

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Hyvinkää, sote), SHB12KN

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

Hyvinkään Laureassa oppimisen lähtökohtana on osallistuminen työelämän autenttisiin kehittämishankkeisiin. Oppiminen pohjautuu opettajien, opiskelijoiden ja työelämäosaajien kumppanuuteen. Kehittämishankkeet työpajoihin mahdollistavat yksilöllistä ja yhteisöllistä oppimista, uuden osaamistiedon rakentumista sekä uusia innovaatioita tuotteina, toimintamalleina ja toimintakulttuurina. Opiskelijat oppivat tutkimus- ja kehittämistoiminnan ja projektityön menetelmiä sekä toimintatapoja kehittämishankkeissa koko koulutuksen ajan. Ohjauksella ja itsearvioinnilla tuetaan alan vaatimaa persoonallista, eettistä ja ammatillista kasvua.

Kansainvälinen toiminta on tärkeä osa hoitotyön koulutusohjelmaa. Hyvinkään Laurea tarjoaa opiskelijoille pakollisten kieliopintojen lisäksi vieraskielisiä ammattiopintoja ja vapaasti valittavia kielten opintojaksoja, mahdollisuuden kansainväliseen opiskelijavaihtoon tai -työharjoitteluun sekä tukee kotikansainvälistymistä monin eri tavoin.

Hoitotyön koulutusohjelmassa on panostettu hoitotyön toimintojen harjoittelutiloihin ja -välineisiin. Hoitotyön simulaatio-oppimisympäristö "Medical and Care Simulation Center" on kuin oikea sairaala: siihen kuuluu poliklinikka, shokkihuone, tehohoitotila sekä vuodeosasto. Simulaatiot tapahtuvat potilassimulaattorien avulla. Potilassimulaattoreiden avulla harjoitellaan hoidon kriittisiä vaiheita potilaan tulosta ambulanssilla sairaalaan aina kotiutukseen saakka. Potilassimulaattorit sisältävät todennukaiset peruselintoiminnot, jotka reagoivat erilaisiin hoitotoimenpiteisiin. Niiden avulla voidaan harjoitella mm. sydäninfarktin, intoksikaation, astman sekä vammojen hoitoa. Jälkipuintia varten on oma debriefing-tila, jossa voidaan analysoida tapahtumien kulkua nauhoitteiden avulla. Debriefing-tilassa osa opiskelijoista voi seurata simulaatiota videon välityksellä. Hoidollisten taitojen lisäksi voidaan tilassa harjoitella vuorovaikutustaitoja, johtamista ja tiimityöskentelyä sekä päätöksentekoa.

(<http://hyvinkaa.laurea.fi/hoitotyö.html>)

Expertise

Sairaanhoitajan asiantuntijuus ja osaamisalueet ovat kuvattu Opetusministeriön julkaisun Ammattikorkeakoulusta terveydenhuoltoon - koulutuksesta valmistuvien ammatillinen osaaminen, keskeiset opinnot ja vähimmäisopinnot, työryhmämuistioita ja selvityksiä 2006:24 mukaisesti.

Sairaanhoitaja on hoitotyön asiantuntija, jonka tehtävä yhteiskunnassa on potilaiden hoitaminen. Työssään sairaanhoitaja tukee yksilöitä, perheitä ja yhteisöjä määrittämään ja saavuttamaan ja ylläpitämään terveyttä muuttuvissa olosuhteissa ja eri toimintaympäristöissä kuten perusterveydenhuollossa, erikoissairaanhoidossa, sosiaalihuollossa sekä yksityisen ja kolmannen sektorin alueilla. Hän toteuttaa ja kehittää hoitotyötä, joka on

samanaikaisesti terveyttä edistävää ja ylläpitävää, sairauksia ehkäisevää ja parantavaa sekä kuntouttavaa. Sairaanhoidaja tukee eri elämänvaiheissa olevien ihmisten ja yhteisöjen voimavaroja. Hän auttaa ihmistä kohtaamaan sairastumisen, vammautumisen ja kuoleman. Sairaanhoidaja tuo hoitotyön asiantuntemuksen yhteiskunnalliseen päätöksentekoon. Sairaanhoidaja toimii itsenäisesti hoitotyön asiantuntijana hoitaessaan potilaita ja toteuttaessaan potilaan kokonaishoidossa lääkärin ohjeiden mukaista lääketieteellistä hoitoa. Sairaanhoidaja tuo asiantuntemuksensa moniammatilliseen yhteistyöhön, mikä edellyttää vastuunottoa ja selkeää näkemystä omasta vastuualueesta sekä toisten asiantuntemuksen tuntemista ja kunnioittamista. Sairaanhoidajan toimintaa ohjaavat hoitotyön arvot, eettiset periaatteet, säädökset ja ohjeet. Hänen ammatillisen toimintansa lähtökohtana ovat kulloinkin voimassa oleva lainsäädäntö ja Suomen terveystaloudelliset linjaukset. Sairaanhoidaja käyttää näyttöön perustuvassa hoitotyössä hyväksi ammatillista asiantuntemustaan, potilaan tarpeisiin ja kokemuksiin perustuvaa tietoa sekä hoitosuosituksia ja tutkimustietoa. Sairaanhoidajan työ perustuu hoitotieteeseen. Hoitotyön ammatillisessa päätöksenteossa käytetään monitieteistä tietoperustaa. Hoitotyön osaaminen edellyttää sairaanhoidajalta ajantasaista hoitotieteen, lääketieteen ja farmakologian sekä yhteiskunta- ja käyttäytymistieteiden tuottamaan tutkimustietoon perustuvaa teoreettista osaamista. Sairaanhoidajan ammatissa toimiminen edellyttää vahvaa eettistä ja ammatillista päätöksentekotaitoa. Sairaanhoidaja osaa hankkia ja arvioida kriittisesti tietoa ja käyttää sitä toimintansa perusteena sekä työyhteisönsä kehittämisessä ja arvioinnissa. Sairaanhoidaja on vastuussa ammattitaitonsa ja ammattinsa kehittämisestä. Hän toteuttaa, johtaa ja arvioi näyttöön perustuvaa hoitotyötä ja vastaa tutkimukseen perustuvasta hoitotyön laadusta ja sen kehittämisestä.

