

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Otaniemi, sote), STG12SN

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

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

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

Changes in society are reflected in the development of welfare services. Some of the main challenges include the aging of the population, a decreasing working-age population, multiculturalism and internationality, heightened socioeconomic differences, economical and industrial change, and the requirements of sustainable development. Allocating welfare services and developing related methods pose both a domestic and international challenge. Nurses and public health nurses participate in developing welfare services and societal decision-making in line with sustainable development. They implement and develop nursing that promotes and sustains health, prevents diseases, and promotes recovery and rehabilitation among individuals, families and communities. They empower people and communities at different stages of life, and assist individuals in coping with sickness, disability and death. The operating environment of and staff competence in nursing are regulated by Finnish and European legislation, which aims to ensure equal opportunities for health and well-being. Nursing is steered by the values and ethical principles in the field, as well as the provisions and regulations within health care policy.

Welfare and health care services are produced by public and private organisations as well as the third sector. The operating environments of nursing and public health nursing include clients' homes, social and health care service communities, primary health care centres, specialist medical units, private companies, associations, organisations, and ICT and other welfare networks. Nurses and public health nurses graduating from the Degree Programme in Nursing work as experts in the field in changing, international operating environments.

Expertise

Nurses and public health nurses function as experts in the field both independently and in multidisciplinary teams and networks (Polytechnics Decree, 352/2003), and develop and promote nursing based on research and other evidence. Professional expertise comprises broad knowledge and skills for acting as an expert in the field (Polytechnics Act 351/2003, Section 4). Nursing and public health nursing experts promote health in society and on the domestic and international labour market. The professional competence of nurses and the training received by nurses in charge of general practice are regulated by Directive 2005/36/EC of the European Parliament and Council, the descriptions of knowledge and skills in level 6 of the European Qualifications Framework (2006), as well as the nationally defined generic competences of the degree.

Competences

Increasing the health of the population and reducing the inequalities in the health of different population groups form the value base and priority for health care and municipal policy (Ottawa Declaration, 1986, and Global Conference on Health Promotion, Bangkok, Thailand, 2005). The starting point for the Degree Programme in Nursing lies in health promotion. It 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. In Finland, the Quality Recommendation for Health Promotion (2006) of the Ministry of Social Affairs and Health defines the aims of health promotion on an individual and organisational level. Provisions and regulations steering nursing include e.g.:

Act on the Status and Rights of Patients (1992)

Act on structural recording (2007)

Explanatory Memorandum to the Health Care Act (2008)

The Degree Programme in Nursing has a multidisciplinary theoretical basis. The knowledge base lies in information produced in health sciences, particularly nursing science and anatomy, physiology, pathophysiology and specialised medicine, pharmacology, nutrition and social and behavioural sciences (Ministry of Education 2006:24). The Bachelor in Health Care degree includes basic and professional studies, elective studies, work placements that increase professional competence, and a thesis. The studies include compulsory, optional, elective and other studies. The basic studies develop students into investigative and developmental actors in learning environments and workplace development projects. Students enhance their communication skills and necessary language skills. Professional studies develop the core knowledge and skills of students in nursing cultures, so that graduates can work independently as experts and entrepreneurs, and participate in developing the work community.

Practical work (85 cr.) in the Degree Programme in Nursing is in line with the Ministry of Education decision on degree programmes (168/530/2009) and EU Directive (2005/36/EC). Practical work consists of learning 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.

The Degree Programme in the Health Care advances values of internationalization by developing the multicultural competence of students, staff and working life partners through partnerships with foreign projects, placements and educational institutions. The programme increasingly incorporates issues of sustainable development into its curriculum.

Basic studies		30
Professional studies	95	195
Professional development in practise	85	
Thesis	15	
Elective studies		15

Total		240

The core competences in the curriculum are described as themes of 30 - 105 credits. The themes consist of study units of 5 - 10 credits. Annual implementation plans are drawn up for the study units, which describe their targets and other details relating to their implementation. The themes of the Bachelor of Health Care (Nurse) curriculum (210 cr) include: Investigative and Developmental Actor (30 cr), Person as a Holistic Being and the Environment (30 cr), Health Promotion in Nursing Cultures (105 cr), Development and Management of Welfare Services (30 cr) and Elective Studies (15 cr). In addition to the afore-mentioned themes, the Bachelor of Health Care (Public Health Nurse) (240 cr) curriculum includes the Public Health Nursing theme (30 cr).

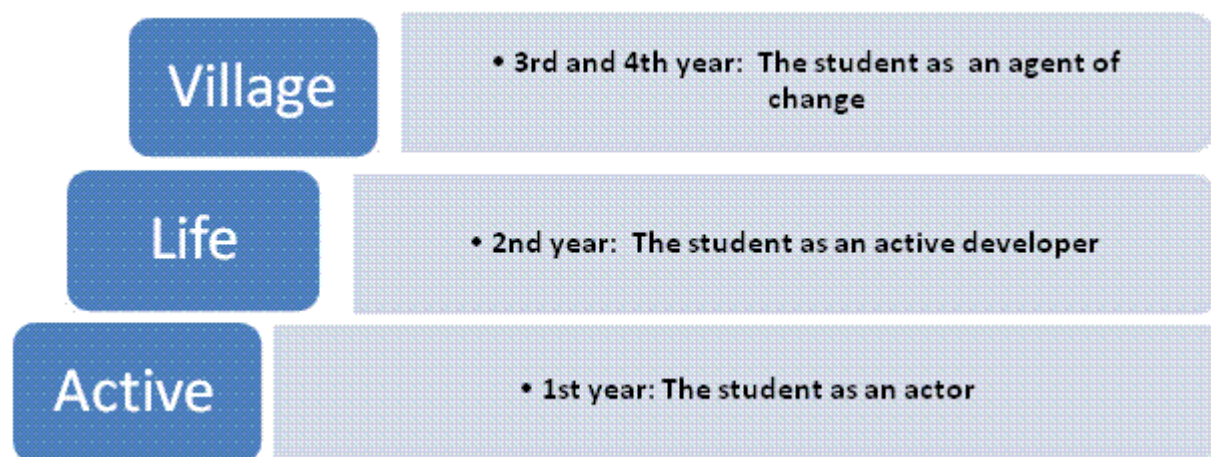
Professional Growth and Annual Themes

The students' growth and development into a nurse or public health nurse forms part of their overall process of growth, which develops and changes their values, beliefs, knowledge and skills. The professional growth of students takes place in multidisciplinary teams and multicultural learning environments in the field, which are connected with a certain time and societal situation; changes affect work, professions, work methods, effectiveness, nursing cultures and networks as well as legislation, regulations and recommendations.

