

LAUREA UNIVERSITY OF APPLIED SCIENCES

Common and elective studies, Laurea Hyvinkää, LYB11SY

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.
--	--	---

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.
--	-------------	---

Degree programme's quality evaluation and development

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

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

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

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

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

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



Laureas curriculum as a part of the European Higher Education Area

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

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

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

The curricula describe the learning outcomes and competence. From the point of view of promoting international mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning targets to concrete competence requirements and definitions in the labour market.

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

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

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

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

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

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

1. year

OP	STUDIES	
080	ELECTIVE LANGUAGE STUDIES	
01257	Preparatory studies in Swedish	3
01258	Preparatory Studies in English	3
00524	Basic Spanish 1	5
00525	Basic Spanish 2	5
00532	Basic German 1	5
00533	Basic German 2	5
00207	Working German 1	5
00212	Working German 2	5
00526	Basic Italian 1	5
00527	Basic Italian 2	5
B0116	Finnish course, beginners level	3
00708	Business Russian I, basic level	10
0070801	Business Russian I, basic level part 1	5
0070802	Business Russian I, basic level part 2	5
00709	Business Russian I, intermediate level	10
0070901	Business Russian I, intermediate level , part 1	5
0070902	Business Russian I, intermediate level , part 2	5
00710	Business Russian I, native speakers´ level	10
01356	Language and Culture Tandem	3
B0113	Elective project	5
B0114	Elective Practical Work	5
01357	Organizing events	5
01358	Simulation for clinical skills	3
01091	Self-expression through Visual Art as a Form of Therapy	5
01106	Social Service Worker as a Pedagogical Expert	5
B0111	Crises and Work Communities	5
01159	Evaluation and development in early childhood education	5
01108	Supporting young people to work in diversified teams, theory	5
01364	Empowering families and neighbourhood	5
B0136	Advanced Studies in Perioperative Nursing	5
B0117	Advancing Clinical Practice in Nursing	5
01359	Substance abuse work	5
B0112	Encountering Violence	5
B0076	Graphic Design	5
B0077	Challenges in Sustainable Development	5
B0069	Occupational and Business Services as a Part of Labour and Industrial Policy	5
B0074	Conversation in English	5
B0075	På tal om ekonomi	5
00018	Developing Service Innovations	10
00019	Service Innovations in Business Development	10
B0071	From Idea to Business	5

B0137	Social and Family Law	5
YY7138	Tutoring	3
00884	International Student Tutoring	3
		0

080 ELECTIVE LANGUAGE STUDIES, 0 cr

01257 Preparatory studies in Swedish, 3 cr

The student is able to:

- use the main structures and vocabulary of English comprehensibly, verbally and in writing
- use the main information sources on the English language and improve their ability to learn the language

Contents of the study unit:

- What are the main structures and most important vocabulary of the English language?
- What are the main information sources for English and how are they used?
- How can one improve one's verbal and written ability to learn professional jargon?

Study unit description:

Students improve their verbal and written basic communication skills in English, familiarise themselves with the main information sources for studying English and practise using these. They also improve their skills in learning the language.

Previous studies:

initial test

01258 Preparatory Studies in English, 3 cr

The student is able to:

- use the main structures and vocabulary of English comprehensibly, verbally and in writing
- use the main information sources on the English language and improve their ability to learn the language

Contents of the study unit:

- What are the main structures and most important vocabulary of the English language?
- What are the main information sources for English and how are they used?
- How can one improve one's verbal and written ability to learn professional jargon?

Study unit description:

Students improve their verbal and written basic communication skills in English, familiarise themselves with the main information sources for studying English and practise using these. They also improve their skills in learning the language.

Previous studies:

initial test

00524 Basic Spanish 1, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00525 Basic Spanish 2, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere.

00532 Basic German 1, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
 - main structures
 - cultural knowledge of the areas where the language is spoken
- rituntemus

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00533 Basic German 2, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere. .