Competences

Subject-specific competences Degree Programme in Nursing	Competence description Bachelor of Health Care (Nurse)
1. Ethical actions	The actions of a nurse are steered by human rights, social and health care legislation and ethical nursing practices.
2. Health promotion	The actions of a nurse are based on promoting and maintaining welfare and health.
3. Decision-making	Nurses carry out evidence-based nursing as independent health care experts, utilising evidence-based care recommendations and the best of other available, up-to-date information in their work. Decision-making in nursing requires critical thinking, problem-solving and documentation skills.
4. Guidance and instruction	It is the duty of a nurse the support the patients' ability to identify their own health risks, to look after their health and to commit to care. Nurses must provide guidance to patients and their close relatives in accordance with the care plan, and must know how to provide electronic guidance to patients. A nurse's work includes providing guidance and instruction to staff and students.
5. Cooperation	A nurse's work requires cooperation with patients/customers and their relatives. Nurses also work in cooperation with their colleagues and in multidisciplinary teams.
6. Research and development and management	Nurses work to develop research- and evidence-based nursing. They can be tasked with coordinating care and leading a nursing team. They are responsible for maintaining and improving the quality of nursing work.
7. Multicultural nursing	Nurses must be aware of the significance of culture in health promotion and care. They must be able to take on international tasks and work in multicultural communities in the field.
8. Social activity	Some of the biggest challenges encountered in nursing are related to the population's health care needs, the patient's rights, the structures and practices of the health care system, and changes in the employment market. Nurses must market their expertise in health care and act responsibly and

Professional Growth and Annual Themes

Opintojen alkuvaiheessa opiskelija omaksuu erilaisia välineellisiä tietoja ja taitoja, joita tarvitaan sekä oppimisessa että työelämässä. Tutkivaan oppimiseen liittyvien menetelmällisten taitojen lisäksi opiskelija saavuttaa valmiuden projektimaiseen työskentelytapaan sekä monipuoliset viestintätaidot. Samaan aikaan opiskelija perehtyy terveysalaan toimintaympäristönä. Ammatillistiedolliset ja -taidolliset haasteet keskittyvät opintojen alkuvaiheessa hoitotyön ja terveydenhoitotyön perusteisiin. Kaikille pakollisten yhteisten opintojen edetessä toisena opiskeluvuotena ammatillistiedollinen ja ammatillistaidollinen osaaminen painottuu sisätauti-kirurgiseen hoitotyöhön, perhe-, mielenterveys- kriisi- ja päihdehoitotyöhön sekä hoitotyöhön vastaanotoilla ja kodeissa.

Opintojen loppuvaiheessa opiskelija suuntaa osaamistaan valitsemissaan vaihtoehtoisissa syventävissä opinnoissa. Opiskelijaa rohkaistaan uuden innovatiivisen ja ennakoivan ymmärryksen, tiedon ja työskentelyteorioiden kehittämiseen. Opinnäytetyö palvelee tätä samaa tavoitetta, minkä lisäksi se antaa opiskelijalle mahdollisuuden edelleen syventää omaa yksilöllistä opintopolkuaan. Sairaanhoidaja (AMK) ja terveydenhoitaja (AMK) ymmärtävät jatkuvan uudistumisen mahdollisuudet ja näkevät hoitotyön ja terveydenhoitotyön opinnot osana elinikäisen oppimisen prosessia. Ammatillisen kasvun tukeminen perustuu holistiseen ihmiskäsitykseen, monialaisiin oppimisympäristöihin sekä autenttisissa työelämän hankkeissa tapahtuvaan tutkivaan oppimiseen (LbD).

- Ensimmäisen opiskeluvuoden vuositeema on käynnistää opiskelijan ammatillinen kasvu monialaiseksi alansa osaajaksi ja kumppaniksi paikallisissa verkostoissa.

- Toisen opiskeluvuoden teemana on kehittää opiskelijan oman alan osaamista kansallisissa kumppanuusverkostoissa.

- Kolmannen opiskeluvuoden vuositeema on syventää opiskelijan oman alan osaamista kansainvälisissä verkostoissa.

- Neljännen opiskeluvuoden teemana on valmistua oman alansa kehittäjäksi ja uudistavaksi asiantuntijaksi monipuolisissa paikallisissa, kansallisissa ja kansainvälisissä verkostoissa.

Description of the Degree Programme

Hoitotyön koulutuksen laajuus on 210 opintopistettä. Yksi opintopiste (op) on 27 tuntia opiskelijan työtä. Koulutus koostuu perus- ja ammattiopinnoista, ammattitaitoa edistävästä harjoittelusta, opinnäytetyöstä ja kypsyysnäytteestä sekä vapaasti valittavista opinnoista. Opinnoista toteutetaan 90 op ammattitaitoa edistävänä harjoitteluna, joka vastaa Euroopan parlamentin ja neuvoston ammattipätevyyden tunnustamisesta antaman direktiivin 2005/36/EY klinistä opetusta. Harjoittelusta toteutetaan 65 op ohjattuna harjoitteluna terveysalan eri toimintaympäristöissä ja 10 op ammattikorkeakoulun harjoitustiloissa ja – tilanteissa. Harjoitteluun sisältyy myös opinnäytetyö 15 op.

- Ammattitaitoa edistävä harjoittelu I (10 op): perusterveydenhuolto
- Ammattitaitoa edistävä harjoittelu II (15 op): sisätauti-kirurginen hoitotyö
- Ammattitaitoa edistävä harjoittelu III (10 op): mielenterveyshoitotyö
- Ammattitaitoa edistävä harjoittelu IV (10 op): kotihoito ja vastaanotto toiminta
- Ammattitaitoa edistävä harjoittelu V (10 op): hoitotyön syventävä harjoittelu
- Ammattitaitoa edistävä harjoittelu VI (10 op): hoitotyön kehittäminen

Hyvinkään Laurean hoitotyön opiskelija vahvistaa hoitotyön asiantuntemustaan vaihtoehtoisten syventävien opintojen, opinnäytetyön, vapaasti valittavien opintojen ja erilaisten hankkeiden kautta. Hoitotyön vaihtoehtoiset syventävät opinnot ovat:

- Mielenterveys-, kriisi- ja päihdetyön syventävät opinnot 25op
- Akuutti- ja sisätauti-kirurgisen hoitotyön syventävät opinnot 25 op

Vapaasti valittavat opinnot (15 op) voivat syventää tai laajentaa opiskelijan osaamista. Opiskelija voi valita niitä joko oman koulutusohjelmansa tai muiden koulutusohjelmien tarjonnasta. Vapaasti valittaviin opintoihin soveltuvat hyvin myös avoimessa ammattikorkeakoulussa tai muissa korkeakouluissa suoritettut terveysalaa tukevat opinnot.

