

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Hyvinkää, sote), SHB14KN

INTRODUCTION TO LAUREA

Laurea's Mission

The strategic intent of Laurea University of Applied Sciences is to be "an international developer of well-being and competitiveness of the Helsinki Metropolitan area in 2020.

Laurea is a student-centred, international, inspiring and innovative university of applied sciences whose mission is to conduct education, research, development and innovation activities in international value networks following the operating model of Learning by Developing (LbD).

The students will encounter authentic workplace actors and their competence will be challenged during their studies. A student graduating from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

Competence Development

At Laurea our focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence as required by their professional goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's professional growth.

Internationality at Laurea means numerous opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

Focus areas refer to areas of strong expertise on which the education offered by Laurea and Laurea's R&D activities are based. Laurea's focus areas are service business, expertise in nursing and coping at home as well as security, safety and social responsibility. Student entrepreneurship is a cross-cutting focus area, which is visible in Laurea's activities not only as an entrepreneurial attitude and cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

Laurea produces experts for the future who can develop their own work, are professionally committed and have capabilities for serving in expert tasks in their own fields.

The education aims for an extensive and strong professional competence. Workplace driven projects also develop management competence, communication skills, creativity and ethical competence. The graduates will have capabilities for following and promoting the development of their professional fields and for continuous improvement of their personal professional competence. The education imparts the students adequate communication and linguistic skills for tasks in their fields as well as for international activities and cooperation.

Campuses

All of Laurea's campuses have their unique profiles, and they offer different learning environments:

The Hyvinkää campus specialises in the renewal of welfare services. The campus has a multi professional approach to developing financial, legal, social and health-related competence. You can study for a Bachelor's degree in Health Care (nurse), Social Services or Business Administration. Your studies will offer you opportunities to develop services in workplace projects together with working life specialists. The campus makes use of such development environments as a simulation hospital, simulation classrooms and a project learning environment in the provision of

education.

In Kerava you can choose a degree programme in Business Management or Business Information Technology. You can specialise in the management of customer-oriented service business, study tourism management or develop specialist competence in business information technology. The Kerava campus plays a pioneering role in both blended learning and virtual education. Learning through projects and acting in an international network of partners will be a standard part of your studies in Kerava.

Leppävaara SID focuses on service renewal. SID stands for Service Innovation and Design, which means user-centered innovation, development and design of services. Laurea SID provides a setting for active learning and turns out graduates who are innovative, internationally oriented and development-focused specialists of service business. In Leppävaara, you can study for a degree in Hospitality Management, Business Management, Business Information Technology or Security Management.

The Lohja campus is profiled as a developer of wellbeing and services. In the Bachelor of Health Care degree programme, nursing of adults and mental health work are emphasised. In the degree programme in business administration, you can focus on marketing, eBusiness, management and wellbeing business. Authentic workplace projects are carried out, and private and public sector services are developed, in such learning environments as Terveystori ('Health Market') and Yrityslabra ('Business Lab').

On the Otaniemi campus, students generate welfare and business competence together with working life actors. The campus is a multicultural and multidisciplinary meeting point where you can build yourself a professional network and study for a Bachelor's degree in Health Care (physiotherapist, nurse, public health nurse), Social Services, or Business Administration. The purpose of this network is to support the development of your competence and to generate new services, products and business. You may also launch your own business as part of your studies.

On the Porvoo campus, students of nursing take part in authentic workplace projects. You will build up strong basic capabilities in wellbeing entrepreneurship and work together with companies of this field during your studies. You will be offered opportunities for virtual study in the form of inspiring, up-to-date and versatile online implementations.

The aim of the Tikkurila campus is to promote future welfare. Its goal is to develop services in a participatory process with customers and to boost welfare. In Tikkurila, you can study for a Bachelor's degree in Health Care (nurse, public health nurse), Social Services (social welfare sector or correctional services), Business Administration or Beauty Care. As a student you will have opportunities for building up your competence in various development projects and learning environments together with working life specialists.

LEARNING BY DEVELOPING (LbD)

Laurea's inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with the working life. The ensuing cooperation is based on trust and creativity.

The students learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The typical characteristics of LbD include authenticity, partnership, experiential nature, creativity and a research-oriented approach.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

DEGREE STRUCTURE IN EDUCATION LEADING TO A UNIVERSITY OF APPLIED SCIENCES DEGREE

Scope and Extent of the Degree

The scope of a Bachelor's degree in Business Administration, Hospitality Management, Beauty Care, and Health Care (physiotherapist, nurse) is 210 credits, and it takes on average 3.5 years to complete. The scope of a Bachelor's degree programme in Health Care (public health nurse) is 240 credits, and it takes on average 4 years to

complete.

