

LAUREA UNIVERSITY OF APPLIED SCIENCES

Common and elective studies, Laurea Tikkurila, LYV13SY

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>

1. year

OP	STUDIES	
01294	Development of Guidance and Teaching Skills	5
V1421	Microbiology and Pathology	2
V1420	Geriatrics	1
V1255	Ethical questions in nursing practice	5
V1419	Master Sales Assistant	3
V0147	Multicultural Aspects of Social Work and Health Care in Russia	5
V1304	Basic French 2	5
V0148	Finnish as a second language	5
01095	Developing Care of Older Adults	5
V1398	Inside consuming. Many perspectives to approach consumerism	5
01422	Nursing and Physiotherapy Professional Information Retrieval	3
01423	Lukukurssi	3
V1362	Wellness at Work	5
V0074	Responsible Leadership	10
01280	Social Influence and Social Ethics	10
V1235	Child Protection	5
V1279	NLP Basic Course	5
01159	Evaluation and development in early childhood education	5
V1300	Tikkurila International Week event planning	3
01303	Family and Domestic Violence -seminar	2
V1360	Directive of Maternity Care	1,5
V1309	Growth in groups	3
V1296	Free from performance anxiety	3
00843	Health-Promoting Environment	6
V1359	Leisure time and sports tutoring for young immigrants	5
V1358	Perioperative nursing	5
V1356	Working Globally	5
V1355	Ups and downs in a relationship	3
V1261	First Aid	1
V0146	Medical Treatment in Social Care	3
V1282	"Development Project on Street Violence Offenders"	3
V1240	Supporting early interaction	3
V1280	Idea and Innovation	5
V0155	Psychodrama Growth Group	5
V0152	Family and Domestic Violence - projectgroup	2
V1242	Tandem Project, English-Finnish	3
V1239	Basic French 1	5
00798	Introduction to worklife English	5
00800	Introduction to worklife Swedish	5
00189	Preparatory Studies in Mathematics	3
00194	Preparatory Studies in English	3
00195	Preparatory Studies in Swedish	3

00305	Basic Finnish	5
01096	Health Assessment	5
V1302	HRM Basics for Everyone	5
00845	Social and Health Care in Finland	5
00844	Social and Health Care in Cultural Perspective	5
V1353	Encountering Sexuality in Customer Service	3
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01294 Development of Guidance and Teaching Skills, 5 cr

The student is able to:

- suunnitella, toteuttaa, analysoida ja arvioida valitsemaansa ohjaus- tai koulutustapahtumaa.
- hyödyntää oppimiskäsityksiä ja opetussuuntauksia ja teorioita
- ottaa huomioon asiakkaan tarpeet ohjausta ja koulutusta suunnitellessaan ja toteuttaessaan.
- kehittävän ja uudistavan asenteen ohjauksen ja koulutuksen suunnittelussa ja koulutusmateriaalin tuottamisessa.
- itsensä jatkuvan ja monipuolisen ammatillisen kehittämisen

Contents of the study unit:

- ohjaustilanne yksilö/ryhmä
- koulutustapahtuma
- oppimiskäsitykset
- opetussuuntauksien –teoriat

V1421 Microbiology and Pathology, 2 cr

V1420 Geriatrics, 1 cr

V1255 Ethical questions in nursing practice , 5 cr

The student is able to:

Opiskelija hahmottaa omia arvojaan, päämääriään ja tavoitteitaan sairaanhoitajan eettisen osaamisen sisällöistä käsin. Opiskelija kehittää omaa eettistä ajatteluaan ja pyrkii etsimään aktiivisesti perusteltuja ratkaisuja käytännöllisiin eettisiin ongelmatilanteisiin eri asiakasryhmien kanssa. Opiskelija harjoittelee eettistä ajattelutapaa laajentaen sitä työyhteisön tasolle sairaanhoitajan eettisten ohjeiden hengessä.

Contents of the study unit:

Sairaanhoitajan eettiset ohjeet käytännössä. Keskeiset etiikan teoriat: seurausetiikka, velvollisuusetiikka ja hyve-etiikka. Eettisesti hyvä hoitotyö. Eettinen ongelmanratkaisu käytännön hoitotyössä. Hoitotyön etiikka eri toimintaympäristöissä: mielenterveys- ja päihdetyö, lasten- ja nuorten hoitotyö, lasta odottavan perheen hoitotyö, aikuisten hoitotyö, työyhteisön eettiset ongelmat.