Professional growth requires students to continuously develop themselves (Lifelong Learning Programme, 2006/1720/EC), think and reflect critically, work in communities and networks, and examine and develop their own work. In line with the degree programme objectives, students plan and evaluate their professional growth during the training, and record their development in their portfolio. The customer orientation of nursing and evidence-based, developmental activities are displayed in the process of students growing into experts.

Professional growth starts with the basic level of knowledge-based and skill-based competence, and progresses through the intermediate stage to the advanced level. (Figure 1.) At the basic level, the students focus in individual competence level. At the intermediate level, competence expands to include the broader social and international operating environments in the context of community and impact.

Figure 1. Annual Themes



Description of the Degree Programme

Degree in Social Services, Health and Sports

Degree Title

Bachelor of Health Care (Nurse)

Bachelor of Health Care (Public Health Nurse)

Scope and Duration of Studies

210 cr, 3.5 years, Bachelor of Health Care (Registered Nurse)

240 cr, 4 years, Bachelor of Health Care (Public Health Nurse)

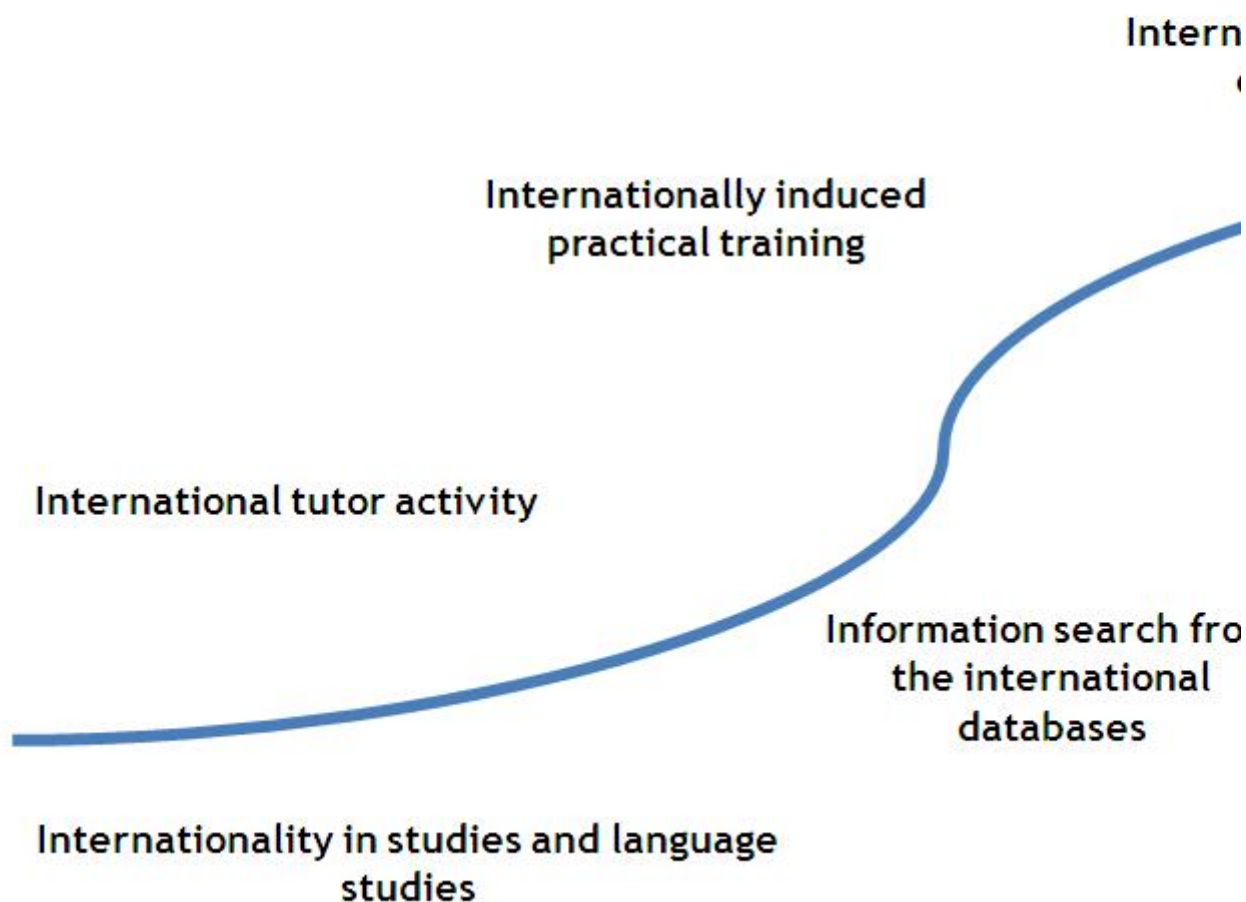
The Public Health Nurse option is based on the Nursing programme and qualifies graduates to work as both public health nurses and nurses. Professional studies leading to a degree in Public Health Nursing consist of 60 credits, of

which 30 credits are implemented as professional studies in the Degree Programme in Nursing. The Degree Programme in Public Health Nursing fulfils the requirements set for a Bachelor of Health Care degree from a university of applied sciences. Students who have completed the degree qualify as Nurses and Public Health Nurses. The studies comply with the requirements set for nursing in Directive 2005/36/EC of the European Parliament and of the Council. After graduating, the nurses and public health nurses apply for the right to practice as a licensed professional from the National Supervisory Authority for Welfare and Health (Valvira). Licensed health care professionals receive a registration number in connection with the issued decision (Amendment to the Act on Health Care Professionals (46/2009).

