

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services, in English (Laurea Otaniemi, sote), SWG10SN

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

Operating Environments for Social Services

The International Degree Programmes for Social Services students constitutes a 3.5 year course of studies (210 CR.) towards a Bachelors of Social Services Degree. It offers professional career development for both Finnish and international students. The programme balances the requirements of educating qualified social welfare workers for the Finnish labour market while also giving students qualifications to work abroad or in international organisations and NGO's (non-governmental organisations).

Every instructional module includes critically comparative perspectives designed to enhance the content of the programmes by widening discussions on issues in social work and placing them within a global context. The learning programme centres on global perspectives while providing students with an opportunity to study in English which not only enhances their future chances for employment but also sensitises them to a myriad of different views, values, and lifestyles. It is this intercultural learning demanding consistent negotiation with issues of "difference" and diversity which is the programme's most obvious benefit. With the growing interdependence of European countries in all areas including discussions about common social problems and social policy objectives, exposure of both students and staff to different working strategies allows for greater understanding and cooperation.

The Degree Programme provides students with expertise in working in a variety of environments and thereby maximises their self-directedness & choice. Students are provided with opportunities to link and integrate their studies with projects in working life. This not only fosters their professional growth, but it also allows a creative partnership to emerge in which innovative ways of working are explored. This will enable students to cross professional boundaries and develop multi-professional approaches to meet the complex demands of modern working life.

Graduates from the Bachelor Programme of Social Services will be qualified to work in social welfare work in Finnish municipalities, third sector & private sectors, and as social workers abroad. The types of work graduates will be engaged in can, for example, include the following:

- Work in elderly care as counsellors/social welfare workers, rehabilitative work instructors, or home-help supervisors
- Work with the children in day-care centres as Kindergarten teachers or Kindergarten managers
- Work in Child protection services as family-workers, counsellors in children's or youth homes, or substitute social

workers

- Work with persons with alcohol and drug abuse problems as counsellors (rehabilitative) in Day Centres or in institutions.
- Work with refugees, asylum seekers and other individuals or groups with ethnic minority backgrounds as counsellors or substitute social workers
- Work with unemployed and disabled people as counsellors or social welfare workers (rehabilitative capacity)
- Other types of Social Work: Project worker, Project leader or manager

A Bachelors Degree in Social Services from a University of Applied Sciences (UAS) will qualify students for social welfare work in Finland. The qualification requirements for social welfare posts are unequivocally defined in the Act on Qualification Requirements of Social Welfare Professionals (272/2005), which entered into force on August the 1st, 2005, and in a decree that includes more detailed provisions (608/2005). The Act is applicable to all administrative fields: municipalities, government, enterprises, and organisations. The Act defines the qualification requirements for key social welfare professions, i.e. social worker, social services ombudsman, child supervisor, social instructor, kindergarten teacher, and practical nurse.

Graduates from the Bachelor Programme in Social Services can also be qualified as kindergarten teachers after completing 60 credits of early childhood education and social pedagogy studies. (The Act of Social Welfare staff qualifications demands 272 § and statute 608, came into force 1.8.2005). (Laki sosiaalihuollon ammatillisen henkilöstön kelpoisuusvaatimuksista 272 § ja asetus 608, voimaan 1.8.2005).

Laurea Otaniemi, operating in Active Life Village, specializes in the areas of wellbeing and business. In Active Life Village, Laurea's collaborators include the city of Espoo and various companies from the areas of healthcare and wellbeing. In a unique way, Laurea Otaniemi empowers co-operation between students, personnel, experts and the other partners in the metropolitan area and especially in the Espoo area, creating new expertise and business for different activators in the near environment.

Students in the multidisciplinary Laurea Otaniemi will be active operators right from the beginning of their studies. As they progress in their studies, students become active and influential in working life as well as in the working community. Active Life Village's solutions, supporting both wellbeing and entrepreneurship which are made in a research laboratory and also in projects based on real working life, join our activities together. Students, service users, companies and organizations, experts and researchers work together genuinely. The most well-known innovations of the unit are interactive CaringTV® and Helsinki Metropolitan Entrepreneurship Academy's "Entrepreneurship Tuesday."

Expertise

Expertise in Social Services is based on the European Qualification Framework (EQF) founded in the Bologna process and its related Finnish National Qualifications Framework (NQF). The NQF competences include; generic competence, learning competence, ethical competence, working community competence, innovation competence, and internationalization competence.

Expertise is also derived from competences in Finnish social welfare work as outlined by Mäkinen et.al 2009. These are:

Ethical expertise in social work - a social welfare worker commits her/himself to the value and ethical foundations of the profession

Client work expertise- a social welfare worker can create a professionally empowering partnership with clients. S/he supports and empowers different clients and groups by applying a myriad of theoretical approaches and working methods

Service systems expertise - a social welfare worker knows the service systems and relevant legislations which support well-being and social capacity. S/he can work in multi-professional networks and is able to participate in service development.

Societal analysis expertise - a social welfare worker understands the relationship between the individual and society and can analyze social phenomena from a range of competing perspectives.

Reflective, developmental & leadership expertise - a social welfare worker internalizes a reflective approach to work which forms the basis of work development and leadership.

Expertise in community development and social change - a social welfare worker understands social diversity and supports community involvement and participation. S/he participates in value discussions and influences decision-making.

Expertise in the Degree Programme is specifically supported by the application of anti-oppressive social work

practice (AOP) which gives the education its unique profile.

An anti-oppressive practice framework is based on principles of student reflexivity and self-knowledge, empowerment, partnership and social change. It is aimed at developing student's knowledge and commitment to challenge and confront issues on personal and structural levels.

The Degree Programme in Social Services incorporates five distinct themes including both basic and professional studies which have an anti-oppressive theory and practice orientation at its foundation.

Competences

The Degree programme of Social services establishes a basis for life-long learning through professional development supported by self-reflective and critical approaches to learning. Students learn to apply the Learning by Developing (LbD) pedagogical learning model and investigative work methods. Students are empowered in their personal and professional growth by developing skills of critical self-reflection, engaging in group discussions, developing relevant language and literacy skills, and becoming inter-culturally competent by negotiating issues of "difference".

