

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Tikkurila, sote), SHV13KN

Learning concept at Laurea

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

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

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

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

Learning environments

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

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

The student's role and responsibility in learning

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

The teacher's role at Laurea

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

Structure of the curriculum

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

Table 1. National generic Competences (Arene 2010)

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

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

Competence evaluation

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

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

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

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

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

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

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

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

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

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

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

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



Laureas curriculum as a part of the European Higher Education Area

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

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

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

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

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

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

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

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

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

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

Operating environment

The purpose of the Learning by Developing (LbD) process in the Degree Programme in Nursing at Laurea Tikkurila is to produce high-quality education and to predict and influence changes taking place in the surrounding environment. The operating environment for Laurea Tikkurila is the city of Vantaa, which belongs to the Helsinki Metropolitan Area. The focal points of the metropolitan area's strategy are: reinforcing top-level education and competence; building a good quality of life and an enjoyable and safe living environment; strengthening user-driven innovation environments; and developing public procurement. Another area of emphasis is internationalising the metropolitan area by joining global networks.

To be competitive, the area must offer diverse and sufficient welfare services to its inhabitants. Welfare involves various aspects of life, including health, life management, lifestyle, subsistence, mental well-being and safety. It is also significantly influenced by the perceived quality of life. The city is working on new operating models and partnerships for service provision. Some of the undesirable social problems related to metropolisation are predicted and prevented by developing service structures and contents. The public sector, businesses, work communities and individual employees are all responsible for health, for promoting well-being and safety, and for developing and creating new methods.

Investments into health produce positive results on all levels. The significance of health for a functioning and growing economy is marked throughout society. In order for health care operating environments to be cost-effective, efficient and influential, the knowledge and competence they contain must be reliable, up to date and high in quality. We can promote the health of the population and of individuals by developing competence and opportunities, carrying out research and improving operating methods, communication and health literacy. The nursing operating environment and staff competence are regulated by Finnish and European legislation, which aim to ensure equal opportunities for health and well-being. Cooperation between Laurea and various players from the operating environment promotes networking, which contributes to the development and promotion of customer-oriented services and generates innovative service competence.

Welfare and health care services are produced by public and private organisations as well as the third sector. Operating environments for Nursing include customers' homes, health care service communities, basic health centres, specialist medical units, private companies, associations, organisations, and ICT and other welfare networks. Electronic data systems, guidance and counselling services, service processes, as well as good practices and operating models are all requirements for seamless customer-oriented service chains. A challenge for health

care operating environments is the development of interactive welfare competence using ICT. Networking between various experts, service providers and customers creates new, proactive kinds of cooperation, welfare services and products. The integrative learning environments of the university of applied sciences can be used to test, develop and evaluate various products, service models and practices related to welfare, before they are transferred to real operating environments.

Active participation in real-life projects and operating environments fosters the development of service expertise in students. The internationalisation of the operating environment is evident in meetings with customers with different cultural backgrounds, in information searches, in the use of empirical data and in networking done using ICT.

Expertise

Professional expertise comprises broad-based practical knowledge and skills for acting as an expert in the field of choice (Polytechnics Act 351/2003, Section 4). Nursing and public health nursing experts have a broad understanding of the position and significance of their field in society, as well as in national and international employment contexts. They know the most important practical tasks of nursing. They are able to work independently in tasks requiring expertise in the field (Polytechnics Decree 352/2003). Directive 2005/36/EC of the European Parliament and Council regulates the professional competence of nurses and the training received by nurses in charge of general practice nursing.

The Public Health Nurse option is based on the Nursing programme and qualifies graduates to work as public health nurses or ordinary nurses. The qualification in Public Health Nursing (240 cr.) consists of studies in Nursing and Public Health Nursing. Professional studies leading to a degree in Public Health Nursing consist of 60 credits, of which 30 credits are implemented as professional studies in the Degree Programme in Nursing. The degree programme in Public Health Nursing must fulfil the requirements set for a Bachelor of Health Care degree from a university of applied sciences. Students who have completed this specialisation option qualify as Nurses and Public Health Nurses.

The specialisation studies comply with the requirements set for nursing in Directive 2005/36/EC of the European Parliament and of the Council.

The theoretical basis of the Degree Programme in Nursing is multidisciplinary. The knowledge base lies in information produced in health sciences, particularly nursing science. Scientific data are produced to explain, and where possible to predict, states of health and changes in them, which means that they aim to identify causal relationships and their principles. A development theory approach is applied when examining human health and change periods from the points of view of the individual, the family and the society. The purpose of scientific data based on a humanistic conception of knowledge is to understand and interpret the subjective and empirical state of health and interaction of individuals, groups and communities. A critical conception of knowledge aims to produce, generate and renew developmental operating models for health promotion. Phenomena related to nursing in different operating environments and contexts are examined using an investigative and developmental approach. The knowledge base used for learning lies in proven scientific data. The starting point is the Learning by Developing method (LbD).

Competences

Competence in the degree programme in Nursing focuses on the perspective of health promotion. According to the 1986 Ottawa Declaration, health promotion is based on the values of health care and municipal policy, which aim to increase the health of the population and to reduce inequalities in the health of different population groups. The declaration was approved at the WHO Global Conference on Health Promotion, organised in Bangkok in 2005. This means that health promotion constitutes protecting, maintaining and fostering human health using various measures. It includes increasing people's control over their own state of health and its background factors. Health promotion also involves preventing and treating illness and injuries.

Some of the professional competences of nurses are responsible nursing expertise, theoretical knowledge and core skills, ethical competence, competence in health promotion, teaching and guidance skills, team-working skills, research and development competence, innovative service competence, leadership competence, anticipation of the future of the sector and society, and welfare technology competence.

In the Nursing specialisation option, students increase their professional competence through development projects

related to welfare services, entrepreneurship or clinical nursing. Nursing students select multidisciplinary studies that suit their chosen profiles from the studies that are shared between Nursing, Social Services and Beauty and Cosmetics degrees. The shared studies in the Tikkurila campus are multicultural and international studies, studies in entrepreneurship and multidisciplinary projects and ventures. Students formulate personal study plans including the paths of entrepreneurship, internationalisation, LbD and professional growth.

Learning in the Degree Programme in Nursing takes place through research and development projects implemented in cooperation with students from other degree programmes and with employers. Graduates of the programme can obtain employment as service experts in a changing, globalised operating environment.

Professional Growth and Annual Themes

The development of a student into a nurse or public health nurse is a professional growth process which begins before the student applies for training – at the time the career choice is made – and continues throughout the student's career. The student's growth and development into a nurse form a part of his/her growth as a person. Professional growth and development form a process in which the individual's skills, knowledge, beliefs and values develop and change. Through the professional growth process, students learn to carry out practical nursing tasks and deepen their knowledge and abilities in relation to the substance of the profession.

The degree programme comprises annual themes that describe and direct the students' professional growth. They are the four stages of professional growth described in Laurea's Pedagogical Strategy: initiation of professional growth; development of core competence in the field; deepening professional competence; and workplace development.

For students in Nursing or Public Health Nursing, the initiation of professional growth takes place in Nursing themes 1 and 2. In them, students become familiar with the philosophy of evidence-based nursing, the basic concepts of nursing, the main assistance, information gathering, development and research methods, and various health care organisations. They look at welfare service development projects and welfare businesses. They define their own development objectives and work responsibly to attain them. In themes 1-4, the students develop their core competence in nursing and strengthen their professional roles by participating, as part of a project team, in various workplace development projects. In them, they network and acquire competence in using national and international recommendation and research evidence. In themes 5-7, students deepen their competence in nursing and develop their expertise as renewers of the workplace by completing their chosen welfare service, entrepreneurship, clinical nursing or public health nursing development projects. During the practical work related to the planned development project, they model the operations under development. As their studies progress, they plan and implement an innovative workplace development project, report on and publish its results and work to establish them in the national/international development environment.