Structure of the curriculum

Figure 2 Structure of the Curriculum

Internationality as the students' path



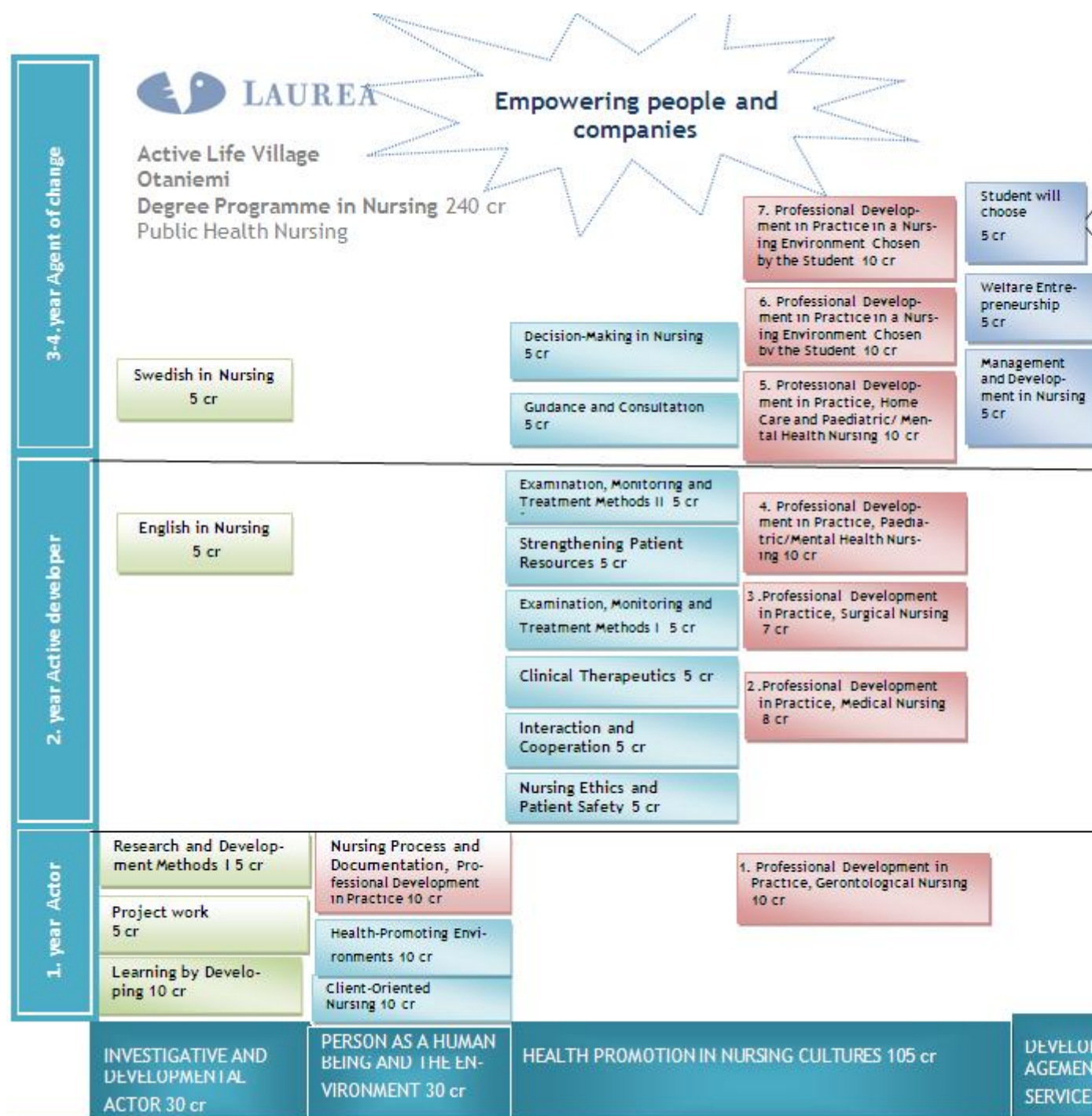


Figure 3 Internationalization in Student Study Path

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	60
G021	INVESTIGATIVE AND DEVELOPMENTAL ACTOR				
G0118	Learning by Developing	10			
G8144	Project work	5			
G0120	Research and Development Methods I	5			
G0121	English in nursing		5		
G0122	Swedish			5	
00635	Written skills in Swedish			0	
00634	Oral skills in Swedish			0	0
G0161	Finnish language				5
00636	Written skills in Finnish				0
00637	Oral skills in Finnish				0
G022	PERSON AS A HOLISTIC BEING AND ENVIRONMENT				
G0123	Client Orientation	10			
G8145	Health promoting	5			
G8146	Introduction to Global Health Issues	5			
G0127	Nursing process and Documentation, practice	10			
G023	HEALTH PROMOTION IN NURSING CULTURES				
G0129	1. Professional Development in Practice, gerontological Nursing	10			
G0130	Nursing Ethics and Patient Safety		5		
G0131	Interaction and Cooperation		5		
G0132	Clinical therapeutics		5		
G0133	Examination, Monitoring and Treatment Methods I		5		
G0134	2. Professional Development in Practice, Medical Nursing Care		8		
G0135	3. Professional Development in Practice, Surgical Nursing		7		
G0136	Strengthening Patient Resources		5		
G8147	Examination, Monitoring and Treatment methods II		5		
G0138	4. Professional Development in Practice, Paediatric/Mental Health Nursing Care		10		
G0155	Guidance and Consultation			5	
G0139	5. Professional Development in Practice, Home Care and Paediatric/Mental Health Care			10	
G0140	Decision-Making in Nursing				5
G0141	6. Professional Development in Practice in a Nursing Environment Chosen by the Student			10	
G0142	7. Professional Development in Practice in a Nursing Environment Chosen by the Student				10
G024	MANAGEMENT AND DEVELOPMENT IN WELFARE SERVICES				
G8148	Welfare Entrepreneurship			5	

01400	Leadership and management			5	
G8150	Service innovations				5
G0147	Thesis				15
G025	PUBLIC HEALTH NURSING				
G0149	Maternity Health Care			5	
G0150	Health Care for Families with Children			5	
G0151	School and Student Health Care				5
G0152	Health Care for the Working-Aged Population and the Environment			5	
G0153	8. Professional Development in Practice				10
0369	ELECTIVE STUDIES				
00203	Initial Test in Swedish Skills	0			
00202	Initial Test in English Skills	0			
01265	Initial Mathematics Test	0			
00453	Initial Test in Finnish language	0			
01268	Preparatory Studies in Finnish	3			
00194	Preparatory Studies in English	3			
01288	Preparatory Studies in Swedish		3		
01270	Preparatory Studies in Mathematics	3			
		60	60	60	60

G021 INVESTIGATIVE AND DEVELOPMENTAL ACTOR, 30 cr

Description:

What does Learning by Developing mean in a research and development process?

