

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Nursing (Laurea Lohja, sote), SHF13KA**

#### **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        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <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> |

|  |  |                                                                                                                                 |
|--|--|---------------------------------------------------------------------------------------------------------------------------------|
|  |  | multidisciplinary teams.<br>• Critically apply ethical principles in the subject field in complex and unanticipated situations. |
|--|--|---------------------------------------------------------------------------------------------------------------------------------|

| 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**

Investing for health profits everyone - at all sectors in the society. Importance of health is emphasized alongside the developing society. The public sector, entrepreneurs, work communities and an individual employee are all together responsible for healthiness, developing and producing operations and methods when promoting health, well-being and safety. In the future, more diverse research data will be needed, in order to indicate the importance of nursing for the well-being of citizens.

Cost efficiency, performance and effectiveness in nursing environments require data authenticity, up-to-date information and qualitiveness. When promoting health for individuals or for the population, it is done by improving know-how and possibilities, research work, as well as operation methods, communication, and health literacy. Nursing operating environment and staff excellence are regulated by both national and European legislation which aim at ensuring equal rights for everybody when using services and promoting health and well-being. Collaboration between universities and different operators promotes partnership networking which creates good possibilities to develop and promote customer-oriented service activities, as well as renew and produce innovative service know-how. In the nursing degree, learning escalates through research and developing projects in collaboration with working life partners as well as other partners and operators according to the LbD-model. The projects are linked with studies, learning environment and regional development.

Lohja Laurea operating environments cover patient's home, public health service, health centres, and special units, private companies, societies, organisations, information and communication technology networks as well as other renewable welfare networks. Networking with various specialists, service providers and clients provides new, future-oriented collaboration, welfare services and products. Students' active participation in the authentic projects carried out at their operation environment ensures the development of expertise as well as the smooth transition of practices into a real operation environment. The international aspect become real when meeting clients from different cultures, using the knowledge demonstrations as well as networking enabled by the information and communication technology.

## **Expertise**

When defining key knowledge requirements for a nurse, the following elements have been taken into account: special features of health care, patient safety and ensuring the high-quality of services. Nursing know-how is based on continuously renewable and diverse multi-scientific knowledge basis as well as practical skills and social and communication skills. The activities and operations are based on examined data and demonstration and research, development and reformation know-how needed when improving professional activities.

As described in the nursing degree, the professional nurse expertise includes health promotion, assuming ethical aspect when working which is closely linked with nursing decision making. Other areas included are research and development work as well as leadership skills. A nurse has to possess collaboration skills, tutoring and guidance skills and has to know how to link his/her own actions with the surrounding society. Other key elements are clinical competence and knowledge in medical care. It is important that students develop their ability to work independently when executing special tasks.

## **Competences**

As described in the curriculum, nurse's general competencies are included in the study modules, thus forming the learning profile for a nurse which is developed throughout the degree. Learning escalates throughout the studies and level of know-how increases.

The degree competencies are as follows:

- Customer relationship know-how in nursing
- Know-how when promoting health
- Clinical competencies
- Decision making know-how

Professionalism for a health care expert covers diverse, practical knowledge and skills in the area of expertise when acting as a health care professional (as defined in the Polytechnic Act 351/2003). The health care professional possesses an overview on the status and importance the task area has in the society and both in national and internal working life. The health care professional is acquainted with the vital practical tasks and he or she is able to independently work with the expert assignments within his/her area of expertise (Government Act on Polytechnics 352/2003). The directive 2005/36 /EC on the recognition of the professional qualifications regulates nurse's competencies and education. Legislation defines nurse as an expert who has received the right to practise a profession, in other words as an expert with legitimised rights for his/her profession.

## **Professional Growth and Annual Themes**

Professional growth is part of the life-long learning process where the individuals deepen and explore their skills, knowledge, beliefs and values. The growth and development occurs through collaboration, individual student being the central element. A successful growth process includes the following elements: student's self-directivity, capability to take initiatives, motivation, attitude, personal attributes, as well as the ability to recognise his/ her own developmental needs and strengths. These create the basis for the continuous life-long learning process and professionalism.