Different learning styles are supported by various pedagogical approaches such as:

- Workshops & interactive small-group seminars
- Individual or group presentations
- National and International practice placements
- Participation in working life projects
- Study visits
- Media and creative methods skills
- Various assessment models.
- Interdisciplinary & International studies
- Networking

Professional growth is also fostered by providing students with options to design their own study path supported by individual and group tutorials. At the conclusion of their studies, students are asked to complete a thesis which aims to advance their information acquisition and research skills in developing working life organizations and services.

Phenomena related to social services in different operating environments and contexts are examined using an investigative and developmental approach. The basis for learning lies in evidence-based knowledge. The starting point is the Learning by Developing method (LbD). Learning in the Degree Programme in Social services takes place through research and development projects carried out in cooperation with representatives of working life as well as other partners.

In the curriculum the annual themes in the student's learning are: in the first year the student as a practicing professional (actor), in the second year the student as a reflective practitioner (worker) and in the third year an agent of change (innovator)

Professional Growth and Annual Themes

Active

- 1st year : The student as a social actor

Life

- 2nd year: The student as a reflective practitioner

Village

- 3rd and 4th year: The student as an agent of change

Description of the Degree Programme

The International Degree Programme for social welfare students constitutes a 3.5-year course of studies (210 CR.) towards a Bachelor of Social Services Degree. The learning process described in the studies progresses through an interconnected sequence of themes. The way in which the programme has been structured requires the student to complete 60 credits in each of the first three years and 30 credits in the fourth year.

The curriculum is divided into; Basic studies (60 CR.) which are compulsory; Professional Studies (135 CR.) which comprise both compulsory and elective studies; and Elective Studies (15 CR.) which are optional studies that may be taken at other institutions of higher learning (see diagram below).

During year 1, the student will study in the following themes: Developing Professional Identities where they will complete 35 CR.; Empowering Client Work - 5 CR. and; Social Development and Transformation – 20 CR.

Year 2 incorporates studies in the following themes: Developing Professional Identities where they will complete 5 CR. and; Empowering Client Work - 55 CR

Year 3 continues with theme - Developing Professional Identities where students will complete 5 CR.; Social Development and Transformation - 15 CR. and; Developing Work in Social Welfare Services - 40 CR. Year 4 continues with studies in Theme Developing Work in Social Welfare Services – 30 CR.

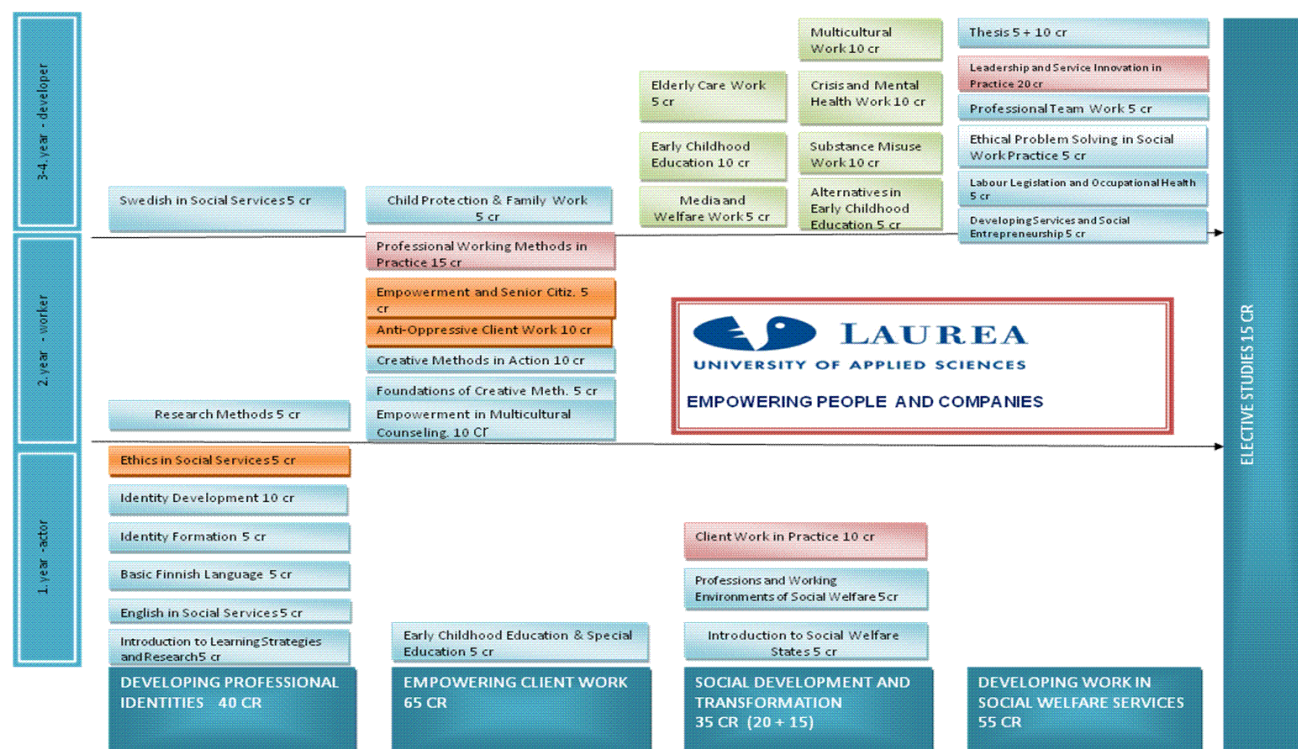
The theme - Elective Studies, will run throughout the 3.5 yr. programme and offers students opportunities to freely select language and other studies offered by their home institutes, gained from studies in other institutes for higher learning or by participating in working life projects and extra-curricular work practices.

The table below outlines the programme's inherent structure as well as the credit divisions.

