

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services (Laurea Otaniemi, sote), SSG11SN

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

The operating environment for social services is changing. Globalisation, changes in the economy and industry, and technological advances are reflected in the lives of individuals, families and communities. The aging of the population, multiculturalism, increased socioeconomic differences and environmental issues set new challenges for social services. The social service structure is shifting towards customer-oriented and network-based services. The significance of immediate communities and private services is growing in welfare service production. Responding to the challenges of social services requires new types of creative and technological solutions in service production.

Laurea's area of operation is characterised by population growth, technological development, networks with other higher education institutions as well as internationality and multiculturalism. Lifestyles in the region of Uusimaa vary from an urban culture to rural community cultures. The aging of the population will be a major challenge for welfare services in Uusimaa in coming years. Other challenges are related to supporting the everyday lives of families with children living in widely different conditions, to various social problems and to factors that cause social marginalisation, such as unemployment, homelessness, addiction and mental health problems and crime.

Bachelors of Social Services graduating from the Degree Programme in Social Services find employment in a wide range of positions in social services, most commonly as social welfare workers, counsellors, senior counsellors, kindergarten teachers, family workers or project managers. Bachelors of Social Services can function in various tasks that require expertise, such as planning, implementing, evaluating, coordinating and developing.

Expertise

The aim of the degree programme is to train experts in social services involved in education, rehabilitation, prevention and maintenance of functional ability. The value base of social services is founded on respect for people and social justice. Graduates function as experts and supporters of people in everyday life in the field of social services.

The field of social services consists of working with people. Interaction, empathy, responsibility, individual and group management, and holistic encounters with people form the core competence of the field. It is important that customer work acknowledges the circumstances of people in changing social situations.

The degree programme trains experts in the broad field of social services, which enforces customer participation.

Competence in social service methodology and operating procedures, an investigative and developmental approach, reflective expertise, evaluation, quality of operations and management are important.

Competences

The competence of a Bachelor of Social Services is based on social and behavioural science theory. The main methodological foundations are related to social work, social pedagogy, and a creative and functional orientation. The core competences of a Bachelor of Social Services are (Mäkinen et al. 2009, AMK verkosto 2011):

- Ethical competence in social services

Bachelors of Social Services have adopted the values and professional ethics in social services, and commit to function accordingly

- Competence in customer work

Bachelors of Social Services are able to create professional interaction, which involves customer participation. They are able to support and guide various kinds of customers and customer groups, applying different theoretical approaches and methods.

- Service system competence in social services

Bachelors of Social Services are familiar with the service systems and legislation that support welfare and social functional ability. They are able to function in multidisciplinary networks and participate in service development.

- Critical and Inclusive Society Skills:

Bachelors of Social Services is able to analyze social inequality and disadvantage, identify productive structures and know how to use community social work, social influence and communication, as well as methods to support citizens' social involvement

- Reflective development and leadership competence

Bachelors of Social Services have adopted a reflective and investigative approach to work. They are able to evaluate the theoretical starting points of their activities, and develop and manage competence, work communities and services in the field of social services in multidisciplinary cooperation.

- Community competence and social influence

Bachelors of Social Services understand the operating principles and cultures of communities, and are able to enforce communality and participation. They are able to take part in value discussions and impact decision-making.

Competence, professional skills and expertise can be seen as meeting points between the quality requirements related to work and the competence of employees. Competence refers to applying skills in a social environment, such as a work organisation.

Professional Growth and Annual Themes

Diagram 1. Annual Themes

Education in social services is founded on a concept of humanity that emphasises development opportunities, activity and resources. Learning situations promote active information processing and focus on a creative, experiential and interactive approach. The starting points for learning lie in reflecting on forms of interaction and experience and critically examining one's own experiences and information structures built during life. Throughout their studies, students are encouraged to adopt a research-oriented and developmental approach, to increase their ethical awareness and to assume critical ethical reasoning and responsibility.

The initial stages of the degree create the preconditions for developing the necessary competences for the field of social services through Learning by Developing. The basic level at the start of the studies emphasises an ethical and reflective approach to work, customer interaction skills and familiarisation with the multidisciplinary framework of social services. As the studies progress, the applier level examines work in a wider context, and provides teaching in the work models and methods in social services. Students evaluate their activities in relation to the general practices and methods of the sector. The developer level at the later stage of studies focuses on social awareness and developing work in social services. Students look at their own activities and the work they carry out in the

workplace in relation to social trends and values.

Laurea Otaniemi – Empowering People and Companies

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

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

Description of the Degree Programme

Degree Title
Bachelor of Social Services

Degree
Degree in Social Services, Health and Sports

Scope and Duration of Studies
210 cr., 3.5 years

Education in social services at Laurea University of Applied Sciences and the operating environment of Active Life Village aims to produce competence in the field. A novel learning environment enables to develop new types of work practices. A range of laboratories – the Activity lab, Habitat lab and CaringTV with its studios - enhance the development of future expertise and competence. The studies are designed so that basic professional competence is achieved during the first two years of study, and the studies progress in accordance with the personal study plan during the third and fourth years.