The professional growth path is completed using tutoring by teachers and small-group guidance, i.e. tutor group meetings. The path begins at the beginning of the studies and ends on graduation. In their graduation tutorials, students go over their professional growth process through self-evaluation. From the students' point of view, the professional growth path is linked to the following study units: Being a Learner in Nursing (year 1), Practical Work II (year 2), Teamwork and Management Competence in Nursing (year 3). During the studies in public health nursing, the students' professional growth process is evaluated in the Service Innovations and Quality Development study unit (year 4).

Description of the Degree Programme

The Nursing curriculum consists of themes and study units. The themes comprise several study units of 5-10 credits each. The contents of the themes and study units cover the core vocational competence in the field. The curriculum contains the nationally defined generic competences as part of the objectives set for the themes or study units. The generic competences shared by all degree programmes are learning to learn, ethical competence, workplace competence, innovative competence and international competence.

The themes of the Degree Programme in Nursing (210 cr) are: Basic Nursing Competence (30 cr), Health Promotion Competence (30 cr), Clinical Nursing Competence (40 cr), Teaching and Guidance Competence in Multicultural Nursing (20 cr), Research, Teamwork and Management Competence in Nursing (25 cr), Advanced Nursing Competence (20 cr), Innovative Development Competence in Nursing (30 cr) and elective studies (15 cr). The studies in public health nursing include the Public Health Nursing theme (30 cr.).

Structure of the curriculum

PRACTICAL WORK TO PROMOTE PROFESSIONAL DEVELOPMENT

Practical work (90 cr) is used in the Degree Programme in Nursing to foster competence in accordance with EU directives. Practical work consists of learning and a thesis carried out in accordance with each student's personal study plan in Laurea's learning environments, workshops and various kinds of social service and health care operating environments. Innovative learning environments are used to foster learning by development in various projects during the degree. In the Degree Programme in Nursing, job placements are carried out with links to different kinds of welfare operating environments and players. Customer relationships form the core of learning. In nursing, the viewpoints of the individual, the group and the community are all significant. Students complete most of their learning in basic health care, specialist medical care and third-sector operating environments. They practise working in multidisciplinary networks throughout the learning process. Practical work is also carried out in international student exchanges.

From the start of their studies, students commit to planning, implementing and evaluating their own learning with a basis in projects. Practical work is planned in relation to the content of the themes, and learning evaluation is based on competence level descriptions.

The scope of practical work for students in public health nursing is 100 credits; a minimum of 25 credits are implemented as professional studies in the operating environments of public health nursing and 15 credits as a thesis. Practical work is carried out in a way that it fulfils the requirements set for training in clinical nursing by nurses in charge of EU general practice (2005/36/EC) as well as the requirements set for practical work as part of the Public Health Nurse option.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
V023	BASIC NURSING COMPETENCE				
V0082	Evidence-Based and Ethical Nursing	5			
V0083	Basic Assistance Methods in Evidence-Based Nursing, Practice	10			
V0084	Care Relationships and Guidance in Nursing	5			
V0085	Being a Learner in Nursing	5			
V0086	Medical Studies to Support Nursing	5			
V024	COMPETENCE IN HEALTH PROMOTION				
V0087	Humans and the Human Environment		5		
V0088	Promoting Health during Pregnancy, Childhood, Adolescence, Working Age and Old Age		10		
V0089	Scientific Studies to Support Nursing		5		
V0090	Practical Work I		10		
V025	CLINICAL NURSING COMPETENCE				
V0091	Mental Health, Crisis and Substance Abuse Nursing			5	
V0092	Caring for Patients with Long-Term Illnesses		5		
V0093	Perioperative Nursing and Aseptic Practice in Nursing		5		
V0094	Nursing for Children, Adolescents and Families			5	
V0095	Nursing of Injured and Emergency Patients		5		
V0096	Multidisciplinary Studies to Support Nursing		5		
V0097	Practical Work II		10		
V026	TEACHING AND GUIDANCE COMPETENCE IN MULTICULTURAL NURSING				
V0098	Multicultural Nursing and Customer-Oriented Teaching and Guidance			5	
V0099	English for Health Promotion in Different Cultures			5	
V0100	Practical Work III			10	
V027	RESEARCH, TEAMWORK AND LEADERSHIP COMPETENCE IN NURSING				
V0101	Research Methodology Competence in Nursing			5	
V0102	Teamwork and Leadership Competence in Nursing			5	
V0103	Vård på svenska (Nursing in English)			5	
00634	Oral skills in Swedish			0	
00635	Written skills in Swedish			0	
V0104	Practical Work IV			10	
V028	ADVANCED NURSING COMPETENCE				
V1397	Deepening expertise in nursing				5
V0157	Intensive Care Nursing				5
V0109	Welfare Entrepreneurship				5
V0110	Practical Work V				10
V029	INNOVATIVE DEVELOPMENT COMPETENCE IN NURSING				

V0111	Thesis			15	
V0112	Developing Service Innovations and Quality, practise				5
V0113	Practical Work VI				10
V030	ELECTIVE STUDIES				
00203	Initial Test in Swedish Skills	0			
00202	Initial Test in English Skills	0			
00397	Initial Test in Mathematics	0			
00195	Preparatory Studies in Swedish	3			
00194	Preparatory Studies in English	3			
00636	Written skills in Finnish				
00637	Oral skills in Finnish				
00388	Preparatory Studies in Finnish (as Mother tongue)				3
00189	Preparatory Studies in Mathematics	3			
01097	International Orientation for Exchange Students				5
V0115	Health Promoting Environments				6
00844	Social and Health Care in Cultural Perspective				5
00845	Social and Health Care in Finland				5
01095	Developing Care of Older Adults				5
01096	Health Assessment				5
V0114	Free Choice Professional Studies, International Internship				10
V0158	Publishing, Implementing and presenting the results of development projects and programs				5
		30	60	60	60

V023 BASIC NURSING COMPETENCE, 30 cr

Description:

Students become familiar with and commit to higher education and its learning environments. The main objective is that students will learn to plan, carry out and evaluate individual basic health care that respect human dignity. Basic nursing competence prepares students for further studies and professional growth.

The student will be able to:

- plan, implement and evaluate individual basic care that respects human dignity
- apply the value systems and ethical principles of the field in their own work
- identify diverse and various levels of functional deficiencies in people
- work in customer-oriented and professional interaction and in a care relationship with patients, their families and communities
- document nursing work in compliance with the data protection and security requirements applicable to patient documents and medical histories
- guide customers/patients in daily care, based on evidence-based and research data
- know the legislation applicable to medical care and the principles of safe medication
- work in Laurea's learning environments using various learning tools
- plan, implement and evaluate their own learning process and competence
- acquire, process and critically evaluate information in the field
- recognise concepts related to their field and define related problems and areas for development
- apply the tools of Learning by Developing to their studies
- apply project and development work methods to small-scale development initiatives and projects
- evaluate their own international competence

Content:

Study units contained in the theme:

Evidence-Based and Ethical Nursing 5 cr

Basic Assistance Methods in Evidence-Based Nursing 10 cr

Care Relationships and Guidance in Nursing 5 cr

Being a Learner in Nursing 5 cr

Medical Studies to Support Nursing 5 cr

Learning process:

The competence gained is evident as a planned, customer/patient-oriented approach to nursing, and as the ability to record nursing work and use databases, IT applications and data networks. Students understand the process of medical treatment and its significance as part of the nursing package. They take part in a small-scale R&D project for an employer. Learning is based on previous experience, with students recognising concepts related to the field and determining related problems and areas of development. Students receive skills for planning, implementing and evaluating their own learning, and for professional growth.

