

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Nursing (Laurea Hyvinkää, sote), STB11SN**

#### **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          | <ul style="list-style-type: none"><li>• is able to self-evaluate and develop one's competence and learning style orientation</li><li>• is able to retrieve and analyze information and evaluate it critically</li><li>• is capable of taking responsibility for collaborative learning and sharing knowledge in teams</li></ul>                                                                                                                                                                                                                                                                                                                                                                                |
| ETHICAL COMPETENCE           | <ul style="list-style-type: none"><li>• is able to take responsibility for one's own actions and for the consequences of these actions</li><li>• is able to work according to the ethical principles of the subject field</li><li>• is able to take other people into account in one's actions</li><li>• is able to apply the principles of equality</li><li>• is able to apply the principles of sustainable development</li><li>• is capable of social influencing using one's know-how and based on ethical values</li></ul>                                                                                                                                                                                |
| WORKING COMMUNITY COMPETENCE | <ul style="list-style-type: none"><li>• is able to operate as a member of a work community</li><li>• is able to operate in communicative and interactive situations in working life</li><li>• is able to utilize information and communications technology in one's subject field</li><li>• 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</li><li>• is capable of decision making in unpredicted situations</li><li>• is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks</li><li>• possesses entrepreneurial skills</li></ul> |
| INNOVATION COMPETENCE        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field</li> <li>• is able to work in projects</li> <li>• is capable of creative problem solving and development of working methods</li> <li>• is able to find customer-oriented, sustainable and profitable solutions</li> </ul> |
| INTERNATIONALIZATION COMPETENCE | <ul style="list-style-type: none"> <li>• possesses communicative competence necessary for one's work and for professional development in the subject field</li> <li>• is able to operate in a multicultural environment</li> <li>• takes into account the effects of and opportunities for internationalization development in one's own field</li> </ul>                                    |

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EXCELLENT</p> <p>grade 5</p> <p>Students are able to:</p> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Comply with occupational safety instructions responsibly and independently. <ul style="list-style-type: none"> <li>• Justify activities using research knowledge.</li> <li>• Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Act in customer-oriented ways and according to the situation.</li> <li>• Promote group activities.</li> <li>• Able to critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly and extensively, and manage the big picture.</li> <li>• Develop occupational safety of their operating environment.</li> <li>• Develop operating methods by comparing, combining and selecting research knowledge.</li> <li>• Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional.</li> <li>• Select, combine and develop appropriate techniques and models for activities.</li> <li>• Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture.</li> <li>• Develop and renew activities of</li> </ul> |

|  |  |                                                                                                                                 |
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|  |  | multidisciplinary teams.<br>• 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<br>grade 3<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Apply occupational safety instructions in their activities.</li> <li>• Justify, compare and analyse their activities using general guidelines.</li> <li>• Able to cope independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act professionally in customer situations.</li> <li>• Work in a group in line with objectives.</li> <li>• Justify their activities in accordance with ethical principles.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Take care of occupational safety for themselves and the work community, and perceive development objects.</li> <li>• Select methods of operation in accordance with research knowledge and guidelines.</li> <li>• Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Prioritise and maintain customer relationships.</li> <li>• Promote group activities.</li> <li>• Critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> |

| BACHELOR'S DEGREE                                | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SATISFACTORY<br>grade 1<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base.</li> <li>• Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved.</li> <li>• Comply with rules and instructions, and justify their activities using provided instructions.</li> <li>• Act appropriately under guidance.</li> <li>• Use acquired techniques and models.</li> <li>• Take customers into account in their actions.</li> <li>• Act as group members.</li> <li>• Act in accordance with ethical</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Comply with occupational safety instructions responsibly and independently.</li> <li>• Justify and analyse their activities using general guidelines and in accordance with evidence-based information.</li> <li>• Act professionally and responsibly in unanticipated customer and problem situations.</li> <li>• Work independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely</li> <li>• Act in customer-oriented ways</li> </ul> |

|  |             |                                                                                                                                                                                                                                                   |
|--|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | principles. | and according to the situation, and understand customer needs.<br><ul style="list-style-type: none"> <li>• Work in a group in line with objectives.</li> <li>• Act and justify their activities in accordance with ethical principles.</li> </ul> |
|--|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **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**