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

Internationality as the students' path

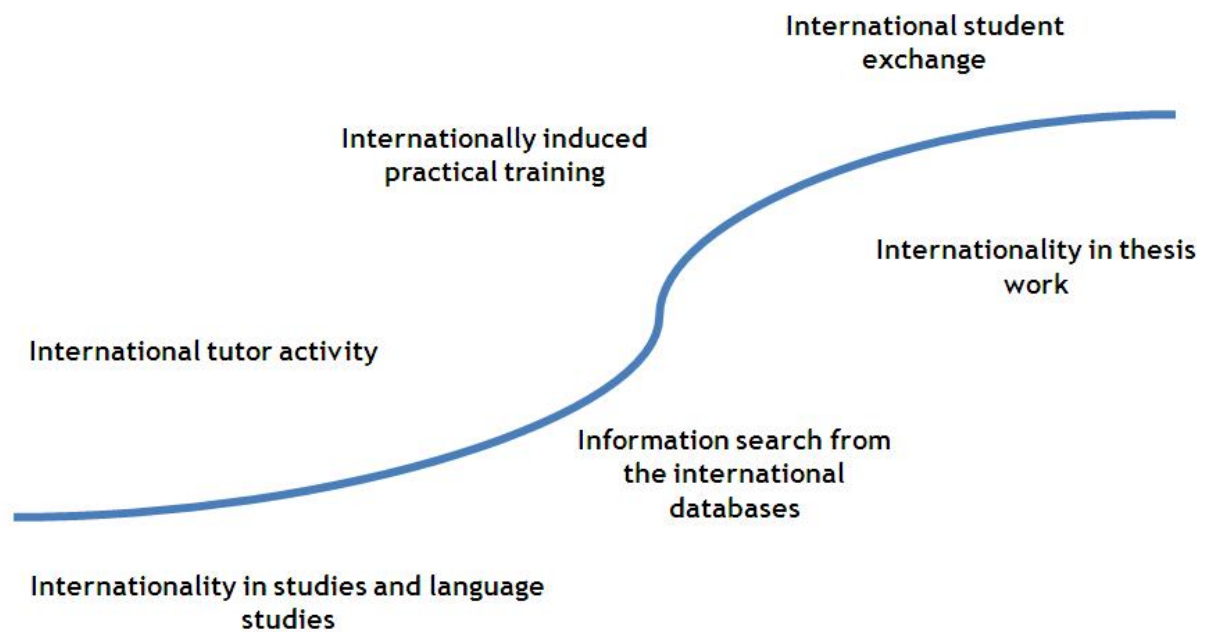


Diagram 2. Internationality of Studies

Structure of the curriculum

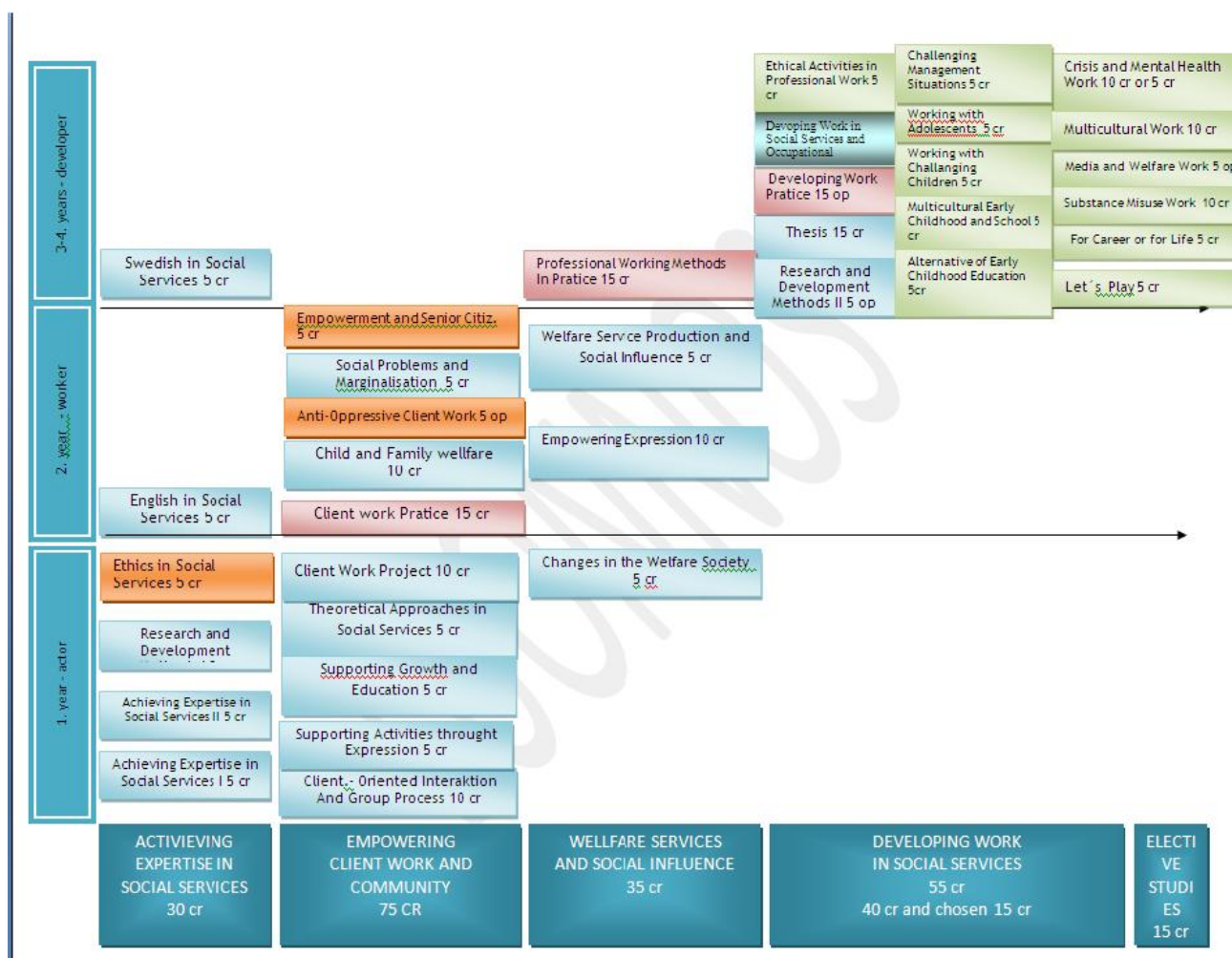


Diagram 3 Structure of the Curriculum

BASIC STUDIES	30	30
PROFESSIONAL STUDIES	105	165
- THESIS	15	
- PRACTICAL STUDIES (WORK PLACEMENT)	45	
ELECTIVE STUDIES	15	15
Total		210