Which tools are necessary?

How to communicate in a multicultural environment?

How do students participate as members of the work community and promote their own learning and welfare and that of their work community?

The student will be able to:

Evaluate and develop their competence and learning

- Participate as members of the work community, and promote its welfare
- Apply research and development methods as well as evidence-based knowledge in their activities
- Independently handle international communication and interaction in Finnish or Swedish as well as at least one other language

Content:

An investigative and developmental actor refers to students who are active and assume responsibility in teams and development and other projects. They apply various Learning by Developing tools and methods for producing new competence in nursing in multicultural environments.

G0118 Learning by Developing, 10 cr

The student is able to:

- Apply the tools and methods of the Learning by Developing model to their studies
- Draw up a personal study plan according to the curriculum
- Describe their role in research and development projects
- Work independently in various teams and share their competence with others
- Evaluate their competence and that of others, and develop on the basis of gained feedback
- Participate in Laurea's learning environment

Contents of the study unit:

What tools and methods are used in Learning by Developing?

How does an investigative and developmental learner function?

How to create a professional growth portfolio?

Study unit description:

The Learning by Developing model (LbD) is Laurea's pedagogical, methodological operating model, which seeks to promote and generate new professional competence. The LbD model is built on a development project that is genuinely rooted in the world of work and which produces new practices.

Previous studies:

No previous studies

G8144 Project work, 5 cr

The student is able to:

Acquire information and use it critically.

Plan, implement and evaluate a project.

Draw up a project plan and report.

Contents of the study unit:

How to plan implement, evaluate and report a project?

How to develop in research and development work?

Study unit description:

The study unit familiarises students with evidence-based knowledge, which they learn to acquire using different methods and to apply to projects in the field. Students attain basic skills in project work methods by implementing a genuine project for an employer in small groups and by drawing up a report.

G0120 Research and Development Methods I, 5 cr

The student is able to:

describe the principles of research-ethical activity

- acquire and use information from different sources
- read and analyse research articles
- acquire material for development and research, and to analyse it with different tools and methods

Contents of the study unit:

What is the role of the philosophy of science and ethics in research?

What is the research process like?

How to acquire information and data?

How to use different methods of analysis?

Study unit description:

Research and development methods refer to the methods which enable students to actively participate in developing their competence and the field of nursing.

Previous studies:

No previous studies

G0121 English in nursing, 5 cr

The student is able to:

Communicate and effectively apply various forms of communication in the English language in the work community and in a multicultural environment

- Communicate in English in nursing
- Apply information gathered from sources in the English language
- Analyse linguistic structures and terminology

- Attain skill level B.2 as defined in the Common European Framework

Contents of the study unit:

What type of communication skills is necessary in nursing?

What types of situations require nursing staff to communicate in English?

What type of analysis skills of linguistic structures and terminology are required in nursing?

Study unit description:

The study unit develops the students' communication skills, enhances their structural analysis and metalinguistic skills, and provides the core contents of nursing in the English language.

Previous studies:

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

G0122 Swedish, 5 cr**The student is able to:**

Use oral and written Swedish in their work environment

- Communicate in the Swedish language in their work using different communication channels
- Apply information acquired from sources in the Swedish language. Students attain skill level B1.2 in the Swedish language as defined in the Common Euro-pean Framework. Students pass the civil service language proficiency certificate in oral and written Swedish with a Good or Satisfactory grade.

Contents of the study unit:

What type of communication skills is necessary in nursing?

What types of situations require nursing staff to communicate in Swedish?

How do students make use of their Swedish language skills in the work community?

Study unit description:

Communication skills, analysis skills of linguistic structure, core content in nursing in the Swedish language

Previous studies:

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

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

This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr**Study unit description:**

This study unit is for evaluating oral skills in Swedish.

G0161 Finnish language, 5 cr**00636 Written skills in Finnish, 0 cr**

00637 Oral skills in Finnish, 0 cr

G022 PERSON AS A HOLISTIC BEING AND ENVIRONMENT, 30 cr

Description:

What are human beings as a whole?

Which methods promote health?

What are the main nursing interventions?

How to support environmental health with nursing interventions?

How to act in accordance with ethical principles?

The student will be able to:

Describe human beings as a whole

- Act in client-oriented ways
- Promote the health of individuals, groups and the environment
- Use the main nursing interventions and draw up documents
- Act in accordance with ethical principles in the field

Content:

Nursing adopts a holistic concept of humanity, which views people as a whole in their environment. The purpose is to support human and environmental health using nursing

G0123 Client Orientation, 10 cr

The student is able to:

Describe human being as a whole

- Examine the phenomena relating to welfare client relationships and service expertise
- Observe various client encounters in a range of company or community activities
- Encounter clients
- Evaluate and develop their client-oriented activity

Contents of the study unit:

How do human beings express themselves in a holistic way?

What is the basis for successful client work and how is this implemented?

Study unit description:

Client orientation in welfare activities and their development refers to a holistic encounter of clients, which sees them as individuals, members of their community and, more broadly speaking, as members of a specific population group and the entire society. Clients are understood to be experts of their own lives. Issues and questions raised by the client serve as the starting point for client-oriented activities.

G8145 Health promoting, 5 cr

The student is able to:

Tunnistaa eri-ikäisten terveyttä ja hyvinvointia edistäviä tekijöitä eri ympäristöissä.

Kuvata hyvinvoinnin palvelujärjestelmiä ja niitä ohjaavia lakeja ja eettisiä ohjeita.

Antaa ensiapua ja edistää ympäristön turvallisuutta.

Contents of the study unit:

Mitä terveydellä ja hyvinvoinnilla tarkoitetaan?

Millainen on suomalainen terveydenhuollon palvelujärjestelmä?

Miten eri-ikäisten asiakkaiden terveyttä edistetään?

Miten annetaan ensiapua ja toimitaan poikkeusoloissa?