V0082 Evidence-Based and Ethical Nursing, 5 cr

The student is able to:

- recognise the philosophical, historical and ethical concepts and theories related to science
- know the main stages of the research and development process
- understand the significance of a research-oriented approach the field
- acquire information from various sources
- read and report research data
- think critically
- plan, implement and evaluate individually responsible nursing
- recognise the nursing practices and methods based on the best available data
- apply the principles of equality

Contents of the study unit:

- main concepts of nursing
- history of nursing and its future challenges
- philosophical approaches to nursing

- evidence-based nursing
- philosophical, historical and ethical foundations of nursing
- resource-centred approach in nursing
- individually responsible nursing
- research process
- project and development work methods
- investigative writing

Study unit description:

Students become familiar with the main concepts of nursing, as well as its historical development and philosophical approaches. They know the principles of individually responsible, community-oriented and resource-based nursing. They learn the basics of family nursing. Competence is based on developing one's own ethics and the professional ethics that direct nursing work.

The study unit familiarises students with research-oriented thinking, research activity and problem-solving methods. It also looks closely at development processes and practices in information gathering, data analysis, investigative writing and reporting. Students receive basic skills in working in projects and ventures, and in using a research-oriented, developmental approach in various tasks of their field.

V0083 Basic Assistance Methods in Evidence-Based Nursing, Practice, 10 cr

The student is able to:

- recognise the stages of development in nursing
- know the basic assistance methods of nursing, taking into account the requirements of each situation
- consider nursing as an evidence-based activity on which decision-making is based
- work and justify their actions in accordance with the values and ethical principles of nursing
- formulate a nursing plan and comply with recording recommendations
- know the laws, regulations and instructions applicable to data protection and data security and understand their importance

Contents of the study unit:

- basic evidence-based assistance methods in nursing
- aseptic activity
- ergonomics
- medical care and medical mathematics
- the nursing process and recording it
- professional decision-making
- health care information management
- data protection and privacy

Study unit description:

The competence relates to the philosophical and scientific principles and values of nursing, as well as to applicable legislation and regulations. The competence gained is evident as a planned, customer/patient-oriented approach to nursing, and as the ability to record nursing work and use databases, IT applications and data networks.

V0084 Care Relationships and Guidance in Nursing, 5 cr

The student is able to:

- interact professionally with customers, groups and communities
- use their self-knowledge in encountering other people
- be truly present in cooperation with other people, including challenging customers
- support customers' resources in professional interaction relationships
- develop their verbal and non-verbal communication skills in encountering customers
- communicate verbally
- interact in organizational settings
- utilise and apply welfare technology
- plan and implement customer-oriented guidance and receive feedback on their actions
- analyse and reflect on their own actions and their consequences

Contents of the study unit:

- professional interaction
- individual guidance
- professional verbal communication: meetings, consultations, presentation, influence, argumentation
- interaction between individuals, groups and communities
- communication in a work community
- technology in welfare communication

Study unit description:

The competence gained in the study unit relates to interacting naturally and professionally with customers/patients, groups and communities. The emphasis is on encountering and understanding other people, on being truly present in encounters and on adopting a resource-supporting approach. The perspective is related to developing students' verbal and non-verbal communication skills in interaction situations. Competence is also examined from the point of view of welfare technology.

V0085 Being a Learner in Nursing, 5 cr**The student is able to:**

- work in Laurea's learning environments using various tools of LbD
- formulate their personal objectives and personal study plan in line with the degree programme curriculum
- work independently and assume responsibility for their own and the group's learning and for the sharing of learned knowledge
- evaluate their own and others' competence and develop based on feedback received
- evaluate their own international competence and formulate a development plan for their studies from the perspective of acquiring international professional competence
- apply the principle of internal entrepreneurship to nursing

Contents of the study unit:

- Learning by Developing (LbD)
- tools of LbD, such as the personal study plan
- Networks, information literacy, libraries
- Laurea's IT learning environment
- the virtual learning environment and software tools
- JobStep
- curriculum
- learning tools and models
- professional growth and development
- portfolio
- tutoring
- personal and internal entrepreneurship in studies
- internationality in studies

Study unit description:

The framework for the study unit consists of the Learning by Developing model, where an essential factor in the students' progress is the mastery of LbD tools in their own studies and in development projects carried out for employers. Students evaluate their own competence and formulate a personal study plan. They work independently and in various groups, and share what they have learnt in a work community. They learn to assess their own strengths and weaknesses in relation to entrepreneurial activity, among other things.

V0086 Medical Studies to Support Nursing, 5 cr**The student is able to:**

- have basic knowledge of human anatomy and physiology on which to base nursing
- have basic knowledge of microbiology and pathology

Contents of the study unit:

- Anatomy and Physiology 3 cr

- Microbiology and Pathology 2 cr

Study unit description:

Students learn to build their knowledge base on knowledge of anatomy, physiology, microbiology and pathology.

V024 COMPETENCE IN HEALTH PROMOTION, 30 cr

Description:

Students learn to set objectives for promoting the health of individuals, communities and the environment. They learn to work to promote health and a healthy environment in the global context. They can assume responsibility for the health promotion methods they have chosen and justify their choices by considering the ethical consequences of their actions. They become familiar with CRM in order to work in various service networks.

The student will be able to:

- recognise and predict health problems and threats for individuals and communities
- support and activate individuals, families and communities in taking responsibility for maintaining and promoting their health, resources and functional ability
- recognise phenomena related to multicultural customer relationships and service expertise

Content:

Study units contained in the theme:

Humans and the Human Environment 5 cr

Promoting Health during Pregnancy, Childhood, Adolescence, Working Age and Old Age 10 cr

Scientific Studies to Support Nursing 5 cr

Practical Work I 10 cr

Learning process:

Students learn the basic concepts of customer relationship management and learn about customer-oriented attitudes and actions in health care projects. Competence becomes evident as the ability to recognise factors that support and diminish resources related to health and the environment. Students learn to apply individual, family and community-oriented nursing to promote the well-being of families at various stages of life. They learn to assist and support customers in finding their own resources on which to build a good life. They deepen their independent study in small-scale development projects, applying existing data available in the field. They set objectives for their own learning and strive to find structured solutions for chosen areas of development.

V0087 Humans and the Human Environment, 5 cr

The student is able to:

- recognise phenomena related to multicultural customer relationships and service expertise
- plan, implement and evaluate nursing in a customer-oriented way
- identify factors affecting customer satisfaction
- apply social service and health policy and national and international health care plans for promoting customers' health
- use various models in selecting methods for health promotion
- recognise diverse customer encounter situations within the functions of a company or organisation
- identify factors affecting the health of customers of various ages and the health and safety of the environment
- assume responsibility for developing the health and safety of the environment
- evaluate their own value bases from the point of view of sustainable development and globalisation and apply them to their own professional activities
- recognise and evaluate networks formed by public, private and third-sector producers of social and health services, from the perspectives of different customer groups
- identify development needs in service networks and come up with new service forms that better correspond to customers' needs

Contents of the study unit:

- multicultural customer relationships as a concept, and the significance of customer information
- target customer groups
- customer encounters in companies' and organisations' service systems

- customer satisfaction
- private and public health care in Finland and other European countries
- legislation and the service system
- nursing environment
- safety in nursing
- community nursing
- national health science and epidemiology

Study unit description:

The competence gained in the study unit relates to understanding the significance of various customer groups for the operations and development of a welfare company or organisation. Competence is evident in systematic information gathering and customer information analysis, which are used to determine development objectives and to push operations forward. The competence gained in the study unit relates to promoting health and safety in various communities and environments. Students learn to analyse factors that affect the health and safety of people of different ages, and to develop operations that promote health and safety. They become aware of national illnesses and how to prevent and treat them.