BASIC STUDIES	60	60
PROFESSIONAL STUDIES	75	135
THESIS	15	
PROFESSIONAL PRACTICE PLACEMENTS	45	
ELECTIVE STUDIES	15	15
TOTAL		210

Structure of the curriculum

The diagram below outlines a visualisation of the programme's constituent themes and their logical progression within a "Learning by Developing" (LbD) framework. This learning model is embedded in an educational schema focusing on research and innovation in the provision of welfare services. In the degree programme, finding topical and innovative ways to address welfare provision by bringing services closer to clients, means that a synergetic partnership with projects and institutions from working life is an important cornerstone of the studies. The diagram further illustrates the multi-professional and collaborative nature of the programme in that 30 credits of professional studies are shared with students studying in the Finnish Social Services Degree program and 20 credits are shared with the Degree Programme in Nursing.



Quality assurance process

Quality assurance is part of the continuous development of Laurea's operations and is linked to all Laurea's different monitoring and development measures. This process is detailed in its quality assurance handbook. Learning by Developing (LbD) is defined as one of the four critical success targets of Laurea for the years 2010-2015. Education processes in Degree Programmes are also being evaluated. Education processes include the joint application procedure, administrative services of student affairs as well as the curriculum realisation as defined in the pedagogic strategy. The development of the student's expertise according to his/her personal curriculum, professional growth and fluent progress of his/her studies are the main aims of the education process.

Every academic year, curriculum development is augmented by the education planning process which includes the planning of staff work plans as well as study planning and implementation. The aim of the implementation process of studies is to arrange tutoring and guidance in such a way that studies progress according to students' personal curricula, students graduate within the allowed study period, and fewer students interrupt their studies. Every student must have a personal teacher tutor and receive tutoring during every phase of his/her studies if needed. Career planning and recruitment services will enhance students' employment opportunities. If students so wish, they can join the Laurea Alumni Association to keep in touch with Laurea after graduation.

Quality Assurance Methods of a Degree Programme

The curricula of each degree programme of Laurea Otaniemi are regularly self-evaluated once a year. The curriculum areas to be evaluated are determined by the pedagogical team. Student and labour market representatives also participate in this process. The director of the local institute is responsible for ensuring that the evaluation of the curricula is carried out for each degree programme.

New curricula are evaluated on the basis of the evaluation statements labour market representatives and other external experts are asked to provide. The new degree programme proposals are evaluated by means of a standard evaluation form. Curricula are also developed using a study workload questionnaire for students. Tutoring supports the student during the entire study path so that he/she can receive the necessary guidance and his/her studies can progress in accordance with the personal study plan. Training in guidance and tutoring is regularly organised for the staff. The students' feedback questionnaires related to the various stages of the studies and the well-being questionnaire show Laurea the direction in which to develop its tutoring activities

The physical conditions and accessibility of structures at Laurea are described and assessed as part of the development of the students' well-being. The assessment is carried out for each local unit by a nurse, a special education teacher, and a senior lecturer. The accessibility of the local units are examined once per academic year. The purpose of Laurea's student feedback system is to produce systematic and comparable feedback data that can be used by different actors in quality assurance and operational development as well as in strategic, operational and pedagogical planning. Feedback is regularly gathered from all degree students. In order to meet the quality objectives, the questions of the feedback questionnaires are derived from the contents and areas of expertise related to the different stages of the studies as well as from Laurea's shared quality targets and strategic objectives. In order to ensure expertise quality, the questions of the feedback questionnaires are related to Laurea's shared generic competences (study unit feedback) and the competences of graduates nationwide (summary feedback questionnaires).

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
G016	DEVELOPING PROFESSIONAL IDENTITIES				
G0113	Introduction to Learning Strategies and Research	5			
G0080	English in Social Services	5			
G0260	Basic Finnish 1	5			
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
G0234	Identity Formation	5			
G0235	Identity Development	10			
G0081	Ethics in Social Services	5			
G0083	Swedish in Social Services			5	
00635	Written skills in Swedish			0	
00634	Oral skills in Swedish			0	
G0112	Research Methods		5		
G017	EMPOWERING CLIENT WORK				
G0209	Early Childhood Education & Special Education	5			
00339	Empowerment in Multicultural Counselling		10		
G0210	Foundations of Creative Methods		5		
G0211	Creative Methods in Action		10		
G0212	Anti-Oppressive Client Work		10		
G0213	Empowerment and Senior Citizens		5		
G0214	Professional Working Methods in Practice		15		
G0215	Child Protection & Family Work			5	
G018	SOCIAL DEVELOPMENT AND TRANSFORMATION				
G0216	Introduction to Welfare States	5			
G0217	The Professions and Working Environments of Social Welfare	5			
G0218	Client Work in Practice	10			
G0219	Multicultural Work			10	
G0220	Crisis and Mental Health Work			10	
G0221	Substance Misuse Work			10	
G0222	Early Childhood Education			10	
G0223	Media and Welfare Work			5	
G0224	Alternatives in Early Childhood Education			5	
G0225	Elderly Care Work			5	
G019	DEVELOPING WORK IN SOCIAL WELFARE SERVICES				
G0226	Developing Services & Social Entrepreneurship			5	
G0227	Labour Legislation & Occupational Health			5	
G0228	Ethical Problem Solving in Social Work Practice				5
G0229	Professional Team Work				5
G0230	Leadership and Service Innovation in Practice			20	
G0231	Thesis				15
G036	ELECTIVE STUDIES				

00521	Initial Test in Finnish	0			
00506	Initial Test in Swedish	0			
G0236	Basic Finnish 2		5		
G0261	Intermediate Finnish			4	1
		60	60	60	30

G016 DEVELOPING PROFESSIONAL IDENTITIES, 40 cr

Description:

Basic studies

The student will be able to:

- develop his/her professional identity by analysing factors such as acculturation and race, ethnicity, gender/sexuality, spiritual belief, and disability.
- use these issues in examining their impact on identity development and changes in life-span.
- apply different learning models and research methods to plan their own study path
- discuss the theoretical and ethical foundations of the profession of Social Welfare
- utilize different languages to develop their professional competence

Content:

Developing Professional Identities addresses questions of self-reflective approaches to issues of individual and collective identity, human development, and professional ethics. Students further develop their own Learning strategies, professional language and plan their individual study paths.

Learning process:

How do we analyse individual and collective identity construction?

Why is identity development a professional issue?

What are the guiding ethical principles of social work?

