to:**

Students recognise their own ethical thinking and are able to analyse it.
Students recognise ethical issues and know how to find ethically sustainable solutions.
Students are able to examine ethical issues from the perspective of the organisation and society.

Contents of the study unit:

Ethical foundation of nursing
Ethical problem-solving and decision-making
Ethical issues in nursing
Cultural issues in nursing

P004 NURSING INTERVENTIONS, 65 cr**Description:**

Customer-centric nursing interventions promote the customer's health and help customers cope with the different stages of illness.

P0043 Basic nursing interventions, 10 cr**The student is able to:**

Students are able to plan, implement and evaluate nursing care in a customer-oriented manner.
Students are able to document nursing interventions.
Students are able to provide first aid and know the system of emergency health care.

Contents of the study unit:

Key concepts of nursing
Basics of medical therapy and medication mathematics

Systematic nursing
Ergonomics
Nursing interventions in different operating environments
First aid and health care in emergencies

P0044 Customer oriented systematic nursing, 10 cr

The student is able to:

Students are able to plan, implement and evaluate nursing in a customer-oriented manner.
Students are able to plan, implement and evaluate pharmaceutical care professionally.

Contents of the study unit:

Nursing of an acutely ill, chronically ill, and surgical patients
Diagnosis and monitoring
Medications
Pain relief
Customer-oriented rehabilitation

P0045 Encountering customers in transitions, 10 cr

The student is able to:

Students are able to plan, implement and evaluate customer-oriented family nursing, as well as mental health, crisis and substance abuse nursing.
Students are able to encounter and support patients in terminal care and their families.

Contents of the study unit:

Promoting the health of pregnant and new mothers
Child growth and development
Nursing of the elderly
Mental health, crisis and substance abuse nursing
Terminal care

P0046 Professional development in practice I, 10 cr

The student is able to:

Student learns about the nursing environment.
Student is able to plan, implement and evaluate nursing.
Student masters the basic nursing interventions.

Contents of the study unit:

- Encountering the customer
- Working in a work community
- Nursing skills

P0047 Professional development in practice II, 10 cr

The student is able to:

Student is able to plan, implement and evaluate customer-oriented nursing.

Contents of the study unit:

In addition to the content of the previous clinical practice period:

- Ethics and values in nursing
- Nursing relationship work
- Medications
- Planning nursing

P0048 Professional development in practice III, 15 cr

The student is able to:

Student is able to plan, implement and evaluate customer-oriented nursing.

Student knows the role of culture in health promotion and nursing, and is able to work in international and multicultural work communities.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Counselling
- Multicultural nursing

P005 MEDICAL AND SCIENTIFIC COMPETENCE, 15 cr

Description:

Medical and scientific competence comprise information about the structure and functioning of the human body, the generation and symptoms of illnesses, the impact of illness on one's ability to function as well as about the research and treatment methods of illnesses.

P0049 Scientific competence, 5 cr

The student is able to:

Students are familiar with the basic structure of the organ systems in the human body, their basic functioning and regulation.

Students are able to apply their knowledge of microbiology in various work situations.

Students understand the onset of diseases and the body's reactions to diseases.

Contents of the study unit:

Anatomy and physiology
Microbiology
Pathology

P0050 Medical competence I, 5 cr

The student is able to:

Students obtain basic knowledge of different fields of medicine applicable in different contexts.

Contents of the study unit:

Internal medicine
Geriatrics
Surgery
Imaging techniques and the health care technology
Anaesthesiology
Psychiatry

P0051 Medical competence II, 5 cr

The student is able to:

Students obtain basic knowledge of different fields of medicine applicable in different contexts.

Contents of the study unit:

Pharmacology
Gynaecology
Paediatrics
Nutrition

P006 HEALTH CARE SERVICES AS PRIVATE SERVICE PROVISION, 65 cr

Description:

Development and productisation of health and welfare services based on entrepreneurial orientation.

P0052 Entrepreneurship and business competence, 10 cr

The student is able to:

Students recognise their own strengths as entrepreneurs in the welfare sector.

Students are able to anticipate opportunities opening up in the operating environment.

Students are able to create a realistic and customer-oriented business plan.

Students master the principles of modern human resources management and develop their own work.

Contents of the study unit:

Business environment analysis

Business idea

Business plan

Planning the start-up company's finances and funding

Standards and legislation governing business operations

Management

P0053 Developing service innovations, 10 cr

The student is able to:

Students are able to describe development objectives from the perspectives of the labour market and regional development.