Opintojakson sisältö rakentuu käytännön eettisten ongelmatilanteiden ympärille sekä opintojaksolle osallistuvien opiskelijoiden esille tuomien näkökohtien pohtimiseen ja tarkasteluun.

V1419 Master Sales Assistant, 3 cr

The student is able to:

Opiskelija osaa hahmottaa kaupan alan ja vähittäiskaupan toimintakokonaisuuden sekä ymmärtää tuotetietouden ja asiakaspalvelun merkityksen myyjän työssä. Opiskelija osaa huomioida vastuullisuuteen liittyviä tekijöitä niin kaupan toiminnassa kuin kuluttajanakin.

Contents of the study unit:

K-ryhmän Mestari myyjäkoulutus tarjoaa ajankohtaista tietoa kaupan alasta ja vähittäiskaupan toiminnasta. Opiskeltavissa on K-kauppojen henkilökunnan koulutustarjonnasta laaja valikoima verkkokoulutuksia ja tuotekoulutuksia, joista opiskelija voi valita parhaiten omaan tarpeeseensa soveltuvan opintokokonaisuuden. Kaikille yhteiset koulutukset ovat: Keskon käyntikortti, Vastuullisia valintoja, Sähköiset palvelut ja Ylläty yrittämällä! Lisäksi opiskelija suorittaa verkkotentin, ja kirjoittaa tiivistelmän valitsemastaan vastuullisuusaiheisesta teoksesta.

K-ryhmän Mestari myyjäkoulutus tarjoaa ajankohtaista tietoa kaupan alasta ja vähittäiskaupan toiminnasta. Opiskeltavissa on K-kauppojen henkilökunnan koulutustarjonnasta laaja valikoima verkkokoulutuksia ja tuotekoulutuksia, joista opiskelija voi valita parhaiten omaan tarpeeseensa soveltuvan opintokokonaisuuden. Kaikille

yhteiset koulutukset ovat: Keskon käyntikortti, Vastuullisia valintoja, Sähköiset palvelut ja Ylläty yrittämällä! Lisäksi opiskelija suorittaa verkkotentin, ja kirjoittaa tiivistelmän valitsemastaan vastuullisuusaiheisesta teoksesta.

Previous studies:

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V0147 Multicultural Aspects of Social Work and Health Care in Russia, 5 cr

Contents of the study unit:

Opiskelija

- tutustuu Venäjän kulttuuriin ja sosiaali- ja terveydenhuoltoon
- osaa toimia ja soveltaa ammatillista osaamistaan Venäjällä osallistumalla työhön omassa tiimissä mentorin johdolla
- saa tukea persoonalliseen ja ammatilliseen kasvuunsa mentoreiden ohjauksen ja oman tiimin avulla
- osaa tunnistaa ja käsitellä kulttuurieroavaisuuksia ja niiden herättämiä tunteita ja ristiriitoja muiden kanssa
- ymmärtää paremmin erilaisia kulttuureja ja erilaisuutta sekä osaa toimia monikulttuuristen asiakkaiden kanssa.

Study unit description:

Toiminta Venäjällä tukee Kikkerin kylän ja Volosovan alueen perheiden arjesta selviytymistä yhdessä paikallisten toimijoiden kanssa.

Toiminnan tavoitteina ovat

- perheiden ja vanhusten selviämisen tukeminen heidän omissa kodeissaan Kotipartion avulla
- Kikkerin palvelutalon toiminnan kehittäminen
- Kikkerin kylässä asuvien yksinhuoltajien perheiden arjesta selviytymisen tukeminen
- yhteistyön ja toiminnan kehittäminen Volosovan toimintakeskuksen ja lastenkodin kanssa
- yhteistyön mahdollisuuksien selvittäminen Volosovan sairaalan ja Sairaanhoidon opiston kanssa.