In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

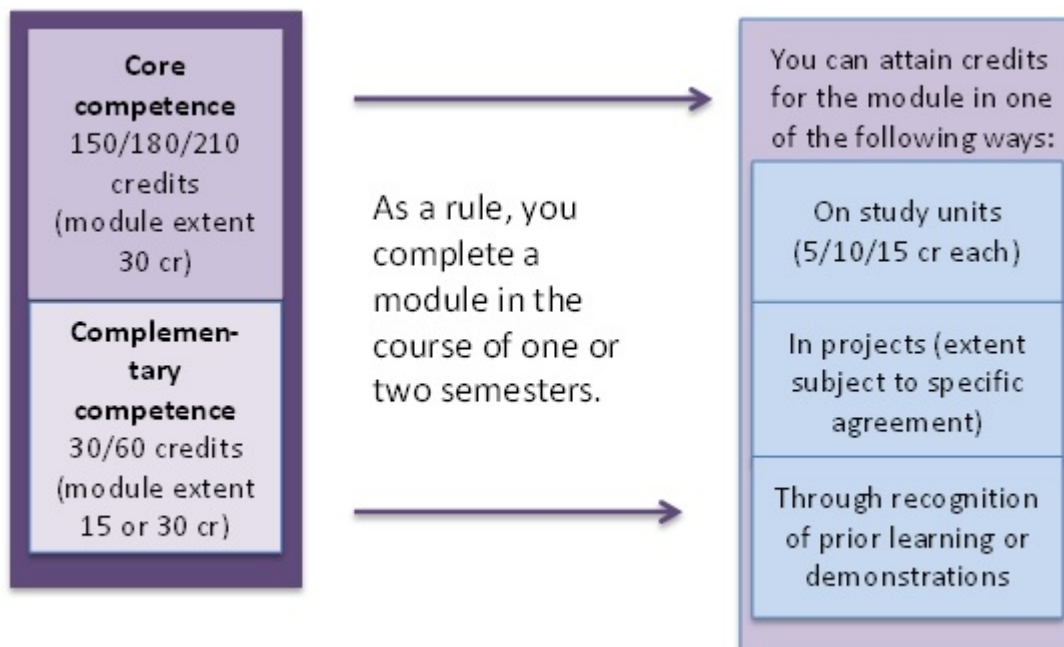
Degree Structure

The degree studies at Laurea consists of core competence and complementary competence modules. The modules comprise competence areas that are part of the degree. Core competence modules impart competence that is part of the degree's compulsory requirements. Complementary modules make it possible to deepen or extend your knowledge.

Learning is made relevant to workplace development and the student's personal goals. The learning outcomes specified for the modules build on future workplace needs and Laurea's focus areas.

In practice, credits are attained when the student complete study units that are part of the module or engage in projects in which the corresponding competence area is develop (see picture 1). Credits can also be gained through recognition of prior learning or demonstrations.

The modules have been designed so that they can mainly be completed in the course of one or two semesters. Study units can be implemented either in Finnish or in English. The language of the implementation is decided for each semester and is visible in the study unit offer.



Picture 1. Structure of the studies.

Core Competence and Complementary Competence Modules

Core competence modules lay the foundation for the competence required for a degree and are compulsory. The scope of the core competence varies depending on the degree:

- 150 credits for a Bachelor of Business Administration, a Bachelor of Hospitality Management, a Bachelor of Social Services, a Bachelor of Health Care (physiotherapist) and a Bachelor of Beauty Care degree
- 180 credits for a Bachelor of Health Care degree (nurse)
- 210 credits for a Bachelor of Health Care degree (public health nurse)

The scope of **core competence modules** is 30 credits. The modules contain the following types of studies: basic studies, professional studies, practical studies and a Bachelor's thesis.

The remaining part of the degree consists of **complementary competence modules**. Depending on the degree, the scope of the complementary competence thus is 30 or 60 credits. The scope of a module is either 15 or 30 credits. The modules can be freely selected. Complementary competence modules support individual study paths and competence. You can include in your degree complementary competence modules that are compatible with your professional goals. The compatibility of the elective studies with your degree will be subject to prior agreement with your teacher tutor.

Complementary modules include the following types of studies: professional studies, practical studies and elective studies.