Becoming a nurse is the professional growth process which has started already before the studies, when choosing a career within care. The process continues throughout the working life. Professional growth and becoming a nurse is part of the individual human development process. Professional growth and development occurs through an individual development process, where the individuals deepen and explore their skills, knowledge, beliefs and values. The professional growth also includes practical nursing work which aims at deepening students' knowledge and skills. This development is linked with time, nursing culture as well as the current situation in the society, both on a national and international level. Practising nursing focuses on individuals, groups and families, and the nature of the work can be proactive, health-promoting, preventative, remedial, rehabilitative or pain-reducing. The work also includes tutoring and customer guidance, patient and colleague guidance as well as work within several teams. The basis of expertise is laid on the following: nursing education, ethics and values, personal attributes, diverse work experience promoting development, self-development and vocational further education.

In developmental learning the professional growth can be seen consisting of working methods aiming at research and development. Professional growth is described through four annual themes which comply with the elements described at Laurea's pedagogical strategy:

Annual theme 1: Launch of the professional growth – orientation and motivation

Annual theme 2: Developing the core competencies - shaping a professional identity

Annual theme 3: Deepening knowledge - enhancing professionalism

Annual theme 4: Developing and renewing the working life, life-long learning

### **Structure of the curriculum**

Degree in nursing consists of 210 credit points of which the practical training promoting expertise is 90 credits. Theoretical studies (130 credit points) include professional know-how; a claim set by Ministry of Education, and includes integrating nursing science and complementary sciences in practising nursing. The core element is the process of nursing. The practical training promoting expertise correlates with the EU directive on recognition of professional qualifications (Directive 2005/36). The training is carried out as a tutored practice in different operating environments of progressive care (in basic health service units and special units) acknowledged by Laurea. The practical training promoting expertise also includes a written assignment (Thesis, 15 credit points). The curriculum divides the studies into several periods during the studying time so that the workload does not get too heavy.

### **Quality assurance process**

Quality assurance is an essential part of development work at Laurea. The quality of the work is assessed through quality assurance system. An important element in this is the circle of continuous development including the following key issues: planning, doing, checking and acting. Based on these, new activities can be developed. Part of the quality assurance in the study programme when developing study modules and content implementation is the exploitation of feedback, given by previous groups as well as learning needs which are taken into account, whenever possible.

Communication with working life experts and feedback received plays also an important part in the curriculum planning work.

Learning needs and objectives are the basic ground onto which the education process and its quality are laid. Thus, the objectives set for the learning results are secured. Students are part of the interactive work when designing teaching and learning contents. It is important to ensure that students take part when assessing their own learning needs as student self-assessment and taking responsibility is vital to the programme.

|       |                                                                                           | 1. year | 2. year | 3. year | 4. year |
|-------|-------------------------------------------------------------------------------------------|---------|---------|---------|---------|
| OP    | STUDIES                                                                                   | 35      | 80      | 95      |         |
| 0358  | THE ADULT LEARNER IN THE UNIVERSITY OF APPLIED SCIENCES                                   |         |         |         |         |
| 01189 | Self development in the University of Applied Sciences                                    | 5       |         |         |         |
| 01190 | Theoretical background for instruction and development, R&D                               | 10      |         |         |         |
| 01191 | Basic anatomy and physiology of the human body, First Aid                                 | 5       |         |         |         |
| 01192 | Enhancing professionalism: Practical training, basic care know-how, R&D                   | 10      |         |         |         |
| 01193 | Nursing ethics and know-how                                                               | 5       |         |         |         |
| 00189 | Preparatory Studies in Mathematics                                                        | 3       |         |         |         |
| 0359  | THE ADULT LEARNER AS A NURSE                                                              |         |         |         |         |
| 01194 | Nursing English                                                                           |         | 5       |         |         |
| 00194 | Preparatory Studies in English                                                            |         | 3       |         |         |
| 01195 | Internal Medicine Nursing                                                                 |         | 5       |         |         |
| 01196 | Surgical nursing, medical care                                                            |         | 10      |         |         |
| 01197 | Promoting family well-being                                                               |         | 5       |         |         |
| 01198 | Neurological nursing and long-term patient care                                           |         | 10      |         |         |
| 01199 | Mental health nursing and casualty care know-how                                          |         | 10      |         |         |
| 01200 | Enhancing professionalism - Practical training (surgical nursing and family care),        |         | 15      |         |         |
| 01201 | Enhancing professionalism - Practical training (mental health care and internal medicine) |         | 15      |         |         |
| 01203 | Enhancing professionalism - Practical training, R&D (project practise)                    |         | 5       |         |         |
| 00195 | Preparatory Studies in Swedish                                                            |         | 3       |         |         |
| 0360  | THE ADULT LEARNER WORKING AS A COMMUNITY NURSE                                            |         |         |         |         |
| 01204 | Enhancing professionalism - Practical training (home care)                                |         |         | 5       |         |
| 01205 | Nursing Swedish                                                                           |         |         | 5       |         |
| 00635 | Written skills in Swedish                                                                 |         |         | 0       |         |
| 00634 | Oral skills in Swedish                                                                    |         |         | 0       |         |
| 01206 | Finnish language                                                                          |         |         | 5       |         |
| 00637 | Oral skills in Finnish                                                                    |         |         | 0       |         |
| 00636 | Written skills in Finnish                                                                 |         |         | 0       |         |
| 01207 | Independent reception work, knowledge when promoting health and well-being                |         |         | 5       |         |
| 01208 | Welfare entrepreneurship and developing services R & D                                    |         |         | 5       |         |
| 01209 | Enhancing professionalism - Practical training, (Developing Service innovation), R&D      |         |         | 5       |         |
| 01210 | Research and developing know-how integrated in Bachelors Thesis                           |         |         | 5       |         |
| 00043 | Thesis                                                                                    |         |         | 15      |         |