00207 Working German 1, 5 cr**The student is able to:**

- communicate in common workplace situations
- write clear general texts using tools
- recognise typical cultural characteristics of the areas where the language is spoken
- know the main professional vocabulary related to their fields
- use and deepen basic language skills acquired earlier

Contents of the study unit:

- workplace communication events, service events
- small talk
- strengthening and deepening basic grammar skills
- cultural differences

Study unit description:

Students attain skill level B1 as defined in the Common European Framework.

00212 Working German 2, 5 cr**The student is able to:**

- use the terminology of their fields verbally and in writing
- deepen their cultural knowledge, particularly in workplace situations
- make use of various information sources related to the language in their own fields

Contents of the study unit:

- terminology of the field
- producing and making presentations
- looking for work, recruitment
- negotiations related to the field and reporting on these
- cultural differences at work

Study unit description:

Students attain skill level B1 as defined in the Common European Framework, with an emphasis on professional communication.

Previous studies:

Working language 1 or good skills in the language acquired elsewhere.

00526 Basic Italian 1, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00527 Basic Italian 2, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere. .

B0116 Finnish course, beginners level, 3 cr

The student is able to:

After completing the course students know vocabulary and phraseology concerning easy everyday situations. Students are for example able to ask simple questions and tell about themselves and their families in Finnish. After the course students know vocabulary related to time expressions and food. They are also familiar with the characteristics and pronunciation of Finnish.

Contents of the study unit:

The course contents:

- telling about himself/herself and family
- asking questions
- time: telling the time, days of the week, months, seasons, times of day
- food vocabulary
- weather

Study unit description:

(30 h contact teaching + assignments + test)

Previous studies:

None.

00708 Business Russian I, basic level, 10 cr

The student is able to:

- * toimia yksinkertaisissa liike-elämän tilanteissa venäjän kielen ja kulttuurin mukaisesti
- * venäläisen "korkeakulttuurin" perusteet
- * käyttäytyä venäläisen tapakulttuurin mukaisesti
- * tervehtiä kohteliaasti eri tilanteissa
- * ilmaista mielipiteensä eri asioista
- * hoitaa helppoja puhelinkeskusteluja
- * ottaa venäläisiä vieraita vastaan tai olla itse vieraana

- * pitää maljapuheita
- * olla venäläisittäin kohtelias eri arkipäivän ja työelämän tilanteissa

Contents of the study unit:

- kirjainten opettelu
- arjen ja liike-elämän kielenkäyttötilanteiden harjoittelu

Study unit description:

Opintojakson jälkeen opiskelija pärjää tavallisissa arki- ja työelämän tilanteissa: osaa keskustella arkipäivän asioista (small-talk) ja kirjoittaa lyhyitä sähköpostiviestejä ja muita helppoja tekstejä tietokoneella venäjäksi.

Previous studies:

Ei aiempia venäjän opintoja.

0070801 Business Russian I, basic level part 1, 5 cr

0070802 Business Russian I, basic level part 2, 5 cr

00709 Business Russian I, intermediate level, 10 cr

The student is able to:

- toimia erilaisissa liike-elämän tilanteissa venäjän kielen ja kulttuurin mukaisesti
- venäläisen ”korkeakulttuurin” perusteet
- käyttäytyä liike-elämän tilanteissa venäläisen tapakulttuurin mukaisesti
- ilmaista ja perustella mielipiteensä eri asioista
- hoitaa helppoja työelämän puhelinkeskusteluja
- ottaa venäläisiä vieraita vastaan tai olla itse vieraana
- pitää maljapuheita
- olla venäläisittäin kohtelias eri arkipäivän ja työelämän tilanteissa

Contents of the study unit:

- liike-elämän kielenkäyttötilanteiden harjoittelu

Study unit description:

Opiskelija syventää aiemmin hankkimaansa venäjän peruskielitaitoa työelämän vaatimusten mukaan ja harjaantuu erityisesti liike-elämän erilaisissa viestintätilanteissa.