V0088 Promoting Health during Pregnancy, Childhood, Adolescence, Working Age and Old Age, 10 cr

The student is able to:

- describe the social and health care service networks available for customers of varying ages and their families
- describe the stages of growth and development of people of varying ages
- identify the factors that threaten the health of customers of different ages
- support activities that promote the health of customers of varying ages and their families

Contents of the study unit:

- Prenatal Care, Reproductive Health and Promoting Sexual Health 2 cr
- Supporting Growth and Development of Children and Adolescents 2 cr
- Promoting Health during Working Age and Old Age 2 cr
- Gerontological Nursing 2 cr
- Multicultural Family Nursing 1 cr
- Medical Care 1 cr

Study unit description:

Students learn to identify the approaches used for promoting the health of people of varying ages in Finland and around the world. They recognise problematic areas in individuals, families and communities and can work to prevent them. They can help individuals, groups and communities in finding resources to promote their health and in using service networks.

V0089 Scientific Studies to Support Nursing, 5 cr

The student is able to:

- know the basics of various scientific disciplines related to promoting the health and safety of people of varying ages

Contents of the study unit:

- Gynaecology and Obstetrics 1 cr
- Nutrition 1 cr
- Geriatrics and Gerontology 1 cr
- Social Policy and Sociology 1 cr
- Life Cycle and Developmental Psychology 1 cr

Study unit description:

Students learn to build their knowledge base on knowledge of various scientific disciplines.

V0090 Practical Work I, 10 cr

The student is able to:

- identify the resources of and factors burdening the aged
- act to promote a good, healthy and safe environment for customers
- work according to the ethical mores of nursing and consider the principles of their actions
- identify the resources and factors that affect the health of individuals and families of different ages and from diverse cultures
- use information gathering and observation methods to recognise the resources of customers/patients
- participate in multidisciplinary teams to support the resources of customers
- plan, implement and evaluate customer-oriented nursing

Contents of the study unit:

- promoting the health of humans and the environment in health care communities and environments
- information gathering and observation methods
- nursing assistance methods
- safe medical care
- aseptics and ergonomics
- nursing documentation

Study unit description:

The competence gained in the study unit relates to supporting the health of individuals, families and communities in various cultural environments. It is based on a health-driven, resource-supporting operating model.

Knowledge- and skill-based professional competences become integrated in nursing environments, leading to professional growth and development in students. Students learn to evaluate their own learning and competence and formulate a personal development plan. They carry out supervised practical work. Self-evaluation, peer evaluation and evaluation by supervisors also foster the professional development of students.

Practical work is carried out in Laurea's learning environments and projects, and in private and public care and nursing units of the health care and social service network.

Previous studies:

Students have completed the studies required by the curriculum for the first practical work session.

V025 CLINICAL NURSING COMPETENCE, 40 cr

Description:

This theme focuses on methodological competence in nursing. Students learn assistance methods with a basis in evidence-based data through practical work in workshops and various learning environments.

The student will be able to:

- plan, implement and evaluate nursing care for patients, considering the patients' state of health and situation
- make well-grounded choices of nursing assistance methods and implement them using welfare technology
- assist and support patients and their families and friends
- plan, implement and evaluate medical treatment
- support patients and their families and friends in facing death
- promote the rehabilitation of patients
- reinforce the resources of patients and families undergoing changes
- promote the continuity of patient care through different service chains
- work in a cost-conscious way to find sustainable, economically viable solutions

Content:

Study units contained in the theme:

Mental Health, Crisis and Substance Abuse Nursing 5 cr
Caring for Patients with Long-Term Illnesses 5 cr
Perioperative Nursing and Aseptic Practice in Nursing 5 cr
Nursing for Children, Adolescents and Families 5 cr
Nursing of Patients with Sudden Illnesses 5 cr
Multidisciplinary Studies to Support Nursing 5 cr
Practical Work II 10 cr

Learning process:

The students' competence becomes evident as the ability to encounter, guide and support customers and patients of various ages in diverse nursing environments. They learn to plan, implement and evaluate care for patients and customers of varying ages in different nursing cultures.

V0091 Mental Health, Crisis and Substance Abuse Nursing, 5 cr

The student is able to:

- be genuinely present in a care relationship and in encountering people
- develop their verbal and non-verbal communication in interacting with people
- recognise patients with mental health problems and assist them through interaction
- recognise patients in crisis and support them using nursing methods

Contents of the study unit:

- professional interaction
- interaction between individuals, groups and communities
- communication in a work community
- dialogue in cooperation relationships
- traumatic crises and substance abuse

Study unit description:

Students develop and deepen their interaction skills and ethical sensitivity, increasing their customer orientation and commitment in order to encounter individuals, families and communities. They also develop their own humanity, to be able to encounter others respectfully and genuinely. They increase their skills in meeting, guiding and supporting substance abusers and customers undergoing traumatic crises.

Previous studies:

Themes 1 and 2

V0092 Caring for Patients with Long-Term Illnesses, 5 cr

The student is able to:

- evaluate the effects of long-term changes related to ill health on people's lives and recovery
- work in customer-oriented ways in encountering patients and their families
- utilise rehabilitating nursing methods when supporting the physical, mental and social abilities of patients
- apply the nursing assistance methods needed in patient care for promoting the patients' health and well-being, and to guide, rehabilitate and assist patients during their illness
- envision the continuity of a patient's care

Contents of the study unit:

- customers and patients with long-term illnesses
- caring for heart patients
- caring for patients with chronic lung disease
- caring for neurology patients
- caring for diabetics
- caring for patients with chronic pain
- caring for cancer patients
- rehabilitating nursing
- home care and continuity of care

Study unit description:

Students familiarise themselves with the individual needs of patients and practise planning, implementing and evaluating nursing together with patients and their family and friends. They learn to care for people with long-term illnesses and to evaluate the effects of long-term changes related to the loss of health on people's lives and coping abilities. They learn to assist patients in finding resources that will help them adapt to changes in their state of health.

Previous studies:

Themes 1 and 2

V0093 Perioperative Nursing and Aseptic Practice in Nursing, 5 cr**The student is able to:**

- implement values, principles and ethical codes of perioperative nursing during empowerment of the perioperative patient and his/her family, and secure the integrity of the perioperative patient
- apply basic concepts of perioperative nursing
- practise as a member of nursing personnel in basic perioperative processes
- perform evidence based education and guidance of the perioperative patient and his/her family
- perform perioperative nursing care according to legal obligations and responsibilities
- perform safe perioperative nursing care from patients', personnel's and environment's point of view (risk management and aseptic practice)
- practise as an assistant in basic-level anesthesiological procedures and pain management of perioperative patient by using both nursing and medical interventions during invasive procedures
- assess and monitor the condition and vital functions of the perioperative patient before, during and after an invasive procedure
- secure vital functions of a perioperative patient and perform resuscitation
- administer safe perioperative medication, iv.therapy and transfusion
- perform atraumatic assistance during basic surgical and invasive procedures
- perform evidence-based wound care
- perform documentation in perioperative care
- practice as a member of a multiprofessional perioperative team
- recognize needs and topics for development in perioperative nursing

Contents of the study unit:

- values, principles and ethical codes of perioperative nursing
- the basic perioperative processes
- evidence based education and guidance of the perioperative patient and his/her family
- legal obligations and responsibilities in perioperative care
- safe perioperative care (risk management, patient safety and aseptic practice)
- assistance in basic-level anesthesiological procedures and pain management of perioperative patient by using both nursing and medical interventions during invasive procedures
- assessment and perioperative patient monitoring
- atraumatic assistance and performance during basic surgical and invasive procedures, and wound care
- securing vital functions of a perioperative patient and performance of resuscitation
- safe perioperative medication, iv.therapy and transfusion
- structured documentation in perioperative care

Study unit description:

Perioperative nursing studies are based on multidisciplinary national and international evidence, ethical know-how and healthcare related legislation. During this study unit students construct their competences concerning typical perioperative processes, the effects of perioperative processes on patient's integrity and healing, and basic interventions of perioperative nursing. During the studies students develop evidence based competences in rapid decision-making situations, team work, professional interaction, and practical skills. The study unit takes place in

work shops, interaction and e-learning environment. Students integrate their knowledge in e-learning environment and in "Perioperative patient"-case study during their practical studies.