Opiskelija voi suorittaa vapaasti valittavina opintoina myös vaihtoehtoisia hoitotyön tai terveydenhoitotyön syventäviä opintoja. Opinnäytetyön (15 op) lähtökohtana on työelämän kehittämishaaste. Sen tarkoituksena on tukea opiskelijan ammatillista kehittymistä ja kehittää työtä sekä työelämän käytänteitä. Opinnäytetyössä painottuu vuorovaikutus työelämän kanssa sekä tutkiva ja kehittävä työote.

Quality assurance process

Quality assurance takes place according to plan, in line with Laurea's Quality Control System. The results provided by the student feedback system at the beginning, mid-stage and graduation stage of the studies are processed

together by staff and students. On the basis of feedback, development areas are chosen and measures are scheduled and delegated. The measures are recorded in a maintenance log and their fulfilment is regularly monitored.

Evaluation of the curriculum and the instruction takes place on the basis of feedback on individual study units. The feedback is processed together by staff and students. Development areas are recorded as a basis for implementation planning and curriculum work. Items are also recorded on staff self-evaluation forms and in a maintenance log. The curriculum and its implementation are regularly evaluated by multidisciplinary teams involving workplace partners, and in LbD and R&D&I evaluations directed at staff.

Quantitative evaluations are carried out annually in conjunction with gathering of statistics for the AMKOTA database, focusing on degree completion times, LbD credits, credits from R&D&I and the number of workplace-oriented development theses. Qualitative monitoring also takes place each semester, when the credit performance of students is followed up on.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
B007	BASIC NURSING CARE				
B0011	Research-Oriented and Developmental Nursing	10			
B0014	Nursing Operating Environment	10			
B0015	Public Health and Nursing	10			
B008	NURSING FUNCTIONS				
B0016	Health Promotion		10		
B0017	Nursing Process and Documentation		5		
B0032	Nursing English		5		
B0033	Practical Work I		10		
B009	INTERNAL SURGICAL NURSING				
B0018	Internal Surgical Nursing		10		
B0019	Simulation Practice in Internal Surgical Nursing		5		
B0035	Practical Work II		15		
B010	OUTPATIENT CARE AND MENTAL HEALTH NURSING				
B0020	Family, Mental Health and Substance Abuse Nursing and Crisis Management			10	
B0021	Nursing in Clinics and at Home			5	
B0037	Svenska inom vårdbranschen			5	
00635	Written skills in Swedish			0	
00634	Oral skills in Swedish			0	
B0040	Practical Work III			10	
B0041	Practical Work IV			10	
B011	DEEPENING PROFESSIONAL COMPETENCE IN NURSING				
B0022	Advanced Studies in Mental Health, Crisis Management and Substance Abuse Work			10	
B0023	Simulation Practice in Mental Health Care			5	
B0024	Advanced Studies in Acute and Internal Surgery Nursing			10	
B0025	Simulation in Acute and Internal Surgery Nursing			5	
B0042	Practical Work V				10
B012	MANAGING AND DEVELOPING WORK IN NURSING				
01233	Developing and Commercialising Welfare Services				5
B0044	Managing Nursing				5
B0029	Research Competence			5	
B0045	Thesis				15
01236	Practical Work VI				10
0364	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00453	Initial Test in Finnish language	0			
00397	Initial Test in Mathematics	0			

01258	Preparatory Studies in English	3			
01257	Preparatory studies in Swedish		3		
00522	Preparatory Studies in Finnish	3			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
01259	Preparatory Studies in Mathematics	3			
B0110	Creative and Functional Methods				
B0111	Crises and Work Communities				
B0112	Encountering Violence				
B0113	Elective project				
B0114	Elective Practical Work				
B0069	Occupational and Business Services as a Part of Labour and Industrial Policy				
B0070	Career Planning and Mentoring				
B0071	From Idea to Business				
B0076	Graphic Design				
B0077	Challenges in Sustainable Development				
B0078	Quality Control and Audits				
		30	60	60	60

B007 BASIC NURSING CARE, 30 cr

Description:

- What does the professional growth of a nursing or public health nursing student consist of?
- In what kinds of tasks and environments do nurses and public health nurses work?
- Who are the customers for nurses and public health nurses?
- What are the philosophical, ethical and scientific foundations of nursing?
- How and why does nursing utilise knowledge and information from other sciences?
- How and why is nursing researched and developed?
- What are the basic functions of nursing?
- What do professional orientation and interaction entail in a nursing environment?
- What is public health work?

The student will be able to:

- plan their studies and utilise IT tools and other learning methods in their work
- work in a target-oriented and interactive fashion in projects with their peers, with customers and with employers
- act in diverse nursing situations according to the ethical and scientific principles of nursing
- plan, implement and evaluate an individual's basic care
- plan, implement and evaluate customer-oriented guidance
- utilise multidisciplinary data in nursing
- know the basic principles of research and development

Content:

Students learn about the basic principles of work in social services and health care and acquire foundations for multidisciplinary development and research within nursing. The theme covers prevention of national diseases, basic nursing functions and an introduction to research.

B0011 Research-Oriented and Developmental Nursing, 10 cr

The student is able to:

- formulate a personal study plan
- understand the significance of a research-oriented and developmental approach in their field
- read, write on and report on evidence-based information in the field and communicate on it verbally in various situations
- acquire essential information on the field from various sources and use it critically
- use IT as a learning aid
- work independently and with others, and share their competence
- operate in a workplace and influence the creation of a developmental work community
- understand the central elements of R&D in nursing
- apply their competence to R&D projects

Contents of the study unit:

- How does one study at a university of applied sciences?
- What is Learning by Developing (LbD)?
- How and where does professional communication take place?
- How does one work in a team and in various workplaces?
- How does one evaluate one's own and others' competence and give feedback?
- How does one work in a project?
- How does one develop and research nursing?

Study unit description:

Students learn about professional communication, studying at a university of applied sciences and working in the workplace, and the basic principles of R&D.