Previous studies:

- perustiedot venäjän kielestä

tavoitteet luodaan lähtötason mukaan (konsultoi vastuupettajaa)

0070901 Business Russian I, intermediate level , part 1, 5 cr

0070902 Business Russian I, intermediate level , part 2, 5 cr

00710 Business Russian I, native speakers´ level, 10 cr

The student is able to:

- käyttää äidinkieltään venäjää tarkoituksenmukaisesti liike-elämän erilaisissa suullisissa ja kirjallisissa viestintätilanteissa
- ohjata suomalaista venäjänopiskelijaa venäjän kielen ja kulttuurin omaksumiseen

Contents of the study unit:

- venäjänopiskelijoiden tuutoreina toimiminen
- työelämässä tarvittavien venäjän kielen viestintätaitojen vahvistaminen (esimerkiksi tietokonevenäjä)

Study unit description:

Äidinkielen taso on tarkoitettu venäjää äidinkielenään puhuville opiskelijoille. Ilmoittautuminen ja tarkemmat tiedustelut suorituksesta suoraan vastuuopettajalta.

Previous studies:

- venäjä äidinkielenä

01356 Language and Culture Tandem, 3 cr**The student is able to:**

By the end of the course student will

- be able to communicate in different everyday situations
- have a wide vocabulary on the topics discussed in the course
- be able to understand the significance of intercultural communication

Contents of the study unit:

Working and assignments (3 cr = about 80 hours work)

1. Make a plan for your work. Send your plan to the teacher per e-mail within a week of the first meeting with your pair. The plan should be done together with your pair and in both tandem languages.

2. Regular meetings (preferably about 1 meeting / week)

Choose your own ways of meeting and learning languages, cultures and professional life (personal interests, family, hobbies, studying, sports, cooking, travelling, movies, clubs, sightseeing, newspapers, cultural differences etc.)

3. Write an essay in Finnish / in English (4-5 text pages, Trebuchet 11) about your tandem experiences and your learning process. What have you done during the tandem course? What have you learned about the language? What about the cultural aspects and the working life? What was your opinion on this kind of a learning process? What would you have wished more? What are your future plans concerning the language and the culture you have studied in tandem?

Study unit description:

Language learning in tandem takes place when native speakers of two different languages work together in order to learn each other's language and develop a knowledge of the target culture and community. Partners have the opportunity to give each other help through friendly corrections, advice, questions etc. Tandem learning is underpinned by principles of reciprocity - both partners should benefit equally from the exchange - and autonomy - each partner is responsible for their own language learning, establishing learning goals and deciding on methods and materials.

Every tandem pair has own, more specific goals, which have to be approved by the teacher in the beginning of the working process.

Tandem is intended to complement other language studies. This course cannot be included in the obligatory language and communication studies.

Previous studies:

-

B0113 Elective project, 5 cr**The student is able to:**

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project

Contents of the study unit:

- What development needs have been identified?
- How does one create a context and knowledge base?
- How does one plan, implement and evaluate a development process?
- How does one act responsibly within a development team?

Study unit description:

Students carry out a target-oriented development project, which can take place in Laurea's learning environments, an authentic workplace or in a work placement.

Previous studies:

Theme 1

B0114 Elective Practical Work, 5 cr**The student is able to:**

- apply and deepen their competence in nursing or public health nursing in the chosen operating environment
- carry out safe nursing or public health nursing, choosing the right methods
- encounter and support patients or customers and their families in the chosen operating environment

Contents of the study unit:

- How does one apply and deepen one's competence in nursing or public health nursing in the chosen operating environment?
- What methods can be used to carry out safe nursing or public health nursing in the chosen operating environment?
- How should one encounter and support patients or customers and their families in the chosen operating environment?

Study unit description:

Students apply and deepen their knowledge and skills in an authentic care or public health care environment, integrating their previously acquired theoretical and experience-based competence.