V1304 Basic French 2, 5 cr

V0148 Finnish as a second language, 5 cr

The student is able to:

- kirjoittaa opinnoissa ja työssä tarvittavia tekstejä (mm. essee, raportti, opinnäytetyö, työsähköposti) harjaantumalla kirjoitetun, norminmukaisen yleiskielen käyttäjänä
- tunnistaa kehittämistarpeet omassa kirjallisessa ilmaisussaan
- hakea ohjausta kehittyäkseen kirjoittajana
- havainnoida ammatti- ja tietotekstien kieltä, tekstilajeja ja tyyliä
- lukea, analysoida ja selostaa oman koulutusalan tekstejä

Contents of the study unit:

- puhutun ja kirjoitetun kielen erot
- keskeiset oikeakielisyysohjeet
- tilastojen pohjalta kirjoittaminen
- referointi suullisesti ja kirjallisesti
- kieltä koskevan palautteen antaminen ja vastaanottaminen
- kielenkäytön oppaiden ja muiden apuneuvojen hyödyntäminen tekstin laadinnassa ja kieliasun viimeistelyssä

Study unit description:

Opintojakso on tarkoitettu opiskelijoille, joiden äidinkieli ei ole suomi. Hyväksytysti suoritettu opintojakso korvaa ruotsin kielen opinnot (5op) opiskelijoilla, jotka eivät ole aikaisemmin lukeneet ruotsin kieltä.

01095 Developing Care of Older Adults, 5 cr

V1398 Inside consuming. Many perspectives to approach consumerism, 5 cr

01422 Nursing and Physiotherapy Professional Information Retrieval, 3 cr

01423 Lukikurssi, 3 cr

V1362 Wellness at Work, 5 cr

The student is able to:

The student is able to

- broadly perceive different local and global factors that promote wellness at work in different fields
- identify different local and global programs, plans and good practices for wellness at work
- recognize and practice different ways and methods (such as multisensory methods, art, relaxation, NLP and other cognitive methods, narrativity, solution-oriented and supervisory methods etc.) of reducing work-related stress factors and health and wellness risks, both in their own student lives and future working lives
- identify and acknowledge the best practices from employee to manager to impact wellness at work

V0074 Responsible Leadership, 10 cr

The student is able to:

- act responsibly and in a target-oriented way in working in or leading an organisation
- participate as members or leaders of the work community, and promote its welfare as well as their own
- identify an organisation's ethical values and work accordingly in multicultural communities, and critically evaluate their own and an organisation's actions
- use the tools and methods of applied R&D and creative methods in an organisation's development and quality work
- apply labour legislation to practical situations at work
- understand the basic principles of the financial management of organisations
- assess their own skills as employees and entrepreneurial characteristics
- develop as professionals and responsible members of a work community

Professional growth path and annual theme:

Students are able to:

- work responsibly in the role of employees, taking responsibility for their own and for the community's well-being

Contents of the study unit:

- organisational culture and values
- strategic management, organisational development and quality work
- HR management and well-being at work
- self-management, employee skills
- mentoring
- financial administration, labour legislation, contracts and health and safety

Professional growth path and annual theme:

- career planning
- mentoring
- the profession of the Bachelor of Social Services, and work in social services

Study unit description:

The competence gained in this study unit relates to participating in a work community and to the mastery and responsible use of the main management tools in diverse workplace situations. Competence is based on an understanding of the major issues in the operating structures, targets and profitability of work groups and organisations. The perspective is ethical responsibility in being an employee or a manager. The study unit covers

the possibilities of mentoring as a support for professional growth.

Professional growth path and annual theme:

The annual professional growth theme is Deepening Competence and it is linked in the third year to the Responsible Leadership in a Work Community study unit. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings.

01280 Social Influence and Social Ethics, 10 cr

The student is able to:

- discern social and global changes
- analyse social and global structures and processes that cause and maintain deprivation, and learn how to change them
- take into account sustainable development in their work and act in accordance to its principles
- initiate value debates and be activators in various organisations and networks
- identify some of the ethical issues related to social development and the diversity of welfare services
- promote the fulfilment of equality ideals in social work
- promote social responsibility

Contents of the study unit:

- civic action and information services
- social, regional and community work
- formation of social problems and structural social work, and their global dimensions
- social and political influence
- social ethics, ethical theories and approaches
- justice as a moral and ethical phenomenon

Study unit description:

The study unit covers opportunities for acting as an opinion leader in various interest groups and mastering various influencing methods and tools. Students receive skills in promoting the fulfilment of equality and social responsibility through social work.