The Degree Programme in Social Services includes compulsory basic studies (30 cr.). The aim of the basic studies is to provide students with a broad understanding of the status and significance of social services in society as well as the required competences for working in the field. Other aims of the basic studies are to familiarise students with the foundation for research and development and communication, and to provide them with the necessary language skills. The aim of the professional studies (90 cr.) and elective professional studies (15 cr.) is for students to understand the key topics related to the core competences of social services, so that graduates are able to function in tasks related to social services and participate in developing the work community. The objective of the practical studies (45 cr.) is to provide a guided introduction to the most important practical aspects of work, particularly in social services, and to the application of know-how in the workplace. The aim of the thesis is to develop and demonstrate the students' skills in applying their knowledge and expertise. (423/2005). The aim of the elective studies (15 cr.) is to deepen and broaden their competence in various themes and competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives. The degree programme includes 30 cr. in international studies in the English language. Students can use optional

studies and elective studies as well as various projects and practical studies to build their own learning paths to support their competence.

International elements are included in all studies at Laurea. Students have access to international studies provided under Laurea's degree programmes. In addition, Laurea offers a network of some 150 partners around the world.

At Laurea, learning is based on participation in development projects for actual employers. Learning springs from partnerships between lecturers, students and experts from the sector. Development projects and workshops allow individual and social learning, the generation of new know-how, as well as the production of innovation in the form of new products, operating models and work cultures. Students acquire methods in research and development and project work, and learn how to operate in development projects throughout their training. Guidance and self-assessment support the personal, ethical and professional growth needed for the field. International operations form an important part of the degree programme.

The degree programme consists of five themes: Achieving Expertise in Social Services (30 cr.), Customer and Community Empowerment (75 cr.), Welfare Services and Social Influence (35 cr.), Developing Work in Social Services (55 cr.), and Elective Studies (15 cr.)

The degree includes 45 cr. in practical work to further professional development. There are three work placement periods during the degree:

- Customer Work Practice (15 cr.) is included in the Customer and Community Empowerment theme, and is generally completed at the beginning of the second year.
- Professional Work Methods Practice (15 cr.) is included in the Welfare Services and Social Influence theme, and is generally completed at the beginning of the third year.
- Developing Work in Social Services Practice (15 cr.) is included in the Developing Work in Social Services theme, and is generally completed in the third or fourth year.

Graduates of the Bachelor of Social Services degree can gain a kindergarten teacher qualification (Act on Qualification Requirements for Social Welfare Professionals, Section 272.7, and Decree 608, which entered into force on 1 August 2005) by completing 60 cr. in Early Childhood Education and Social Pedagogy. (Attachment: Decision of the Managing Director 31/2007, including a list of the required studies for the qualification.)

Elective studies (15 cr.) can be used to deepen or broaden the students' competence. Students may complete elective studies from their own or from external degree programme selections. Students can complete individual study units from external degree programmes. They can also complete elective studies from external degree programmes.

The degree includes a thesis of 15 cr.. During the thesis process, students grow professionally towards expertise, acquiring an investigative and developmental approach.

Quality assurance process

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

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

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

In order to meet objectives, the survey questions are derived from the contents and competence targets related to

different stages of study, from Laurea's shared quality targets and from strategic objectives. To monitor the quality of competence produced, some feedback content relates to Laurea's shared generic competences (study unit feedback) and the competences of graduates nationwide (summary feedback questionnaires).

The content, development and uniformity of the student feedback system is the responsibility of Laurea's quality assurance system development theme, while its implementation and the use of the generated data are in the ambit of local unit directors and feedback coordinators together with other quality coordinators in the unit. The outcomes of the student feedback questionnaires are processed jointly by students and staff in accordance with the agreed procedure of the local unit. The outcomes should be used diversely in developing Laurea's operations. The student feedback system is developed through self-assessment.

Negotiation meetings between LAUREAMKO and management comprise joint discussion events. The aim of the meetings is to consider the views of students in developing operations. At Laurea Otaniemi, division representatives of LAUREAMKO, local unit directors and development directors convene on a regular basis.

Feedback on development methods is processed in each degree programme and at an annual development event of Laurea Otaniemi. The director of the local unit is responsible for arranging the development event and for deciding how feedback should be handled during the event. The development procedures agreed on the basis of the feedback are documented in a service manual, and summaries on the related procedures and outcomes are entered on the Intranet pages of Laurea Otaniemi under 'Quality Assurance'. A coordinator and target schedule is appointed for each development procedure. The unit director monitors the implementation of the development procedures.

Laurea monitors and improves quality using a quality assurance system. The quality assurance system describes Laurea's operational processes, related monitoring and evaluation targets, as well as the methods and procedures for developing operations.

Learning by Developing is defined as one of Laurea's four critical success factors. The quality of the degree programme is evaluated in connection with evaluating the development method outcomes of the educational process that supports the LbD process. The educational process includes the handling of centralised student applications and student affairs services as well as the implementation of the curriculum in accordance with the Pedagogical Strategy. The aim is that students will develop learning and professional growth in line with their personal study plans, and that studies will progress smoothly.