Previous studies:

Themes 1 and 2

V0094 Nursing for Children, Adolescents and Families, 5 cr

The student is able to:

- interact with children, adolescents and their families in ways that support their resources
- recognise the special characteristics of nursing for children and adolescents, and the related value and knowledge base
- recognise the changes taking place in nursing situations related to children and adolescents and care for ill children and adolescents in situationally appropriate ways
- guide children, adolescents and their families in self-care, according to their resources
- care for children and adolescents according to family nursing practices and develop their own skills with respect for the work community's existing practices
- participate in multidisciplinary nursing teams

Contents of the study unit:

- nursing philosophy in paediatric wards
- special characteristics of nursing for children and adolescents
- principles of nursing for children and adolescents
- effect of illness on special children, adolescents and their families
- preparing children and adolescents for their time in hospital, for operations and investigations
- receiving children, adolescents and their families on a ward
- the paediatric ward as a nursing environment
- individually responsible nursing on a paediatric ward
- play as a part of paediatric nursing
- assisting children and adolescents with breathing difficulties
- assisting children with difficulties in urinating and defecating
- children with fever, diarrhoea and emesis
- nutrition and hydration for children
- children and adolescents as surgery patients
- pain for children and adolescents
- diabetic children and adolescents
- children with seizures
- disabled/special needs children and adolescents
- medical care for children
- guidance for children, adolescents and their families
- children/adolescents and death

Study unit description:

Students learn to encounter children, adolescents and their families in ways that respect the principles of family nursing. They learn to support sick children, adolescents and their families with respect for their resources. They can identify changes taking place in the patient's state of health and provide the nursing needed in each situation.

Previous studies:

Themes 1 and 2

V0095 Nursing of Injured and Emergency Patients, 5 cr

The student is able to:

- perform the values, principles and ethical codes of emergency care nursing
- apply basic concepts of emergency care
- apply the operating instructions for emergencies
- find and utilise the necessary information on equipment, radiation and fire safety or alarm systems
- carry out extinguishing and promote fire safety

- assess the patient's needs for emergency care and make "a status" of injured and emergency patient, and perform "a triage"
- carry out first-aid for children and adults
- maintain patient's vital functions in emergency situations
- support the integrity of patients and their families according to principles of crisis psychology when encountering the patients and their families in emergency situations
- use the emergency nursing interventions in caring for patients as a team member
- perform structured documentation in emergency care to facilitate the continuity of the care

Contents of the study unit:

- values, principles, ethical codes and philosophy of emergency nursing
- basic concepts of emergency care
- information on equipment, radiation and fire safety or alarm systems
- fire prevention and extinguishing
- first-aid
- nursing and healthcare in emergency situations as a team member
- emergency nursing in CPR team
- encountering the patients and their families in emergency situations according to principles of crisis psychology
- maintaining and monitoring the vital functions, and assessing patient's needs for emergency care
- deterioration of the general state of health
- acute heart, circulatory, respiratory and neurological disorders
- intoxications
- haemostasis
- hypothermia and burns
- fractures and immobilisation
- resuscitation (CPR, in-hospital resuscitation and Advanced Life Support) in a CPR team
- emergency care of submerged patient
- bioanalysis of vital functions
- patient documentation in emergency situations

Study unit description:

Students learn to recognise needs for immediate and emergency care and provide first aid in various accidents and emergencies as a team member. They practise acting in situations requiring immediate or emergency care. They learn to recognise changes in vital functions and to protect vital functions in changing nursing care situations. They learn how to support the integrity of patients and their families when encountering the patients and their families in emergency situations.

Previous studies:

Themes 1 and 2

V0096 Multidisciplinary Studies to Support Nursing, 5 cr

The student is able to:

- recognise changes taking place in patients' states of health and provide appropriate care
- utilise the medical theory they have learnt in carrying out patient investigations and nursing

Contents of the study unit:

- paediatrics
- anaesthesiology and reanimation
- surgery and imaging methods
- internal medicine
- psychiatry
- pharmacology

Study unit description:

Students learn medical theory to support their nursing skills. They learn to observe the significance of the main vital functions to a patient's state of health. They learn to plan and implement patient care in changing situations.

Previous studies:

Themes 1 and 2

V0097 Practical Work II, 10 cr

The student is able to:

- professionally and ethically encounter patients, families and other close relatives
- determine the patient's need for care and plan, implement and evaluate nursing
- carry out infection control and work in accordance with the principles of aseptic activities
- observe, monitor and evaluate changes taking place in patients states of health and respond appropriately
- apply nursing assistance methods in different operating environments
- carry out medical care safely
- report verbally and in writing on a patient's care
- participate in a multidisciplinary team

Contents of the study unit:

- professional interaction
- determining the need of nursing and planning, implementing and evaluating care
- aseptic activity
- evaluating the patient's state of health and applying nursing assistance methods in various operating environments
- safe medical care
- structured recording of nursing
- working in a multidisciplinary team

Study unit description:

Knowledge- and skill-based professional competences become integrated in nursing environments, leading to professional growth and development in students. Students learn to evaluate their own learning and competence and formulate a personal development plan. They carry out supervised practical work. Peer evaluation and evaluation by supervisors also foster the professional development of students.

Work placements are carried out in Laurea's learning environments and projects in general health centres, specialist health care units, private companies, organisations and associations.

Previous studies:

Students have completed the studies required by the curriculum for the second practical work session.

V026 TEACHING AND GUIDANCE COMPETENCE IN MULTICULTURAL NURSING, 20 cr

Description:

This theme focuses on teaching and guiding patients in various situations. The students become familiar with lifestyles in different cultures and with their effects on health in order to be able to guide individuals, families and communities in health-related questions. They learn to carry out these functions in English in order to work in Finland or in other countries..

The student will be able to:

- see teaching and guidance as essential parts of their work
- account for a patient's cultural background in providing care

Content:

Study units contained in the theme:

Multicultural Nursing and Customer-Oriented Teaching and Guidance 5 cr

English in Health Promotion in Different Cultures 5 op

Practical Work III 10 cr

Learning process:

The students' competence becomes evident as the ability to plan, implement and evaluate customer-oriented teaching and guidance in multicultural nursing situations.

V0098 Multicultural Nursing and Customer-Oriented Teaching and Guidance, 5 cr

The student is able to:

- determine needs for guidance and plan, implement and evaluate customer-oriented teaching and guidance
- use diverse teaching and guidance methods for individuals and groups, in customer-oriented fashion
- guide customers in using welfare services and electronic services, accounting for their cultural backgrounds
- guide and teach students and staff
- promote customers' self-care and commitment to care

Contents of the study unit:

- guidance process
- health promotion guidance methods
- multiculturalism in guiding customers, students and staff
- using welfare technologies and IT networks in guidance
- challenges of multiculturalism in nursing

Study unit description:

Guidance and teaching are provided from the perspective of self-care and continuity of care in various public and private social service and health care organisations, third-sector environments and customers' homes. Teaching and guidance are provided in Finland and abroad.

Previous studies:

Themes 1 and 2

V0099 English for Health Promotion in Different Cultures , 5 cr

The student is able to:

- communicate in English in their work community and in a multicultural environment
- communicate on the topics of their fields of expertise using various channels
- apply information gathered from sources in a foreign language

Contents of the study unit:

- verbal and written professional communication in English
- main nursing terminology in English
- job searching; introducing oneself and one's educational background and work experience
- familiarisation with health promotion themes during Laurea's International Week

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/or English as their working languages in Finland and abroad. Students attain at least skill level B2 as defined in the Common European Framework.