Previous studies:

Themes 1-4

01357 Organizing events, 5 cr**The student is able to:**

- Plan and organize different types of events.
- Co-ordinate and organize event from planning to post-event monitoring.
- Work in customer-oriented way during the event.

Contents of the study unit:

- How to organize a successful event?

- How to gather participants?
- How event should be marketed?
- How event can be funded?

Study unit description:

The course will include one or few organized events that student will plan from start to finish. This includes planning, executing the event and post-event monitoring.

Previous studies:

None.

01358 Simulation for clinical skills, 3 cr

The student is able to:

- osoittaa toiminnallaan perustietämyksensä sisätauti-kirurgisen hoitotyön hallinnasta ja eri tieteenalojen soveltamisesta.
- toteuttaa turvallista kivunhoitoa, nestehoitoa ja lääkehoitoa.
- hyödyntää kliinisiä taitoja kriittisesti sairaan potilaan hoitotyössä
- hyödyntää teoretietoja ja toteuttaa turvallista hengityspotilaan hoitoa

Contents of the study unit:

Opintojaksot toteutetaan neljänä eri päivänä. Jokaisella kerralla käsitellään eri asioita. Teemat käsittelevät hengitystä, verenkiertoa, nestehoitoa ja kivunhoitoa. TOIMINNALLINEN LOPPUKOE (viimeisellä opetuskerralla)

Kaikkia aiheita käsitellään hoitotyön näkökulmasta ja miten sairaanhoitajan tulee osata hoitaa potilasta vuodeosastolla tai päivystyspoliklinikalla. Työpajassa voidaan aiheita syventää niin, että katsotaan asiaa esimerkiksi anestesiahoitajan tai tehohoitajan näkökulmasta.

Study unit description:

Opintojakson tarkoituksena on syventää aikaisemmin opittuja asioita sekä kehittää käden taitoja. Jaksoon kuuluu teoriaosuus sekä opittujen asioiden harjoittelu käytännössä erilaisissa työpajoissa. Opintojakson pääpaino on toiminnallisessa osaamisessa ja käden taitojen kehittämisessä.

Previous studies:

Teemat 1-2, Sisätauti-kirurginen hoitotyö 10 op

01091 Self-expression through Visual Art as a Form of Therapy, 5 cr

01106 Social Service Worker as a Pedagogical Expert, 5 cr

The student is able to:

Opiskelija osaa:

- syventää pedagogista ja didaktista osaamistaan
- vaihtoehtopedagogiikoiden peruspiirteet
- rakentaa uusia ajatusmalleja kasvatustietoisuuden ja kasvatustietoisuuden työstämiseen
- opiskelijan pedagogisen ja didaktisen tietoisuuden selkiyttäminen

Contents of the study unit:

Opintojakso toteutetaan pääasiassa verkko-opetuksena. Lisäksi jaksoon kuuluu neljä luentoa, seminaari ja kaksi opintokäyntiä vaihtoehtopedagogiikkaa toteuttaviin toimintayksiköihin.

Study unit description:

Opintojaksoon kuuluu kolme tehtävää.

Tehtävä 1:

Opintojakson aikana tutustutaan erilaisiin pedagogisiin lähestymistapoihin. Tarkastelun kohteena ovat erilaiset

vaihtoehtoiset pedagogiikat, poliittiset ja epäpoliittiset varhaisnuorisjärjestöt.

Opiskelija/opiskelijapari tutustuu sovittuun pedagogiseen malliin ja tekevät siitä esityksen Optimaan. Opiskelijat myös kommentoivat ja esittävät kysymyksiä toistensa esityksistä ja rakentavat näiden esitysten pohjalta omaa pedagogista ajatteluaan.

Tehtävä 2.

Luennoilla käydään läpi lapsien ja nuorten toimintaan soveltuvia jakso- ja tuntisuunnittelun malleja. Tunneilla tutustutaan myös didaktiikan perusperiaatteisiin. Näitä apuna käyttäen opiskelija/opiskelijapari suunnittelee jakson, joka olisi mahdollista toteuttaa lasten ja nuorten toimintaympäristössä. Suunnitelmat esitellään ja jätetään kommentoitavaksi Optimaan.