Generic competence: Learning competence

B0014 Nursing Operating Environment, 10 cr

The student is able to:

- recognise the main knowledge base of nursing science and use it as a basis for their work
- recognise the values, objectives and principles of the field and work accordingly
- recognise and analyse their ethical thinking and find ethically sustainable solutions for problem situations
- apply their knowledge of psychosocial development in their nursing work
- apply their knowledge of anatomy and physiology in their nursing work
- carry out nursing functions in providing basic care to an individual, ergonomically
- work aseptically in nursing

Contents of the study unit:

- What is nursing?
- What are the philosophy and ethics of nursing, and what is nursing science?
- How does a person's psychological and social development take place?
- What are human anatomy and physiology?
- What are the functions of nursing in an individual's basic care and how are they fulfilled?

Study unit description:

Students learn about the philosophy and ethics of nursing, the mental and social development of people, and human anatomy and physiology. They also learn about nursing functions related to an individual's basic care. The knowledge base lies in information produced in nursing science, developmental psychology and other sciences.

B0015 Public Health and Nursing, 10 cr**The student is able to:**

- recognise phenomena related to customer relationships and service expertise in health care
- meet with customers in diverse environments related to the customer or to the social service and health care world
- apply national and international health care plans for promoting customers' health
- recognise customers' health-related habits at different stages of their lives, and the demands they place on the content and functions of nursing.
- recognise the main national diseases and the demands they place on the content and functions of nursing.
- look after their own and other people's safety in exceptional situations in a care or work environment
- apply their knowledge of basic first aid in various first aid situations
- plan, carry out and evaluate customer-oriented, health-promoting guidance in various environments, and report on it verbally and in writing

Contents of the study unit:

- What is a customer relationship in nursing?
- How do health care policies steer nursing?
- What is the social service and health care service system?
- What are health-promoting lifestyles and habits?
- What are the main national diseases?
- What is a customer-oriented guidance process?
- What is basic first aid?
- How does one operate safely in a care and work environment?
- How does one promote the health of an individual or community?

Study unit description:

Students learn about nursing from the perspective of preventing national diseases, and become familiar with customer-oriented professional guidance, first aid, occupational safety and promoting customers' health in their own operating environments. The knowledge base lies in information produced in nursing science, public health science and pedagogy. The study unit contains a 5-credit project.

B008 NURSING FUNCTIONS, 30 cr**Description:**

- What is family nursing and how is it carried out at different stages of life?
- What is a safe and healthy environment and how can it be promoted?

- How are nursing functions planned, implemented, evaluated and documented?
- How is safe medical care planned, implemented and evaluated?
- How and why does nursing utilise knowledge and information from other sciences?
- What issues should be taken into account in communicating in English in nursing?

The student will be able to:

- evaluate care needs and resources related to the health of customers and customer groups, and to health environments
- plan, implement, evaluate and document nursing functions
- work according to the principles of safe medical care
- appropriately utilise information sources in English
- select suitable communication methods and tools in English for each situation
- attain skill level B.2. in the English language as defined in the Common European Framework

Content:

In this theme, students learn about nursing that promotes health and safety, and practise working in diverse basic health care environments. The theme encompasses the notions of globalisation and environmental sustainability, and covers some English-language teaching.

B0016 Health Promotion, 10 cr

The student is able to:

- reinforce the resources of customers and their participation in promoting their own health
- evaluate the health impacts of an environment
- use evidence-based data in selecting methods for health promotion
- recognise the professional starting points for providing medical treatment
- identify and apply the principles of medical treatment in nursing and promote safe medical care for patients
- plan, implement and evaluate medical treatment
- calculate dosages and dose drugs faultlessly
- record and report on matters related to medical treatment
- participate in teams at various stages of medical treatment

Contents of the study unit:

- How does one promote the health of an expecting mother and a family with children?
- How does one promote the health of children, adolescents and their families?
- How does one promote the health and functional ability of an elderly patient?
- How does the environment affect a person's health?
- How is safe medical care planned, implemented and evaluated?
- How is the information produced in various sciences (pharmacology, geriatrics, gerontology, gynaecology and obstetrics, microbiology) utilised in health promotion?

Study unit description:

Students learn about family nursing at various stages of life, about medical care, medical mathematics and environmental health. The knowledge base lies in information produced in health sciences, particularly nursing science, and in other sciences.

Previous studies:

Theme 1

B0017 Nursing Process and Documentation, 5 cr

The student is able to:

- make nursing decisions as a member of a team
- carry out critical thinking
- work according to the various stages of the nursing process
- independently create a nursing plan
- record data according to the structural model
- act in accordance with health care legislation and reporting recommendations

- utilise information and communication technology in nursing

Contents of the study unit:

- What is decision-making in nursing?
- How does the decision-making process steer documentation in nursing?
- What is meant by the nursing process and a nursing plan?
- What is structured recording?
- How is information recorded in a customer-oriented way?
- What are the main aspects of health care legislation?
- What is the legal basis for documentation?
- How are the status and rights of the patient taken into account in making a written nursing plan?
- How is IT used to support nursing functions?

Study unit description:

Students learn about decision-making in nursing, reporting practices in accordance with recommendations and law, and information and communication technology used in nursing. They become familiar with nursing-related legislation.

Previous studies:

Theme 1

B0032 Nursing English, 5 cr

The student is able to:

- appropriately utilise information sources in English
- select the communication methods and tools that are suited to certain situations
- use the English language verbally and in writing in diverse work situations
- attain at least skill level B.2 in English as defined in the Common European Framework

Contents of the study unit:

- What issues should be taken into account in communicating in English?
- What kinds of interaction skills are needed in English-language operating environments?

Study unit description:

The purpose of communications in English in nursing is to support the basic mission of nursing and the objectives of good customer work.

Generic competence: Internationalisation competence

B0033 Practical Work I, 10 cr

The student is able to:

- act to promote a good, healthy and safe environment for customers
- apply information gathering and observation methods to recognise social and environmental resources
- identify the resources and factors that affect the health of individuals and families of different ages and from diverse cultures
- work according to the ethical mores of nursing and consider the principles of their actions
- carry out good nursing and safe medical care
- plan, implement and evaluate customer-oriented nursing and provide documentation on it
- participate in multidisciplinary teams to support the resources of customers

Contents of the study unit:

- What is a safe care environment and what is good nursing for diverse customer groups in basic health care?
- How does one implement medical care safely?
- How is documentation carried out in nursing?
- How do the ethical principles of nursing steer nursing work?
- How does one recognise resources that support health?

Study unit description:

Students apply the knowledge and skills they have gained in nursing in an authentic everyday customer environment and in basic health care wards, and improve their leadership skills in a health-related project, integrating their prior theoretical and experience-based competence.