|       |                                                                                                    |    |    |    |   |
|-------|----------------------------------------------------------------------------------------------------|----|----|----|---|
| 0361  | ADULT LEARNER AS AN ACTIVE DEVELOPER<br>WITHIN NURSING WORK                                        |    |    |    |   |
| 01212 | Leadership in Nursing                                                                              |    |    | 5  |   |
| 01213 | Intensive Studies in Nursing                                                                       |    |    | 10 |   |
| 01214 | Enhancing professionalism - Practical training,<br>advanced level (outpatient or paramedical care) |    |    | 10 |   |
| 01215 | Enhancing professionalism - Practical training,<br>advanced level                                  |    |    | 10 |   |
| 125   | ELECTIVE STUDIES                                                                                   |    |    |    |   |
| 00202 | Initial Test in English Skills                                                                     | 0  |    |    |   |
| 00203 | Initial Test in Swedish Skills                                                                     | 0  |    |    |   |
| 00397 | Initial Test in Mathematics                                                                        | 0  |    |    |   |
|       |                                                                                                    | 35 | 80 | 95 | 0 |

## **0358 THE ADULT LEARNER IN THE UNIVERSITY OF APPLIED SCIENCES, 35 cr**

### **Description:**

During this theme the learner acquires knowledge which needed in lifelong learning as well as knowledge which is needed in the challenging and developing nursing work. The aim is to assume both ethical and philosophical principles in nursing practise. During the theme the student executes a small-scale developing project which includes the theme's study modules. Some modules may include optional parts in foreign languages.

## **01189 Self development in the University of Applied Sciences, 5 cr**

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

The student knows how to act as a member in his/her own study community and understands the challenges and possibilities when studying at a university. The student has a vision of the education sector he/ she has chosen, the possibilities provided by the sector as well as knowledge of the internationalisation possibilities.

Upon completion, the students comprehend ways of managing their studies and study practises. The student understands to take responsibility of his/her own studies, assets, and knows how to develop them. The student knows the curriculum and is able to independently make the relevant choices for his education and career as well as make a study plan.

The student knows how to actively use the information and instruction services. The student knows how to use library services and information networks when searching for information and comprehends the basics when studying online.

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

This module provides the student with a knowledge which is essential when studying at the University of Applied Sciences as well as with the basics of working life and communication skills when working as a network professional.

## **01190 Theoretical background for instruction and development, R&D, 10 cr**

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

The student knows how to apply the method based on research and development when working with patients with different background and cultures. The student understands the meaning of nursing professionalism for his/her own professional growth. The student is able to design, organise and develop different safe working methods in his/her working community and knows how to remove the health and safety risks. The student understands that safety provides a healthy base for quality professionalism. The student knows how to improve health and safety practises in such a way that health promotion for both individuals and communities will be ensured.

