

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Hyvinkää, sote), SHB13KN

Learning concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

Learning environments

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

The student's role and responsibility in learning

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

Generic competences	Description of the competence, bachelor level
LEARNING COMPETENCE	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
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BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

	principles.	and according to the situation, and understand customer needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
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Degree programme's quality evaluation and development

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

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

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

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

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

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



Laureas curriculum as a part of the European Higher Education Area

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

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

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

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

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

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

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

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

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

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

Operating environment

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

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

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

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

Expertise

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

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

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

Competences

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

Professional Growth and Annual Themes

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

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

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

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

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

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

Description of the Degree Programme

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

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

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

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

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

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

Quality assurance process

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

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

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

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

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
B037	HEALTH AND SAFETY PROMOTION IN NURSING				
B038	CLINICAL NURSING				
B0166	Surgical and Perioperative Nursing		10		
B0167	Emergency and Critical Nursing			5	
B0168	Medical Nursing		5		
B0169	Oncology Nursing		5		
B0170	Mental Health, Crisis and Substance Abuse Nursing			10	
B0171	Children, Youth and Women's Nursing			5	
B0172	Professional Development in Practice II: Medical Nursing, Specialist Medical Care		10		
B0173	Professional Development in Practice III: Surgical Nursing, Specialist Medical Care			10	
B0174	Professional Development in Practice IV: Mental Health Nursing			10	
B039	DEVELOPMENT AND LEADERSHIP COMPETENCE				
B0199	Asiantuntijatyön, yrittäjyyden ja - organisaation kehittäminen I		5		
B0200	Asiantuntijatyön, yrittäjyyden ja - organisaation kehittäminen II			5	
B0079	Thesis			15	
00474	Nursing English		5		
00057	Nursing in Swedish			5	
B0176	Professional Development in Practice VII: Development of Nursing Practice				5
B040	NURSING SPECIALISATION OPTION				
B0177	Advanced Practice in Acute and Medical-Surgical Nursing				10
B0178	Advanced Practice in Mental Health, Crisis and Substance Abuse Nursing				10
B0179	Advanced Studies in Public Health Nursing				10
B0180	Security and Social Responsibility				10
B0181	Professional Development in Practice VI: Advanced Practice in Acute and Medical-Surgical Nursing				10
B0182	Professional Development in Practice VI:				10
B027	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
01258	Preparatory Studies in English	3			
00203	Initial Test in Swedish Skills	0			
01257	Preparatory studies in Swedish		3		
00635	Written skills in Swedish			0	
00634	Oral skills in Swedish			0	
00397	Initial Test in Mathematics	0			

01259	Preparatory Studies in Mathematics	3			
B0160	Evidence-Based and Ethical Nursing	15			
B0161	Public Health Promotion For Different Life Stages	15			
B0162	Customer-Oriented and Multidisciplinary Practice		10		
B0163	Nursing Practice in Outpatient Services and Home Settings			10	
B0164	Professional Development in Practice I: Basic Nursing, Health Care and Social Services		10		
B0165	Professional Development in Practice V: Nursing in Outpatient and Home Settings, Basic Health Care			10	
		30	60	60	60

B037 HEALTH AND SAFETY PROMOTION IN NURSING , 70 cr

The student will be able to:

- design, implement and evaluate health promotion in nursing for customers of different ages, customers with multiple disorders, and customers needing special support and their families
- design, implement and evaluate multidisciplinary nursing practice to promote environmental safety and health
- design, implement and evaluate patient guidance for different customer groups and use evidence-based guidance methods
- design, implement and evaluate basic assistance methods and pharmacotherapy in an evidence-based way and taking into account patient safety
- practice in a multidisciplinary workplace with a customer-oriented approach
- participate in development projects, working responsibly in a team with employers and other partners
- research, evaluate and develop nursing practice to promote health and safety, report and publish development activities
- use health sciences knowledge, especially nursing science and other relevant disciplines, in their practice

B038 CLINICAL NURSING , 70 cr

The student will be able to:

- follow the principles of evidence-based nursing in a professional care relationship
- follow the principles of patient safety
- design, implement and evaluate customer care together with patients and their families:
- in surgical and perioperative nursing
- in emergency and critical nursing
- in medical and oncology nursing
- in mental health, crisis and substance abuse nursing
- in nursing care for children, young people and women

B0166 Surgical and Perioperative Nursing, 10 cr

The student is able to:

- design, implement and evaluate surgical nursing practice
- design, implement and evaluate perioperative nursing practice
- apply a health-promoting and rehabilitative approach in their personal practice
- design, implement and evaluate safe pharmacotherapy
- design, implement and evaluate safe fluid therapy
- design, implement and evaluate safe pain therapy
- apply knowledge from other sciences as part of the nursing care process