Tehtävä 3:

Opiskelija laatii opitun pohjalta lyhyen oppimispäiväkirjan, johon hän rakentaa omaa pedagogista ajattelumalliaan etukäteen sovittujen teemojen pohjalta.

B0111 Crises and Work Communities, 5 cr

The student is able to:

- familiarise themselves with diverse workplace crises in line with their learning profiles
- know the principles of crisis assistance in relation to workplace crises
- acquire new information and research data on the subject

Contents of the study unit:

- What is a crisis?
- How can one prepare for a crisis?
- What responsibilities does an employer have in the safety and well-being of staff?
- How do crises affect people and communities?
- How can people be supported and assisted in a workplace post-crisis?
- What responsibilities does an employer have regarding crisis preparedness and crisis assistance?
- What do proper crisis communications entail?

Study unit description:

Students learn about crisis management from the point of view of diverse work communities: schools, workplaces under the threat of layoffs, crisis preparedness at work, and the significance of occupational health care.

01159 Evaluation and development in early childhood education, 5 cr

The student is able to:

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

Contents of the study unit:

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

01108 Supporting young people to work in diversified teams, theory, 5 cr

The student is able to:

- monialaisen ja moniammatillisen yhteistyön
- ns. matalan kynnyksen palveluiden kehittämisen esimerkiksi yhteisöllisyyden ja kouluturvallisuuden muodossa
- alueellisen verkostoitumisen mm. tulevien yhteistyökumppaneiden toimintaan tutustumalla
- kehittää ja mallintaa hyviä käytänteitä

- tiedostaa nuoruusiän eri siirtymä- ja nivelvaiheiden problematiikan
- ymmärtää nuoruuden elämänvaiheena sen haasteineen.

Contents of the study unit:

Opintojakson sisältö koostuu nuoruudesta elämänvaiheena (n. 10-18v). Opintookonaisuus on 10 op ja se koostuu kahdesta vapaasti valittavasta opintojaksosta, ensimmäinen osuus (5 op) koostuu teoriaopinnoista ja toinen osuus (5 op) hanketyöskentelystä.

Opiskelija ei voi valita toista, eli hanketyöskentelyosuutta, ennen kuin on suorittanut ensimmäisen osuuden.

Study unit description:

Opintojakson ensimmäinen osuus (5op) koostuu opintokäynneistä, luennoista sekä verkkoympäristössä työskentelystä. Luennot koostuvat muun muassa kehitys- ja sosiaalipsykologiasta, päihdetyöstä, nuoruuden kriiseistä ja turvallisuudesta. Yhteensä luentoja on 7x2h, jotka on mahdollista opiskella verkko-opintoina tai perinteisinä luento-opintoina. Mahdollisia opintokäyntipaikkoja ovat esimerkiksi Keravan päihdepysäkki, Hyvinkään nuorisopaja, Hyvinkään seudun mielenterveysseura, erityyppiset koulut, Hyvinkään kriisikeskus, Helsingissä nuorten kriisipajat sekä oppilashuolto. Ensimmäisen osuuden luennoista kirjoitetaan oppimispäiväkirjaa, johon liitetään myös muuta kirjallisuutta. Lisäksi opintokäynneistä kirjoitetaan erillinen raportti.

01364 Empowering families and neighbourhood, 5 cr

The student is able to:

The student is able to

- analyse the challenges related to the well-being of the family in today's society
- analyse the family's diversity and its internal relations
- appreciate the needs for support of the child and family in an early phase, and to talk about the cares of the family while using the resources of the network of people close to the child and offering support
- take into account in their work the significance of preventive child protection for the well-being of the child and the family
- to use the network- and resource-centred work methods to support the family

B0136 Advanced Studies in Perioperative Nursing, 5 cr

The student is able to:

- Central fields of perioperative nursing where expertise is deepened in pre-, intra- and postoperative nursing in an operating ward from the perspective of an anaesthetist or instrument nurse. The goal is a concrete competence in nursing, criticalness and inclination to independent decision making where one can justify choosing different nursing options. In decision making considering professional ethics comes forward in contextual thinking.
- Progression of an operation in the most common operations
- Operation diagnoses
- Instruments used in the operation
- Washing and covering a patient
- Aseptic working in an operating ward
- Guiding and counselling a patient from a perioperative perspective

Contents of the study unit:

- What is perioperative nursing in operating ward executed by a different expert working group?
- What is nursing plan (according to need and function classifications) of a patient arriving to an operation at the operating ward?
 1. preoperative
 2. intraoperative
 3. postoperative
- What is supporting an operating patient from a perioperative perspective?
- How are patient's own resources used in perioperative nursing?

- How does one help a patient to become rehabilitated after an operation from a perioperative perspective?
- How are other disciplines made use of in nursing?

Study unit description:

During the study unit **expertise** in treating a perioperative patient **will be deepened** in either operating theatre or FHTO..

Previous studies:

Themes 1-3 completed as a whole with a passing grade.

B0117 Advancing Clinical Practice in Nursing, 5 cr

The student is able to:

- Opiskelija osaa arvioida erilaisten erityispotilasryhmien hoitotyön tarpeita.
- Opiskelija osaa arvioida eri auttamismenetelmien tehokkuutta ja vaikuttavuutta.
- Opiskelija osaa soveltaa näyttöön perustuvan hoitotyön toimintaperiaatteita.

Contents of the study unit:

- Millaista hoitotyön erityisosaamista syöpää sairastavien potilaiden hoitotyö edellyttää?
- Millaista sisätauti-kirurgisen hoitotyön osaamista päivystyspotilaan hoitoprosessi edellyttää?
- Millaista hoitotyön erityisosaamista tehostettu hoitotyö edellyttää?
- Miten suunnitella ja toteuttaa vaativaa lääkehoitoa sekä neste- ja elektrolyyttikorvaushoitoa turvallisesti?

Study unit description:

Opintojaksolla opiskelija syventää hoitotyön asiantuntijuuttaan sisätauti-kirurgisen potilaan vaativissa akuuttihoiton tilanteissa ja auttamismenetelmissä.

01359 Substance abuse work, 5 cr

The student is able to:

- reflektoida asenteitaan päihteiden käyttöä kohtaan sekä suhtautumistaan niihin
- syventää tietojään päihteistä, niiden vaikutusmekanismeista ja terveysvaikutuksista sekä tietää päihteenkäytön tasot.
- lähestyä asiakkaiden päihdeongelmia avoimesti ja ammatillisesti ymmärtäen päihdetyön asiakkuuden monimuotoisuuden ja riippuvuuden problematiikkaa
- herättää, havahduttaa ja haastaa ihmisen päihteidenkäyttötottumusten muuttamiseen ja tuntee muutosprosessin vaihemallin
- käyttää varhaisen puuttumisen menetelmiä sekä tukea ja auttaa asiakkaita oman ammattikuvansa puitteissa.
- ohjata asiakasta tarvittaessa eteenpäin päihdetyön palvelujärjestelmässä ja perehtyy oman asuinpaikkakuntansa päihdetyön palvelujärjestelmään sekä verkostotyöhön.

Contents of the study unit:

- päihdeongelman luonne ja riippuvuuskäyttäytyminen
- Päihteiden riski- ja ongelmakäyttäjän ja hänen läheistensä kohtaaminen
- Varhaisen puuttumisen menetelmät; tilanteen määrittely, puheeksiottaminen, riskien arviointi, palveluihin ohjaaminen
- Ehkäisevää ja korjaavaa päihdetyötä koskevat kriteerit ja laatusuosituksset ja niiden soveltaminen omaan työhön
- Näyttöön perustuvat menetelmät ja niiden soveltaminen

Study unit description:

Opintojakson opiskelu tapahtuu Optima verkko-oppimisympäristössä.