Laurea Hyvinkää is located in the centre of a town with 45,000 inhabitants, amid all of its services. The town's vision for 2017 is: Hyvinkää is an attractive, welcoming and safe urban centre of the Metropolitan Area in Northern Uusimaa. Hyvinkää promotes its citizens' well-being and the success of business and commerce in the area, and fosters cooperation between the private sector, the third sector and public service providers. Hyvinkää forms an active part of the Metropolitan Area. Effective transport connections and the town's excellent position in terms of logistics support the successful growth of business and industry. As the main centre of Northern Uusimaa, Hyvinkää works closely with its neighbouring municipalities and the district.

Hyvinkää and the Hyvinkää-Riihimäki economic region contain a significant cluster of educational and development organisations. Laurea has established network partnerships with the TechVilla technology centre and the Centre of Expertise in Lifting and Moving that it administers; with the regional operator of the Cohesion and Competitiveness Programme (COCO); with Palmenia Centre for Continuing Education and Tampere University of Technology; with the Hyria secondary education operator and the SYKLI Environmental School of Finland; and with all of their national and international networks. Laurea's network also includes entrepreneurs' associations focused on promoting business operations, the Riihimäki and Hyvinkää Chamber of Commerce, HyRi Business Services, the Employment and Economic Development Centre offices and the First Round Center.

Within the Hyvinkää region's economic structure, the top four employers are: 1) social services, 2) industry, 3) retail and hospitality, and 4) finance, insurance and business services. The multinational corporation Kone has a production plant but also specialises in services.

The Hyvinkää unit is closely networked with operators in social service and health care education and research, development and innovation in the KUUMA district. The unit's main partners are HUS/Hyvinkää Hospital Area, the local municipalities' social service and health offices, Kiljava Hospital, Järvenpään sosiaalisairaala hospital, Sosiaalitalo and Diaconia University of Applied Sciences.

As a part of its operating environment, Laurea Hyvinkää predicts and caters for the needs of the surrounding environment and the Metropolitan Area as a whole in its educational activity. Hyvinkää's Degree Programme in Nursing particularly takes into account the needs for development in health care in the region and the whole country. These development areas require professional expertise that can respond to the current needs and predict the future for health care, health promotion and rehabilitation in society. The task of education in Nursing is to train expert health care personnel that can provide the population with equitable services in which patient safety is

guaranteed. The aim is that the competence gained during the education corresponds to the requirements of the population's health, the health care profession, national health policy, the health care employment market and its development, and technology.

## **Expertise**

The expertise and competence of a public health nurse are described in accordance with a publication of the Finnish Ministry of Education (Committee Memoranda and Reports 2006:24).

A public health nurse is an expert in health care, health promotion and public health at different stages of life. A public health nurse conducts work related to the region and the population, with a focus on encouraging and activating the population to look after and promote their own health. It is important to increase equality in health and reduce social differences. In planning, carrying out, evaluating and developing their work, public health nurses take into account factors affecting health and well-being that have an impact on people's living environments, circumstances and well-being. The duties of a public health nurse include participating in the prevention and early detection of health risks and illnesses, and in designing and developing healthy environments.

Public health nursing is work to promote and maintain the health of individuals, families, work and other communities, the population and the environment, and to prevent illness while reinforcing the customers' resources and self-care. The approach is preventive and promotive. This refers to activities that construct health and create and support the necessary conditions for health. Public health nursing is all-encompassing care that affects individual, communal and social well-being. The scientific and theoretical basis of public health nursing lies in nursing and other health sciences, but it is complemented by other sciences.