B0167 Emergency and Critical Nursing, 5 cr

The student is able to:

- design, implement and evaluate emergency nursing practice
- design, implement and evaluate critical nursing practice
- secure the patient's vital functions and carry out resuscitation measures as part of a multidisciplinary team
- encounter and support critically ill patients and their families
- apply knowledge from other sciences as part of the nursing care process

B0168 Medical Nursing, 5 cr

The student is able to:

- design, implement and evaluate nursing practice for medical patients
- apply a health-promoting and rehabilitative approach in their personal practice
- design, implement and evaluate safe pharmacotherapy
- design, implement and evaluate safe fluid therapy

- design, implement and evaluate different tests and investigations on patients
- identify the characteristics of health and safety promotion for aging customers
- apply knowledge from other sciences as part of the nursing care process

B0169 Oncology Nursing, 5 cr

The student is able to:

- suunnitella, toteuttaa ja arvioida syöpähoitotyötä
- kohdata ja tukea kriittisesti sairaita potilaita ja heidän läheisiään
- suunnitella, toteuttaa ja arvioida turvallista kivun hoitoa
- suunnitella, toteuttaa ja arvioida turvallista lääkehoitoa
- suunnitella, toteuttaa ja arvioida turvallista nestehoitoa ja verensiirtoja
- suunnitella, toteuttaa ja arvioida ennaltaehkäisevää syöpähoitotyötä ja seulontoja
- suunnitella, toteuttaa ja arvioida kuntouttavaa syöpähoitotyötä
- soveltaa hoitotyössä muiden tieteenalojen tietoja osana hoitotyön prosessia

B0170 Mental Health, Crisis and Substance Abuse Nursing, 10 cr

The student is able to:

- design, implement and evaluate mental health, crisis and substance abuse nursing practice
- apply a health-promoting and rehabilitative approach in their personal practice
- identify and encounter people in a crisis and support their functioning ability
- implement a resource-enhancing, interactive relationship with individuals and their personal networks
- design, implement and evaluate safe pharmacotherapy
- identify psychological and social problems in families and their support needs as part of a multi-disciplinary team (e.g. social support, children's services, domestic violence)
- adopt an ethical and reflective approach to their personal practice
- apply knowledge from other sciences as part of the nursing care process

B0171 Children, Youth and Women's Nursing, 5 cr

The student is able to:

- design, implement and evaluate nursing care for children and young people in cooperation with their families
- design, implement and evaluate gynaecological nursing practice for different life stages
- design, implement and evaluate nursing practice to promote sexual health in different life stages
- design, implement and evaluate clinical nursing and health promotion methods for children, young people and women in a safe, evidence-based manner
- identify common disorders in children, young people, pregnancy, birth and gynaecological practice and use this knowledge in their nursing practice

B0172 Professional Development in Practice II: Medical Nursing, Specialist Medical Care, 10 cr

The student is able to:

- design, implement and evaluate their medical nursing practice in authentic care settings
- design, implement and evaluate preventive, curative and rehabilitative nursing practice in authentic care settings
- design, implement and evaluate safe pharmacotherapy, fluid therapy and pain therapy
- design, implement and evaluate different tests and investigations on patients
- encounter, support and guide critically ill patients and their families

B0173 Professional Development in Practice III: Surgical Nursing, Specialist Medical Care, 10 cr

The student is able to:

- design, implement and evaluate their surgical nursing practice in authentic care settings
- design, implement and evaluate safe pharmacotherapy, fluid therapy and pain therapy
- design, implement and evaluate nursing care in acute changes in a patient's health status

- encounter, support and guide critically ill patients and their families

B0174 Professional Development in Practice IV: Mental Health Nursing, 10 cr

The student is able to:

- design, implement and evaluate mental health, crisis and substance abuse nursing practice in authentic care settings
- design, implement and evaluate safe pharmacotherapy
- develop their ability to assist, support and guide individuals, families and communities in empowerment, independent functioning and meaningful life
- explore their personal and ethical nursing practice, improving their ability to reflect on and constructively express their observations, feelings and thoughts when working in teams

B039 DEVELOPMENT AND LEADERSHIP COMPETENCE, 40 cr

The student will be able to:

- reflect on their professional development and act independently in expert roles in the field
- carry out applied and innovative research and development to support regional development programmes
- operate, develop and lead service processes and their quality in the chosen field
- communicate verbally and in writing in Finnish, Swedish and a third language

B0199 Asiantuntijatyön, yrittäjyyden ja -organisaation kehittäminen I, 5 cr

The student is able to:

Plan, design and use appropriate research methods.

Use within their own theoretical field key concepts as well as research information based on concrete solutions.

Produce new knowledge, solutions, policies and development methods and work within a research cultural environment.