What are the ways of developing my professional communication skills?

How do I study in the UAS and plan my own learning path?

G0113 Introduction to Learning Strategies and Research, 5 cr

The student is able to:

- familiarize themselves with the values and principles of their profession and their present environment
- use the various learning environments at ALV
- develop their individual study path using LbD
- apply research and development work methods to development initiatives and projects

Contents of the study unit:

What is the learning by developing model and how can it be applied?

Why are project work skills important for my professional development?

How can research methods be applied to my studies?

How can Active Life Village's (ALV) learning environments support my studies?

Study unit description:

The study unit provides the student with the basic tools for studying at the University of Applied Sciences and initiates him/her into the various learning environments designed to foster her/his own learning and professional growth. In addition, students will gain expertise in utilizing research-centred learning approaches, project planning and implementation skills, and applying the learning by developing (LbD) model in planning their own study path.

G0080 English in Social Services, 5 cr

The student is able to:

- communicate and use different communication methods in his work and in a multicultural working environment
- communicate regarding his/her field of expertise
- apply information based on references

- understand the importance of analysing linguistic structures and vocabulary.

Contents of the study unit:

What communicative competence does a social work professional need?

What skills of linguistic analysis does a social work professional need?

What competence in academic writing does a social work professional need?

Study unit description:

During the study unit the student develops his/her communicative competence. He/She develops his/her command of the vocabulary and grammatical structures in English, meta-linguistic skills and skills in academic writing.

Previous studies:

A pass in the reflection and language skills test in the entrance examination

G0260 Basic Finnish 1, 5 cr**The student is able to:**

learn the main principles of the Finnish language and some main things of Finnish culture, understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

How to communicate in everyday situations?

How to discuss everyday subjects related ourselves?

How to recognise basic grammar & vocabulary and practise pronunciation?

How to learn to speak, understand and write Finnish?

Study unit description:

The study unit provides an introduction to Finnish language and culture. Students will reach level A1 in accordance with the Common European Framework.

Previous studies:

No previous knowledge of Finnish.

00637 Oral skills in Finnish, 0 cr**00636 Written skills in Finnish, 0 cr****G0234 Identity Formation, 5 cr****The student is able to:**

- analyse human development and factors which effect it.
- understand different developmental theories.
- analyse group dynamics and promote effective group work.

Contents of the study unit:

What does life span development mean?

How do different developmental theories explain human development?

How does individual development proceed and what are protective and risk factors?

What constitutes a group and how do you promote effective group work?

Why do individual values, attitudes and emotions effect interaction?

How do you lead a group?

Study unit description:

Identity Formation examines human development within a life span approach. The study unit also focuses on interaction and different kinds of group phenomena. By combining theory and practise, the student develops her/his interaction skills and promotes effective group work.

G0235 Identity Development, 10 cr

The student is able to:

- describe factors such as race, ethnicity, gender, and spiritual belief and their impact on identity development
- interrogate personal values, prejudices and stereotypes with regard to race, ethnicity, gender and spirituality
- critically and systematically analyze issues of acculturation and its effect on identity construction?

Contents of the study unit:

What is identity?

How do factors of gender, race and ethnicity, culture & religion, and disability & age affect our understanding of ourselves and others?

Why is examining identity important to our professional development?

What is acculturation?

Study unit description:

Identity development promotes the student's ability to critically interrogate the social construction of his/her own identity in order to challenge hidden stereotypes and to be able to distinguish their own needs from those of the clients. S/he will also be able to analyse their own and clients' acculturation processes and to recognise how social and cultural factors, contribute to identity formation and the adoption of diverse ethical and moral codes.

Previous studies:

Identity Formation 5 CR

G0081 Ethics in Social Services, 5 cr

The student is able to:

- reflect upon the need for integrating principles of sustainable development in ethically reflective social welfare work
- internalize the fundamental ethical and theoretical bases of the profession to inform their own values and personal development.
- apply the skills of ethical reflection and responsibility in discussing case studies

Contents of the study unit:

How do we understand human worth and human rights?

What is the value foundation of social welfare work?

What is an ethical conflict/problem?

What are the ethical principles which guide social welfare work?

Why should we be sensitive towards ethical issues, ethical problems and ethical dilemmas in our work?

Why are professional codes of social work ethics necessary in our work and how are they applied in practice?

Why is promoting sustainable development important in modern society and in the context of social welfare work?

Study unit description:

Ethics in Social Services examines the ethical principles which are a foundation of social service work based on discussions of human worth, human rights, values and morals within a sustainable development context. The students address ethical issues found in case studies which require ethical reflection and taking ethical

responsibility. This includes comparing and contrasting Professional codes of ethics in different countries.

G0083 Swedish in Social Services, 5 cr

The student is able to:

- use Swedish both orally and in writing in his/her working environment
- communicate on themes of his/her field of expertise using different communication channels
- apply information from Swedish-speaking sources
- reach the level B1.2 according to the European scale
- reach a good or satisfactory level of Swedish as specified in the statutes for a civil servant

Contents of the study unit:

What communicative competence in Swedish does a social work professional need?

What are the central situations in social work where Swedish is needed?

How does the student utilise his/her language skills in Swedish to benefit his/her working environment?

Study unit description:

During the study unit the student develops his/her communicative competence and the command of the vocabulary and structures of the Swedish language in social work.

Previous studies:

A pass in the diagnostic test in Swedish or a pass in a preparatory course in Swedish

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

G0112 Research Methods, 5 cr

The student is able to:

- acquire information necessary for the research process critically from various sources
- identify the differences between qualitative and quantitative approaches
- use various methods of data gathering and analysis
- read and report on research data and findings

Contents of the study unit:

How do research methods support my professional growth?

What are the foundations of qualitative and quantitative research?

How can these methods be applied in practice?

Study unit description:

Research Methods examines the fundamental principles and applications of different qualitative and quantitative research methodologies. It further develops a student's ability to use statistical methods in data analysis and allows

him/her to plan and implement their own small research project.

Previous studies:

Introduction to Learning Strategies and Research 5 CR.