V1235 Child Protection, 5 cr

V1279 NLP Basic Course, 5 cr

01159 Evaluation and development in early childhood education, 5 cr

The student is able to:

- jäsentää keskeisiä varhaiskasvatuksen arvioinnin ja kehittämisen lähtökohtia ja käsitteitä
- hankkia ja soveltaa tutkivalla otteella ajankohtaista tietoa ja muodostaa ammatillista näkemystä varhaiskasvatuksen arvioinnista ja kehittämisestä lasten ja vanhempien osallistumisen näkökulmasta
- antaa ja vastaanottaa arviointia ja vertaispalautetta opiskelijakollegoiltaan omaa että toisen ammatillista osaamista vahvistaen.

Contents of the study unit:

- Varhaiskasvatuksen arvioinnin ja kehittämisen keskeisiä lähtökohtia ja käsitteitä
- Arvioinnin eettisiä periaatteita
- Lasten ja vanhempien osallisuus varhaiskasvatuksen arvioinnissa ja kehittämisessä

V1300 Tikkurila International Week event planning, 3 cr

01303 Family and Domestic Violence -seminar, 2 cr

The student is able to:

- hahmottaa perhe- ja lähisuhdeväkivallan yleisyyden ja ilmenismuodot
- tunnistaa mahdollisuuksia ennaltaehkäistä väkivaltaa
- tunnistaa väkivallan aiheuttamia traumoja ja ensivaiheen auttamismenetelmiä

V1360 Directive of Maternity Care, 1.5 cr**The student is able to:**

The Student is able to

- to understand the subsections of Maternity Health directive
- to use evidence-based reference material that is related to Maternity Health
- to work in a small group
- to create a portfolio describing own skills on the basis of the seminar presentation

Contents of the study unit:

- äitiysneuvola
- perhevalmennus
- äitiyspoliklinikka
- synnytysosasto
- synnytys sektioilla
- synnytysvuodeosasto
- imetys lapsettomuushoidot

V1309 Growth in groups, 3 cr**V1296 Free from performance anxiety, 3 cr****00843 Health-Promoting Environment, 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 3 cr ECTS

- global challenges to reproductive health
- family nursing / parenthood
- promoting the health of the woman and her family during the pregnancy and postpartum

Community nursing 3 cr ECTS

- 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.

V1359 Leisure time and sports tutoring for young immigrants, 5 cr

The student is able to:

- opiskelija perehtyy vapaaehtoistyöhön
- perehtyy nuoren maahanmuuttajan elämäntilanteeseen
- hahmottaa vapaa-ajan roolin nuoren kotoutumisen välineenä
- perehtyy ohjaukseen ja erityisesti maahanmuuttajan ohjaukseen
- eri tahojen verkostotyö ja kansalaisjärjestöjen rooli hyvinvointipalvelujen tuottajana
- toimii vapaa-aika tuutorina

Contents of the study unit:

- tuutorointi ja ohjauksen taidot
- yksilö- ja ryhmäohjausta
- nuori asiakkaana
- maahanmuuttaja asiakkaana
- verkostotyönäkökulma: sosiaalitoimi, nuorisotalo, koulu -yhteistyö
- rasismien kohtaaminen

V1358 Perioperative 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) secure vital functions of a perioperative patient and perform resuscitation
- 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:

- Special questions in Perioperative nursing process
- Ethical thinking in perioperative nursing environment
- Saving the integrity of the patient's in perioperative nursing
- Development of quality in perioperative nursing
- Health technology and perioperative nursing

Study unit description:

Students deepen their education, guidance, decision-making, recognition, interaction, leadership skills, and cooperation in the perioperative care environment. Students develop professional to manage operational entities and to critically and developmental work approach of perioperative nursing area. The student is able to work in nursing with ethical principles of the multi-professional team

V1356 Working Globally, 5 cr

The student is able to:

This study unit is designed for students of all fields of studies, who wish to gain the tools for successful work in international teams and learn about the ways to communicate and lead internationalized teams. Students will learn about the important factors in globalized work and its contemporary issues in a virtual team environment.