Public health nurses work to promote health, safety and well-being both independently and in multidisciplinary professional teams. The main task is to support and reinforce the customers' own resources and ability to cope. The work requires evidence-based competence and the ability and courage to empathise with and, if necessary, intervene in customers' situations at different stages of their lives. Public health nurses carry out, manage and evaluate evidence-based nursing and are in charge of maintaining and developing its quality. Critical thinking, independent decision-making and responsibility are the cornerstones of their professional expertise. Their work is steered by the values and ethical principles of public health nursing, as well as by social and health care legislation and national health policy.

## **Competences**

The training of public health nurses includes the core of Nursing education. Professional studies in Public Health Nursing expand on this core and focuses on the specific field.

| Subject-specific competences<br><b>Degree Programme in Nursing</b>         | <b>Competence description</b><br><b>Nurse</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Ethical actions in public health nursing</b>                         | Public health nurses must internalise the professional ethics and values of the profession and work in accordance with its central principles, with the aim of reducing social differences in health and supporting their customers' self-determination and independence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>2. Health promotion and public health</b>                               | <p>1) Public health nurses base their work on up-to-date official health promotion strategies and agreements at international, national, regional and local level, and purposefully choose and apply essential health policy programmes, strategies and care schemes in their work.</p> <p>2) Public health nurses use rehabilitative methods that focus on the individual, family, community or population, and can handle independent nursing practice activities in various operating environments, including house calls.</p> <p>3) Public health nurses know how to implement official inoculation programmes and can work as experts in inoculating patients of various ages.</p> <p>4) Public health nurses understand environmental health as a broad-based interactive event related to health and the environment, and can promote the health of the environment by working in responsible, sustainable ways.</p> |
| <b>3. Social and multicultural public health nursing</b>                   | Public health nurses recognise changes taking place in the society and their effects, and strive to act preventively within the remit of their profession. They have the necessary skills for multicultural nursing and have international experience of public health nursing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>4. Research and development and management in public health nursing</b> | Public health nurses have mastered basic skills in project, research and development work and can plan, organise and develop research- and evidence-based nursing. They can participate in the capacity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Professional Growth and Annual Themes

Towards the beginning of the degree programme, students acquire skills in using a number of tools needed in learning and at work. In addition to methodological skills in investigative learning, students receive other necessary skills in tasks such as project work methods and diverse types of communication. They also become familiar with the health care operating environment. Initially, professional knowledge and skill challenges relate to the basic principles of nursing and public health nursing. As the shared compulsory studies progress in the second year, the knowledge-based and skill-based professional competences acquired focus increasingly on internal surgery, family, mental health, crisis and substance abuse nursing, and to working in clinics and on house calls.

Towards the end of their studies, students focus their competence with their chosen optional advanced studies.

They are encouraged to adopt the role of experts in developing innovative and predictive understanding, knowledge and working theories. The thesis works towards these same aims, giving students opportunities for refining their career paths. Graduates of both specialisations understand the opportunities of continuous renewal and understand studies in nursing and public health nursing as a part of a lifelong learning process. Support for professional growth is based on a holistic conception of humanity, on multidisciplinary learning environments and on learning by developing in authentic workplace projects.

- The first year's annual theme focuses on initiating the students' professional growth into a multi-disciplinary expert in the field and a partner in local networks.
- The theme of the second year is to develop the students' professional competence while working in international networks.
- The third year's theme is to deepen the students' professional competence while working in inter-national networks.
- The annual theme of the fourth year is to graduate as a developer and modernising expert in the field who participates in diverse local, national and international networks.

## Description of the Degree Programme

### Description of the Public Health Nursing Specialisation Option

The Public Health Nurse option is based on the Nursing programme and qualifies graduates to work as public health nurses or ordinary nurses. The qualification in Public Health Nursing (240 cr) consists of studies in Nursing and Public Health Nursing. One credit (cr) corresponds to approximately 27 hours of work by the student. Professional studies leading to a degree in Public Health Nursing consist of 60 cr, of which 30 cr are implemented as professional studies in the degree programme in Nursing. The degree programme in Public Health Nursing must fulfil the requirements set for a Bachelor of Health Care degree from a university of applied sciences. Students who have completed this specialisation option qualify as Nurses and Public Health Nurses. The specialisation studies comply with the requirements set for nursing in Directive 2005/36/EC of the European Parliament and Council.