Previous studies:

Perustiedot päihteistä, niiden käytöstä ja niiden käyttöön liittyvistä riskeistä ja haitoista. Opintojakson tavoitteena on syventää tai laajentaa sosiaali- ja terveysalan opiskelijoiden päihdetyön osaamista.

B0112 Encountering Violence, 5 cr

The student is able to:

- familiarise themselves with preventive methods against aggression and violent behaviour, developing ways of responding to aggressive or violent behaviour without causing pain or injury to the customer, and always maintaining a safe care environment whose aim is a positive attitude towards care and the achievement of cooperation between the patient and the carer
- examine the appearance of possible domestic violence in customer contacts and know their re-sponsibilities as social service and health care professionals in preventing and addressing domestic violence

Contents of the study unit:

Key questions:

- How does one act in a customer situation where the employee is subjected to aggression or the threat of violence?
- How can one maintain a safe and caring atmosphere and control verbal aggression?
- What methods are there for holding fast or letting go in active situations?
- What is domestic violence and how can it be addressed in customer contacts?
- How can domestic violence be prevented?

Parts of study unit:

Part 1: MAPA (Management of Actual or Potential Aggression) 2 cr

Part 2: Domestic Violence and Spousal Abuse 3 cr

Study unit description:

Students become familiar with customer-oriented, resource-supporting guidance in challenging and demanding customer situations. The study unit is divided into two parts. One part covers prevention and safe care practice in situations where employees are subjected to aggression or violence. The focus is on maintaining a safe, caring environment and on verbal aggression control. Students also hone their skills in holding fast and letting go in active situations. The second part involves improving skills in professionally recognising domestic violence and intervening in the situation, with in-depth familiarisation with preventing and addressing domestic violence.

B0076 Graphic Design, 5 cr

B0077 Challenges in Sustainable Development, 5 cr

B0069 Occupational and Business Services as a Part of Labour and Industrial Policy, 5 cr

B0074 Conversation in English, 5 cr

B0075 På tal om ekonomi, 5 cr

The student is able to:

- discuss topical business subjects and back up their views in Swedish
- increase their Swedish business vocabulary and practise using it in diverse (especially verbal) business communication situations

Contents of the study unit:

Key questions:

- What verbal Swedish skills are needed in various business tasks and environments?
- What is going on in the Nordic business world?

Study unit description:

The study unit improves skills in Swedish, particularly in terms of verbal business communications, based on analyses of language needs in the business world and focusing on topical economic subjects.

00018 Developing Service Innovations, 10 cr

The student is able to:

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project

Contents of the study unit:

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group

Study unit description:

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

Previous studies:

Main professional competences minimum of 120 cr or equivalent knowledge.

00019 Service Innovations in Business Development, 10 cr

The student is able to:

- analyse the competence of the region and of organisations and set suitable development objectives
- carry out an objective-oriented development project
- generate new solutions, services and service systems
- assess their usefulness in terms of the profitability of either a start-up company or an existing business
- understand the effects of their own actions in an open network for the sector
- promote creativity with their actions

Contents of the study unit:

- familiarisation with major regional and national development strategies
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group as part of an innovation network
- analysing development and information needs
- evaluating the usefulness of generated solutions, services, products or systems
- copyright issues

Study unit description:

The competence gained in this study unit forms the basis of target-oriented developmental competence in promoting business operations. The framework is the promotion of innovations and related entrepreneurship. A development project is carried out to produce new competence for cluster interfaces and evaluate the added value generated by the competence for a network. Multidisciplinary teams are formed on the basis of the competence needs of each development project.

Previous studies:

Developing Service Innovations or equivalent knowledge.