The student knows how to follow the vital regulations and guidelines promoting health and safety on a national and international level in his /her work. Students follow the ethical values both on the personal level as well as values applied by the working community.

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

The student acquires knowledge of the theoretical background in health and safety, when practising nursing which is based on development, supervision and demonstration. The module trains the student to exhibit competencies in critical thinking, instructing, as well as applying a working method based on research and development. During the module the student observes and evaluates the probability of different risks which may confront the patient / employee in the ever-changing working life situations.

## **01191 Basic anatomy and physiology of the human body, First Aid, 5 cr**

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

The student knows how to apply the basic knowledge of anatomy and physiology as well as micro biology into practical nursing. Upon completion, the student comprehends the basic first aid skills.

**Contents of the study unit:**

The module consists of the basics of the anatomy and physiology as well as micro biology.

**01192 Enhancing professionalism: Practical training, basic care know-how, R&D, 10 cr****The student is able to:**

The student will recognise the needs of people of different age and people / families with different background and cultures. She/he knows how to act when promoting health and well-being for his/her clients and their environment. The student follows the ethical values for nursing and is able to apply these principles to work. The student knows how to act in multi-professional groups when promoting the clients' well-being and knows how to plan, implement, and evaluate the care work. The student also comprehends the monitoring processes.

**A possibility to implement the module through international collaboration will be created.**

**Contents of the study unit:**

The students revise and deepen their skills in basic care knowledge both on a theoretical as well as practical level. They acquire skills in process care and care monitoring.

**01193 Nursing ethics and know-how, 5 cr****The student is able to:**

The student knows how to take the ethical concepts and principles into account when practising nursing. The student acts in an ethical way and takes responsibility in medical care. She/he recognises the probability of risks and uses this knowledge when developing his/her work.

**A possibility to implement the module through international collaboration will be created.**

**Contents of the study unit:**

The ethical concepts and principles in nursing.

**00189 Preparatory Studies in Mathematics, 3 cr****The student is able to:**

- demonstrate the basic skills of mathematical applications required by his / her field of study

**Contents of the study unit:**

- recapitulation of upper secondary school mathematics

**Study unit description:**

Student practices his / her mathematic skills and develops preparedness to complete studies in mathematical applications within the main courses.

**0359 THE ADULT LEARNER AS A NURSE, 80 cr****Description:**

During the theme the learner acquires skills in basic care when meeting both health and ill clients. Students apply the customer-based principles to nursing work and deepen their knowledge of basic care.

During the adult learner as a nurse-theme the student also takes the substance studies (as described in R&D-project). Some modules may include optional parts in foreign languages.

**The student will be able to:**

The student is able to plan, implement and evaluate the patient care according to the decision making process and

delivers medical care in a safe and qualitative way. The student takes the cultural background of a patient/ client and working community into account when practising nursing.

### **01194 Nursing English, 5 cr**

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

Upon completion the student comprehends the core glossary which is needed when practising nursing in basic care situations, through basic care methods and when monitoring care. The students are able to communicate with the clients, colleagues, and their managers.

The student is able to use English source literature and recognises the vital concepts of nursing and is able to discuss them in English.

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

English-speaking working environment and essential concepts and core glossary of nursing.

### **00194 Preparatory Studies in English, 3 cr**

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

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

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

- main structures of the English language
- basic English vocabulary

#### **Study unit description:**

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

### **01195 Internal Medicine Nursing, 5 cr**

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

Upon completion, the student knows the most common diseases within internal medicine as well the theoretical background related to their care, observation, analysis, nursing work and care chain and is able to integrate this in the practical nursing and nursing process in a research and development -based method. The student understands the continuity process in nursing.

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

The student acquires skills in nursing process, caring with the whole patient as well as documentation and learns to apply the skills into practical nursing. The core element in this module is the ethology and pathology of internal medicine, most common diseases in internal medicine and their research work, diagnoses as well as care.