The degree programme comprises basic studies, professional studies, practical work that promotes professional expertise, elective studies, a thesis and a maturity test. 100 credits of the total are completed in work placements, corresponding to the requirements for clinical instruction of Directive 2005/36/EC on the recognition of professional qualifications into national law. 75 cr of the practical work is conducted as a guided placement in various health care organisations, with at least 25 cr taking place in a public health environment. 10 cr of the practical work take place within Laurea's practical learning environments. The practical work also includes 15 credits in a thesis.

- Practical Work I (10 cr): basic health care
- Practical Work II (15 cr): internal surgical nursing
- Practical Work III (10 cr): mental health nursing
- Practical Work IV (10 cr): home care and reception activity
- Practical Work V (10 cr): occupational and educational health care
- Practical Work VI (10 cr): maternity and child health care
- Practical Work VII (10 cr): advanced practical work in public health nursing

Students can strengthen their expertise in public health nursing through optional advanced studies (25 cr), the thesis, elective studies, and various development projects. Professional studies in public health nursing include a development project (5 cr) that increases expertise and develops competence in the profession.

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. Also suitable are applicable study units from the Open University of Applied Sciences or from other institutions. Students may also choose optional

advanced studies in nursing as elective studies. The thesis (15 cr) is based on a real-life development challenge. Its purpose is to support the students' professional development, and to develop the profession and its workplace practices. It emphasises interaction with the labour market, and an investigative and developmental approach.

### **Learning Environment for Public Health Nursing**

At Laurea Hyvinkää, learning is based on participation in authentic 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 learning data, as well as the production of innovations in the form of new products, operating models and work cultures. Students acquire methods in R&D and project work, and learn how to operate in development projects throughout their training. Guidance and self-evaluation are used to support the personal, ethical and professional growth needed for the field. International operations form an important part of the degree programme. In addition to the compulsory language studies, Laurea Hyvinkää offers professional studies in foreign languages, elective language courses, opportunities for international exchanges or work placements, and various possibilities for internationalisation at home. Significant investments have been made into the practical environments and tools available for students of Nursing. The Medical and Care Simulation Center simulates a genuine hospital, including an outpatient department, a shock therapy room, an intensive care unit and an inpatient ward. Simulations take place with patient simulators. These are used to practise the critical stages of care from when a patient arrives in an ambulance to when the patient is sent home. The patient simulators have realistic basic organ functions that react to various care procedures. They can be used to practise caring for patients with heart failure, intoxication, asthma, injuries and other ailments. Post-care, there is a designated debriefing workspace where progress can be monitored using video recordings. Some of the students can also follow procedures on video in the workspace. In addition to care activities, students can use the simulation to practise their interaction, leadership, team work and decision-making skills. (<http://hyvinkaa.laurea.fi/hoitoty.html>)

|       |                                                                         | 1. year | 2. year | 3. year | 4. year |
|-------|-------------------------------------------------------------------------|---------|---------|---------|---------|
| OP    | STUDIES                                                                 | 60      | 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      |         |
| B016  | PUBLIC HEALTH NURSING                                                   |         |         |         |         |
| B0081 | Expecting Families as Public Health Customers                           |         |         | 5       |         |
| B0082 | Families with Children as Public Health Customers                       |         |         | 5       |         |
| B0083 | Children, Adolescents and their Families as Public Health Customers     |         |         | 5       |         |
| B0084 | Working-Aged Adults and their Families as Public Health Customers       |         |         | 5       |         |
| 01234 | Practical Work VI, Public Health Nursing                                |         |         | 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      |         |         |
| B0028 | Practical Work V, Public Health Nursing                                 |         |         | 10      |         |
| B015  | ADVANCED STUDIES IN PUBLIC HEALTH NURSING                               |         |         |         |         |
| B0026 | Advanced studies in Promoting Health and Safety                         |         |         |         | 10      |
| B0027 | Simulation Practice in Public Health Nursing                            |         |         |         | 5       |
| B0080 | Practical Work VII, Public Health Nursing                               |         |         |         | 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                                                   |    |    |    |    |
|       |                                                                              | 60 | 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