Miten toimitaan kestävästä kehityksen periaatteiden mukaisesti hoitotyössä?

Study unit description:

Terveyden edistäminen on ihmisen terveyden suojelemista, ylläpitämistä ja lisäämistä erilaisin toimin. Tähän sisältyy ihmisen omaan terveyteen ja sen taustatekijöihin liittyvien voimavarojen lisääminen oman terveyden edistämiseksi. Terveyden edistämiseen kuuluvat myös sairauksien ja tapaturmien ehkäisy ja hoito. Hoitotyön tehtävänä on edistää eri-ikäisten yksilöiden, perheiden, ryhmien ja yhteisöjen terveellistä ympäristöä ja turvallisuutta.

G8146 Introduction to Global Health Issues, 5 cr

The student is able to:

Describe global and public health issues.

Describe local and global health risks.

Contents of the study unit:

What are the most common global and public health issues?

How do microbes and infectious diseases influence in the healthy environment?

Study unit description:

The study unit familiarizes students with most common global and local health issues. Students attain basic knowledge in infectious diseases.

G0127 Nursing process and Documentation, practice, 10 cr

The student is able to:

Describe the development stages of nursing

- Justify their actions in line with the values and ethical guidelines of nursing
- Plan, implement and evaluate client-oriented nursing, and comply with the recommended documentation practices
- Master medical calculations
- Make use of multidisciplinary knowledge in nursing

Contents of the study unit:

How have nursing and nursing science developed?

How to assist people through nursing?

What is safe medication administration?

How to examine and assist patients using the methods of medical science?

How to document nursing?

Study unit description:

Nursing refers to activities that promote and sustain health, prevent diseases, and promote recovery and rehabilitation. The study unit familiarises students with the history and core concepts of nursing. Workshops and projects provide a chance to practice nursing interventions methods, asepsis, ergonomics, safe medication and documentation.

Previous studies:

Pass in initial mathematics test

G023 HEALTH PROMOTION IN NURSING CULTURES, 105 cr**Description:**

How to evaluate ethics in nursing?

How to implement interaction and cooperation in nursing cultures?

How to implement patient assistance and support methods in nursing?

What is empowerment, and how is it implemented in nursing?

What is client-oriented guidance and consultation in nursing, and how are these implemented?

What types of decision-making processes and models are used in nursing?

What types of decisions do nurses make independently?

The student will be able to:

Reflect on their ethical thinking and find ethically sustainable solutions for problem situations in health promotion

- Participate in professional interaction in client-oriented cooperation
- Participate in multidisciplinary communities and networks in domestic and international environments
- Plan, implement and evaluate care for patients in different nursing cultures
- Apply information from different fields of science
- Critically evaluate their decision-making in nursing

Content:

Nurses and public health nurses implement and develop nursing for individuals, families and communities, including promoting and sustaining health, preventing diseases, and fostering recovery and rehabilitation. They empower people and communities at different stages of life, and assist individuals in coping with sickness, disability and death. The theme develops the knowledge- and skill-based professional core competence of students in different nursing cultures. Evidence-based nursing requires problemsolving and decisionmaking skills, an understanding of holistic care and nursing interventions, and the correct implementation of medical care.

G0129 1. Professional Development in Practice, gerontological Nursing, 10 cr**The student is able to:**

Act to promote a good, healthy and safe environment for clients

Work according to ethical guidelines of nursing and consider the principles of their actions

- Use data collection methods in order to identify the resources that support and factors that place strain on the health of patients

- Plan, implement and evaluate client-oriented nursing

Contents of the study unit:

How to enhance a healthy and safe environment for the elderly?

How to assist the elderly through nursing?

How is documentation carried out in nursing?

How to implement medical care for elderly patients in a safe way?

How to conduct nursing aseptically and ergonomically?

Study unit description:

The work placement familiarises students with the nursing environment, patients and work community, and provides practice in gerontological nursing interventions. Supervised practice, self-evaluation, peer evaluation and evaluation by supervisors foster the professional development of students.

Previous studies:

Students have completed the studies previous to the 1. Professional Development in Practice.

G0130 Nursing Ethics and Patient Safety, 5 cr

The student is able to:

Examine ethical issues from the point of view of the society and the organisation

- Analyse and find solutions to ethical problems in patient safety
- Reflect on their ethical thinking and find ethically sustainable solutions for problem situations in health promotion and medication administration.

Contents of the study unit:

What ethical questions are connected with patient safety?

What types of ethical competence do planning, implementing and evaluating medical care require?

How to implement medication administration in a safe, correct and aseptic way?

How do the models and theories of health education steer health promotion and nursing ethics?

Study unit description:

The professional ethics of nursing refer to a coherent, systematic approach to what constitutes correct and good. This view has been presented in the field's ethical code (e.g. Ethical Guide-lines of Nursing), which describes the ethical principles, guidelines and rules agreed by the professional community. The ethical code describes the types of professional activities that are seen as desirable.

Previous studies:

Students have completed the previous studies

G0131 Interaction and Cooperation, 5 cr

The student is able to:

- Comply with ethical principles in partnership
- Conduct team work in a target-oriented way and develop their team work skills
- Reflect on their interaction and cooperation competence
- Apply evidence based knowledge in developing professional interaction and cooperation competence

Contents of the study unit:

What does professionalism mean in a partnership?

How to creatively enhance interaction?

What do team work skills mean?

What types of dynamic and group-dynamic factors are present in interaction?

How to apply different psychological interpretation frames in encountering other people?

Study unit description:

Interaction and cooperation refer to encountering and understanding other people, being truly present in encounters and adopting an empowering in cooperation relationships. The work community and health communication skills of students in interaction with individuals, groups and communities are developed. Psychological interpretation frames applied by students support the professional competence in encountering and interaction with people.

G0132 Clinical therapeutics, 5 cr**The student is able to:**

Plan, implement and evaluate nursing care for patients in medical and surgical environment

- Select nursing assistance, support and relief methods that promote the health and welfare of patients on the basis of evidence-based knowledge
- Plan, implement and evaluate medical care, considering their own and the patient's safety
- Comply with asepsis

Contents of the study unit:

What is the nursing process like in medical and surgical environment?

How to plan, implement and evaluate nursing care for patients in medical and surgical environment?