### **01196 Surgical nursing, medical care, 10 cr**

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

The student understands the ethology and pathology of surgical diseases, knows the most common diseases demanding surgical care as well as their symptoms, researches, diagnoses and care as part of the nursing decision making process. The student is able to define the need of care for surgical and gynaecology patients, set the objectives for the nursing work and decide which are the decided acts for the nursing. The student is able to integrate and understand competencies in basic *anesthesiology*. *The student will be able to, throughout tutoring, design and execute intravenous therapy.*

The student will be able to practise nursing for a client/patient and evaluate the work together with the patient and a multi-professional team. The student applies taking responsibility in medical care and is aware of the pharmaceutical therapies and the legislation on medicines. The student knows the safe and correct way of handling, preserving and

destroying medicines, and the different ways of dosing medicine, calculating dosage as well as instructing patients with medicine treatment. The student is aware of issues with drug addictions, drug abuse, reimbursement and alternative medicine. The student masters the data searching in medicine and understands the importance of maintaining professionalism and development as well as developing medical care.

**Contents of the study unit:**

Integrating knowledge in surgery, anatomy, physiology, clinical pharmacology and clinical laboratory medicine, legislation in medical care, patient care and observation and acting in acute care situations. The student acquires an overall picture of the intravenous rehydration therapy and intravenous therapy as well the factors affecting these forms of therapy. The safe principles of rehydration therapy and intravenous therapy will be presented. The student acquires skills within rehydration therapy when caring for the whole patient.

**01197 Promoting family well-being, 5 cr**

**The student is able to:**

Upon completion, the student understands the importance of pregnancy, delivery, and post-natal care to child's health and well-being. The student knows how to support the family throughout pregnancy, delivery and post-natal time and guide the family in when taking care of the child. The student knows the development of a healthy child / adolescent and recognises the health promotion resources and is able to support the actions promoting these resources. The student understands the importance of parenthood, family, and a safe environment in a global world for the child's / adolescent's well-being and health.

**Contents of the study unit:**

Examines concepts such as pregnancy as a physical, psychical and social process, maternity care, obstetrical care and postnatal care. The study module covers *child's growth and development* and how to support this development. Child health care and the most common children's diseases will also be covered.

**01198 Neurological nursing and long-term patient care, 10 cr**

**The student is able to:**

Upon completion the student knows how to practise nursing with long-term patients and according to the nursing decision making -process. The student knows how to practise decision making in neurological nursing, *rehabilitative care and when treating cancer patients. The student knows how to monitor the decision making process and care according to the national model and understands the importance of monitoring legislation in documentation.* The student is able to perform nursing for individual cancer patients from different cultures, based on the ethical values and principles applied for nursing. The student deepens his/her knowledge of planning, implementing and evaluating safe medical care.

**Contents of the study unit:**

Decision making in nursing. The students revise the issues in medical care, calculating dosage, and medical treatment for special groups. The student will acquire basic skills in medication rights and gets trained at *rehabilitative care* for adults, especially for elderly patients and patients/clients who suffer from disabilities in their physical well-being. The students learn about the birth mechanism for cancer, special features of caring a cancer patient and how to support the family of a cancer patient.

**01199 Mental health nursing and casualty care know-how, 10 cr**

**The student is able to:**

The student knows how to practise nursing within mental health units according to the nursing decision making – process. The student knows how to plan, implement and evaluate customer-oriented mental health care, crisis care, alcohol and drugs intervention care for patients of different ages in such a way that it supports individual's resources, family or community as well as takes into account the cultural facts, rehabilitative goals and the care which is pain-reducing. The students are able to consult and use the skills they have acquired through group work when guiding clients in a customer-oriented way. The human resource management is the key element when coping with stress at work. The students will learn about casualty care as well as providing first aid.

**Contents of the study unit:**

Promoting client's resources in different phases of life as well as the basics of casualty care nursing and providing first aid.

### **01200 Enhancing professionalism - Practical training (surgical nursing and family care), 15 cr**

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

The students know how to interact and co-operate with individuals, family, network and the community in such a way that they recognise both the internal and external resources and problem situations. The students know how to plan, implement and evaluate the nursing work from a customer-oriented perspective, in a safe way, taking into account the ethical values, legislation, regulations and recommendations. The students comprehend the medical care in its entire function in patient care and are able to self-assess their learning and developmental needs. Peer-assessment and feedback from the tutors/group will also be included.