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

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
G007	ACHIEVING EXPERTISE IN SOCIAL SERVICES				
G0016	Achieving Expertise in Social Services	5			
G0017	Achieving Expertise in Social Services II	5			
G0019	Ethics in Social Services	5			
G0018	Research and Development Methods I	5			
G0020	English in Social Services		5		
00194	Preparatory Studies in English	3			
00202	Initial Test in English Skills	0			
G0021	Swedish in Social Services			5	
00634	Oral skills in Swedish			0	
00635	Written skills in Swedish			0	
00203	Initial Test in Swedish Skills	0			
00195	Preparatory Studies in Swedish	3			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
00453	Initial Test in Finnish language	0			
00522	Preparatory Studies in Finnish	3			
G008	EMPOWERING CLIENT WORK AND COMMUNITY				
G0022	Client-Oriented Interaction and Group Processes	10			
G0024	Supporting Growth and Education	5			
G0025	Theoretical Approaches in Social Services	5			
G0026	Client Work Project	10			
G0027	Client Work in Practice		15		
G0028	Child and Family Welfare		10		
G0032	Supporting Activities through Expression and Creativity	5			
G0114	Anti-Oppressive Client Work		5		
G0115	Social Problems and Marginalisation		5		
G0116	Empowerment and Senior Citizenship		5		
G009	WELFARE SERVICES AND SOCIAL INFLUENCE				
G0029	Changes in the Welfare Society	5			
G0030	Welfare Service Production and Social Influence		5		
G0023	Empowering Expression		10		
G0031	Professional Work Methods in Practice			15	
G010	DEVELOPING WORK IN SOCIAL SERVICES				
G0033	Research and Development Methods 2			5	
G0092	Developing Work in Social Services and Occupational Welfare			5	
G0095	Developing Work Practice			15	
G0164	Thesis			5	10
G0096	Working with Challenging Children			5	
G0097	Working with Adolescents			5	

G0100	Alternative Ways of Education			5	
G0102	Let's Play			5	
G0103	Multicultural Early Childhood Education and School			5	
G0104	Crisis and Mental Health Work			10	
G0105	Substance Misuse Work			10	
G0106	Media and Welfare work			5	
G0107	Multicultural work			10	
G0108	Ethical Activities in Professional Work				5
G0109	For Career or for Life				5
G0110	Challenging Management Situations				5
G020	ELECTIVE STUDIES				
G8195	EA-ryhmä			2	
G8196	Lääkehoito			3	
		60	60	60	30

G007 ACHIEVING EXPERTISE IN SOCIAL SERVICES, 30 cr

Description:

- What is it like to study at a university of applied sciences?
- What type of professional competence is necessary in social services?
- What skills and tools are necessary in social services and related studies?

The student will be able to:

- Manage their own studies at a university of applied sciences in line with the Learning by Developing model
- Learn about the different tasks and operating environments in social services, and the required skills

Content:

The theme forms an understanding of the concept of learning at a university of applied sciences, and the starting points and objectives of professional competence and development in social services.

G0016 Achieving Expertise in Social Services, 5 cr

The student is able to:

evaluate, plan and manage their learning and work while applying the LbD model.

Contents of the study unit:

- How and why is the Learning by Developing model adopted for studies at Laurea?
- How can students evaluate, plan and develop their learning process?
- Where do students receive support for their studies?
- How can students communicate in the learning community?

Study unit description:

The study unit familiarises students with the process of developing into an expert in social services and studies in the field, as well as provides study and communication skills.

G0017 Achieving Expertise in Social Services II, 5 cr

The student is able to:

Students are able to examine the operating environments, professions and professional skills in social services
Students are aware of the nature of work in social services and the professional requirements

Contents of the study unit:

- How have social services and professions in the field developed into their present form?
- What is the nature of work in social services in different operating environments?
- What are the necessary skills in social services?

Study unit description:

The study unit familiarises students with the field of social services and the development of related professions.

G0019 Ethics in Social Services, 5 cr

The student is able to:

- reflect upon the nature and professional development of social work
- integrate the fundamental ethical, theoretical and practical bases of the profession to inform their own values and personal development
- acquire knowledge of the theoretical foundations of social work and their related service environments
- know the value-base and ethical principles of social work be self-reflexive

Contents of the study unit:

- How do we understand human worth and human rights?

- What is the value foundation of social welfare work?
- Why are ethical principles necessary in work?
- What are the ethical principles which guide social welfare work?
- Why should we be sensitive towards ethical issues, ethical problems and ethical dilemmas in our work?
- Why are professional codes of social work ethics necessary in our work and how are they applied in practice?
- Why is promoting sustainable development important in modern society?

Study unit description:

Questions of human worth and human rights, Values, morals and ethics, ethical reflection, ethical responsibility, socially sustainable development, ethical principles in social services, Professional codes of ethics, ethical case studies.

G0018 Research and Development Methods I, 5 cr

The student is able to:

- Knowing how to acquire information
- Recognising the ethical dimensions of research and development
- Forming an understanding of the research and development process, selecting appropriate methods and using them critically
- Knowing the principles of qualitative and quantitative research
- Knowing the principles of investigative and argumentative writing

Contents of the study unit:

- How do you develop your acquired knowledges ?
- What is the research process like?
- What does an investigative approach mean?
- What is argumentative writing?

Study unit description:

The study unit examines the foundations for research and development. It familiarises with argumentative writing, the foundations for research methods.