Previous studies:

Themes 1 and 2

V0100 Practical Work III, 10 cr

The student is able to:

- encounter patients coming from different cultures in Finland or abroad
- determine the need for guidance and plan, implement and evaluate customer-oriented guidance in the various

nursing environments

- support and activate the functional ability of the patient/family in a motivating manner
- observe and participate in decision-making in a multidisciplinary team
- monitor the effects of medical care and its impact on a patient's care

Contents of the study unit:

- multiculturalism and culture-conscious nursing
- guidance process
- rehabilitating, motivating work approach
- ethical decision-making in nursing
- safe medical care

Study unit description:

The study unit is based on developing skills in research and evidence based development thinking, investigative action and problem-solving methods. Students familiarise themselves with qualitative and quantitative research, with working in projects and ventures, and in using a research-oriented, developmental approach in various tasks of their field.

Previous studies:

Students have completed the studies required by the curriculum for the third practical work session.

V027 RESEARCH, TEAMWORK AND LEADERSHIP COMPETENCE IN NURSING, 25 cr

Description:

Students learn to apply their competence to research and development projects. They learn to be responsible members of a work community and network, and to plan and organise activities in their workplace. They learn to communicate in Swedish in the workplace.

Content:

Study units contained in the theme:

Research Methodology Competence in Nursing 5 cr

Teamwork and Leadership Competence in Nursing 5 cr

Vård på svenska 5 cr

Practical Work IV 10 cr

Learning process:

The students' competence becomes evident as the ability to use a research-oriented and developmental approach to various tasks of their field. They learn to participate in a work team and to plan and organise their own and a work community's operations.

Prerequisites

Themes 3 and 4

V0101 Research Methodology Competence in Nursing, 5 cr

The student is able to:

- understand the principles of qualitative and quantitative research processes
- understand the principles of evidence based developing process
- develop their critical thinking
- perform research-oriented approach in developing of their professional field
- search for information from diverse sources
- understand the principles of various methods in data collection, management and analysis
- utilise their competence in R&D&I-projects

Contents of the study unit:

- qualitative and quantitative research processes
- evidence based development
- qualitative and quantitative research processes
- basic statistical methods
- information gathering and research writing

Study unit description:

The study unit is based on developing skills in research and evidence based development thinking, investigative action and problem-solving methods. Students familiarise themselves with qualitative and quantitative research, with working in projects and ventures, and in using a research-oriented, developmental approach in various tasks of their field.

Previous studies:

Themes 3 and 4

V0102 Teamwork and Leadership Competence in Nursing, 5 cr**The student is able to:**

- recognise the predominant culture and values of an organisation
- work in a way that promotes the work community's occupational welfare
- be responsible members of a work community and network in various situations
- develop interaction and negotiation skills
- take initiatives, adopt a developmental approach to work, and participate in improving quality
- know the central social- and healthcare legislation
- recognise the socioeconomic interdependence of organisations in the field
- recognise the possibilities of societal influence for the development of the field
- recognise the basic principles of organisational management and leadership and acquire abilities for supervision tasks

Contents of the study unit:

- organisational culture and values
- management and leadership; everyday leadership
- the central social- and healthcare legislation
- networking, cooperation and teamwork
- developing the quality of nursing
- self-management in promoting professional growth

Study unit description:

The competence gained in this study unit relates to the mastery and responsible use of the main management tools in promoting and improving occupational welfare. Competence is based on an understanding of the operating structures, targets and profitability of an organisation. The focus is on the individual's role and responsibilities in an organisation and its development. Students also develop in self-management.

Previous studies:

Themes 3 and 4

V0103 Vård på svenska (Nursing in English), 5 cr**The student is able to:**

- use Swedish verbally and in writing in a work environment
- work in a community of experts, effectively using communication methods
- communicate on the themes of their area of expertise using various channels and professional concepts in Swedish
- use information acquired from foreign-language sources

Contents of the study unit:

- customer-oriented verbal and written communications
- main terminology in nursing
- job searching; introducing oneself and one's educational background and work experience

Study unit description:

During the study unit, students attain at least skill level B1 in the Swedish language as defined in the Common European Framework. They also pass the civil service language proficiency certificate in oral and written Swedish with a Good or Satisfactory grade.

Previous studies:

Themes 3 and 4

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

V0104 Practical Work IV, 10 cr

The student is able to:

- participate responsibly in the activities of a multicultural work community
- develop interaction and negotiation skills in both Finnish and Swedish language
- take initiative and adopt a developmental approach to work
- apply professional and scientific information in their learning environment
- identify the organisation's activities and its main principles

Contents of the study unit:

- planning, implementing and evaluating customer-oriented guidance
- promoting customers' self-care
- using welfare technology and data networks in providing guidance; e-business
- consulting methods
- network cooperation

Study unit description:

Knowledge- and skill-based professional competences become integrated in nursing environments, leading to professional growth and development in students. Students learn to evaluate their own learning and competence and formulate a personal development plan. They carry out supervised practical work. Peer evaluation and evaluation by supervisors also foster the professional development of students.

Work placements are carried out in Laurea's learning environments and projects in general health centres, specialist health care units, private companies, organisations and associations. Students may choose to carry out the placement internationally on an exchange.

Previous studies:

Students have completed the studies required by the curriculum for the fourth practical work session.

V028 ADVANCED NURSING COMPETENCE, 20 cr

Description:

Students deepen their competence in nursing and develop their expertise by completing their chosen welfare

service, entrepreneurship or clinical nursing development projects. They may choose advanced studies in mental health care, care of people with long-term illness, geriatric care, perioperative or intensive care nursing or nursing for children and adolescents. They deepen their competence in welfare services in public health nursing. They learn to create a realistic, customer-oriented business plan or.

The student will be able to:

- increase their competence in the chosen nursing and public health nursing environments
- justify and critically evaluate their decisions as nursing and public health nursing experts
- promote the patient's interests in interacting with patients/customers and those participating in their care
- plan and coordinate their own work and the operations of a work team
- identify areas of development and future challenges in nursing and public health nursing

Content:

The theme contains optional study units

- Welfare Services in Mental Health Care 5 cr
- Perioperative and Intensive Care Nursing 5 cr
- Intensive Care Nursing 5 cr
- Nursing for Children and Adolescents 5 cr
- Welfare Services in Nursing for Patients with Long-Term Illness or Elderly Patients 5 c
- Welfare Services in Public Health Nursing 5 c

• as well as compulsory study units

as well as compulsory study units

- Welfare Entrepreneurship 5 cr

- Practical Work V 10 cr

Learning process:

Competence development

The study unit produces expertise in the nursing and public health nursing of the future. Development challenges are based on critically evaluating the students' own activities and the operations of a team, a community and the profession as a whole. Development projects provide students with new tools with which to improve their competence. They learn to evaluate and monitor their own learning and project processes in cooperation with students, lecturers and employers.

Prerequisites

Themes 3 and 4

V1397 Deepening expertise in nursing , 5 cr

The student is able to:

- to act in a systematic fashion in demanding situations in nursing work, adhering to the principles of patient safety and professional ethics
- to develop professional skills in various nursing work environments in a patient-centred manner
- to report orally and in writing in the different phases of nursing work
- to implement safe pharmacotherapy and fluid therapy

Contents of the study unit:

- nursing expertise
- patient safety
- safe medication in nursing
- demanding nursing situations
- specific nursing issues
- quality development
- ethical practice
- health technolog

Study unit description:

Students improve their nursing, teaching, guidance, decision-making, recording, interaction, leadership and cooperation skills. They improve their skills in managing professional entities and can adopt a critical and developmental approach to work in the chosen area of nursing. They learn to work according to the professional ethics of nursing in multicultural teams.

Previous studies:

Themes 1 - 5.