B0071 From Idea to Business, 5 cr

The student is able to:

- evaluate their capacity for entrepreneurship as well as entrepreneurship as a career choice
- design and commercialise products and services

- create a business plan
- create preliminary budgets and cost calculations for a start-up

Contents of the study unit:

Key questions:

- How does one evaluate one's chances in entrepreneurship?
- How are business opportunities imagined and evaluated?
- How does one draw up a business plan?
- What kinds of calculations are needed to support decision-making when starting up a business?
- What legal aspects must be taken into account when starting up a business or developing products and services?
- How does one start up business operations?
- How are customer relationships and networks created and developed?

Study unit description:

Innovative business operations refers to investigating, productising and commercialising new ideas and opportunities, and starting up business operations.

B0137 Social and Family Law, 5 cr

The student is able to:

- To act as social legislation and social security legislation and their social significance requires.
- To manage social security benefits, and the essential conditions of social service, health care rights as well as to perform the duties of responsible parties.
- Apply the key concepts of child, family and guardianship legislation.
- To act as a child, family and guardianship legislation and related social regulation requires.

Contents of the study unit:

- Central content of social legislation: income security, health and social services
- Family law and its links to social legislation
- Child rights and child position in the legal court processes.
- The substance on guardianship legislation from the child's view.

Study unit description:

Students are able to work with social welfare authorities as required by legislation and government activities and to apply the course contents of the legislation.

YY7138 Tutoring, 3 cr

The student is able to:

- hahmottaa oman ammattikorkeakoulunsa ja koulutusohjelmansa tavoitteet ja toimintatavat
- suunnitella uusien opiskelijoiden sitoutumiseen liittyviä toimintatapoja
- perehdyttää uusia opiskelijoita yhteisönsä oppimisympäristöön ja –kulttuuriin
- markkinoida Laurea-ammattikorkeakoulua ja sen opiskelumahdollisuuksia
- toimia aktiivisena työyhteisön hyvinvoinnin edistäjänä

Contents of the study unit:

- Laurean yhteinen opiskelijatuutoreiden intensiivijakson toukokuussa
- toimipisteissä tapahtuva tuutoroinnin suunnittelu keväällä ja syksyllä
- uusien opiskelijoiden perehdyttämistä syksyllä ja keväällä
- Laurean opiskelumahdollisuuksien markkinoinnista tarpeen mukaan (aktiivisesta markkinoinnista on mahdollista saada lisäpisteitä projektioptoina)
- henkilökohtainen ohjaamisen osaamisen kehittämistä

Study unit description:

Opintojaksossa syntyvä osaaminen ilmenee uusien opiskelijoiden perehdyttämisenä ja vastuullisena käyttämisellä oman toimipisteen tai Laurean kannalta tyypillisissä opiskelijatuutorointia vaativissa tilanteissa. Osaaminen perustuu

ammattikorkeakoulun tavoitteiden ja toimintakulttuurin peruskysymysten ymmärtämiseen.

Previous studies:

Ei ole.

00884 International Student Tutoring, 3 cr

The student is able to:

- acknowledge the aims and policies of the university of applied sciences and of one's own degree programme
- plan actions related to the team building of the new students
- act as a mentor for the students
- familiarize new students with the study environment and culture in Laurea as well as the Finnish culture in general
- act as an active promoter for the well being of the working environment
- market Laurea University of Applied Sciences

Contents of the study unit:

- taking part in the intensive training of the international tutor students
- planning and implementing tutoring in the units
- introducing the new international students to the study culture and working environment in Laurea and culture and life in general in Finland
- tutoring and guidance of the new students during their whole stay
- development of personal guidance skills and team work

Study unit description:

The knowledge gained in this study unit concentrates on the familiarization of the new students with Laurea processes and learning methods as well as the working environment and culture. Knowledge is based on the goals and study culture of the university of applied sciences and its working habits and the understanding of the Finnish culture in general.

Students act individually and as team members. Individual work mainly takes place with the planning of one's own tutoring and getting personally acquainted with the new students, especially with the appointed own exchange student or students. The student tutors need to familiarize themselves with the working culture and environments of Laurea in order to be able to guide the international students in these same practices. Students develop their skills in multicultural understanding and organizational skills .