Evaluate the development process and results of working in partnership.

B0200 Asiantuntijatyön, yrittäjyyden ja -organisaation kehittäminen II, 5 cr

The student is able to:

- develop public and private service processes in their chosen field in a socially responsible way
- develop their expertise and intrapreneurship
- turn their expertise into business concepts
- work in multidisciplinary leadership roles in their chosen field

B0079 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:

Key questions:

- How are the thesis process and development project initiated?
- How does one draw up a thesis plan?
- How is a development project conducted in the form of a thesis?
- How does one report on and publish a thesis?
- How is the maturity test completed?

00474 Nursing English, 5 cr

The student is able to:

- communicate in English in their work communities and in a multicultural environment
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of their fields of expertise using various channels
- apply information gathered from foreign-language sources

Contents of the study unit:

- oral and written professional communication
- main nursing terminology
- job searching; introducing oneself and one's educational background and work experience

Study unit description:

The competence gained in the study unit is that of an opinion leader who can use different communication methods. The framework for competence development is formed by organisations that use Finnish and English as their working languages. Students attain at least skill level B2 as defined in the Common European Framework.

00057 Nursing in Swedish, 5 cr

The student is able to:

- able to communicate in Swedish in his/her work community
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of his /her field of expertise using various channels
- apply information gathered from sources in a foreign language

Contents of the study unit:

- oral and written professional communication
- main nursing terminology
- job searching, introducing oneself, one's educational background and work experience

Study unit description:

Students attain at least skill level B1.2, as defined in the Common European Framework. In addition, students receive grades of good or satisfactory in oral and written language skills in accordance with the language skill requirements of civil servants.

B0176 Professional Development in Practice VII: Development of Nursing Practice, 5 cr

The student is able to:

- plan, develop and evaluate their competence in nursing or public health nursing practice
 - lead different types of teams and take responsibility for their own practice as part of workplace leadership culture, and evaluate their personal leadership skills
 - apply evidence-based knowledge to ensure good care and quality for customers

B040 NURSING SPECIALISATION OPTION, 20 cr

The student will be able to:

- advance their nursing competence in a chosen specialisation:
 - o Advanced Studies in Mental Health, Crisis and Substance Abuse Nursing
 - o Advanced Studies in Acute and Medical-Surgical Nursing
 - o Advanced Studies in Public Health Nursing (for public health nursing students only)
 - o Security and Social Responsibility
- deepen their expertise and ability in professional decision-making in their chosen nursing field
- design, implement and evaluate their work methods based on latest guidelines, recommendations and evidence

- practice as a nursing and public health expert in multidisciplinary partnership networks
- practice in nursing and public health roles, promoting the safety of individuals, families, communities and the environment
- base their practice on scientific knowledge in nursing and other relevant disciplines
- develop a deepened social approach to nursing and public health care, anticipating service development needs and global challenges

B0177 Advanced Practice in Acute and Medical-Surgical Nursing, 10 cr

The student is able to:

- advance their expertise in typical practice situations in acute and medical-surgical nursing
- participate in multidisciplinary care teams as experts of their chosen field
- assess the functionality and impact of different assistance methods in acute and medical-surgical nursing
- work as nursing experts in pharmacotherapy
- identify development needs in acute and medical-surgical nursing, and design, implement and evaluate development measures
- act as nursing experts in crises and disasters

B0178 Advanced Practice in Mental Health, Crisis and Substance Abuse Nursing, 10 cr

The student is able to:

- advance their expertise in mental health, crisis and substance abuse nursing
- work as nursing experts in pharmacotherapy
- reflect on the principles and justification of their personal practice and maintain personal resources
- identify the control and management mechanisms of the service system and find development needs to secure a customer-oriented approach
- act as nursing experts in crises and disasters

B0179 Advanced Studies in Public Health Nursing, 10 cr

B0180 Security and Social Responsibility, 10 cr

The student is able to:

- promote the health, social, economic and judicial welfare and security of individuals, communities and the environment
- engage in social, political and citizen participation activities
- apply their multicultural competence and the principles of global responsibility in personal practice
- act as experts of their field in crises, emergencies and natural disasters
- anticipate social, societal and global change
- analyse social structures and processes that cause and maintain deprivation and ways of influencing them
- choose a setting for participation, such as the third sector, international development, etc., and design, implement and evaluate a development project

B0181 Professional Development in Practice VI: Advanced Practice in Acute and Medical-Surgical Nursing, 10 cr

The student is able to:

- advance their practice in acute and medical-surgical nursing in authentic care settings

B0182 Professional Development in Practice VI: , 10 cr

The student is able to:

- advance their practice in mental health, crisis and substance abuse nursing in authentic care settings

B027 ELECTIVE STUDIES, 10 cr

Description:

Students choose elective studies according to their own interests. They make use of Laurea's comprehensive selection of Master's studies. The studies may also include courses offered by other universities of applied sciences or universities. Studies offered at four universities of applied sciences - HAMK, LAMK, Laurea and Metropolia - are available for students. As a guideline, the elective studies must support the students' profile and career advancement. Also previous studies can constitute elective studies according to the principles of recognition of prior learning.