The student comprehends the surgical nursing for patient groups within a practise environment and is able to achieve an overall picture of a surgical nursing process by providing care for a patient. The student is aware of the vital dysfunctions caused by the surgical diseases as well as the problems these dysfunctions have on an adult patient's life and health. The student understands the importance of parenthood, family, and a safe environment for the child's / adolescent's well-being and health.

The student is aware of a child's healthy development. The student recognises the resources which promote health and is able to support actions promoting health and well-being of a child / adolescent.

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

The practical training integrates the student's professional know-how and expertise into different care environments. The vital element is the interaction with individuals, families, networks and communities. The student is aware of the service system within maternity care. The student learns about the care during pregnancy, delivery, and post-natal care and acquires knowledge of guiding and supporting parents, as well as taking care about a newborn baby.

### **01201 Enhancing professionalism - Practical training (mental health care and internal medicine), 15 cr**

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

The student knows how to interact and co-operate with an individual, family, network and the community in such a way that he/she recognises both the internal and external resources and problem situations. The student knows how to plan, implement and evaluate the nursing work from a customer-oriented perspective, in a safe way, taking into account the ethical values, legislation, regulations and recommendations. The student masters the internal medicine nursing in a practise environment with patient groups and achieves an overall picture of internal medicine process care by providing care for a patient.

The student masters the nursing of mental health patient groups within a practise environment and is able to achieve an overall picture of a mental health care and decision making. The student masters the medical care in its entire function for patient care and is able to self-assess his/her learning and development needs. Peer-assessment and feedback from the tutors/group will also be included.

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

The practical training integrates the student's professional know-how and expertise into different care environments. The vital element is the interaction with individuals, families, networks and communities. The student acquires knowledge of working within mental health care and internal medicine care process.

### **01203 Enhancing professionalism - Practical training, R&D (project practise), 5 cr**

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

The student will launch a developing project together with real-life partners. He/she understands the development work as a part of daily working life. The student knows how to interact and co-operate with individuals, family, network and the community in such a way that he/she recognises both the internal and external resources and problem situations. The student knows how to plan, implement and evaluate the nursing work from a customer-oriented perspective, safely, taking into account the ethical values, legislation, regulations and recommendations. The student comprehends the medical care in its entire function for patient care and is able to self-assess his/her learning and development needs. Peer-assessment and feedback from the tutors/group will also be included.

**Contents of the study unit:**

Part of the studies will be carried out through a research and development project. The practical training will integrate the student's professional knowledge and know-how into different care environments.

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

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

**Contents of the study unit:**

- main structures of the Swedish language
- basic Swedish vocabulary

**Study unit description:**

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

**0360 THE ADULT LEARNER WORKING AS A COMMUNITY NURSE, 50 cr****Description:**

During the theme the students recognise their possibility to be part of the decision-making system and thus as a nursing professional promote the development which has an effect on the health of an individual or community.

**The student will be able to:**

The students learn how to promote their expertise and knowledge and comprehend the basic skills in his field of expertise. The students will act in a way preventing social alienation and promoting social well-being. The students will implement a research and development project integrated with work carried out at Terveystori.

**01204 Enhancing professionalism - Practical training (home care), 5 cr****The student is able to:**

The student knows how to interact and co-operate with individuals, family, network and the community in such a way that he/she recognises both the internal and external resources and problem situations. The student knows how to plan, implement and evaluate the nursing work from a customer-oriented perspective, safely, taking into account the ethical values, legislation, regulations and recommendations. The student comprehends the medical care in its entire function for patient care and is able to self-assess his/her learning and development needs. Peer-assessment and feedback from the tutors/group will also be included.

The student learns about the co-operation between social and health care and home care / home nursing and understands the importance of co-operation when taking care of a whole patient. The student knows the principles, nature and special features of home care, and their importance when taking care of a whole patient.

**Contents of the study unit:**

The student will learn about the vital methods used in home care / home nursing and learns to safely perform these methods. The students deepen their communication skills when communicating with the patient and their family.

**01205 Nursing Swedish, 5 cr****The student is able to:**

Upon completion the student will be able to communicate in Swedish both in writing as well as orally in his/her working community. The student knows how to act in the expert community and tell about the field of his/her own expertise by using various communication methods as well as apply the information acquired from the Swedish sources.