How to assist and support patients through nursing in medical and surgical environment?

How to plan, implement and evaluate medication administration, pain treatment and asepsis?

Study unit description:

Clinical Therapeutics is chosen in a patient-oriented and evidence-based way to promote the health and welfare of patients. The study unit explores assisting and supporting medical and surgical patients.

Previous studies:

Students have completed the 1. year study units

G0133 Examination, Monitoring and Treatment Methods I, 5 cr**The student is able to:**

Describe mechanisms of action of pharmaceutical preparations

- Describe examination, monitoring and treatment methods
- Integrate and apply knowledge from medicine and other scientific fields to nursing

Contents of the study unit:

What are the mechanisms of action of pharmaceutical preparations?

Which examination, monitoring and treatment methods are used to treat medical, surgical and intensive care

patients?

Study unit description:

The purpose of examination, monitoring and treatment methods is to promote the health of medical, surgical and intensive care patients.

Previous studies:

Students have completed the 1. year study units

G0134 2. Professional Development in Practice, Medical Nursing Care, 8 cr

The student is able to:

Participate in professional interaction and cooperation with individuals, families and communities

- Identify and analyse problem situations in nursing and find appropriate solutions
- Recognise the resources of individuals, families and communities in assisting and supporting patients
- Plan, implement and evaluate nursing care for patients
- Apply knowledge from medicine and other scientific fields in nursing
- Implement medication administration, correct and aseptic way

Contents of the study unit:

How to develop professional interaction in nursing care?

How to solve problem situations ethically?

How to plan, implement and evaluate nursing care for patients in medical nursing environment?

How to implement medication administration safely?

How to comply with asepsis?

Study unit description:

The work placement familiarises students with nursing care and work community, and provides practice in clinical nursing therapeutics in medical nursing environment. Supervised practice, self-evaluation, peer evaluation and evaluation by supervisors foster the professional development of students.

Previous studies:

Required study units before the practice

G0135 3. Professional Development in Practice, Surgical Nursing, 7 cr

The student is able to:

Participate in professional interaction and cooperation with individuals, families and communities

- Recognise the resources of individuals, families and communities in assisting and supporting patients
- Plan, implement and evaluate nursing care in surgical nursing environment
- Identify and analyse problem situations in nursing and find appropriate solutions
- Apply knowledge from medicine and other scientific fields in nursing
- Implement medication administration in a safe, correct and aseptic way

Contents of the study unit:

How to develop professional interaction in nursing care in surgical nursing environment?

How to solve problem situations ethically?

How to plan, implement and evaluate nursing care for patients in surgical nursing environment?

How to implement medication administration safely?

How to comply with asepsis?

Study unit description:

The work placement familiarises students with the work community, nursing care and provides practice in clinical nursing therapeutics in surgical environment. Supervised practice, self-evaluation, peer evaluation and evaluation by supervisors foster the professional development of students.

Previous studies:

Required study units before the practice

G0136 Strengthening Patient Resources, 5 cr**The student is able to:**

- plan, implement and evaluate family care, mental health care, crisis and substance abuse work in the transitions of patients and in different cultures
- select nursing interventions that empower individuals, families and communities during transition stages
- consider different cultural backgrounds in nursing care
- implement nursing care that promotes rehabilitation

Contents of the study unit:

What are the transitions of individuals, families and communities?

How to develop oneself in cultural conscious nursing?

How to plan, implement and evaluate family nursing, mental health nursing, crisis and substance abuse nursing in the transitions of patients and in different cultures? How to strengthen the rehabilitation of patients?

Study unit description:

In nursing, strengthening patient resources refers to supporting patients through, for example, patient guidance characterised by an equal interaction relationship and respect for others. Patients must be provided with adequate information to make decisions, allowing them to be independent and choose the most appropriate treatment option. This way patients gain increasing control over their lives. The study unit familiarises students with empowering mental health patients, families, children and substance abuse customers at different stages of life. It considers multiculturalism and cultural nursing care as well as the nursing interventions that support rehabilitation.

Previous studies:

Students have completed the previous studies

G8147 Examination, Monitoring and Treatment methods II, 5 cr**The student is able to:**

Describe the examination, monitoring and treatment methods of obstetrics, gynaecology, paediatrics and geriatrics.

Integrate and apply knowledge in medicine and other sciences with nursing.

Implement medication administration in a safe, correct and aseptic way

Contents of the study unit:

Which research, monitoring and treatment methods are used for maternal, gynaecological and paediatric patients and in geriatrics?

How does nutrition and guidance promote the health?

Study unit description:

The purpose of examination, monitoring and treatment methods is to promote the health of expectant families, children and their families, and geriatric patients.

G0138 4. Professional Development in Practice, Paediatric/Mental Health Nursing Care, 10 cr

The student is able to:

- Plan, implement and evaluate nursing care for patients going through a transition
- Consider the patients' cultural background
- Promote rehabilitation
- Apply knowledge derived from medicine and other sciences to nursing care

Contents of the study unit:

How to consider the transition and cultural background of the client in planning, implementing and evaluating nursing?

How is the rehabilitation-promoting approach evident in one's nursing activities?

How to work in a multicultural work community?

Study unit description:

The work placement familiarises students with cultural-conscious nursing and nursing care of children and families or mental health and substance abuse patients. Empowerment methods are chosen to promote the health and welfare of patients going through a transition. Supervised practice, self-evaluation, peer evaluation and evaluation by supervisors foster the professional development of students.

Previous studies:

Students have completed the previous studies

G0155 Guidance and Consultation, 5 cr

The student is able to:

- Plan, implement and evaluate individual and group client guidance
- Plan, implement and evaluate nursing care for patients living at home
- Guide clients and customers in using welfare services and IT- services
- Evaluate the need for supervision of work, and apply it in nursing environments

Contents of the study unit:

How to plan, implement and evaluate individual and group counselling?

How to promote client empowerment through guidance in home care?

Why is supervision of work necessary in nursing care?

Study unit description:

Guidance and consultation are nursing interventions designed to promote client's self-care and continuity of treatment. The study unit examines guidance, consultation and work supervision methods in different environments of social services and health care.