G017 EMPOWERING CLIENT WORK, 65 cr

Description:

Professional studies

The student will be able to:

- assess the social situation of senior citizens, ethnic minorities and persons with mental health or substance misuse problems from individual and structural perspectives
- apply the basic theories and skills of multicultural counselling to support client empowerment
- apply creative social work methods with different client groups in social work environments
- integrate Anti-Oppressive theory and practice in working with socially excluded clients
- examine various theories and viewpoints in early childhood education and child protection

Content:

Empowering Client Work focuses on Anti-Oppressive practice (AOP) as a foundation for developing an empowering approach to client work. Students will gain experience of early childhood education and child protection work, multicultural counseling, creative methods, and working with senior citizens. They will then apply these skills on practical placements to develop innovative ways of engaging in social work with frequently marginalised client groups.

Learning process:

How should we work with marginalized and vulnerable groups?

How do principles of empowerment in AOP apply to practice?

Why is anti-oppressive practice essential for professional social work?

G0209 Early Childhood Education & Special Education, 5 cr

The student is able to:

- recognize the different disabilities and special needs of children.
- evaluate and support children's development and welfare
- develop respect for childhood and its uniqueness.
- work and act by the principles and regulations of early childhood education.

Contents of the study unit:

What do we mean by the concept of childhood and the children's welfare?

What is early childhood education?

What is special education?

Which theories, laws and concepts are early childhood education and special education based on?

What are the principles and the structure of the Finnish day care system?

Study unit description:

The study unit begins with the definitions, theories, laws and concepts of early childhood education and special education. The principles of inclusion as reflected in the idea of childhood, children's rights and children's welfare are the foundations of a child-centered early childhood education. The Finnish day care and special education systems are presented with accompanying field visits.

00339 Empowerment in Multicultural Counselling, 10 cr

The student is able to:

- analyse the meaning of client empowerment in connection to anti-oppressive and anti-discriminatory approaches to client counseling.
- evaluate the impact of cultural difference on the counselling relationship
- build an empowering alliance with the client, by analysing situations from the client's viewpoint
- use basic and advanced counselling skills
- advocate a counselling approach which examines the structural influences on a client's life

Contents of the study unit:

How do concepts of empowerment apply to counseling?

How do we communicate across cultures?

Why is it necessary to develop culturally sensitive counseling approaches?

What are the specific skills required for good counseling?

Study unit description:

This study unit develops a student's competence in building an empowering relationship with a client. S/he gains client-centred counselling skills and consultation methods. This is based on an active understanding of interpersonal and intercultural communication and interviewing strategies as well as the promotion of a more anti-oppressive and egalitarian counseling approach.

Previous studies:

Identity Formation 5 CR. and Identity Development 10 CR.

G0210 Foundations of Creative Methods, 5 cr

The student is able to:

- use creative methods and act creatively in an empowering way when working with individuals and client groups.

Contents of the study unit:

What do we mean by expression and creativity?

What is the importance and meaning of expression and creativity in people's lives?

How can you help people to express themselves?

Study unit description:

In the study unit, modes of expression, as well as creative methods and their application are used as empowering approaches to human interaction.

G0211 Creative Methods in Action, 10 cr

The student is able to:

- use various creative methods
- identify and strengthen their own self-expression and aesthetic sensibilities and recognize their value

Contents of the study unit:

What do we mean by aesthetics?

How can you develop your own self-expression?

Why is developing your own self-expression an important professional skill?

Study unit description:

During the study unit student's skills in self-expression will be developed. The therapeutic, communal, and empowering nature of expression and aesthetics in the course are aimed at improving student's individual working methods and competencies.

Previous studies:

Foundations of Creative Methods 5 CR.

G0212 Anti-Oppressive Client Work, 10 cr

The student is able to:

- analyze the effects that factors such as ethnicity, mental challenge, and addiction have on creating structural inequalities
- reflect on the role power imbalances and oppression play in the process of social exclusion
- identify the need for using culturally competent working methods with disempowered client groups
- recognize the political nature of reflective social work practice in its aim to challenge social exclusion
- internalise the theoretical framework of anti-oppressive social work practice
- develop professional skills and client-centred methods required for crisis & mental health work, substance misuse work, and multicultural social work

Contents of the study unit:

What is professional social work based on Anti-Oppressive practice?

What are the practical implications for multicultural work, crisis and mental health work and substance misuse work?

Why should the principles of Anti-Oppressive practice be a professional priority?

How do we develop supportive partnerships and networks in creating social change?

What is the meaning of empowerment and how is it applied in client work

Study unit description:

Anti-Oppressive client work introduces students to the foundations of anti-oppressive social work theory & practice and its application in working with different client groups. Students will develop a proficiency in the basics of crisis and mental health work, multicultural social work, and substance misuse work. This work is founded on the goals of client empowerment, partnership and facilitating social change.

Previous studies:

Identity Development 10 CR., Anti-Oppressive Practice 10CR., Ethics in Social Services 5CR., Empowerment in Multicultural Counseling 10CR.

G0213 Empowerment and Senior Citizens, 5 cr

The student is able to:

- recognise the particular characteristics and effects of the ageing process at both an individual and societal level.
- be able to use empowerment methods in working with senior citizens.
- work with senior citizens in multicultural environments.
- work in multi professional teams and networks.
- analyse and critique their own values and assumptions about senior citizens.

Contents of the study unit:

How does ageing affect the individual and society?
What is the effect of an ageing population on our societies, cultures and economic systems?
Why is empowering senior citizens a policy priority?
What is empowerment in relation to "senior citizens" and how do we empower them?
How is ageing seen differently by different cultures?
How do social services support the aged?
How do we work with senior citizens and their physical, psychological and social needs?

Study unit description:

The course addresses the increasing and different demands being made on welfare services to meet the needs of an ageing population. The course also examines alternative empowerment methods to working with senior citizens.

G0214 Professional Working Methods in Practice, 15 cr**The student is able to:**

- evaluate and critically discuss his or her professional work
- critically assess working methods & attitudes in working life by comparing them to anti-oppressive principles on empowering client care
- evaluate the role social welfare institutions play in socially excluding clients
- work in an empowering manner which seeks to reduce power imbalances
- develop alternative and innovative ways of working

Contents of the study unit:

Why is it important to identify specific working methods in practice?
How can a social worker identify different methods of client work?
How are assessment and evaluation skills applied in the context of anti-oppressive practice?
How do you develop alternative and improved services?