Flexible Possibilities for Completing Attainments and Specialising

At Laurea, there are flexible possibilities of building up the competence specified in the modules' learning outcomes. For example, the student can

- select core competence studies offered on Laurea's different campuses
- select complementary competence modules that support your professional goals in Laurea's various units
- select English study units from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish study units from Laurea's offer of Finnish education, even if you are studying in an English education.
- select study units taught in Finnish from Laurea's offer of Finnish education
- include in your degree studies selected from the offer of the FUAS Federation, or HAMK University of Applied Sciences and Lahti university of Applied Sciences, without paying fees
- select online studies that give you more flexibility in your study schedules, and
- develop your competence by taking part in projects.

The study unit implementation plans specify the objectives, content and implementation form of the studies.

The development of a student's individual competence is also supported by campus modules, the contents of which emphasise the special competence areas of the campuses. In addition, you can deepen or extend your competence by your selections of complementary competence modules, placements and the theme of your thesis, and by participating in various projects. Career guidance will be provided to support a student on his or her study path.

ASSESSMENT OF LEARNING AND COMPETENCE

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community. The competence descriptions in the curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

Following Laurea's LbD model, it is expected that the learner's competence will develop from the level of application to the level of creativity in the course of the education. Laurea's description of shared general criteria for workplace competence is based on the National Quality Framework. General workplace competence develops as the students complete modules and study units and participate in projects.

Table 1. Shared criteria for generic working life competence at Laurea

Description of competence	Learning outcome	Examples
REFLECTION COMPETENCE <i>learning skills (EQF)</i>	• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	

Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes		- changes his/her operating methods and role, and develops his/her competence as the development process progresses in order to reach the objectives and the goal set for the project. - brings up the views put forward by experts that he/she appreciates as the project progresses
	is able to analyse the implemented operating methods and the actors' competence and, based on this analysis, is able to draw conclusions together with other actors in order to achieve a shared goal	in a goal-oriented manner, compares different perspectives together with other project actors
	is able to compare and develop the operating methods of various actors, the set objectives and goal and the entire process, and to create a new operating model	models a development project as a whole from the perspective of impact

ETHICAL COMPETENCE	- is able to follow the principles of equality and fairness - is able to apply the underpinning values and principles of vocational ethics typical of his/her field to his/her actions - is able to apply the principles of sustainable development (environmental, social and financial responsibility) - acts as a responsible global citizen	- follows the agreed operating methods - is considerate to others, gives space to other people's ideas and listens - complies with the rules (including schedules), is committed to work, is careful, reliable and fair, respects the work of others, shows discretion and behaves appropriately in each situation - understands that local actions may also have international impacts and vice versa
	- accepts responsibility for his/her own actions - accepts responsibility for the actions of the group	- recognizes conflicts associated with choices - compares and takes into consideration different viewpoints, is able to let go of selfish needs in order to achieve a common good - shows appreciation for the work and outputs of others, for example by citing the original sources
	draws on his/her competence to have an impact in society (LbD regional development)	designs/develops customer-oriented and sustainable solutions including a financial, social and environmental aspect

COMMUNICATION COMPETENCE		observes the communication requirements and capacities of the project
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(IN WORK COMMUNITY) <i>The student is able to act appropriately in various work-related communication and interactive situations: the student uses diverse communication channels in various situations, exchanges messages and maintains interaction with others.</i>	• is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations	• by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism) • values, listens to and respects different communicators and cultures and linguistic diversity • applies his/her communication competence to different people • communicates in a foreign language • uses ICT in his/her tasks
	• is able to communicate responsibly as part of a multi-disciplinary work community / network • is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation • is able to evaluate the impacts and possibilities of internationalisation development	• communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally • shares information and takes initiative in disseminating information on the project's progress using various communication channels • finds solutions to communication challenges • constructs and organises network partnerships in cooperation with project actors
	• is able to renew communication modes • is able to direct communications • is able to develop working life connections and networks • is able to have an impact in society by communicating about project outcomes	• has the courage to challenge him/herself and others to act • tolerates uncertainty, incompleteness and the possibility of failing in communication situations • acts professionally, interprets and controls emotions in critical interactive situations • builds and develops online partnerships independently • uses renewing modes of communication