Previous studies:

1.-2. year study units

G0139 5. Professional Development in Practice, Home Care and Paediatric/Mental Health Care, 10 cr

The student is able to:

implement and evaluate nursing for patients going through a transition

- implement and evaluate nursing for patients living at home
- implement and evaluate patient guidance in a client-oriented way in multidisciplinary work communities
- Foster clients' self-care at the different stages of nursing

Contents of the study unit:

How to promote clients' self-care in nursing process?

How to plan, implement and evaluate guidance in a client-oriented way?

How to guide clients to make use of welfare technology and IT- networks?

What does network cooperation mean?

Study unit description:

The work placement familiarises students with nursing for patients living at home and for children and families, as well as mental health and substance abuse nursing, where the clinical nursing interventions are selected to enhance the health and well-being of patients going through a transition. Supervised practice, self-evaluation, peer evaluation and evaluation by supervisors foster the professional development of students.

Previous studies:

Required study units before the practice

G0140 Decision-Making in Nursing, 5 cr

The student is able to:

Describe the tasks of health care and their own areas of responsibility as a basis for decision-making

- Apply extensive, advanced information in nursing/public health nursing, which encompasses critical evaluation of theories, core concepts, methods and principles
- Demonstrate advanced professional skills
- Make the necessary decisions for solving complex or unexpected problems in nursing/public health nursing
- Justify and critically evaluate their decisions as nursing/public health nursing experts
- Present development targets for nursing/public health nursing
- Recognise and reflect on the future challenges of nursing

Contents of the study unit:

How is nursing/public health nursing expertise demonstrated?

How is expertise in medication administration implemented?

How to make independent decisions in nursing/public health nursing?

How to develop and impact nursing/public health nursing?

What future challenges does nursing/public health nursing face?

Study unit description:

Decision-making in nursing refers to the thought processes and operating models for finding, recognising and integrating relevant knowledge as a basis for decisions, identifying and prioritising the problems of patients, setting goals and choosing appropriate nursing interventions, justifying decisions and planning the evaluation of nursing care. Decision-making in nursing is linked with the autonomy of patients, according to which nursing staff must respect the patients' decisions concerning their treatment.

Previous studies:

Students have completed the previous studies

G0141 6. Professional Development in Practice in a Nursing Environment Chosen by the Student, 10 cr**The student is able to:**

Demonstrate extensive competence in nursing

- Apply and critically evaluate information in nursing; theories, core concepts, methods and principles
- Make decisions in complex or unexpected situations
- Justify and critically evaluate their decisions as nursing/public health nursing experts
- Generate new, creative practices for developing nursing
- Act as responsible team members and manage a team

Contents of the study unit:

How is nursing expertise demonstrated in the chosen nursing environment?

What types of professional decisions do nurses/public health nurses make?

How to identify and impact development targets in nursing?

How to manage a team in nursing?

Study unit description:

Students select their placement according to their personal study plan. Supervised practice, self-evaluation, peer evaluation and evaluation by supervisors foster the professional development of students.

G0142 7. Professional Development in Practice in a Nursing Environment Chosen by the Student, 10 cr**The student is able to:**

Apply and critically evaluate information in nursing; theories, core concepts, methods and principles

- Demonstrate extensive competence in nursing
- Make decisions in complex or unexpected situations
- Justify and critically evaluate their decisions as nursing/public health nursing experts
- Generate new, creative practices for developing nursing
- Act as responsible team members and manage a team

Contents of the study unit:

How is nursing expertise demonstrated in the chosen nursing environment?

What types of professional decisions do nurses/public health nurses make?

How does the environment enable innovative activity?

How to manage a team?

Study unit description:

Students select their placement according to their personal study plan. Supervised practice, self-evaluation, peer evaluation and evaluation by supervisors foster the professional development of students.

Previous studies:

Students have completed the previous studies

G024 MANAGEMENT AND DEVELOPMENT IN WELFARE SERVICES, 30 cr

Description:

How to develop welfare services?

How to establish a welfare company?

How to develop nursing through management?

How to develop the quality of nursing?

How to apply research and development methods in development projects?

The student will be able to:

Plan the business activities of welfare companies

- Find client/customer-oriented, sustainable, economically viable solutions
- Generate new competence and innovation in development projects
- Manage work and function independently in expert roles in project and work environments
- Implement a thesis within a research and development project, and complete the maturity test

Content:

Effective, client-oriented welfare services are developed through welfare service innovation and managing nursing.

G8148 Welfare Entrepreneurship, 5 cr

The student is able to:

Draw up a welfare company business plan.

Contents of the study unit:

How to create a business idea?

How to draw up a business plan?

Study unit description:

Entrepreneurship is examined from the perspective of welfare service development and the opportunities of the operating environments of service companies.

01400 Leadership and management, 5 cr

G8150 Service innovations, 5 cr

The student is able to:

Define development targets from the perspectives of the workplace and regional development.

Use research and development methods and tools in development work.

Participate in implementation and report on a target-oriented development project.

Participate in a partnership network.

Contents of the study unit:

How are ideas created and developed?

What information is required on the phenomenon and on the development environment?

How to plan, implement and evaluate a development process?

How to work in a development team?

Study unit description:

Service innovations create client-oriented, sustainable, economically viable solutions for development projects. The study unit can be implemented in Laurea's learning environments and through projects, workshops or work placements.

G0147 Thesis, 15 cr**The student is able to:**

Outline the development task

- Construct the framework
- Search for and select theoretical knowledge as a background for the thesis
- Draw up and present a thesis plan
- Use selected research and development methods
- Progress systematically in the thesis process
- Implement the thesis as a research and development task
- Draw up a thesis report and present the thesis
- Demonstrate competence in the field of the thesis in the maturity test

Contents of the study unit:

How to choose the subject matter of the thesis?

How to construct the theoretical basis for the thesis?

How to draw up the thesis plan?

How to describe and justify the chosen research and development methods?

How to acquire and analyse the data?

How to evaluate the thesis process and results?

How to present the thesis in a way that arouses interest?