Study unit description:

The second 10 week practice placement aims to develop the student's ability to work independently with different client groups in multi-professional work communities. It focuses on skills of critical reflection and the application of anti-oppressive practice principles in developing the student's own working style and professional growth. The student will assess and evaluate the nature of service provision offered by the practice institution and suggest innovative and alternative ways of working.

Previous studies:

Client Work in Practice 10 CR.

G0215 Child Protection & Family Work, 5 cr**The student is able to:**

- examine child welfare policy in Finland.
- assess children and families and evaluate the need of intervention.
- work with families and children in child protection.

Contents of the study unit:

What is child protection and who are the clients in child protection work?
What are the different working methods in child protection work?
What kind of methods are there to assess children and families?
What are the most common mental health issues among children and youths and how can we promote their well-

being?

Study unit description:

Child protection and family work introduces the student to the basic reasons for child protection intervention. The study unit examines the Child Welfare Act, evaluation tools for identifying the needs of a child, and different working methods used in child protection. The focus in child protection work today is preventive work. The course also focuses on assessment and mental health issues among children and youths.

Previous studies:

Identity Formation 5 CR

G018 SOCIAL DEVELOPMENT AND TRANSFORMATION, 35 cr

Description:

Professional Studies

The student will be able to:

- critically compare different systems of welfare provision from a philosophical, social, political and economic perspective
- Identify different models of welfare provision and structure of Finnish society and social services
- develop communication and interaction skills with clients in practice
- apply Anti-Oppressive theory and practice in working with socially excluded clients
- intervene professionally in the process of social development and transformation

Content:

Social Development and Transformation addresses questions about the structure and philosophical values of welfare states and their political, social, legislative, and economic foundations. During their Professional Optional Studies, students focus on social development and transformation. They further refine their interaction and communication skills in practical work placements.

Learning process:

What are the philosophies and values underpinning welfare states?

How are welfare states structured and funded?

How are welfare priorities decided?

How do you integrate a social transformation agenda in professional expertise?

What is client-centered social work?

Why are interaction and communication skills necessary in practice?

G0216 Introduction to Welfare States, 5 cr

The student is able to:

- analyse various models of welfare
- develop awareness of the values on which welfare states are founded
- recognise the structure of welfare services and how they are funded in welfare states
- examine the changing needs and challenges of welfare

Contents of the study unit:

What is a welfare state?

What are the components of welfare and how is it structured, funded and delivered in welfare states?

How is welfare policy and priorities decided and implemented?

What is the Nordic Welfare system and the history of Finnish welfare policy and services?

How will the changing demands of welfare needs and challenges be met in the future?

What is the legislative basis of social work in Finland?

Study unit description:

Introduction to Social Welfare States compares and contrasts the social, economic and legislative foundations of modern welfare states. The course also examines the Nordic Welfare model and specifically the history, development and contemporary challenges faced by the Finnish welfare system.

G0217 The Professions and Working Environments of Social Welfare, 5 cr

The student is able to:

- reflect upon the nature and professional development of social work
- integrate the fundamental theoretical and practical bases of the profession as part of their own personal and professional development
- examine the theoretical foundations of social work and their related service environments
- identify the role socio-cultural and structural factors play in determining the opportunities and life chances of clients

Contents of the study unit:

What are the theories on which social work practice is based?

How does social work theory relate to practice?

Why do we require an understanding of a broad range of social work theory and practice in the modern world?

Study unit description:

Professions and Working Environments of Social welfare addresses the theories of social work and their relationship to working environments. It further investigates by critical evaluation the impact of external social forces on the social service client.

G0218 Client Work in Practice, 10 cr

The student is able to:

- work with different clients and identify their needs and resources
- assess client needs and resources
- reflect on how the situation of the client is affected by their cultural and social environment and its institutional structures
- communicate effectively within a multi-professional work team
- evaluate his/her own learning and work while on practice placement as well as his/her professional development

Contents of the study unit:

What is a reflective practitioner?

How should you work in a team?

How can you empower clients?

Why is effective communication a priority in client work?

How do you document and evaluate your professional growth?

Study unit description:

In this first 7 week practice placement, the student will function self-reflectively and independently as part of a work team. They will develop an ability to establish contact with clients and seek to address their various needs by working in a client-centred and empowering manner. S/he will chronicle and evaluate his/her learning and professional growth by completing a number of developmental written tasks.

Previous studies:

Ethics in Social Services 5 CR.

G0219 Multicultural Work, 10 cr**The student is able to:**

- function effectively in a multicultural working environment
- demonstrate multicultural competence in using empowering & client-centred methods with individuals and groups from minority backgrounds.
- cooperate with multicultural projects in working life.

Contents of the study unit:

What is culturally sensitive and competent multicultural practice?

How is the quality of life of minorities reduced by various processes of structural discrimination?

Why do we need to develop different social work approaches for different client groups?

How do we become self-reflective and responsive practitioners in working with minority groups?

Study unit description:

Multicultural Work develops professional skills in culturally sensitive and competent multicultural practice based on anti-racist and anti-discriminatory approaches. It further focuses on issues of domestic violence and minorities, European and Finnish Immigration and integration policy, and structural discrimination and encourages students to critically interrogate their own work within the framework of current social work theory.

Previous studies:

Empowerment in Multicultural Counseling 10 CR., Anti-Oppressive Practice 10 CR., or related studies

G0220 Crisis and Mental Health Work, 10 cr**The student is able to:**

- critically analyse different aspects of crisis and mental health work.
- use different professional methods in working with clients in crisis situations.
- recognise how individuals from other cultures may experience crisis and mental health problems differently.
- work in a project using co-operative and multi-professional approaches and methods.

Contents of the study unit:

How do we respond to, and support clients in crisis, who may also have suicidal thoughts?

What kinds of methods are available for use in helping traumatized people or people with mental health problems?

What is preventive mental health and crisis work, as opposed to reactive intervention?

What might be the effects of trauma on an individual, family or community?