Upon completion the student will reach the minimum of level B1.2 (according to the European framework). In

addition to this, he/she will be given a grade "Good/ Satisfactory" of the oral and written language skills (as verified by the *National Certificate of Language Proficiency*).

**Contents of the study unit:**

Written and oral customer-oriented communication, core terminology in nursing. The key issues are; presenting oneself, one's education, job experience and job search.

**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.

**01206 Finnish language, 5 cr**

**The student is able to:**

The students, whose language of education is not Finnish, will practise using Finnish in their own field of expertise and will acquire skills which are needed when studying and communicating within the field of their expertise.

**Contents of the study unit:**

The students, whose language of education is not Finnish, will practise their communication skills in Finnish. They will learn to communicate in the working life in Finnish both orally and literally.

**Previous studies:**

Koulutusivistyskieli ei ole suomen kieli, yleensä korvaa ruotsin kielen opinnot

**00637 Oral skills in Finnish, 0 cr**

**00636 Written skills in Finnish, 0 cr**

**01207 Independent reception work, knowledge when promoting health and well-being, 5 cr**

**The student is able to:**

Upon completion the student knows how to plan, implement and evaluate customer-oriented supervision and knows how to use the information and communication technology in various ways as part of the supervision. The student knows how to instruct the clients to use information welfare services and promotes clients' well-being through electronic online services. The student is aware of various ways of using welfare technology and knows how to evaluate the need to use them as part of self care.

The student is able to make decisions independently when planning the care for a patient / client and masters the care documentation work / health supervision documentation work when working at a reception. The student comprehends the vital administrative tasks needed in nursing when working independently at a reception. The student knows how to instruct different clients / patients, students and staff within health promotion taking into account the various dimensions in nutrition and dietetics. The student is able to consult and use human resources when sustaining and developing his/her expertise.

**Contents of the study unit:**

Planning customer-oriented supervision, implementation and evaluation. Supervision methods for promoting health and well-being, promoting self care and seamless care chains are also covered. The study module will cover

independent nursing reception work, task reallocation and administrative tasks as well as consultation in nursing and monitoring the client's health situation. Other key elements are: human resource management, integrating welfare technology as well as information networks into other sciences and knowledge when supervising (e.g. education, nutrition, dietetics).

#### **01208 Welfare entrepreneurship and developing services R & D, 5 cr**

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

The student understands the vital elements needed for running a profitable business and the importance of entrepreneurial methods. He /she acquires basic information needed when starting a business.

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

The student acquires information about entrepreneurship and knows how to draft a realistic, customer-oriented and profitable business / marketing plan. An important key element is applying the concept of an internal entrepreneur.

#### **01209 Enhancing professionalism - Practical training, (Developing Service innovation), R&D, 5 cr**

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

The students know how to work independently at a reception and are able to evaluate their learning and know-how. They know how to draft a developing plan. They know how to use different solutions produced through information and communication technology in their own work as well as information networks' collective possibilities when promoting health and well-being for people with different cultures and backgrounds. The students deepen their knowledge when supervising others and consulting different clients and groups in self care.

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

The practical training will be carried out at Terveystori-environment. The students learn about independent reception work, possibilities in information and communication technology when instructing and consulting clients and develops their peer-to-peer knowledge. The training will be supervised; peer assessment and tutor assessment will promote expertise. It is possible to implement the study module internationally.

#### **01210 Research and developing know-how integrated in Bachelors Thesis, 5 cr**

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

Upon completion, the students will comprehend the research and developing methods needed for their Thesis work.

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

The module provides the students with knowledge and skills which are needed when writing their Thesis. Different development projects will be covered.

#### **00043 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:**

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the

subject, the research and development methods used and an implementation plan

- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

**Study unit description:**

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

**0361 ADULT LEARNER AS AN ACTIVE DEVELOPER WITHIN NURSING WORK, 35 cr**

**Description:**

During the theme the students learn how to study, evaluate and develop their own work as well as the work community in the critically-evolving working environment. The Thesis work will be carried out as part of a regional project. The students deepen their theoretical and clinical knowledge through various nursing environments.