Contents of the study unit:

Topics:

1. Teamwork in global virtual groups
2. Working internationally
3. Ethnic and cultural diversity
4. Intercultural competence
5. Intercultural leadership

V1355 Ups and downs in a relationship, 3 cr

V1261 First Aid, 1 cr

V0146 Medical Treatment in Social Care, 3 cr

The student is able to:

Opiskelija osaa lääkehuoltoa koskevista säädöksistä sosionomin vastuualueen
Opiskelija osaa toteuttaa asiakkaalle sosionomin työnkuvaan kuuluvaa lääkehoitoa

Contents of the study unit:

Lääkehuoltoa koskevat säädökset
Lääkkeenantomuodot ja lääkkeenannottavat sekä lääkkeiden yleiset vaikutukset elimistössä
Lääkelaskutoimitukset ja hoitomääräyksen mukainen lääkeannostus
Aseptiikka lääkehoidon toteuttamisessa

V1282 "Development Project on Street Violence Offenders", 3 cr

V1240 Supporting early interaction, 3 cr

V1280 Idea and Innovation, 5 cr

V0155 Psychodrama Growth Group, 5 cr

The student is able to:

Students are able

- to identify and control the factors that affect well-being, functional ability and self-knowledge
- find ways to strengthen professional growth and identity
- to find ways to strengthen professional growth and identity in the group and recognise their approach to interaction and roles within the group
- to understand the basics of the psychodrama method and the principles underlying the work

V0152 Family and Domestic Violence - projectgroup, 2 cr

The student is able to:

Student is able to plan and implement a seminar for theme days

V1242 Tandem Project, English-Finnish, 3 cr

V1239 Basic French 1, 5 cr

00798 Introduction to worklife English, 5 cr

Study unit description:

Introduction to worklife English is a course specially designed for students who want to improve their basic English skills by attending classes, discussion groups or conferences. It is also suitable for students with more challenging learning difficulties or for such students, who have previously studied the language on a very basic level.

00800 Introduction to worklife Swedish, 5 cr

Study unit description:

Työelämäruotsiin tutustuminen on tarkoitettu erityisesti niille opiskelijoille, jotka haluavat parantaa ruotsin kielen alkeistaitoaan osallistumalla kielen opetukseen, keskusteluryhmiin tai luennoille. Kurssi sopii myös sellaisille opiskelijoille, joilla on todettu vakavampia luki- tai oppimisvaikeuksia samoin kuin sellaisille opiskelijoille, joiden kielen opiskelusta alkeistasolla on kulunut kauan aikaa.

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.

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.

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.

00305 Basic Finnish, 5 cr**The student is able to:**

- learn the main principles of the Finnish language
- understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

- everyday situations (e.g. requesting and giving information, travelling by public transport, using a post office)
- discussions about everyday subjects (oneself, family, living conditions, etc.)
- basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to the Finnish language. Students will reach level A1 in accordance with the Common European Framework.

01096 Health Assessment, 5 cr**V1302 HRM Basics for Everyone, 5 cr****The student is able to:**

The student will be able to explain and designate main concepts of human resource management, as well as to describe their role as part of the organization's activities.

Contents of the study unit:

Employee recruitment and induction, performance reviews and personnel training, employee rewarding, engaging an employee, HR strategy and its impact on the company as a whole.

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.

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.

V1353 Encountering Sexuality in Customer Service , 3 cr

The student is able to:

- Ymmärtää seksuaalisuuden olevan koko elämän kestävä
- Oman seksuaalisuuden kohtaaminen
- Saada tietoa seksuaalisuudesta ja sen määrittelmistä
- Saada valmiuksia kohdata asiakkaan/potilaan seksuaalisuus
- Ymmärtää seksuaalisuuden puheeksi ottamisen olevan osa kokonaisvaltaista hoitotyötä
- Ymmärtää sairauden, vammaisuuden ja muutoksien merkityksen seksuaalisuuteen

Contents of the study unit:

- Seksuaalisuuden määrittelyä ja historiaa
- Seksuaalisuuden kohtaaminen asiakastyössä
- Seksuaalisuuden moninaisuus
- Seksuaalikasvatus
- Seksuaalisuus vammaisena ja sairaana
- Lääkkeet ja seksuaalisuus