V0157 Intensive Care Nursing, 5 cr

The student is able to:

- practise in a patient representative manner in intensive care nursing
- apply concepts of intensive care nursing fluently and critically
- maintain patient's vital functions during intensive care
- define "a status" of intensive care patient and perform intensive care nursing by 1) recognizing the changes and needs, 2) planning and performing IC and ICN interventions and 3) assessing the outcomes concerning IC patient's:
 - tissue perfusion
 - heart rhythm and cardiac arrhythmias
 - ventilation and oxygenation
 - elimination
 - homeostasis and fluid balance
 - patient's nutrition
 - skin condition
 - sleep pattern and ability to rest
 - movement
 - interaction and communication
 - pain and pain management
 - anxiety
 - exhaustion
 - fear
 - and family members' emotional reactions to intensive care
- perform intensive care nursing interventions as a member in multiprofessional ICU team
- perform safe intensive care nursing
- support the integrity of intensive care patients and their families when encountering the patients and their families
- critically implement international and national evidence based interventions, principles, programs and theories in intensive care nursing
- apply advanced and multidisciplinary evidence based knowledge in intensive care nursing
- perform structured documentation in intensive care nursing to facilitate the continuity of the care
- critically assess the central interventions, principles, programs and theories in intensive care nursing
- facilitate professional development of his/her own or members' of intensive care nursing team
- communicate both verbally and literally to intensive care and nursing professionals, patients and their families, and to the public audiences

Contents of the study unit:

- values, principles, ethical codes and philosophy of intensive care and intensive care nursing
- basic concepts of intensive care and intensive care nursing
- Advanced CPR in intensive care unit
- Evidence based knowledge of ICU patients' central interventions, principles, programs and theories concerning:
 - tissue perfusion,
 - heart rhythm and cardiac arrhythmias
 - oxygenation by mechanical invasive and non-invasive ventilation
 - elimination
 - fluid balance
 - patient's nutrition, (iv-therapy, transfusion and complement therapy
 - skin condition
 - sleep pattern and ability to rest
 - movement and prevention of pressure ulcers,
 - interaction and communication
 - pain and pain management

- anxiety
- exhaustion
- fear
- and family members' emotional reactions to intensive care
- information on equipment, instruments, and technology used in monitoring, assessing and maintaining patients vital functions and intensive care interventions
- safe intensive care nursing (risk management, ergonomics, infection control and aseptic practice, occupational safety)
- structured documentation in intensive care nursing
- Team work in ICU
- principles of crisis psychology when encountering the patients and their families in intensive care

Study unit description:

The study unit is performed as e-learning supported theoretical, simulation and e-activity studies where the students practise acting in core intensive care situations in nursing and multidisciplinary teams. In simulation laboratories they learn to recognise changes in vital functions and to protect vital functions in changing intensive care nursing care situations and learn how to support the integrity of patients and their families when encountering the patients and their families during intensive care. In e-learning environment the students practice intensive care nursing by searching and using evidence from research, evidence-based theories, and experiences of opinion leaders / expert panels. During the study unit they achieve skills for clinical decision making by: assessing patient's history and physical exam, availability of healthcare resources; seeking information concerning patient preferences and values; and defining clinical expertise in ICN.

V0109 Welfare Entrepreneurship, 5 cr

The student is able to:

- recognise their own strengths as entrepreneurs
- recognise the perspective of seeking customer opportunities and innovating in the operating environment
- predict opportunities opening up in the operating environment
- create a realistic, customer-oriented, profitable business plan

Contents of the study unit:

- operating environment analysis
- internal company analysis
- business idea and business plan
- planning the economy and financing of a start-up enterprise
- choosing the form of business; norms governing business operations

Study unit description:

Entrepreneurship is examined from the perspective of welfare service expertise. Students make plans for welfare service businesses, taking into account the opportunities latent in the operating environment.

Previous studies:

Themes 3 and 4

V0110 Practical Work V, 10 cr

The student is able to:

- deepen their expertise in the chosen nursing environments / development project
- responsibly carry out their own nursing development project
- act as a responsible member of a nursing team

Contents of the study unit:

- nursing expertise in different operating environments
- professional decision-making

- high-quality nursing activity
- team leadership
- communicating in negotiations and group situations

Study unit description:

Knowledge-based and skill-based professional competences become integrated in multidisciplinary work environments in nursing. Students deepen their reflective and networking competence.

Work placements are carried out in Laurea's learning environments and projects in general health centres, specialist health care units, private companies, organisations and associations. Students may choose to carry out the placement internationally on an exchange.

Previous studies:

Students have completed the studies required by the curriculum for the fifth practical work session.

V029 INNOVATIVE DEVELOPMENT COMPETENCE IN NURSING, 30 cr

Description:

Students learn to come up with new solution and operating models for welfare services or clinical nursing.

The student will be able to:

- participate in development projects, applying the methods of Learning by Development and R&D&I and producing new competence and innovations
- develop work in the field and their own competence through critical evaluation and by generating new information as welfare experts
- publish and implement the results of development projects and programs

Content:

Study units contained in the theme:

Thesis 15 cr

Developing Service Innovations and Quality, practise 5 cr

Practical Work 10 cr

Learning process:

Themes 5 and 6

V0111 Thesis, 15 cr

The student is able to:

- make well-grounded development proposals related to the employment market
- conceptualise workplace phenomena based on empirical data
- use suitable research and development methods for generating new knowledge
- collaborate responsibly in development projects with employers and other partners
- critically evaluate their own actions and decisions
- manage things as wholes and present things logically and with justifications
- publish and implement the results of development projects and programs

Contents of the study unit:

- familiarisation with the thesis process and development project, coming up with a subject
- thesis/development project plan describing the background and objectives of the thesis/development project, literature review of previous research on the subject, the research and development methods used as well as the implementation plan including timetables and assessment criteria for process, product and own competences
- carrying out the work for the thesis
- reporting and publishing the thesis
- maturity test

Study unit description:

Theses form part of Laurea's research and development work. They help students to grow professionally and are linked to the employment sector and to regional development. Theses are used to develop work and common practices, and can produce significant innovations.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market, and a research-oriented and developmental approach. Thesis reports focus on describing target-oriented activities and their results, and on theoretical and research-based analysis. Theses contain new descriptive, explanatory and investigative information on the labour market, as well as new know-how produced for the workplace.

The study unit involves the completion of a maturity test. In it, students demonstrate mastery of the subject and good language skills.

V0112 Developing Service Innovations and Quality, practise, 5 cr**The student is able to:**

- set development targets from the perspectives of developing the workplace and the region
- participate in a partnership network
- model the practice in which the development project/program is focused on
- work efficiently in a team and be opinion-leaders in a community of experts
- evaluate their own and others' competences, work and results in relation to development targets and methods
- use the tools and methods of applied R&D&I in their development work
- carry out, report and implement a target-oriented development project ethically
- publish, give a presentation and implement the results of his/her development project or program for professional and public audiences

Contents of the study unit:

- determining development needs or topics
- setting the context and acquiring the necessary information
- process modelling
 - systematic literature search of evidence
 - planning, carrying out and evaluating the development process
 - quality development methods in nursing
 - responsible and ethical performance of development project/program
 - publishing, presentation and implementation in R&D&I projects/programs

Study unit description:

The study unit can be completed in Laurea's learning environments, workshops or work placements. International R&D projects are also possible. Students complete a target-oriented development project, where the competence gained is evident as a research-oriented approach.

Previous studies:

Themes 5 and 6

V0113 Practical Work VI, 10 cr**The student is able to:**

- generate new, creative practices for developing nursing
- deepen their expertise in the chosen nursing environments
- critically evaluate the development of their own expertise and the ethics of their activities

Contents of the study unit:

- nursing expertise in different operating environments
- professional decision-making
- innovative activity

Study unit description:

Knowledge-based and skill-based professional competences become integrated in nursing environments, allowing for the students' innovative work. Job placements are carried out in Laurea's learning environments and projects or in general health centres, specialist health care units, private companies, organisations, associations, ICT networks or other welfare networks. Students may choose to carry out the placement internationally on an exchange.