**B016 PUBLIC HEALTH NURSING, 30 cr****Description:**

- What is health care for families expecting children and how is it provided?
- What is health care for families with children and how is it provided?
- What is the nature of interaction between children and parents and how can it be supported?
- What is sexual health and how is it promoted at different stages of life?
- What is health care for children and adolescents and how is it provided?
- What is health care for working-aged adults and how is it provided?

**The student will be able to:**

- plan, implement, evaluate and develop public health nursing in the following areas:
  - o health care for families expecting children
  - o health care for families with children
  - o health care for children, adolescents and their families
  - o health care for people of working age and their families

**Content:**

Students learn about public health nursing. A public health nurse is an expert in health care, health promotion and public health at different stages of life and in different operating environments. Public health nursing is work to promote and maintain the health of individuals, families, work and other communities, the population and the environment, and to prevent illness while reinforcing the customers' own resources and self-care. The approach is preventive and promotive. This refers to activities that construct health and create and support the necessary conditions for health. The scientific and theoretical basis of public health nursing lies in nursing and other health sciences, but it is complemented by other sciences.

**B0081 Expecting Families as Public Health Customers, 5 cr****The student is able to:**

- evaluate the resources and strains on a family, and support and guide expecting families and their members in individual circumstances
- carry out family coaching and breast-feeding instruction
- identify the risks of pregnancy and childbirth, make care-related decisions and guide patients to further care
- identify mothers, newborns and family members requiring special monitoring and support, support and care for them and guide them to further care if necessary
- provide guidance for mothers and families approaching childbirth and act appropriately in emergency childbirth situations
- guide and support customers in sexual health and family planning
- work in cooperation with other prenatal care and family service professionals
- develop new solutions and work models for promoting the health of expecting families

**Contents of the study unit:**

- What is health care for expecting families?
- How can health care work support expecting families and their members?
- What health-related guidance can be provided to expecting families and their members?
- What are the special needs for support of expecting families and their members, and what methods can be used to assist them?

**Study unit description:**

Students learn to plan, implement, evaluate and develop health care for expecting families. Competence in health care for expecting families is based on up-to-date social service, health and environmental policies, instructions and recommendations, and on evidence-based data.

**Previous studies:**

## **B0082 Families with Children as Public Health Customers, 5 cr**

### **The student is able to:**

- evaluate the resources and strains on children and their families and support the healthy growth and development of children
- observe and promote interaction between a parent and child
- use evaluation methods to assess a child's growth and state of health, observe and prevent related risks, evaluate needs for care and guide patients to further care
- evaluate the needs for special support of families and intervene early in the risks against health, safety and development
- diversely use methods of individual and group guidance in supporting the health of families with children
- cooperate with families and members of the family service network
- evaluate the impact of the lifestyle and environment on the health of a child and family, and provide health behaviour guidance to families
- support parents in parenthood and their relationship
- develop new solutions and methods for promoting the health of families with children

### **Contents of the study unit:**

- What constitutes healthy growth and development of a child?
- How can one support the healthy growth and development of a child?
- What are the special needs for support of children, and what methods can be used to assist them?
- What is the nature of interaction between children and parents and how can it be promoted?
- How do the lifestyle and the environment affect the health of a child?
- What health-related guidance can be provided to families and their members?

### **Study unit description:**

Students learn to plan, implement and evaluate health care for families with children. Competence in health care for families is based on up-to-date social service, health and environmental policies, instructions and recommendations, on evidence-based data and on knowledge of the service system network for families.