INNOVATION COMPETENCE	• is able to identify elements needing change in working life / a project • is able to use appropriate project and R&D methods • is able to apply a development-oriented work approach in an RDI project	• obtains and processes knowledge in his/her field in relation to the RDI project • brings up practicable development ideas emerging from the project
	• is able to organise an RDI project • is able to analyse and interpret an innovation process applying existing international knowledge	• documents and reports: describes knowledge or operating methods that renew working life in line with the project targets • brings up international standards and practices relevant to the field and follows them

		has the courage for constructive questioning
	is able to create new working methods by using creative problem-solving and finds customer-oriented, sustainable and cost-effective solutions	- suggests and implements solutions bravely and creatively, justifies his/her point of view - has visions of future (foresight, ability to also see the past) - is creative

MANAGEMENT COMPETENCE Management comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group of people will work better and more efficiently than without management	is able to draw on the basics of management and entrepreneurial operation as part of project work	- recognizes his/her role in order to manage his/her own actions in the project - identifies the goals of the project and sets goals for him/herself
	- is able to lead a development project as a Project Manager - is able to promote a communal spirit among those participating in a development project by personal example	- draws up a project plan (legal and financial aspects) - communicates about decisions and project changes, solves communication and interaction problems - plans and implements a budget - organises project activities and allocates responsibilities and tasks to actors - supports the actors' development as Project Manager - makes decisions in unexpected situations - identifies risks and takes steps to find a solution - monitors and evaluates the project in comparison to the plan
	- is capable of proactive management - is able to generalise management competence produced in a development project in working life development	- has visions of future - renews management culture

Study units are graded on a scale of 0 to 5, as follows:

5 (Excellent),
 4 (Good),
 3 (Good),
 2 (Satisfactory),
 1 (Satisfactory) and
 0 (Fail).

Some study units, study unit elements or parts can also be graded simply as Pass/Fail (H/0).

The students will be informed of the criteria for assessing competence at the beginning of each study unit/project. In

the planning of the assessment, shared assessment criteria applicable to initial stage and graduation stage students are utilised, with shared descriptions for levels 1, 3 and 5.

Table 2. Shared assessment 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.
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.

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 principles.	• 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 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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The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.

INTERNATIONAL COMPARABILITY OF THE DEGREE

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. General working life capabilities specified at the national level and defined in greater detail at Laurea have been taken into account in the degree contents.

The level of the degree corresponds with level 6 of the National Qualifications Framework (NQF) and level 6 of the European Qualifications Framework (EQF).

In the curriculum, the learning outcomes of a study unit are described for level 3, good skills, on the assessment scale (1-5).

CURRICULUM DEVELOPMENT

The curriculum is developed by using evaluation, monitoring and feedback data. Changes may occur in the study units and implementation modes of the modules. The offering of the complementary modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

Operating environment

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

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

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

Expertise

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

Sairaanhoitaja on hoitotyön asiantuntija, jonka tehtävä yhteiskunnassa on potilaiden hoitaminen. Työssään sairaanhoitaja tukee yksilöitä, perheitä ja yhteisöjä määrittämään, saavuttamaan ja ylläpitämään terveyttä muuttuvissa olosuhteissa ja eri toimintaympäristöissä kuten perusterveydenhuollossa, erikoissairaanhoidossa, sosiaalihuollossa sekä yksityisen ja kolmannen sektorin alueilla. Hän toteuttaa ja kehittää hoitotyötä, joka on samanaikaisesti terveyttä edistävää ja ylläpitävää, sairauksia ehkäisevää ja parantavaa sekä kuntouttavaa. Sairaanhoitaja tukee eri elämänvaiheissa olevien ihmisten ja yhteisöjen voimavaroja. Hän auttaa ihmistä kohtaamaan sairastumisen, vammautumisen ja kuoleman. Sairaanhoitaja tuo hoitotyön asiantuntemuksen yhteiskunnalliseen päätöksentekoon. Sairaanhoitaja toimii itsenäisesti hoitotyön asiantuntijana hoitaessaan potilaita ja toteuttaessaan potilaan kokonaishoidossa lääkärin ohjeiden mukaista lääketieteellistä hoitoa.

Sairaanhoitaja tuo asiantuntemuksensa moniammatilliseen yhteistyöhön, mikä edellyttää vastuunottoa ja selkeää näkemystä omasta vastuualueesta sekä toisten asiantuntemuksen tuntemista ja kunnioittamista. Sairaanhoitajan toimintaa ohjaavat hoitotyön arvot, eettiset periaatteet, säädökset ja ohjeet. Hänen ammatillisen toimintansa lähtökohtana ovat kulloinkin voimassa oleva lainsäädäntö ja Suomen terveystaloudelliset linjaukset.