How might individuals from different cultures define, experience and respond to crisis and mental health problems?

How can we generally promote good mental health?

Study unit description:

The study unit investigates current issues in crisis and mental health work. It examines methods of helping people who have experienced traumatic events or have problems with mental health. An essential part of crisis and mental health work is preventive work and the promotion of good mental health. Part of the study unit is delivered in projects together with working life partners.

Previous studies:

Identity Formation 5 CR., Anti-Oppressive Practice 10 CR.

G0221 Substance Misuse Work, 10 cr

The student is able to:

- develop their individual expertise in a particular form of substance misuse.
- recognise and identify different types of hazardous substances that may be misused and lead to addiction and dependency.
- work professionally with substance misusers who may also be addicted and dependent.
- analyse in working situations the complex and multifaceted characteristics of substance misuse in society.
- internalise and integrate ethical and anti-oppressive practice principles into their own studies and professional practice in substance misuse work.

Contents of the study unit:

Why do people misuse substances and then become and stay addicted and dependent?

What is the damage done to individuals and communities by substance misuse?

How do cultural differences affect different forms of substance misuse?

What is dual diagnosis and self medication?

How would you complete a substance misuse risk assessment?

How can substance addicted and dependent people be helped?

Study unit description:

The course introduces theoretical and practice approaches and methods to substance misuse problems. Intervention methods such as zero tolerance harm reduction, dual diagnosis and risk assessment approaches are critically examined. Substance misuse work looks at the various cultural aspects and issues related to changing perceptions of recreational use and misuse, addiction, dependency and legality. The basis of the substance misuse work course will be in working life projects.

Previous studies:

Identity Formation 5 CR., Anti-Oppressive Practice 10 CR

G0222 Early Childhood Education, 10 cr

The student is able to:

- work as an educator in kindergartens
- use child-centered early childhood education working methods
- work in multicultural early childhood education and apply its methods
- co-operate with parents by using the educational partnership
- recognize common disabilities in early childhood

Contents of the study unit:

How do we listen to a child and support its social inclusion?

What do we mean by playing and storytelling?

What types of disabilities can be found in early childhood?

What does early childhood education partnership mean?

What do we mean by multicultural early childhood education?

What are early childhood education planning and working methods?

What sort of leadership do we need in kindergartens?

Study unit description:

In the study unit, the student strengthens her/his expertise in early childhood education working methods by practising a child-centered approach to planning. Educational partnership, storytelling and playing are in focus. The student will become acquainted with multicultural early childhood education projects and their outcomes. Disabilities

in early childhood are recognized and managed professionally in multi-professional networks. Leadership skills in kindergartens are a foundation of professional expertise in early childhood education.

Previous studies:

Early Childhood Education and Special Education 5 CR. or related studies.

G0223 Media and Welfare Work, 5 cr

The student is able to:

- critically analyse media culture and its effects on society
- apply social media concepts in developing innovative, creative and empowering welfare projects and services
- use audio visual equipment to storyboard, film, record and edit a media project.
- use basic audio visual methods to produce social media as a tool in welfare work.

Contents of the study unit:

What is social media?

How do the media inform and influence our society and culture?

How can audio visual technology support the achievement of welfare objectives?

How can social media empower welfare clients and influence society?

Study unit description:

Media and Welfare Work is an initial introduction to the use of audio visual methods as creative, outreach and empowerment tools in welfare work. It also addresses issues of how media and welfare work help to bridge the digital divisions in society caused by media and technological marginalisation.

Previous studies:

Identity Development 10 CR., Foundations of Creative methods 5 CR., Creative methods in Action 10 CR.

G0224 Alternatives in Early Childhood Education, 5 cr

The student is able to:

- recognize and evaluate the influence of educational ideologies on education and on the educators
- deepen their own educational consciousness and recognize its possibilities in education

Contents of the study unit:

What kinds of different educational ideologies exist?

What does educational consciousness mean?

What kinds of educational models are there?

What alternative ways of education can be found in today's society?

Study unit description:

Educational ideologies, educational consciousness, and alternative educational models are the main topics in this study unit. Its focus is Steiner, Montessori, Freinet, Reggioemilia, Freire, language immersion, nature, religion, creativeness, home education and other alternative educational methods.

Previous studies:

Early Childhood Education and Special Education 5 CR., Early Childhood Education 10 CR. or similar studies.

G0225 Elderly Care Work, 5 cr

The student is able to:

- work with elderly clients with special needs
- develop methods and practices in elderly care work

Contents of the study unit:

What are the special needs and demands in elderly care work?

What kind of development objectives are seen in elderly care work?

How can elderly care work be developed?

Study unit description:

The study unit further develops competences in elderly care work. The student will focus on the special needs of elderly people and the development of elderly care work in different environments.

Previous studies:

Empowerment and Senior Citizens 5 CR. or related studies

G019 DEVELOPING WORK IN SOCIAL WELFARE SERVICES, 55 cr**Description:**

Professional Studies

The student will be able to:

- critically compare and analyze developments in social service structures
- identify and discuss relevant labour legislation and issues in occupational health
- apply ethical reflection and problem solving skills to professional social work
- work innovatively as a member of a work team or community
- develop skills in career planning and social entrepreneurship as a basis for professional development
- complete a developmental thesis work in cooperation with working life

Content:

This theme enables students to critically analyse social service structures and their development. Students examine relevant labour legislation, interrogate issues related to occupational health and recognize the increasing significance of social welfare entrepreneurship. Students practice of ethical problem solving in a multi-professional context, develop skills in proactive team and community work and apply these in field work organizations. The theme also includes the thesis process which encourages students to implement innovative working practices in work life organizations.

Learning process:

Why is understanding labour legislation and issues of occupational health significant for developing professional expertise?

What is the need for social entrepreneurship?

How can ethical problem solving skills be applied in practice?

How does the thesis process support work life and my own professional development?

G0226 Developing Services & Social Entrepreneurship, 5 cr**The student is able to:**

- apply entrepreneurial methods to developing professional social services.
- make a business plan.
- develop and market a welfare product.

· use audio visual and alternative creative methods to develop, market, and implement innovative methods in social work.