Previous studies:

Theme 1, Health Promotion 10 cr, Nursing Process and Documentation 5 cr

B009 INTERNAL SURGICAL NURSING, 30 cr**Description:**

- What is meant by internal surgical nursing?
- What is meant by perioperative nursing?
- What is meant by oncology nursing?
- How does one plan, implement and evaluate nursing care for a patient?
- What are the main functions and multidisciplinary aspects of internal surgery, perioperative and oncology nursing?
- What does evidence-based nursing mean and what does it comprise?
- What ethical and legal questions are encountered in nursing and how are they solved?
- How does nursing utilise knowledge and information from other sciences (e.g. surgery, internal medicine, anaesthesiology, pharmacology, clinical psychology, physiotherapy, occupational therapy)?
- How can a preventive and rehabilitating approach be adopted in nursing?

The student will be able to:

- plan, implement and evaluate care of internal surgery, perioperative and oncology patients (incl. pain relief, hydration and medical care)
- work on the basis of the values and principles of nursing
- justify the nursing decisions they make
- act in situations requiring immediate care (resuscitation)

Content:

Students learn how to care for internal surgery, perioperative and oncology patients. They improve their problem-solving and decision-making skills in evidence-based nursing, their handling of a patient's overall care and nursing functions, and their skills in faultless medical care.

B0018 Internal Surgical Nursing, 10 cr**The student is able to:**

- know the main aspects of internal surgical nursing
- know the main aspects of perioperative nursing
- know the main aspects of oncology nursing
- encounter and support critically ill patients and their families

Contents of the study unit:

- What is internal surgical nursing?
- What is perioperative nursing?
- What is oncology nursing?
- How does one encounter and support critically ill patients and their families?
- How does one implement preventive and rehabilitating nursing?
- How does nursing utilise knowledge and information from other sciences?

Study unit description:

Students learn how to care for internal surgery, perioperative and oncology patients.

Previous studies:

Themes 1 and 2

B0019 Simulation Practice in Internal Surgical Nursing, 5 cr

The student is able to:

- demonstrate their basic knowledge of internal surgical nursing and the application of different disciplines in action
- observe and assess the impact on health of internal surgical illnesses
- diagnose and act in the most common internal surgery emergencies
- utilise patients' medical histories and assess current and future changes in health
- carry out internal surgical nursing using various methods and provide guidance for patients and their families
- carry out resuscitation measures as part of a multidisciplinary team
- administer safe pain relief, hydration and medical care

Contents of the study unit:

- What methods are needed to carry out internal surgical nursing and patient guidance?
- What are the most common effects of internal surgical illnesses on health and how are they diagnosed?
- What are the most common internal surgery emergencies and how are they managed?
- How does a multidisciplinary care team cooperate in resuscitation?
- How does one carry out safe pain relief, drug administration and hydration?

Study unit description:

Students apply their professional competence in internal surgical nursing to tasks in a simulator learning environment.

Previous studies:

Themes 1 and 2, Internal Surgical Nursing 10 cr

B0035 Practical Work II, 15 cr**The student is able to:**

- apply their competence in internal surgical nursing to authentic nursing situations
- safely carry out internal surgical nursing
- act in acute changes in a patient's state of health
- encounter and support critically ill patients and their families

Contents of the study unit:

- How is competence in internal surgical nursing applied to genuine nursing situations?
- What methods can be used to carry out internal surgical nursing safely?
- How does one encounter and support critically ill patients and their families?

Study unit description:

Students apply their knowledge and skills in internal surgical nursing in authentic care environments, integrating their previously acquired theoretical and experience-based competence.

Previous studies:

Themes 1 and 2, Internal Surgical Nursing 10 cr

B010 OUTPATIENT CARE AND MENTAL HEALTH NURSING, 40 cr**Description:**

- What are the main nursing functions in family, mental health and substance abuse nursing, in crisis management and in nursing provided at clinics and in the home?
- How does one assess care needs?
- How does one plan, implement and evaluate nursing care for a patient?
- What ethical and legal questions are encountered in nursing and how are they solved?
- How does nursing utilise knowledge and information from other sciences (incl. psychiatry, nutrition, sexology, paediatrics, infectious diseases, inoculation, social sciences)?
- What is sociocultural sustainability?
- How does one initiate one's thesis process?
- What issues should be taken into account in communicating in Swedish?
- What kinds of interaction skills are needed in diverse Swedish-language nursing operating environments?

The student will be able to:

- carry out family, mental health and substance abuse nursing, crisis management, and nursing at clinics and in the home, in accordance with the values and principles of nursing and utilising diverse methods
- plan, implement and evaluate preventive, healing and rehabilitating nursing
- work collaboratively and with a focus on resources at the individual, group and community levels, promoting social and cultural sustainability
- develop their professional competence in team work and care relationships
- act dialogically
- apply the main intervention methods in crisis management
- know the various stages of the thesis process and start outlining their thesis topics
- appropriately utilise diverse Swedish-language information sources
- select the communication methods and tools in Swedish that are suited to nursing situations
- attain at least skill level B.1 in the Swedish language as defined in the Common European Framework

Content:

In the theme, students learn about family, mental health and substance abuse-related nursing, and about working in clinics and on home calls. They improve their problem-solving and decision-making skills in evidence-based nursing, their handling of a patient's overall care and nursing functions, and their skills in faultless medical care. The theme encompasses sociocultural sustainability and the assumption of global responsibility.

B0020 Family, Mental Health and Substance Abuse Nursing and Crisis Management, 10 cr**The student is able to:**

- encounter and provide support to families undergoing various changes and care for customers of various ages and cultures who are undergoing changes in health
- know the mental health care process while creating an interactive cooperation relationship with the individual and the family, and work reflectively and ethically, consciously using their own personality
- know the process of caring for a substance abuse patient and the assistance methods used at the early stages of substance abuse and during the addiction stage
- work as a part of the mental health and substance abuse care system and in partnership with various social service and health care bodies
- recognise people undergoing crises, know the main crisis assistance methods, and work as a part of a multidisciplinary care team
- provide nursing for sick children and care for their families

Contents of the study unit:

- What do family nursing and nursing of sick children entail?
- How can one support parents of ill children?
- What is mental health nursing?
- What nursing assistance methods can be used in mental health nursing?
- What is substance abuse nursing?
- What methods are used in caring for substance abusers?
- What is crisis management?
- How can assistance be provided to people in crisis and their families?
- How does one provide assistance in multidisciplinary teams in family, mental health and substance abuse nursing and in crisis management?