Previous studies:

Students have completed the studies required by the curriculum for the sixth practical work session.

V030 ELECTIVE STUDIES, 15 cr**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.

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.

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.

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.

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.

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

00388 Preparatory Studies in Finnish (as Mother tongue), 3 cr

The student is able to:

- compose varied factual and functional texts
- make use of different writer's tools and grammar aid
- take on the communicative responses of team work

Contents of the study unit:

- creating a personal communicative profile
- using dictionaries and other tools for language aid
- providing the student for oral and written challenges of study time

Study unit description:

Students improve their skills in speech communication and writing in order to be able to successfully complete their studies in Laurea.

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.

01097 International Orientation for Exchange Students, 5 cr

The student is able to:

Ennen vaihtoa:

Opiskelija osaa perusteet kohdemaansa historiasta ja kulttuurista ja ymmärtää niiden vaikutuksen jokapäiväiseen

elämään.

Opiskelija osaa hahmottaa oman ammattialansa käytännön toimintaa vieraassa kulttuurissa ja soveltaa ammatillista osaamistaan.

Opiskelija osaa työskennellä erilaisten asiakasryhmien kanssa sekä erilaisissa työyhteisöissä.

Vaihdon aikana:

Opiskelija osaa tunnistaa ja käsitellä mahdollisia kulttuurieroavaisuuksia ja niiden herättämiä tunteita.

Opiskelija osaa toimia kohdemaan kulttuurissa ja oppii tunnistamaan ja arvostamaan erilaisuutta.

Vaihdon jälkeen:

Opiskelija ymmärtää paremmin erilaisia kulttuureja ja erilaisuutta, osaa toimia monikulttuuristen asiakkaiden kanssa.

Opiskelija tunnistaa erilaisten asiakasryhmien ja kulttuurien herättämiä tunteita ja ristiriitoja ja käsittelee omia tunteitaan muiden kanssa.

Contents of the study unit:

- Kansainvälinen opiskelu ja käytännön järjestelyt
- Optiman työtilan hyödyntäminen kansainvälisessä vaihdossa

Study unit description:

Oppimistehtävät, jotka kuuluvat valmennukseen:

- Kirjallinen suunnitelma käytännön järjestelyistä ennen vaihtoa: Opiskelija kirjaa itse muistettavat asiat ennen vaihtoon lähtöä ja aikatauluttaa ne omaa vaihtoon lähtöään ajatellen. Muistettavia asioita ovat mm. tarvittavat lomakkeet (Kela, vaihtokoulu, apuraha jne.), asunnon hankkiminen (mistä ja milloin), rokotukset jne. Täytä myös lomakkeet Go Abroad -työtilasta: Before exchange / Assignments Suunnitelma katsotaan yhdessä oman koordinaattorin kanssa.

-Optimassa on kaksi virtuaalista kv-valmennuksen työtilaa:

- YY7139 Valmennus kansainväliseen vaihtoon
- Go Abroad – Laurean yhteinen virtuaalinen työtila kaikille vaihtoon lähteville opiskelijoille.

Hyödynnä seuraavia työtilan osioita:

B= Before the exchange,

V0115 Health Promoting Environments, 6 cr

The student is able to:

- understand and identify factors affecting health and the environment
- assume responsibility for developing the health and safety of the environment
- to support the health of an individual, family and community

Contents of the study unit:

- maternity care/ Reproductive health
- global challenges to reproductive health
- family nursing / parenthood
- promoting the health of the woman and her family during the pregnancy and postpartum
- community nursing
- environment and community as a concept
- national and international health care action plans promoting well-being and health of the population (e.g. Health 2015 public health programme)
- environmental health effects and their prevention
- community profile and analysis

Study unit description:

The competence gained in the study unit relates to managing health promotion in various human communities and environments. It is based on an environment-, community-focused and family-based operating models. The focus is on influencing the environment's physical, social and symbolic elements as well as promoting the well-being and

health of the population.

00844 Social and Health Care in Cultural Perspective, 5 cr

The student is able to:

- be aware of his/her cultural and professional knowledge and skills in the multicultural and multidisciplinary issues
- gain more cultural know-how and competence in working in international environments and society
- evaluate their own value bases from the multicultural and multidisciplinary point of view
- recognise the significance of their professional actions in relation to global interactions and sustainable development

Contents of the study unit:

- study abroad - learning and living in different culture
- students experiences of cultural differences, living and learning abroad
- social and health education in different countries
- ethical issues and special questions in different cultures, fields of social and health services
- health promotion and mental health issues in different countries
- using the know-how of seniors in different countries
- International week at Tikkurila Laurea in March 2009

Study unit description:

The competence in this study unit focuses strongly to cultural and globalisation issues in social and health care. This unit includes also every year an International seminar and week which has a specific topic each year as "Joint activities and learning in the field of Health Care and Social Services". In this study unit will be presented some of the latest results and progress in the research and development projects that are on going in cooperation with the international partners of Tikkurila Laurea. Visiting international exchange students together with Laurea students have a possibility to present current topics from their own perspective.

00845 Social and Health Care in Finland, 5 cr

The student is able to:

- understand the Finnish social and health care system in the context of national and international health policy
- identify and evaluate the social and health needs in individual and community level in Finland compared to his/ her own country
- recognise differences and similarities in the social and health care service systems, health care programs, laws and regulations compared to his/ her own country
- recognise differences and similarities in methods of health promotion and health education compared to his/ her own country
- plan, implement and evaluate individual or family or community –focused guidance.

Contents of the study unit:

- global and national trends in health issues, social and health policy
- social and health problems in Finland and in other countries, prevention of diseases
- health care service systems, service and care chains, regulations, organisations
- evidence based health promotion, community-focused methods of health promotion
- guidance, consulting and networking in nursing, welfare technologies in guidance.

Study unit description:

Self directed preparatory assignment, lecturers, study visits, group work, seminars, individual tutorial support.

01095 Developing Care of Older Adults, 5 cr

01096 Health Assessment, 5 cr

V0114 Free Choice Professional Studies, International Internship, 10 cr

The student is able to:

- recognise the internal and external resources of individuals, families and Communities from cultural perspective in different international nursing environments
- plan, implement and evaluate culturally competent nursing methods
- act in professional interaction and cooperation with individual, family and community during international exchange and internship
- recognise and analyse ethical problem situations and find ethically adequate solutions based on cultural knowledge
- describe similarities and differences in health care based on cultural perspective
- develop communication and language skills during international internship

Contents of the study unit:

- culturally competent methods of nursing and health care
- laws and recommendations concerning the profession in different countries
- planning, implementing and evaluating nursing and health care in different countries
- public health care methods in different countries which strengthen people's resources
- health promotion methods in different cultures of health care and nursing environments
- safe medical treatment in different international environments
- acting as a multiprofessional and multicultural team member

Study unit description:

In culturally different health care environments knowledge-based and skill-based professional competences are integrated and the student's cultural skills are shown as professional growth and development. Student can evaluate his/her own learning and skills, and prepare his/her own professional development plan before, during and after international internship. Practice placements are supervised and self-evaluation, peer evaluation and the supervisors' evaluation support the cultural professional development. Student can apply the latest evidence based knowledge to nursing.

Practice placements promoting professional development take place according to Laurea bilateral international agreements and agreed international learning environments and projects as well as in basic public health centres, special health care units, hospitals, private companies, associations, organisations.

Previous studies:

Students have completed according to curriculum all professional studies on Theme 3 and Theme 4 and professional practical studies I – III

V0158 Publishing, Implementing and presenting the results of development projects and programs, 5 cr

Study unit description:

Publishing, implementing and presenting the results of development projects and programs according to personal curriculum.