G0020 English in Social Services, 5 cr

The student is able to:

- Communicate and effectively use different communication forms in the English language within the work community and multicultural environment
- Communicate on the topics of their field of expertise
- Apply information gathered from sources in a foreign language
- Understand the significance of structural and terminological analysis
- Attain skill level B.2. as defined in the Common European Framework

Contents of the study unit:

- What type of communication skills are required in social services?
- What are the main situations in social services which require using a foreign language?
- What type of analysis skills of linguistic structures and terminology are required in social services?

Study unit description:

The study unit provides communication skills in the English language required in social services. It also familiarises with structural skills and key situations and contents in social services in English. The metalinguistic skills of students

develop during the study unit.

Previous studies:

Pass in the initial English language test or completed preparatory studies in the English language.

00194 Preparatory Studies in English, 3 cr

The student is able to:

- master basic English vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

Students improve their skills in communicating in English as preparation for completing actual studies in the language.

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.

G0021 Swedish in Social Services, 5 cr

The student is able to:

- Use oral and written Swedish in their work environment
- Communicate on the topics of their fields of expertise using various channels
- Apply information gathered from sources in the Swedish language

Attain skill level B1.2. in the Swedish language as defined in the Common European Framework

Pass the civil service language proficiency certificate in oral and written Swedish with a Good or Satisfactory grade.

Contents of the study unit:

- What type of communication skills are required in social services?
- What are the main situations in social services which require using Swedish?
- How do students make use of their Swedish language skills in the work community?

Study unit description:

The study unit provides communication skills in the Swedish language required in social services. It also familiarises with structural skills and key situations and contents in social services in Swedish.

Previous studies:

Pass in the initial Swedish language test or completed preparatory studies in the Swedish language.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

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

This study unit is for evaluating written skills in Swedish.

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

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

00195 Preparatory Studies in Swedish, 3 cr**The student is able to:**

- master basic Swedish vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

Students improve their skills in communicating in Swedish as preparation for completing actual studies in the language.

00636 Written skills in Finnish, 0 cr**00637 Oral skills in Finnish, 0 cr****00453 Initial Test in Finnish language, 0 cr****00522 Preparatory Studies in Finnish, 3 cr****Study unit description:**

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

G008 EMPOWERING CLIENT WORK AND COMMUNITY, 75 cr**Description:**

- How to encounter and guide various kinds of clients, client groups and communities?
- How to respect clients, and comply with ethical principles in interaction situations?

The student will be able to:

In terms of professional growth, the theme is situated towards the beginning of the process, where the students' professional development is apparent as the growth of ethical awareness, a consideration of values and an increase in professional interaction and customer work skills with regard to individuals, groups and communities.

Content:

Supporting client and community empowerment forms a core competence area in social services. The theme emphasises client interaction and the methodologies of client work.

G0022 Client-Oriented Interaction and Group Processes, 10 cr

The student is able to:

- Consider the values that underlie their own thoughts and actions
- Specify the emotions caused by various client situations and the underlying personal beliefs
- Create client-oriented and empathetic interaction when working with individuals and groups

Contents of the study unit:

- How to build interaction based on trust, and how to develop it using professional tools?
- How do the values, beliefs and feelings of an individual affect interaction?
- How to creatively promote individual and group activities?
- How to evaluate and develop leading a group?

Study unit description:

The study unit examines the construction and development of client-oriented interaction. The analysis begins through identifying and becoming aware of personal values, beliefs and feelings. Interaction is observed from the angles of group activities and leading a group.

G0024 Supporting Growth and Education, 5 cr

The student is able to:

- Analyse their own development and related factors
- Consider the development of individuals and related factors
- Support and guide various kinds of customers and customer groups at different stages of growth and development, and in various circumstances.

Contents of the study unit:

- How does individual development progress, and what are the related risk factors?
- How can growth and development be influenced through education?
- How to support growth in different situations?

Study unit description:

The study unit examines development from childhood to old age in different environments. Students become familiar with what constitutes normal or deviant development, and related risk factors. Supporting education can affect normal or deviant development.

G0025 Theoretical Approaches in Social Services, 5 cr

The student is able to:

- Apply different theoretical approaches in social services in client situations with individuals and groups
- Select, use and evaluate client work methods in a systematic and target-oriented way

Contents of the study unit:

- What are the theoretical approaches and methods of client work in social services?
- What are the methodological traditions in social services?

Study unit description:

The theoretical approaches and methods of social services are examined through different theoretical frameworks, and the way these can be used in client work is considered.

G0026 Client Work Project, 10 cr**The student is able to:**

- Understand the diversity of the social services clientele
- Take into account the significance of culture in client work
- Encounter and guide various clients and client groups, always respecting customers and following the ethical principles of social services.

Contents of the study unit:

- What are the special features of clients in social services?
- How to encounter and guide different types of customers and client groups while considering their situation?

Study unit description:

The study unit prepares students to work with different types of clients in social services in a natural environment. Support stems from the needs and situation of the clients.

G0027 Client Work in Practice, 15 cr**The student is able to:**

- Encounter various kinds of clients and client groups
- Build client-oriented interaction
- Discern the basic task of the work community and organisation
- Participate actively and responsibly in a work community
- Set personal professional competence targets and evaluate one's professional growth
- Act in accordance with the ethical principles of social services

Contents of the study unit:

- What type of customer work in social services does the work placement involve?
- How to evaluate one's personal professional development?

Study unit description:

The study unit involves learning basic client work skills in practice through a work placement.