### **Previous studies:**

Themes 1-4

## **B0083 Children, Adolescents and their Families as Public Health Customers, 5 cr**

### **The student is able to:**

- identify factors that promote and cause strain on the growth and development of children, adolescents and students
- monitor and evaluate the healthy growth and development of children, adolescents and students
- utilise documents related to social, health care and environmental policies in providing public health care to children, adolescents and students
- diversely use methods of individual and group guidance in providing public health care to children, adolescents and students
- promote the health of school environments and communities
- promote the sexual health of children, adolescents and students
- intervene early in situations where children and adolescents require special support, in cooperation with their families and other related groups
- develop innovative solutions and methods for promoting the health of school children

### **Contents of the study unit:**

- How does one plan, implement and evaluate public health care for children, adolescents and their families?
- What factors promote and cause strain on the health of children, adolescents and their families?
- How are the growth and development of children and adolescents evaluated?
- What needs for special support must one be able to recognise in the lives of children, adolescents and their families?
- How can one promote the health, functionality and safety of the learning communities and environments of children and adolescents?

- How does one promote the sexual health of children and adolescents?

**Study unit description:**

Students learn to plan, implement and evaluate public health care for children, adolescents and their families. Competence in health care for children and adolescents is based on up-to-date social service, health and environmental policies, instructions and recommendations, on evidence-based data and on knowledge of the service system network for children and adolescents.

**Previous studies:**

Themes 1-5

**B0084 Working-Aged Adults and their Families as Public Health Customers, 5 cr**

**The student is able to:**

- promote the health, functional ability and work ability of working-aged adults by participating in various multidisciplinary teams and networks, and guide employees to the right care, competence-improving activity or rehabilitation
- promote the work ability and functional ability of the long-term unemployed by participating in various multidisciplinary teams and networks
- promote the health, safety and functionality of work environments and communities using multidisciplinary cooperation
- work according to the principles of good public health care practices and with an emphasis on occupational health care
- develop new methods for promoting the health of working-aged adults

**Contents of the study unit:**

- How does one promote the health and functional ability of working-aged adults in various life situations and operating environments?
- How can one promote the health, functionality and safety of an occupational community and environment?
- What are good occupational health care practices and how does one abide by them?
- What does multidisciplinary cooperation entail in health care for working-aged adults and how is it fulfilled?

**Study unit description:**

Students learn to plan, implement and evaluate public health care for working-aged adults and their families. Competence is based on up-to-date social service, health and environmental policies, and laws, instructions and recommendations related to occupational health and safety. The basis of operations lies in multidisciplinary, evidence-based actions.

**Previous studies:**

Themes 1-4

**01234 Practical Work VI, Public Health Nursing, 10 cr**

**The student is able to:**

- holistically support the well-being and resources of expecting families and families with children, taking into account their individual situations
- evaluate and independently support the health of expecting mothers and the growth and development of children, and evaluate the impact of the lifestyle and environment on their health
- identify customers and families requiring special attention and support, and guide them to further care
- use the methods of public health care in the appropriate area, including mental health, weight loss, substance abuse, sexual health, marginalisation or abuse
- work with families and various stakeholders to maintain and promote a safe growth environment

**Contents of the study unit:**

- What is a research-oriented and developmental approach in child health care?
- How are operations steered by the evidence-based knowledge base of child health care?
- How can one support parents?
- How can one promote the health, functionality and safety of the living environment of expecting families and

families with children?

**Study unit description:**

Students apply their knowledge and skills to authentic maternity and child health care environments and to promoting the health of expecting families and families with children, integrating their previously acquired theoretical and experience-based competence.