Study unit description:

Thesis forms part of Laurea's research, development and innovation work. It helps student to grow professionally and it is linked to the employment sector and to regional development. Thesis is used to develop work and work practices, and can produce widely applicable innovations. Thesis is based on a real-life development challenge. After drawing up the idea, student prepares a thesis plan through participating in workshops that support the process. Target-oriented activities and related results are recorded in the thesis report. The report is established on a theoretical and investigative analysis supported by workshops. Theses contain descriptive, explanatory and investigative information on the labour market, as well as new know-how produced for the workplace

Previous studies:

Project Work 5 cr

Research and Development Methods I 5 cr

G025 PUBLIC HEALTH NURSING, 30 cr**Description:**

How to plan, implement and evaluate public health nursing?

How to develop one's work as a public health nurse?

How to protect the health of the population?

The student will be able to:

Develop their expertise in public health nursing

- Carry out public health nursing and health protection for individuals, families, communities and the population in general
- Understand the service system, and work with other experts
- Develop their activities to correspond to changes in society
- Impact decision-making in health promotion
- Critically evaluate the ethical issues of public health nursing
- Apply new technology to health promotion

Content:

Public health nursing constitutes health promotion for individuals, families, communities and the population. The theme familiarises students with the service system, partners, health protection and multidisciplinary activities in public health nursing. It provides the skills for using public health nursing methods in individual and group guidance. It also teaches to apply research-based knowledge in guidance, to empower families and to make use of a creative approach.

G0149 Maternity Health Care, 5 cr**The student is able to:**

Plan, implement and evaluate health care for expectant families

- Recognise the needs of families for special support and have the readiness to take early measures
- Carry out family training and breastfeeding guidance
- Arrange for the monitoring of the health of the mother and fetus and related screening methods

- Identify and prevent risk factors in pregnancy and birth
- Participate in recognising, monitoring, providing referrals to further treatment and treating mothers and families requiring special support
- Take care of emergency childbirths
- Carry out the monitoring, guidance and health care of mothers who have recently given birth and of the newborn, and provide referrals to further treatment as necessary

Contents of the study unit:

How to help and support families who are planning or expecting children?

What constitutes helpful breastfeeding guidance?

How to help and support postnatal mothers and newborn?

Study unit description:

Health care for families who are expecting children or who have given birth is designed to promote the health and welfare of the whole family. The study unit familiarises with the significance and methods of breastfeeding guidance.

Previous studies:

Completion of previous themes

G0150 Health Care for Families with Children, 5 cr

The student is able to:

Plan, implement and evaluate health care for children and their families

- Recognise age-specific resources that support and factors that place a strain on families, and assist with different methods
- Provide guidance in early interaction
- Identify the needs of families for special support and have the readiness take early measures

Contents of the study unit:

How to plan, implement and evaluate public health nursing for families?

How to monitor and guide early interaction?

How to check and examine children?

Study unit description:

The study unit provides the necessary skills to plan, implement and evaluate family health care, which encompasses recognising the situation of children and their families as well as responding to their possible issues or problems.

Previous studies:

Previous Themes

G0151 School and Student Health Care, 5 cr

The student is able to:

Plan, implement and evaluate public health nursing for school children and young people

- Identify factors that support and place a strain on school children and young people
- Promote health at schools

- Promote the sexual health of different age groups
- Respond at an early stage to possible needs for special support of different age groups, in cooperation with families and others concerned

Contents of the study unit:

How to plan, implement and evaluate school and student health care?

What constitutes useful and versatile sexual education?

Study unit description:

The study unit examines public health nursing for pupils and students, and provides skills for carrying out sexual education for young people.

Previous studies:

Previous Themes

G0152 Health Care for the Working-Aged Population and the Environment, 5 cr

The student is able to:

Plan, implement and evaluate health care for the working-aged population

- Identify age-specific factors that support or place a strain on families, and assist with different methods
- Conduct themselves in line with good occupational health care practices
- Participate in preventing contagious diseases
- Recognise environmental health risks, and promote environmental health

Contents of the study unit:

What does public health nursing for the working-aged population mean, and how is it carried out?

What is occupational safety?

How are contagious diseases prevented?

How can public health nurses promote environmental health and safety?

Study unit description:

The study unit explores occupational health care and health education for the working-aged and ageing population. The study unit also examines vaccinations, preventing contagious diseases and key issues in environmental health care.

Previous studies:

Previous Themes

G0153 8. Professional Development in Practice, 10 cr

The student is able to:

- Plan, implement and evaluate public health nursing in various operating environments, based on research data and evidence
- Recognise factors that promote and place a strain on the health of clients of different ages and their families
- Evaluate and justify their ethical decisions
- Cooperate collegially, committing to shared objectives
 - Cooperate in multicultural network

Contents of the study unit:

How to implement age-specific public health nursing in various environments?

How is health protection implemented?

How to cooperate collegially and in multicultural network?

Study unit description:

The work placement is carried out in Laurea's learning environments, projects, maternity and child welfare clinics, school health care, occupational health care, health centres, private companies, associations, organisations, ICT networks or other welfare networks. Supervised practice, self-evaluation, peer evaluation and evaluation by supervisors foster the professional development of students.

Previous studies:

Completion of previous themes and study units

0369 ELECTIVE STUDIES, 15 cr**Description:**

Which elective studies increase and diversify professional competence?

Content:

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

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.

01265 Initial Mathematics Test, 0 cr**Study unit description:**

At the beginning of their studies, all students take initial tests in mathematics. The initial test may only be completed once. The test is used to check the students' starting level before beginning the studies in mathematical applications. Students who fail the initial test must take preparatory studies in mathematics at the start of their

studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00453 Initial Test in Finnish language, 0 cr

01268 Preparatory Studies in Finnish, 3 cr

The student is able to:

Students gain skills in language use within their field, and are equipped to complete their studies and participate in interaction within their sector.

Contents of the study unit:

The study unit prepares students to use written and spoken Finnish in expert roles.

Study unit description:

Students whose language of school education is not Finnish must gain practice in their Finnish language skills. For students whose language of school education is not Finnish, the study unit is usually compensated by studies in the Swedish 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.

01288 Preparatory Studies in Swedish, 3 cr

The student is able to:

Grasp the 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.

01270 Preparatory Studies in Mathematics, 3 cr

The student is able to:

Grasp the basics for understanding mathematical applications used within their field of study

Contents of the study unit:

Revision of the content of the upper secondary school basic syllabus in mathematics

Study unit description:

Students practice and develop their mathematical skills in order to complete the studies in mathematical applications included in the actual professional studies.