Sairaanhoitaja käyttää näyttöön perustuvassa hoitotyössä hyväksi ammatillista asiantuntemustaan, potilaan tarpeisiin ja kokemuksiin perustuvaa tietoa sekä hoitosuosituksia ja tutkimustietoa. Sairaanhoitajan työ perustuu hoitotieteeseen. Hoitotyön ammatillisessa päätöksenteossa käytetään monitieteistä tietoperustaa. Hoitotyön osaaminen edellyttää sairaanhoitajalta ajantasaista hoitotieteen, lääketieteen ja farmakologian sekä yhteiskunta- ja käyttäytymistieteiden tuottamaan tutkimustietoon perustuvaa teoreettista osaamista. Sairaanhoitajan ammatissa toimiminen edellyttää vahvaa eettistä ja ammatillista päätöksentekotaitoa. Sairaanhoitaja osaa hankkia ja arvioida kriittisesti tietoa ja käyttää sitä toimintansa perusteena sekä työyhteisönsä kehittämisessä ja arvioinnissa.

Sairaanhoitaja on vastuussa ammattitaitonsa ja ammattinsa kehittämisestä. Hän toteuttaa, johtaa ja arvioi näyttöön perustuvaa hoitotyötä ja vastaa tutkimukseen perustuvasta hoitotyön laadusta ja sen kehittämisestä.

Competences

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

Professional Growth and Annual Themes

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

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

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

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

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

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

Description of the Degree Programme

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

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

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

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

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

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

Quality assurance process

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

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

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

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

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
B037	HEALTH AND SAFETY PROMOTION IN NURSING				
B038	CLINICAL NURSING				
B0166	Surgical and Perioperative Nursing		10		
B0167	Emergency and Critical Nursing			5	
B0168	Medical Nursing		5		
B0169	Oncology Nursing		5		
B0170	Mental Health, Crisis and Substance Abuse Nursing			10	
B0171	Children, Youth and Women's Nursing			5	
B0172	Professional Development in Practice II: Medical Nursing, Specialist Medical Care		10		
B0173	Professional Development in Practice III: Surgical Nursing, Specialist Medical Care			10	
B0174	Professional Development in Practice IV: Mental Health Nursing			10	
B039	DEVELOPMENT AND LEADERSHIP COMPETENCE				
B0175	Expertise, Entrepreneurship and Organisational Development		10		
B0079	Thesis			15	
00474	Nursing English		5		
00057	Nursing in Swedish			5	
B0176	Professional Development in Practice VII: Development of Nursing Practice				5
B040	NURSING SPECIALISATION OPTION				
B0177	Advanced Practice in Acute and Medical-Surgical Nursing				10
B0178	Advanced Practice in Mental Health, Crisis and Substance Abuse Nursing				10
B0179	Advanced Studies in Public Health Nursing				10
B0180	Security and Social Responsibility				10
B0181	Professional Development in Practice VI: Advanced Practice in Acute and Medical-Surgical Nursing				10
B0182	Professional Development in Practice VI:				10
B027	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
01258	Preparatory Studies in English	3			
00203	Initial Test in Swedish Skills	0			
01257	Preparatory studies in Swedish			3	
00635	Written skills in Swedish			0	
00634	Oral skills in Swedish			0	
00397	Initial Test in Mathematics	0			
01259	Preparatory Studies in Mathematics	3			
B0160	Evidence-Based and Ethical Nursing	15			

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

B037 HEALTH AND SAFETY PROMOTION IN NURSING , 70 cr

The student will be able to:

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

B038 CLINICAL NURSING , 70 cr

The student will be able to:

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

B0166 Surgical and Perioperative Nursing, 10 cr

The student is able to:

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

B0167 Emergency and Critical Nursing, 5 cr

The student is able to:

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

B0168 Medical Nursing, 5 cr

The student is able to:

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

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

B0169 Oncology Nursing, 5 cr

The student is able to:

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

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

The student is able to:

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

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

The student is able to:

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

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

The student is able to:

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

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

The student is able to:

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

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

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

The student is able to:

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

B039 DEVELOPMENT AND LEADERSHIP COMPETENCE, 40 cr

The student will be able to:

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

B0175 Expertise, Entrepreneurship and Organisational Development, 10 cr

The student is able to:

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

B0079 Thesis, 15 cr

The student is able to:

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

Key questions:

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

00474 Nursing English, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

00057 Nursing in Swedish, 5 cr**The student is able to:**

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

Contents of the study unit:

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

Study unit description:

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

B0176 Professional Development in Practice VII: Development of Nursing Practice, 5 cr**The student is able to:**

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

B040 NURSING SPECIALISATION OPTION, 20 cr**The student will be able to:**

- advance their nursing competence in a chosen specialisation:
 - o Advanced Studies in Mental Health, Crisis and Substance Abuse Nursing
 - o Advanced Studies in Acute and Medical-Surgical Nursing
 - o Advanced Studies in Public Health Nursing (for public health nursing students only)
 - o Security and Social Responsibility
- deepen their expertise and ability in professional decision-making in their chosen nursing field
- design, implement and evaluate their work methods based on latest guidelines, recommendations and evidence
- practice as a nursing and public health expert in multidisciplinary partnership networks
- practice in nursing and public health roles, promoting the safety of individuals, families, communities and the environment
- base their practice on scientific knowledge in nursing and other relevant disciplines
- develop a deepened social approach to nursing and public health care, anticipating service development needs and global challenges

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

The student is able to:

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

B0178 Advanced Practice in Mental Health, Crisis and Substance Abuse Nursing, 10 cr**The student is able to:**

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

B0179 Advanced Studies in Public Health Nursing, 10 cr**B0180 Security and Social Responsibility, 10 cr****The student is able to:**

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

B0181 Professional Development in Practice VI: Advanced Practice in Acute and Medical-Surgical Nursing, 10 cr**The student is able to:**

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

B0182 Professional Development in Practice VI: , 10 cr**The student is able to:**

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

B027 ELECTIVE STUDIES, 10 cr**Description:**

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

00202 Initial Test in English Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

01258 Preparatory Studies in English, 3 cr

The student is able to:

- use the main structures and vocabulary of English comprehensibly, verbally and in writing
- use the main information sources on the English language and improve their ability to learn the language

Contents of the study unit:

- What are the main structures and most important vocabulary of the English language?
- What are the main information sources for English and how are they used?
- How can one improve one's verbal and written ability to learn professional jargon?

Study unit description:

Students improve their verbal and written basic communication skills in English, familiarise themselves with the main information sources for studying English and practise using these. They also improve their skills in learning the language.

Previous studies:

initial test

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

01257 Preparatory studies in Swedish, 3 cr

The student is able to:

- use the main structures and vocabulary of English comprehensibly, verbally and in writing
- use the main information sources on the English language and improve their ability to learn the language

Contents of the study unit:

- What are the main structures and most important vocabulary of the English language?
- What are the main information sources for English and how are they used?
- How can one improve one's verbal and written ability to learn professional jargon?

Study unit description:

Students improve their verbal and written basic communication skills in English, familiarise themselves with the main information sources for studying English and practise using these. They also improve their skills in learning the

language.

Previous studies:
initial test

00635 Written skills in Swedish, 0 cr

Study unit description:
This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr

Study unit description:
This study unit is for evaluating oral skills in Swedish.

00397 Initial Test in Mathematics, 0 cr

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

01259 Preparatory Studies in Mathematics, 3 cr

The student is able to:
• apply basic mathematical skills to their nursing studies

Contents of the study unit:
• What are the basic skills required by the mathematical applications used within nursing?

Study unit description:
Students practise and develop their mathematical skills in order to complete the studies in mathematical applications included in the actual professional studies.

B0160 Evidence-Based and Ethical Nursing, 15 cr

The student is able to:

- plan and evaluate their professional development during the degree programme
- identify the scientific and ethical knowledge base of nursing and apply it in their practice in different care settings
- follow the principles of evidence-based nursing
- identify the characteristics of a professional care relationship and interaction and apply them in their nursing practice
- identify the principles of team work and workplace community and develop their cooperation skills
- design, implement and evaluate basic assistance methods in nursing, taking into account patient safety
- design, implement and evaluate safe pharmacotherapy
- promote their personal occupational health and safety and that of others apply their knowledge of anatomy and physiology in their nursing practice

B0161 Public Health Promotion For Different Life Stages, 15 cr

The student is able to:
• develop their understanding of public health as a concept

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

B0162 Customer-Oriented and Multidisciplinary Practice, 10 cr

The student is able to:

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

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

The student is able to:

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

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

The student is able to:

- design, implement, evaluate and document health and safety promotion measures in nursing in authentic care settings

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

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

The student is able to:

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