Study unit description:

Students learn how to use resource-centred assistance methods in multidisciplinary teams in family, mental health and substance abuse nursing and in crisis management.

Previous studies:

Themes 1 and 2

B0021 Nursing in Clinics and at Home, 5 cr**The student is able to:**

- formulate a needs-based care and service plan for a customer together with the customer, the family and other closely related persons
- support and guide customers, their families and close relations with a focus on resources
- apply appropriate guidance models (e.g. the change model) in home care and in clinics
- apply skills in basic and specialist nursing needed in home care and clinic work
- work in multidisciplinary cooperation at different stages of the care and service chain
- work in accordance with the principles of assessing care needs and the urgency of care
- assume responsibility for improving the quality of care in a nursing team
- know the significance of nutrition in diverse states of health and assess a patient's state of nutrition
- plan, implement and evaluate nutrition care
- plan, implement and evaluate medical treatment
- provide guidance in preventing contagion and implement an inoculation plan

Contents of the study unit:

- What is customer-oriented nursing competence?
- What are regional and cooperation skills and operating system competence?
- What is multidisciplinary cooperation and how does a seamless care chain work?
- What workplace skills are needed in home care and at clinics?
- What significance do multicultural competence and language skills have in customer work?
- How is nutrition care carried out in home care and in a clinic?
- How does one assess the need and urgency of care?
- How are contagious diseases prevented?

Study unit description:

Students acquire and improve their customer work skills, regional and cooperation skills, operating system competence, knowledge of nutrition in home care, and skills in nursing in a clinic.

Previous studies:

Themes 1-3

B0037 Svenska inom vårdbranschen, 5 cr

The student is able to:

- appropriately utilise information sources in Swedish
- select the communication methods and tools that are suited to certain situations
- use the Swedish language verbally and in writing in diverse work situations
- attain at least skill level B.1 in the Swedish language as defined in the Common European Framework.

Contents of the study unit:

- What issues should be taken into account in communicating in Swedish?
- What kinds of interaction skills are needed in diverse Swedish-language operating environments in nursing?

Study unit description:

Description of study unit: The purpose of communication in Swedish in nursing is to support the basic mission of nursing and the objectives of good customer work.

Generic competence: Internationalisation competence

Previous studies:

If failed the initial test à 3 cr of preparatory studies in the Swedish language

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.

B0040 Practical Work III, 10 cr**The student is able to:**

- plan, implement and evaluate customer care work in various change situations, applying the best and latest information produced by nursing science, medicine and other sciences
- develop their ability to assist, support and guide individuals, families and communities in empowerment, independent coping and meaningful living
- develop professionally in preventive, healing and rehabilitating mental health and substance abuse nursing and in crisis management
- consider their own personal and ethical ways of working in nursing, improving in their ability to reflect on and constructively express their observations, feelings and thoughts when working in teams

Contents of the study unit:

- How does one plan, implement and evaluate mental health nursing?
- What is the mental health nursing process?
- What nursing assistance methods can be used in mental health nursing?
- What is the process of caring for a substance abuser?
- What methods are used in caring for substance abusers?
- How can one assist a person undergoing a crisis?
- How can the resources and coping ability of people of different ages be supported in multidisciplinary networks?

Study unit description:

Students apply their knowledge and skills in cooperation and care relationships to authentic mental health, crisis and substance abuse care environments, integrating their previously acquired theoretical and experience-based competence.

Previous studies:

Themes 1 and 2, Family, Mental Health and Substance Abuse Nursing and Crisis Management

B0041 Practical Work IV, 10 cr**The student is able to:**

- plan, implement and evaluate basic and specialist nursing together with customers and their families
- demonstrate good interaction and guidance skills in encountering customers
- formulate needs-based care and service plans together with customers, their families and a multidisciplinary care team
- analyse care needs in cooperation with other professionals
- assess the urgency of care under supervision
- use patient databases and other ICT systems in home care and clinics
- carry out medical care and sampling at specialist level
- prevent contagious disease and implement inoculation plans
- plan, implement and evaluate patients' nutrition care
- utilise local neighbourhood services in supporting and developing their own work

Contents of the study unit:

- What kinds of competence in customer work are needed in home care and clinic work?
- What regional and cooperation skills are needed?
- What operating system competence is needed?
- How is proper care provided in the customer's home and in a clinic?

Study unit description:

Students apply their knowledge and skills in authentic care environments in home care and at clinics (health centre, emergency duty or special care clinics), integrating their previously acquired theoretical and experience-based competence.

Previous studies:

Themes 1-4

B011 DEEPENING PROFESSIONAL COMPETENCE IN NURSING, 25 cr**Description:**

- What does professional expertise in the chosen field entail?
- How can expertise be evaluated and developed?
- How can nursing decisions be critically justified and evaluated?
- What is ethical thinking in nursing?
- How can shared expertise be fulfilled between patients and all those participating in their care?
- How can one plan and coordinate one's own and a team's activities?
- What are the development areas and global challenges in nursing?
- How does one act in crises and disasters?
- What should be taken into account in multicultural nursing work?
- What does guidance and consultation competence entail at the advanced stage of nursing?

The student will be able to:

- deepen their expertise and ability in professional decision-making in the chosen nursing field
- justify and critically evaluate their decisions as nursing experts
- think and act ethically
- work as representatives of a multicultural work or care community and as a defender of the patient's interests
- know the main aspects of multicultural nursing
- plan and coordinate their work according to the latest instructions and recommendations
- find and apply evidence-based data from the latest findings in nursing science
- identify and predict areas of development and global challenges in nursing (e.g. epidemics)
- act in crises and disasters
- guide, instruct and consult

Content:

Students deepen their competence in nursing and their ability to apply methods in a chosen field. Students of the Nursing option can choose between advanced studies in: 1) Mental Health, Crisis Management and Substance Abuse and 2) Acute and Internal Surgical Nursing. Students of the Public Health Nursing option take advanced studies in Promoting Health and Safety.