Previous studies:

Client-Oriented Interaction and Group Processes 10 cr.
Supporting Activities through Expression and Creativity 5 cr.
Supporting Growth and Education 5 cr.
Theoretical Approaches in Social Services 5 cr.
Diverse Customer Relationship Project 10 cr.

or equivalent studies

G0028 Child and Family Welfare, 10 cr

The student is able to:

- Act as educators and supporters of family empowerment
- Evaluate the interest of the child when acting as an expert in child and family welfare
- Apply the work methods of early childhood development and child welfare
- Comply with the foundations of early childhood development and child welfare in their work

Contents of the study unit:

- What is childhood, and how has it changed?
- How does the family influence the education and welfare of a child?
- What is child-orientation, educational partnership and participation?
- What is early childhood education and child welfare?
- What are children's rights and the child's interest in early childhood education and child welfare?
- What are the foundations for child welfare and early childhood education and related services?
- What type of work methods are applied in child welfare and early childhood education?

Study unit description:

The study unit examines the key concepts and working methods related to empowering children and families and promoting welfare. Working methods that are in line with the transformation of childhood and the principles of children's rights and the child's interest serve as the starting points for child-oriented work, family participation and educational partnership. Professional work methods are based on the legislation, theoretical foundations and services related to early childhood education and child welfare.

Previous studies:

Supporting Growth and Education 5 cr., or equivalent studies

G0032 Supporting Activities through Expression and Creativity, 5 cr

The student is able to:

use expressive methods, and guide customers in a creative and empowering way

Contents of the study unit:

- What do expression and creativity mean?
- What is the significance of expression and creativity for people?
- How to guide customers to express themselves?

Study unit description:

The study unit examines expression and creativity and related guidance as resources for people and activities.

G0114 Anti-Oppressive Client Work, 5 cr

The student is able to:

- study the effects that factors such as ethnicity, mental challenge, and addiction have on creating structural inequalities, as well as the manner in which these effect individual clients and groups
- reflect on the role power imbalances and oppression play in the process of social exclusion
- identify that different disempowered client groups have particular needs which necessitate specific, culturally competent working methods
- recognize the political nature of reflective social work practice in its aim to challenge social exclusion
- internalise the theoretical framework of anti-oppressive social work practice including its key foundations of empowerment, client partnership, networking, and social change
- develop professional skills and client-centred methods required for crisis & mental health work, substance misuse work, and multicultural social work

Contents of the study unit:

- What is professional social work based on Anti-Oppressive practice?
- What are the practical implications for multicultural work, crisis and mental health work and substance misuse work?
- Why should the principles of Anti-Oppressive practice be a professional priority?
- How do we develop supportive partnerships and networks in creating social change?
- What is the meaning of empowerment and how is it applied in client work?

Study unit description:

Anti-Oppressive client work introduces students to the foundations of anti-oppressive social work theory & practice and its application in working with different client groups.

G0115 Social Problems and Marginalisation, 5 cr**The student is able to:**

encounter different types of people respectfully, as well as support their participation

Contents of the study unit:

- Why does marginalisation occur?
- What types of participatory methods are available for preventing marginalisation?

Study unit description:

The study unit seeks to understand and analyse the underlying phenomena of marginalisation and to produce skills to support participation in adult social services.

G0116 Empowerment and Senior Citizenship, 5 cr**The student is able to:**

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

Contents of the study unit:

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

Study unit description:

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

G009 WELFARE SERVICES AND SOCIAL INFLUENCE, 35 cr**Description:**

- What do welfare and deprivation mean?

- What is the nature of the Finnish social and welfare system?
- What are the underlying values, targeted issues and adopted methods of social services in promoting welfare?

The student will be able to:

make use of their knowledge of the social service system in their work and in developing the sector.

Content:

The theme analyses welfare and related factors, and examines the character of the Finnish social service system and ways to promote the welfare of citizens.

The theme also presents diverse influencing methods in social services.

G0029 Changes in the Welfare Society, 5 cr

The student is able to:

- Analyse changes in society and the social state applying concepts of social sciences
- Understand the importance of change in the daily lives of citizens and in the context of social services
- Reflect on the factors that influence their personal welfare

Contents of the study unit:

- What is welfare?
- What does the concept of a social state mean, and why does it exist?
- What alternatives are available for the transformation of Finnish society?
- What types of development and competence needs will social services face?

Study unit description:

The study unit analyses changes in Finnish society and the Finnish welfare state, as well as related goals and challenges in a globalised world.

The study unit analyses the effects of social change on the living conditions of communities and citizens.

G0030 Welfare Service Production and Social Influence, 5 cr

The student is able to:

- Apply their knowledge of social security and social services to their work
- Apply welfare technology in customer work
- Understand the starting points and principles of a entrepreneurship-oriented work method
- Apply different influencing methods in various operating environments

Contents of the study unit:

- How can legislation steer service and social security production?
- What are the elements of the social security and social service system, and what are the related services and benefits?
- What alternative methods are used in social service production?
- What are the development challenges of services and social security?
- What types of issues do professionals in social services seek to influence, and why?
- What types of influencing methods are available in civil society and social work?

Study unit description:

The study unit examines social security, the social service system and legislation related to social services as well as different service production methods in Finland. The study unit also discusses the changing nature, goals and methods of social influence.

G0023 Empowering Expression, 10 cr

The student is able to:

- Use expressive methods diversely
- Search and strengthen the nature and value of personal expression that results in aesthetic aspects

Contents of the study unit:

- How to develop personal expression?
- Why is developing personal expression important for work in social services?

Study unit description:

The study unit strengthens the personal expression of students. The therapeutic, communal and empowering nature of expression as well as its aesthetic aspects provide a more in-depth approach to one's work.