Students are able to participate in a partnership network.

Students are able to act as opinion leaders in a community of experts.

Students are able to define, plan, develop, describe, and provide the service offered to the customer.

Students know the basics of productisation and commercialisation.

Contents of the study unit:

Determining development needs

Development process

Productisation

P0054 Thesis, 15 cr

The student is able to:

Students are able to present well-justified work development proposals.

Students are able to conceptualise workplace phenomena with a basis in research data.

Students are able to use appropriate research and development methods for generating new data.

Students are able to evaluate their own work and solutions critically.

Students are able to manage the big picture, presenting their ideas logically and with justifications.

Contents of the study unit:

How to present justified workplace development proposals?

How can phenomena be conceptualised?

What is researched knowledge?

How to select suitable research and development methods?

How to work in a collaborative manner?

What does critical evaluation of one's own actions mean?

How to communicate the results of development activities?

P0055 Professional development in practice IV, 10 cr

The student is able to:

The student acts responsibly in nursing.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Evidence based nursing
- Decision-making

P0056 Professional development in practice V, 10 cr

The student is able to:

Student is able to work as developers of activities in a community of experts.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Influencing in society
- Leadership
- Development of activities

P0057 Professional development in practice VI, 10 cr

The student is able to:

Student gains in-depth competence in a selected operating environment.

Contents of the study unit:

The content of the previous clinical practice periods: Encountering the customer, working in a work community, nursing skills, ethics and values in nursing, nursing relationship work, medications, planning nursing, counselling, multicultural nursing, evidence-based nursing, decision-making, influencing in society, leadership, development of activities.

P007 DEVELOPING HEALTH CARE SERVICES IN THE PUBLIC SECTOR, 65 cr

Description:

Development of the public sector health care services, productisation of services and development of service types.

P0058 Services offered in the social services and health care sector and management, 10 cr

The student is able to:

Student knows the service and decision-making system of the public sector social services and health care.
Student masters the principles of modern HR management and develop their own work.

Contents of the study unit:

Service structures and system of social services and health care
Operating environment analysis

Decision-making system in the public sector health care
Legislation
Networking in the public sector
Public funding
Management

P0059 Developing service Innovations, 10 cr

The student is able to:

Students are able to describe development objectives from the perspectives of the labour market and regional development.

Students are able to participate in a partnership network.

Students are able to act as opinion leaders in a community of experts.

Students are able to define, plan, develop, describe and provide the service offered to the customer.

Students master the basics of productisation.

Contents of the study unit:

Determining development needs

Development process

Productisation

P0060 Thesis, 15 cr

The student is able to:

Students are able to present well-justified work development proposals.

Students are able to conceptualise workplace phenomena with a basis in research data.

Students are able to use appropriate research and development methods for generating new data.

Students are able to evaluate their own work and solutions critically.

Students are able to manage the big picture, presenting their ideas logically and with justifications.

Contents of the study unit:

How to present justified workplace development proposals?

How can phenomena be conceptualised?

What is researched knowledge?

How to select suitable research and development methods?

How to work in a collaborative manner?

What does critical evaluation of one's own actions mean?

How to communicate the results of development activities?

P0061 Professional development in practice IV, 10 cr

The student is able to:

The student acts responsibly in nursing.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Evidence-based nursing

- Decision-making

P0062 Professional development in practice V, 10 cr

The student is able to:

Students are able to work as developers of activities in a community of experts.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Influencing in society
- Leadership
- Development of activities

P0063 Professional development in practice VI, 10 cr**The student is able to:**

Students gain in-depth competence in a selected operating environment.

Contents of the study unit:

The content of the previous clinical practice periods: Encountering the customer, working in a work community, nursing skills, ethics and values in nursing, nursing relationship work, medications, planning nursing, counselling, multicultural nursing, evidence-based nursing, decision-making, influencing in society, leadership, development of activities.

P008 ELECTIVE STUDIES, 15 cr**Description:**

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

Content:

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme.

00202 Initial Test in English Skills, 0 cr**Study unit description:**

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

00203 Initial Test in Swedish Skills, 0 cr**Study unit description:**

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests

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

00453 Initial Test in Finnish language, 0 cr

00397 Initial Test in Mathematics, 0 cr

Study unit description:

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

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.

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.

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

00189 Preparatory Studies in Mathematics, 3 cr

The student is able to:

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

Contents of the study unit:

- recapitulation of upper secondary school mathematics

Study unit description:

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