B0022 Advanced Studies in Mental Health, Crisis Management and Substance Abuse Work, 10 cr**The student is able to:**

- work dialogically as nursing experts and representatives in care and network meetings
- identify and demonstrate the resources and risks affecting mental health at different stages of life and together with and for the benefit of customers living in various environments
- act in traumatic situations and major disasters
- assist and care for nursing customers in a way which respects their partnership and considers their experience and expertise
- critically evaluate the justifications of their actions and look after their own resources
- carry out two-way guidance and dialogic networking in cooperation with customers and colleagues
- work as nursing experts in medical care
- know about service system management and adjustment and find areas that can be developed to improve customer-orientation

Contents of the study unit:

- What is dialogic expertise in mental health and substance abuse nursing and in crisis management?
- What are the resources and risks affecting mental health for the individual, a community, the society or the culture?
- What links exist between mental health problems, substance abuse and crises?
- What does professional growth in mental health nursing entail?
- How does one develop in cooperation and other core competences?
- What is nursing expertise in multidisciplinary and supra-sector cooperation?

- What are the areas of development and future challenges for mental health and substance abuse care and in crisis management?

Study unit description:

Description of study unit: Students deepen their competence in mental health and substance abuse nursing, in dialogic assistance methods and in dialogic networking, in multidisciplinary cooperation with other nursing experts. The study unit also contains studies shared by all advanced study units on the theme's core topics: professional ethics, guidance and consultation competence, multiculturalism and global nursing challenges.

Generic competence: Ethical competence

Previous studies:

Themes 1-4

B0023 Simulation Practice in Mental Health Care, 5 cr

The student is able to:

- work as experts in the most common acute care situations in mental health and substance abuse nursing and crises
- act as mental health experts in a multidisciplinary care team in the chosen field
- evaluate the functionality and impact of various assistance methods in mental health and substance abuse nursing and in crisis management
- understand the significance of development for the patient in mental health and substance abuse nursing and in crisis management
- participate in multidisciplinary care teams in crisis management and disasters

Contents of the study unit:

- How does one act in the most common acute care situations in mental health and substance abuse nursing and crises?
- How does one act as a mental health expert in a multidisciplinary care team?
- How does one evaluate the functionality and impact of various assistance methods in mental health and substance abuse nursing and in crisis management?
- How can mental health and substance abuse nursing and crisis management be developed?
- How does one act in crises and disasters?

Study unit description:

Students deepen their nursing competence in mental health and substance abuse care, in crisis management, and in dialogic assistance methods, using the simulator environment. The study unit includes a disaster drill.

Previous studies:

Themes 1-4

B0024 Advanced Studies in Acute and Internal Surgery Nursing, 10 cr

The student is able to:

- work as experts in the most common acute care situations in internal surgical nursing
- participate as experts in their fields in a multidisciplinary care team
- assess the functionality and impact of different assistance methods in acute and internal surgical nursing
- identify needs for development in acute and internal surgical nursing, and formulate a development plan

Contents of the study unit:

- How does one act in the most common acute care situations in internal surgical nursing?
- How does one work as an expert in a multidisciplinary care team?
- How does one assess the functionality and impact of different assistance methods in acute and internal surgical nursing?
- How can acute and internal surgical nursing be developed?

Study unit description:

Description of study unit: Students deepen their competence in acute and internal surgical nursing and learn more assistance methods in multidisciplinary cooperation as experts in nursing. The study unit also contains studies shared by all advanced study units on the theme's core topics: professional ethics, guidance and consultation competence, multiculturalism and global nursing challenges.

Generic competence: Ethical competence

Previous studies:

Themes 1-4

B0025 Simulation in Acute and Internal Surgery Nursing, 5 cr

The student is able to:

- work as experts in the most common acute care situations in internal surgical nursing
- act as experts in their chosen fields in a multidisciplinary care team
- assess the functionality and impact of different assistance methods in acute and internal surgical nursing
- understand the significance of development for the patient in acute and internal surgical nursing

Contents of the study unit:

- How does one act in the most common acute care situations in internal surgical nursing?
- How does one work as an expert in a multidisciplinary care team?
- How does one assess the functionality and impact of different assistance methods in acute and internal surgical nursing?
- How can acute and internal surgical nursing be developed?

Study unit description:

Students deepen their competence in acute and internal surgical nursing and learn more assistance methods by using the simulation environment. The study unit includes a disaster drill.

Previous studies:

Themes 1-4, Advanced Studies in Acute and Internal Surgery Nursing 10 cr

B0042 Practical Work V, 10 cr

The student is able to:

- plan, implement and evaluate customer care work in various change situations, applying the best and latest information produced by nursing science, medicine and other sciences
- improve their skills in assisting, supporting and guiding individuals, families and communities in empowerment, independent coping and meaningful living
- improve their professional competence in preventive, healing and rehabilitating mental health and substance abuse nursing and in crisis management
- consider their own personal and ethical ways of working in nursing, improving in their ability to reflect on and constructively express their observations, feelings and thoughts when working in teams

Contents of the study unit:

- How does one plan, implement and evaluate mental health nursing?
- What is the mental health care process?
- What nursing assistance methods are used in mental health care?
- What is the care process for patients with addictions?
- What are the care methods for patients with addictions?
- How can one assist patients with mental health problems or addictions?
- How does one assist customers undergoing crises or traumas, and their families?
- How can the resources and coping ability of people of different ages be supported in multidisciplinary networks?
- What is dialogic networking?

Study unit description:

Students apply their knowledge and skills in acute and internal surgical nursing in authentic care environments, integrating their previously acquired theoretical and experience-based competence.

Previous studies:

Themes 1-4, Advanced Studies in Acute and Internal Surgery Nursing 10 cr

B012 MANAGING AND DEVELOPING WORK IN NURSING, 40 cr**Description:**

- How and why are health and welfare services developed?
- How can the methods of Learning by Development and R&D be used in producing new competence and innovations?
- How does the thesis support the students' professional growth?
- What is leadership competence?
- How can occupational welfare be promoted and developed?
- What are the expert's role and responsibilities in an organisation and its development?
- What are financial thinking and sustainable development in nursing?
- What is welfare entrepreneurship?

The student will be able to:

- come up with well-grounded development proposals and new solution and operating models for health and welfare services
- use the methods of Learning by Development and R&D
- participate in development projects, working responsibly in a team with partners
- complete a thesis as a part of an authentic development challenge for an employer
- identify various leadership styles (e.g. competence management, quality management, age management) and act in an organisation according to the chosen strategy
- acquire workplace skills (subordinate skills, shared rules)
- think economically and apply the principles of sustainable development
- predict opportunities arising in the operating environment and turn them into products or business
- work as as nursing experts in socially responsible ways

Content:

The theme covers the following topics: national and international research, development and innovation, Social influence, management, financial competence, economical and environmental sustainability, entrepreneurship and thesis.