Previous studies:

Supporting Activities through Expression and Creativity 5 cr., or equivalent studies

G0031 Professional Work Methods in Practice, 15 cr

The student is able to:

- Support and guide different customers and customer groups in a target-oriented way
- Evaluate themselves as growing professionals in relation to the methods of the field and the challenges of customer work

Discern the basic task of the work community and organisation

- Participate actively and responsibly in a work community
- Act in accordance with the ethical principles of social services

Contents of the study unit:

- What are the work methods in social services?
- How to evaluate one's personal professional development?
- How to act responsibly in a work community?

Study unit description:

The study unit involves learning basic customer work skills in social services through a work placement.

G010 DEVELOPING WORK IN SOCIAL SERVICES, 55 cr

Description:

How is work in social services researched and developed?

How can participation and management help the work community to develop its own work?

What is management and human resources management?

The student will be able to:

The theme is scheduled for the last stage of studies. It focuses on enhancing development and leadership skills and on deepening professional competence. Students select advanced elective studies that promote their professional development.

Content:

The theme examines the work community and its members as workers and developers, as well as management, which supports the development of work and the work community. The theme also considers management as a phenomenon and human resources management. The theme emphasises learning research and development methods and deepening professional competence.

G0033 Research and Development Methods 2, 5 cr

The student is able to:

- To use in a professional manner general and specialised research concepts
- To apply qualitative and quantitative analysis methods.
- To critically apply ethical research principles.

Contents of the study unit:

- What different types of qualitative and quantitative analysis methods are there?
- How do you apply qualitative and quantitative information retrieval to analytical approaches?
- How do you apply ethical research principles in practice?

Study unit description:

The study unit examines how to acquire, process and critically evaluate information. The goal is to manage a research and development process

Previous studies:

Research and Development Methods I

G0092 Developing Work in Social Services and Occupational Welfare, 5 cr

The student is able to:

- Act as responsible members, leaders and developers of work communities and networks
- Develop and manage competence, work communities and services in the field of social services as multidisciplinary cooperation.

Contents of the study unit:

- What does developing work in social services mean?
- What is leadership and management?
- How to develop a functional work community?
- What is occupational welfare?

Study unit description:

The study unit examines developing work in social services, leadership and management as well as ways to promote the welfare of work communities.

G0095 Developing Work Practice, 15 cr

The student is able to:

- Apply different theoretical approaches and work methods appropriately and evaluate them.
- Define development targets from the perspectives of the labour market
- Work in a team and in a community of experts
- Evaluate their own competence, development work and results in accordance with the development targets
- Critically evaluate their own professional ethics and the ethical principles of the work community and the field

Contents of the study unit:

What does developing work in work communities and networks in the field of social services mean?

Study unit description:

The study unit involves learning to develop work in social services through a work placement.

G0164 Thesis, 15 cr**The student is able to:**

Students can present well-grounded, work-related development proposals.

They can conceptualise the phenomena of the workplace with a basis in research data.

They can use appropriate research and development methods for generating new information.

They can participate in development projects, working responsibly in a team with employers and other partners.

They can evaluate their own work and decisions critically.

They can manage the big picture, presenting their ideas logically and with justifications.

Contents of the study unit:

What are theses and their different stages? (familiarisation with the thesis process and development project, coming up with a subject, thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used as well as the implementation plan, carrying out the work for the thesis, reporting and publishing the thesis, maturity test)

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 work practices, and can produce widely applicable innovations.

Previous studies:

Research and Development Methods 1 and 2

G0096 Working with Challenging Children, 5 cr**The student is able to:**

analyse the specific needs of child welfare customers, and support them.

Contents of the study unit:

- What do learning difficulties mean?
- What are the most common mental health problems of children?
- How do the mental health and substance abuse problems of parents affect the welfare of their children?
- What specific issues arise in child welfare?

Study unit description:

The study unit examines the socioemotional problems, special features of language development and sensory integration affecting learning of children. Mental health and substance abuse problems of children and parents require particular skills for working with children.

Previous studies:

Supporting Growth and Education 5 cr., Child and Family Welfare 10 cr., or equivalent studies

G0097 Working with Adolescents, 5 cr**The student is able to:**

analyse the problems of young people and support their welfare.

Contents of the study unit:

- What types of learning difficulties do young people have?
- What types of substance abuse and mental health problems do young people have?
- What types of crime do young people commit?
- How to work with the specific issues related to young people?

Study unit description:

The study unit focuses on deviant development and behaviour of young people. It discusses learning difficulties, substance abuse and mental health problems of adolescents as well as the nature of crime committed by them. In addition, the study unit evaluates different work methods for working with young people.

Previous studies:

Supporting Growth and Education 5 cr., Child and Family Welfare 10 cr., or equivalent studies

G0100 Alternative Ways of Education, 5 cr**The student is able to:**

- evaluate and see the influence of educational ideologies on the education and on the educators.
- deepen one's own educational consciousness and recognize its possibilities in education.

Contents of the study unit:

- What kinds of educational ideologies are there/exist?
- What does educational consciousness mean?
- What kinds of educational styles are there/exist?
- What kinds of alternative ways of education exist nowadays?

Study unit description:

Educational ideologies, educational consciousness and educational styles are in the main interest in this study unit. The attention being focused to the alternative ways of education nowadays such as Steiner, Montessori, Freinet, Reggioemilia, Freire, language immersion, nature, religion, creativeness, education at home etc.