**Previous studies:**

Themes 1-5, Public Health Nursing for Expecting Families 5 op, Public Health Nursing for Families with Children 5 op

**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

### **B0028 Practical Work V, Public Health Nursing, 10 cr**

#### **The student is able to:**

- adopt a research-oriented and developmental approach
- base their professional decision-making on evidence-based data
- promote the health, functionality and safety of various nursing work communities and environments

#### **Contents of the study unit:**

- What is a research-oriented and developmental approach to educational and occupational health care?
- How are operations steered by the evidence-based knowledge base of educational and occupational health care?
- How can one promote the functional ability of children, adolescents and their families, acting in multidisciplinary teams?
- How can one promote the work and functional ability of working-aged adults and their families, acting in multidisciplinary teams?
- How can one promote the work and functional ability of the long-term unemployed and their families, acting in multidisciplinary teams?
- How can one promote the health, functionality and safety of an educational or occupational community and environment, acting in multidisciplinary teams?

**Study unit description:**

Students deepen their professional competence in authentic care environments in educational and occupation health care and in promoting the health of the unemployed, integrating their previously acquired theoretical and experience-based competence.

**Previous studies:**

Themes 1-4, 7

**B015 ADVANCED STUDIES IN PUBLIC HEALTH 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:**

Advanced studies in Promoting Health and Safety 10 cr

Simulation Practice in Public Health Nursing 5 cr

Practical Work VII, Public Health Nursing 10 cr

**B0026 Advanced studies in Promoting Health and Safety, 10 cr****The student is able to:**

- prevent and treat contagious illnesses in individuals, communities and populations
- work according to plan to prevent accidents in the home and during leisure, children's accidents, accidents at school and at work, and the elderly falling over
- support and guide customers in specific sexual health questions
- identify environment-related health risks and participate as an expert in the field in the operations of environmental health authorities (e.g. housing health)
- support and guide customers in various crises
- plan, implement and evaluate the effects of health promotion actions in multidisciplinary teams
- use diverse multidisciplinary operations and work methods to provide public health care to various customer groups, such as the disabled and the elderly, and their families

**Contents of the study unit:**

- How does one promote the health and safety of a community and the environment?
- How does one assess the impact of health promotion measures?
- What special characteristics must be taken into account in caring for different customer groups?

**Study unit description:**

Students learn about promoting the health and safety of communities and environments, and assessing the impact of these actions. The study unit covers the special characteristics of different customer groups and some of the methods of providing care for individuals, families and communities. 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, 7

**B0027 Simulation Practice in Public Health Nursing, 5 cr****The student is able to:**

- participate as experts in the most common in public health nursing situations
- participate as experts in public health nursing in a multidisciplinary care team
- assess the functionality and impact of different public health nursing assistance methods
- understand the significance for customers of developing public health nursing

**Contents of the study unit:**

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

**Study unit description:**

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

**Previous studies:**

Themes 1-4, 7

**B0080 Practical Work VII, Public Health Nursing, 10 cr****The student is able to:**

- deepen their competence in public health nursing at various stages of life
- know the main methods for community-oriented health promotion
- plan, implement and evaluate the effects of health promotion actions in multidisciplinary teams
- use diverse multidisciplinary operations and work methods in caring for the elderly and their families

**Contents of the study unit:**

- How can one as a student improve one's competence in public health nursing at various stages of life?
- What are the main methods for community-oriented health promotion?
- How does one plan, implement and evaluate the effect of health promotion measures in multidisciplinary teams?
- What are the multidisciplinary operations and work methods that are available when caring for the elderly and the aged and for their families?

**Study unit description:**

Students deepen their professional competence in an authentic public health care environments, integrating their previously acquired theoretical and experience-based competence.

**Previous studies:**

Themes 1-4, 7

## **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 terveystieteiden tukemat 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 koulutusohjelmansa matemaattisten sovellutusten aloittamiseksi. Ellei opiskelija selviydy lähtötasotestistä, hän osallistuu matematiikan valmentavalle opintopisteille 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 re-sponsibilities as social service and health care professionals in preventing and addressing domestic violence

**Contents of the study unit:**

Key questions:

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

Parts of study unit:

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

Part 2: Domestic Violence and Spousal Abuse 3 cr

**Study unit description:**

Students become familiar with customer-oriented, resource-supporting guidance in challenging and demanding

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

### **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**