Contents of the study unit:

What is Social Entrepreneurship?

Why do we need to know about entrepreneurship in social services?

How can you use innovative and entrepreneurial methods to develop welfare services?

How do we develop an idea into a business plan and market a product?

Study unit description:

Developing Services and Social Entrepreneurship introduces students to the key concepts and methods which can be used for the innovative development of welfare services. The student will also use creative methods such as audio visual technology and entrepreneurial project work. The study unit looks at business approaches to welfare practice, such as concept and product development, business planning, communications and marketing.

Previous studies:

Foundations of Creative methods 5 CR., Creative methods in Action 10 CR.

G0227 Labour Legislation & Occupational Health, 5 cr

The student is able to:

- internalize work legislation and collective labour agreements
- develop competence in accordance with the organisation's Human Resources strategy
- develop their own and the work community's occupational health and welfare in various ways
- assess the predominant culture and values of an organisation

Contents of the study unit:

How is working life regulated by Labour Legislation?

What is the role of collective labour agreements?

What is the role of labour unions in Finnish working life?

What is occupational health care?

What are the central health issues in working life?

Study unit description:

Labour Legislation and Occupational Health introduces students to Finnish Labour Legislation and central issues in Occupational Health.

G0228 Ethical Problem Solving in Social Work Practice, 5 cr

The student is able to:

- recognise clients' needs, rights and obligations embedded in the different situations
- analyse conflicting views of clients and professionals
- apply various ethical approaches and theories in real life situations
- discuss the relationship between law and ethics in the context of modern welfare provision
- argue for social and societal changes in order to improve the position of oppressed groups
- develop debating and negotiation skills in order to implement ethical actions

Contents of the study unit:

What are the relevant ethical theories which underpin work in social services and health care?

How can ethical problem-solving and decision-making skills be applied in practical situations?

What are some shared ethical problems and conflicts in social work and health care?
How can ethical problem solving be supported through debating, negotiation, and role-playing exercises?

Study unit description:

Ethical Problem Solving in Social Work Practice is a multi-professional course of studies taken together with students from the Degree Program of Nursing which develops students' ability to discuss multifaceted ethical problems taken from their own practical experiences and analysing them from various viewpoints. In the analysis of ethical problems, personal and community interpretations are juxtaposed with societal and global ones and a student's skills of critical analysis are emphasised.

Previous studies:

Ethics in Social Services 5 CR. & 3 previous Practice Placements 45 CR.

G0229 Professional Team Work, 5 cr

The student is able to:

- assess team functioning using various models of team work theory.
- use professional methods in team work.
- function as an effective team member or leader.

Contents of the study unit:

Why do we need to develop professional team work skills in social work?
How are social work teams structured and managed and how do they work?
Why is a psychological perspective important in understanding team working?
What are the different models of team leadership and operational functioning?
How can we build effective team leadership and team work in social services?
How do we negotiate and manage conflict in teams?

Study unit description:

Professional Team Work addresses the theories and practice of team work in social services. By examining different models of team leadership, structures and functions, students develop their professional teamwork assessment and operational skills.

Previous studies:

Identity Formation 5 CR.

G0230 Leadership and Service Innovation in Practice, 20 cr

The student is able to:

- promote anti-oppressive, environmental and human rights based values and practices in welfare organisations
- gain experience and assess leadership and organisational dynamics in the workplace environment.
- contribute to the innovative development of a social service organisation.
- take active responsibility for developing an innovative self-managed project during the placement period.
- actively participate in building and utilizing networks with various welfare service providers.

Contents of the study unit:

What is a developmental project?
How do you plan and implement your own project?
What are the core skills you need to function effectively in different social service organizations?

Study unit description:

The final 13 week practice placement requires students to plan and implement their own developmental project in work life organizations. They will be able to function in various positions in different social service organisations in the public, private and the third sector. They will further apply a developmental approach towards developing the work community.

Previous studies:

Practice 1: Client Work in Practice 10 Cr. & Practice 2: Professional Working Methods in Practice 15 Cr.

G0231 Thesis, 15 cr**The student is able to:**

- plan, and implement an innovative research aimed at work life development?
- participate in a project partnership network
- publish and disseminate the thesis
- complete the maturity test

Contents of the study unit:

Why does the thesis process designed for work life development?

How is a thesis planned, implemented and disseminated?

How can the thesis contribute to my professional development?

Study unit description:

The thesis process is based on the students' activities in work life development projects, where they investigate phenomena, generate new data, and develop innovative ways of working. The study unit is divided into the thesis planning process, the publishing of the thesis and the completion of the maturity test.

Previous studies:

Introduction to Learning Strategies and Research 5 CR. & Research Methods 5 CR., 3 Previous Practice Placements 45 CR.

G036 ELECTIVE STUDIES, 15 cr**Description:**

Elective Studies

The student will be able to:

- deepen their professional expertise

Content:

The theme offers students an opportunity to participate in courses and project work within their own institutes, as well as in other fields and other institutions of higher education in order to further develop their professional expertise.

Learning process:

How can my professional expertise be further developed?

What complementary studies are offered to achieve this?

00521 Initial Test in Finnish, 0 cr

00506 Initial Test in Swedish, 0 cr

The student is able to:

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.

Study unit description:

At the beginning of their studies, all students who have Swedish qualifications on prior certificates required for studies at Laurea take initial test in Swedish, with the exception of those whose mother tongue or language of education is Swedish.

G0236 Basic Finnish 2, 5 cr

The student is able to:

- Communicate in simple situations and routine tasks
- Write simple texts
- Understand the meaning of messages and Finnish speech related to various subjects

Contents of the study unit:

How can everyday situations be managed using Finnish language?
How can you use correct grammar in written and oral communication?

Study unit description:

Deepening the knowledge of the basics of the Finnish language and culture in order to reach level A2 in accordance with the Common European Framework

Previous studies:

Basic level of Finnish language 5 CR.

G0261 Intermediate Finnish, 5 cr

The student is able to:

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

Contents of the study unit:

How can my Finnish vocabulary and grammar related to studying and working life be developed?

Study unit description:

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

Previous studies:

Intermediate level of Finnish language