Previous studies:

Supporting Growth and Education 5 cr., Child and Family Welfare 10 cr., or equivalent studies
Early Childhood Education and Special Education 5 cr, Early Childhood Education 10 cr., or equivalent studies

G0102 Let's Play, 5 cr**The student is able to:**

- Understand play as an important work method in activities with children, and support their play
- Plan and arrange children's environments, so that they steer children through play in line with targets
- Use story-crafting as a work method for children and adults
- Listen to a child and plan activities accordingly

Contents of the study unit:

- What is play?
- What is the significance of play for children?
- How to observe play?
- How to support play?
- How to design play environments?
- What does listening to a child mean?
- What is story-crafting?
- How can story-crafting function as a mediator between the traditions and play traditions of people of different ages?

Study unit description:

The study unit focuses on play and its significance and possibilities in the everyday lives of children at different ages. Observing play and listening to the child serve as a starting point for planning activities and guiding learning in a child-oriented way. Story-crafting is a tool for listening and participating for all ages.

G0103 Multicultural Early Childhood Education and School, 5 cr

The student is able to:

- Enhance participation of children from different cultures
- Use multicultural work methods that promote learning
- Be sensitive to the characteristics of different cultures, and acknowledge these in their work

Contents of the study unit:

- What does multiculturalism mean in early childhood education and at school?
- What cultures, nationalities and languages exist in Finland?
- What types of participatory, multicultural work and learning methods have been developed?
- What types of challenges does multiculturalism create for educators?

Study unit description:

The study unit familiarises with different cultures, nationalities, languages and related pedagogical challenges in early childhood education and at school. Good practices generated from multiculturalism projects support the participation and learning of children from different cultures. If possible, the study unit includes visits to a multicultural pedagogical environment.

Previous studies:

Supporting Growth and Education 5 cr., Child and Family Welfare 10 cr., or equivalent studies

G0104 Crisis and Mental Health Work, 10 cr**The student is able to:**

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

Contents of the study unit:

- How do we respond to, and support clients in crisis, who may also have suicidal thoughts?
- What kinds of methods are available for use in helping traumatized people or people with mental health problems?
- What is preventive mental health and crisis work, as opposed to reactive intervention?
- What might be the effects of trauma on an individual, family or community?
- How might individuals from different cultures define, experience and respond to crisis and mental health problems?
- How can we generally promote good mental health?

Study unit description:

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

G0105 Substance Misuse Work, 10 cr**The student is able to:**

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

Contents of the study unit:

- Why do people misuse substances and then become and stay addicted and dependent?
- What is the cost, harm and damage done to individuals and communities by substance misuse?
- How do cultural differences affect different forms of substance misuse?
- What is dual diagnosis and self medication?
- How would you complete a substance misuse risk assessment?
- How can substance addicted and dependent people be helped?

Study unit description:

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

G0106 Media and Welfare work, 5 cr**The student is able to:**

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

Contents of the study unit:

- What is social media?
- How does the media inform and influence our society and culture?
- How can audio visual technology support the achievement of welfare objectives?
- How can social media empower welfare clients and influence society?

Study unit description:

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

G0107 Multicultural work, 10 cr**The student is able to:**

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

Contents of the study unit:

- What is culturally sensitive and competent multicultural practice?
- How is the quality of life of minorities reduced by various processes of structural discrimination?
- Why do we need to develop different social work approaches for different client groups?
- How do we become self-reflective and responsive practitioners in working with minority groups?

Study unit description:

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

Previous studies:

Anti-Oppressive Practice

G0108 Ethical Activities in Professional Work, 5 cr**The student is able to:**

Students are able to identify and analyse ethical problems in their work and immediate community
Students are able to apply ethical theories and approaches in crisis situations
Students are able to reflect on their own activities in relation to their personal values and in relation to the value foundation of social services and the principles of sustainable development

Contents of the study unit:

Why is it important to develop ethical problem-solving skills?
How can ethical sensitivity be developed?
How to analyse and solve ethical problems using different ethical approaches?
How to function in environments that display different values?

Study unit description:

The study unit aims to stimulate the development of ethical sensitivity in professional competence and to advance skills in ethical problem-solving.

G0109 For Career or for Life, 5 cr**The student is able to:**

- Evaluate the starting points of their professional orientation and succeed in developing suitable career choices
- Steer their personal career paths on the basis of evaluating and developing their skills
- Apply useful methods in career planning and market their own competence

Contents of the study unit:

How to build a career based on one's life course?
How to implement spontaneous, systematic career planning?
What are the necessary tools for planning one's professional career?

Study unit description:

The study unit focuses on the employment situation of the sector, and students evaluate their own professional skills and develop career planning tools.

G0110 Challenging Management Situations, 5 cr**The student is able to:**

Students are able to analyse different problem situations and produce alternative solutions
Students understand the possibilities of management in solving problem situations
Students are able to examine the issues at hand as responsible social actors

Contents of the study unit:

How do problem situations arise at the workplace, and what are their effects?
How do managers perceive their responsibility, opportunities and role in solving problem situations?
What methods are available for solving different problem situations?

Study unit description:

The study unit focuses on different conflict situations at the workplace. Clarifying the situation and identifying the problems lead to developing related solutions.

G020 ELECTIVE STUDIES, 15 cr**Description:**

The theme is be made up of study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution), that cannot be recognised for the degree programme but that the student wishes to include in the degree, should be classified under this theme. COMPETENCE

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

The student will be able to:

The theme is be made up of study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution), that cannot be recognised for the degree programme but that the student wishes to include in the degree, should be classified under this theme. COMPETENCE

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

Content:

The theme is be made up of study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution), that cannot be recognised for the degree programme but that the student wishes to include in the degree, should be classified under this theme. COMPETENCE

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

G8195 EA-ryhmä, 2 cr**G8196 Lääkehoito, 3 cr**