**The student will be able to:**

The student recognises the developing needs in nursing which are evolved through various nursing methods and knows how to launch a developing project. They maintain and develop their learning capabilities throughout their career and promote the quality in nursing as well as evaluate the effectiveness in nursing. The student manages the care co-ordination for patients/clients in such a way that the care continuity is ensured. The student knows how to manage a team and development groups within care.

**01212 Leadership in Nursing, 5 cr**

**The student is able to:**

The student masters the vital tools for leadership and is able to act in a responsible manner when promoting and developing well-being in the working environment. The student understands the *organizational* structures and their importance for objectives and results. The student understands the importance of communication within leadership tasks.

**Contents of the study unit:**

Nursing leadership, *organizational structures and leadership communication. The core element is student's own role in an organization, taking responsibility in an organization and the development work.*

**01213 Intensive Studies in Nursing, 10 cr**

**The student is able to:**

The students know how to recognise, renew and co-ordinate the developing targets within care and future challenges in a customer-oriented way in collaboration with a working group and network. The students comprehend the medical care when taking care of a whole patient.

**Contents of the study unit:**

The module deepens the student's expertise in nursing, decision-making, ethical way of working and skills in medical care. The expertise will be deepened through work within different nursing environments, by giving reasoned arguments, critical evaluation as well as assuming ethical decision-making in their work as a nursing professional.

**01214 Enhancing professionalism - Practical training, advanced level (outpatient or paramedical care), 10 cr**

**The student is able to:**

Upon completion, the student knows how to independently apply the acquired knowledge into practise when working at a freely chosen work place. The students engage themselves at a discrete collaboration when working with patients and are able to safely deliver the medical care used in the unit. They are able to reflect and critically evaluate their own development as an expert as well as the ethical values applied. The students are also able to recognise the developmental targets within nursing as well as the quality care.

The students know how to act in a responsible manner in a group, manage as well as give reasoned arguments for their decisions. They are able to supervise, teach and support the clients/patients and colleagues. The students possess good communication, negotiation and group communication skills in various communication situations. The students know the principles of working at a casualty, reception, when providing first aid at an external unit as well the nature and special features for care when taking care of a whole patient.

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

The core element of the module is to deepen students' knowledge of a freely chosen sector at a working place which will promote their expertise. The focus will be on treating patients who have become acutely ill, trauma patients and critically ill patients as well as perceiving the big picture and main principles at the casualty department and first aid situations. The students deepen their expertise by working in various nursing environments as nursing professionals when taking care of a whole client/patient and when organising the work at the care unit. The communication skills are deepened in interaction with the patient, as well as the documentation skills (reporting, monitoring) when working at the casualty or at an external first aid unit. The student acquires information about the most vital help methods used when working at casualty or at an external first aid unit and trains to perform these methods in a safe way.

### **01215 Enhancing professionalism - Practical training, advanced level, 10 cr**

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

Upon completion, the student knows how to independently apply the acquired knowledge into practice when working at a freely chosen work place. The students engage themselves at a discrete collaboration when working with patients and are able to safely deliver the medical care used in the unit. They are able to reflect and critically evaluate their own development as an expert as well as the ethical values applied. The students are also able to recognise the developmental targets within nursing as well as the quality care.

The students know how to act in a responsible manner in a group, manage as well as give reasoned arguments for their decisions. They are able to supervise, teach and support the clients/patients and colleagues. The students possess good communication, negotiation and group communication skills in various communication situations.

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

The core element of the module is to deepen students' knowledge of a freely chosen sector at a working place which will promote their expertise. The focus will be on treating patients who have become acutely ill, trauma patients and critically ill patients as well as perceiving the big picture and main principles at the casualty department and first aid situations. The students deepen their expertise by working in various nursing environments as nursing professionals when taking care of a whole client/patient and when organising the work at the care unit. The communication skills are deepened in interaction with the patient, as well as the documentation skills (reporting, monitoring) when working at the casualty or at an external first aid unit. The student acquires information about the most vital help methods used when working at casualty or at an external first aid unit and trains to perform these methods in a safe way.

### **125 ELECTIVE STUDIES, 15 cr**

#### **Description:**

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

#### **Content:**

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme.

### **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.

### **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 koulutusalsansa 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.