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.

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

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.

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

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.

00397 Initial Test in Mathematics, 0 cr

Study unit description:

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

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.

B0160 Evidence-Based and Ethical Nursing, 15 cr

The student is able to:

- plan and evaluate their professional development during the degree programme
- identify the scientific and ethical knowledge base of nursing and apply it in their practice in different care settings
- follow the principles of evidence-based nursing
- identify the characteristics of a professional care relationship and interaction and apply them in their nursing practice
- identify the principles of team work and workplace community and develop their cooperation skills

- design, implement and evaluate basic assistance methods in nursing, taking into account patient safety
- design, implement and evaluate safe pharmacotherapy
- promote their personal occupational health and safety and that of others apply their knowledge of anatomy and physiology in their nursing practice

B0161 Public Health Promotion For Different Life Stages, 15 cr

The student is able to:

- develop their understanding of public health as a concept
- practice in accordance with the scientific and ethical knowledge base of health promotion, national development programmes, guidelines and legislation
- identify main types of common diseases, variations in health based on socio-economic status, and prevention methods
- identify characteristics of the health status, work capacity and functioning ability of different age groups, and the health care and social service system
- use evidence-based knowledge of main areas of health promotion (e.g. nutrition, physical activity, sleep, accidents, substance use) in their practice with different age groups
- design, implement and evaluate evidence-based lifestyle guidance and early support methods with different age groups
- recognise the role of social decisions and structures in public health promotion
- develop nursing practice to promote the health and safety of different age groups
- apply multidisciplinary and evidence-based knowledge in behaviour and practice and knowledge of psychological and social development in health promotion

B0162 Customer-Oriented and Multidisciplinary Practice, 10 cr

The student is able to:

- research, evaluate and develop nursing practice to promote health and safety, report and publish development activities
- identify the quality attributes of customer-oriented services and evaluate their attainment in nursing practice to promote health and safety
- identify and highlight research and development needs related to health and safety promotion arising from nursing practices or service structures
- use nursing science knowledge and other relevant disciplines in their practice
- identify the characteristics of health and safety promotion for multicultural customers
- identify different aspects of multidisciplinary interaction and work in cooperation with different professional groups
- work with customers and partners in a cooperative and responsible manner
- practise in accordance with the principles of multidisciplinary and structured documentation
- comply with data security and privacy regulations in nursing practice

B0163 Nursing Practice in Outpatient Services and Home Settings, 10 cr

The student is able to:

- design, implement and evaluate nursing practice in home settings and outpatient services
- assess individual medical care needs in outpatient and telephone services and refer customers to further care
- support and guide customers with long-term illnesses and their families in self-directed health promotion
- identify the guidance needs of different customer groups and use different guidance methods
- identify population groups needing special support, promote their health, work capacity and functioning ability
- coordinate nursing care and services for patients with multiple disorders or requiring a high volume of services, and home nursing customers
- assess the personal resources and deficiencies of functioning ability in elderly people, and promote their health and functioning ability as part of advisory services, home visits and in multidisciplinary service systems
- work in the prevention of national and international infectious diseases and follow the national immunisation programme
- design, implement and evaluate safe pharmacotherapy
- prevent accidents among different age groups and life stages
- assess the health and safety impacts of the living environment and wider surroundings on an individual's health,

work capacity and functioning ability, and use best practices

- apply multidisciplinary and evidence-based knowledge in the promotion of health, work capacity and functioning ability

B0164 Professional Development in Practice I: Basic Nursing, Health Care and Social Services, 10 cr

The student is able to:

- design, implement, evaluate and document health and safety promotion measures in nursing in authentic care settings
- design, implement and evaluate evidence-based assistance methods in nursing care to promote health
- design, implement and evaluate safe pharmacotherapy
- practice in accordance with the guidelines, legislation and ethical code of nursing
- work in multidisciplinary teams to support customers' personal resources

B0165 Professional Development in Practice V: Nursing in Outpatient and Home Settings, Basic Health Care, 10 cr

The student is able to:

- design, implement and evaluate nursing practice in outpatient or home settings
- demonstrate good interaction and guidance skills in encountering customers
- formulate needs-based care and service plans together with customers, their families and a care team
- analyse care needs in cooperation with other professionals
- design, implement and evaluate pharmacotherapy
- utilise local neighbourhood services in supporting and developing their personal practice