01233 Developing and Commercialising Welfare Services, 5 cr**The student is able to:**

- know the significance of commercialisation in developing social service and health services
- know the basics of entrepreneurship and financial administration
- work according to the principles of sustainable development and social responsibility

Contents of the study unit:

- How can social service and health care services be developed and turned into products?
- What is welfare entrepreneurship?
- What is financial administration?
- How can economical and environmental sustainability be promoted and developed?

Study unit description:

The study unit encompasses finance and entrepreneurship competence and knowledge of economical and environmental sustainability.

Previous studies:

Themes 1-5

B0044 Managing Nursing, 5 cr

The student is able to:

- identify various leadership styles and act in an organisation according to the chosen strategy
- act in accordance with labour legislation
- acquire workplace skills

Contents of the study unit:

- What kinds of leadership strategies are used in social services and health care?
- How does labour legislation govern the actions of employees in social services and health care?
- How can one develop one's interaction and negotiation skills?

Study unit description:

The study unit covers management-related phenomena, such as workplace skills, labour legislation and various leadership strategies.

Generic competence: Workplace competence

Previous studies:

Themes 1-5

B0029 Research Competence, 5 cr**The student is able to:**

- apply critical thinking to R&D work
- use diverse information gathering methods
- apply their competence in research methodology

Contents of the study unit:

- What is critical thinking in R&D?
- How does one use diverse information gathering tools?
- How does one apply research methodology competence?

Study unit description:

The study unit covers information gathering and the use and application of R&D methods.

Previous studies:

Themes 1-5

B0045 Thesis, 15 cr**The student is able to:**

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

- How does one present well-grounded work development proposals?
- How can one conceptualise the phenomena of the workplace?
- What is evidence-based data?
- What are suitable research and development methods?
- How does one generate new knowledge?
- What is collaborative work?
- How does one find partners?
- How does one critically evaluate one's own work?
- How can broad topics be managed?
- What is logical reasoning?

Study unit description:

Theses form part of Laurea's research and development work. They help students to grow professionally and are linked to the employment sector and to regional development. Theses are used to develop work and common practices, and can produce significant innovations. They are based on a real-life development challenge. They emphasise interaction with the labour market, and an investigative and developmental approach. Thesis reports focus on describing target-oriented activities and their results, and on theoretical and research-based analysis. Theses contain new descriptive, explanatory and investigative information on the labour market, as well as new know-how produced for the workplace. The study unit involves the completion of a maturity test. In the maturity test, students demonstrate mastery of the subject and good language skills.

Generic competence: Innovative competence

The thesis process consists of four stages:

- Orientation stage, 1.5 cr

Students become familiar with the thesis process and with information gathering and management, and conduct an analysis of the topic.

- Planning stage, 3 cr

Students draw up a thesis plan, gather information on the phenomenon at hand, and define the main concepts used and their interrelationships. They define the object of research and development and apply for the necessary research permits. Before applying for the permit, the plan must be presented to and approved at a planning seminar.

- Implementation stage, 9 cr

Students carry out the planned research and development task. They gather and analyse theoretical data and research materials as grounds for their innovation. In collaboration with the partnering organisation, students come up with a well-founded proposal for a solution/innovation.

- Publication stage, 1.5 cr

The students produce a complete research and development report, successfully present it at a publication seminar and complete a maturity test. They also upload their theses to the Theseus database.

Previous studies:

Research-Oriented and Developmental Nursing 10 cr, Research Competence 5 cr

01236 Practical Work VI, 10 cr**The student is able to:**

- develop their professional competence
- evaluate development needs in nursing
- examine management in nursing

Contents of the study unit:

- How can one deepen one's knowledge and skills in a nursing environment?
- How is nursing evaluated and developed?
- How is nursing managed?

Study unit description:

Students apply their professional competence in authentic care environments, developing the work of a nurse and familiarising themselves with management in nursing, while integrating their previously acquired theoretical and experience-based competence.

Previous studies:

Themes 1-5

0364 ELECTIVE STUDIES, 15 cr**Description:**

Vapaasti valittavat opinnot (15 op) syventävät tai laajentavat opiskelijan osaamista. Opiskelija voi valita niitä joko

oman koulutusohjelmansa tai muiden koulutusohjelmien tarjonnasta. Vapaasti valittaviin opintoihin soveltuvat hyvin myös avoimessa ammattikorkeakoulussa tai muissa korkeakouluissa suoritettut terveystutkintoa tukevat opinnot. Opiskelija voi suorittaa vapaasti valittavina opintoina myös vaihtoehtoisia hoitotyön tai terveydenhoitotyön syventäviä opintoja.

00202 Initial Test in English Skills, 0 cr

Study unit description:

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

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

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

00453 Initial Test in Finnish language, 0 cr

00397 Initial Test in Mathematics, 0 cr

Study unit description:

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

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

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

00522 Preparatory Studies in Finnish, 3 cr

Study unit description:

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

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

01259 Preparatory Studies in Mathematics, 3 cr

The student is able to:

- apply basic mathematical skills to their nursing studies

Contents of the study unit:

- What are the basic skills required by the mathematical applications used within nursing?

Study unit description:

Students practise and develop their mathematical skills in order to complete the studies in mathematical applications included in the actual professional studies.

B0110 Creative and Functional Methods, 5 cr

The student is able to:

- use and apply creative and functional work methods as a part of their customer work

Contents of the study unit:

- What is the method used based on and why is it used?

- What is it used for, what is its purpose?
- How is it used and what does its use require?

Study unit description:

The study unit is carried out in the spirit of LbD. In the first session, students think about their target, towards which they then work in project form. The aim is to focus in depth on one or two work methods, which are then practised and applied (the theme of the study unit may be dramatic methods, functional training methods, use of music, fitness, pictorial expression, photography, creative writing, adventure activities, etc.). The study unit comprises face-to-face instruction, work in various operating environments, reporting, self-evaluation and peer evaluation.

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.

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 responsibilities 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 I: 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.

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

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

B0070 Career Planning and Mentoring, 5 cr

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.

B0076 Graphic Design, 5 cr

B0077 Challenges in Sustainable Development, 5 cr

B0078 Quality Control and Audits, 5 cr