

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Lohja, sote), SHF13SN

Learning concept at Laurea

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

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

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

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

Learning environments

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

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

The student's role and responsibility in learning

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

The teacher's role at Laurea

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

Structure of the curriculum

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

Table 1. National generic Competences (Arene 2010)

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

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

Competence evaluation

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

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

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

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

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

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

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

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

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

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

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

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



Laureas curriculum as a part of the European Higher Education Area

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

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

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

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

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

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

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

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

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

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

Operating environment

Lohja Laurea - Caring, Creative and Quick

One of the main objectives for Lohja Laurea is to be an innovative partner in the region, actively and flexibly creating new solutions through developing projects. Lohja Laurea develops services and marketing from a customer-oriented perspective through Innovative partnership in a caring, creative and quick (agile) manner (CCQ). The future-oriented actions cover developing and renewing operations and service businesses as well as public services. Continuous collaboration with both public and private sector provides various learning situations.

The CCQ model (Caring, Creative and Quick) integrates the Laurea objective of an innovative partnership and research-based learning. In the future more and more responsible experts who aim at developing their work are needed. These people care for the future. They work passionately and creatively and react to changes and challenges quickly. The key elements these future experts possess are caring (social responsibility and sense of community), creativity (the ability to see things in a new light, ability to cross borders) and quick way to react (the method to react to changes and challenges flexibly and courageously). The activities carried out at the campus can be seen performed through the CCQ model. The model integrates caring, creativity and quick in a following way:

Lohja Laurea is

Caring: The students launch the learning process from their own perspective. Learning is always perceived as an individual process and previous experiences form a valuable basis for the learning process. Guidance and tutoring are vital for the students' study path.

The work carried out at the campus is performed in such a way that it respects others, respects various forms of knowledge and different cultures. The method of working is customer-oriented in all its forms (nursing, social and health services and business services). Focus of the nursing programme is proving care.

Regional development work is carried out in collaboration with the regional partners, possessing the sense of community. It is important to understand one's responsibility when aiming at reaching the goals within regional development work.

The activities are continuously development based on feedback.

Creative: The campus shares a diverse learning environment, integrating the surrounding environment,

entrepreneurs and public collaborators. A developmental environment is created through authentic meetings at Terveystori, continuous business co-operation at Yrityslabra, workshops, lectures and other learning situations as well as non-formal encounters and a rich virtual world. One of the core issues is also allowing the student time to think. Providing the possibility to perceive things from a new perspective may lead to creative solutions.

Quick: One of the vital elements is flexibility. Decisions are taken in a qualitative manner and are based on the perspective of learning. Continuous feedback is the core issue in quality assurance. The work as an innovative partner with the regional collaborators is carried out in a customer-oriented way. Structures and stiff hierarchies prevent innovative actions. Objectives can be sometimes reached only when crossing borders.

The intent of Lohja Laurea is enabled through a committed and motivated staff and students. An atmosphere which is creative and emphasizes the sense of community and social responsibility as well as the importance of problem solving skills, creates courageous and co-operational future experts.

In the campus environment, the importance of knowledge and know-how are seen as the key competition factors. Business globalisation, service renewals and replacing the old industrial jobs with new jobs create new challenges for business know-how and knowing about different cultures. Developing public sector methods, promoting well-being, renewing the structures within service systems and product-improving innovations are the core issues. Availability of the regional manpower, requirements for bilingualism and special know-how as well as fulfilling the needs of adult education are secured through the higher education and an active industrial politics.

Using virtual techniques in communications and as a part of learning processes is continuously expanding. Students acquire information about networking, social skills and communication as well as develop their communication with various experts from different fields businesses through regional and national projects. In the process of becoming future developers, sharing the know-how and importance of self-expression when acting in cross-border situations are important elements.

The operating values can be perceived through those pedagogical solutions which are carried out and developed at Lohja Laurea. Sense of community, social responsibility and creativity create the basis for a diverse learning environment. Regional activities cover the actions taken through various networks as well as the campus learning environments, such as customer contacts and business collaboration at Terveystori and Yrityslabra.

Lohja Laurea learning environment can be described as diverse and flexible. The model for operating can be described as caring, creative and quick. This enables the collaboration between the students, University and businesses in a way which promotes the advantages for everyone. A diverse learning environment covers individual study paths, learning situations enabled by the virtual techniques, real-life customer meetings at Terveystori and Yrityslabra, using both internal and external networks and continuous communication with the working life. New knowledge will be acquired through real-life tasks which demand problem-solving as well as through bigger developing projects.

The student's role as an independent agent will be emphasised through data searches, choosing study paths and through self-assessment. This will also be guided by tutoring and guidance. The adult learners can make use of mentors. A caring learning environment means appreciation, true dialogue, social interaction, openness, humanity and fellowship.

An interactive learning environment creates a safe feeling of fellowship where people are not afraid of renewals. Fellowship means sharing knowledge and accumulating creative processes and problem-solving situations in developing projects. By using diverse information sources and virtual world the students are able to upgrade their data base needed in learning processes. The activities at the campus can be described as a continuous interaction between different actors.

As a part of the quality assurance process when planning the study module and their implementations is the feedback received from working life partners and previous students. Also the ever-changing learning needs are

taken into account. The teaching is planned so that the students' previous experiences, knowledge and level for objectives are taken into account and the level set for their aims will be met. The students participate in the interactive teaching and learning contents planning process.

The students create their own individual curriculum. This needs to be built so that those requirements needed for the developing task or practise will be met. This enables the student to recognise the knowledge needed when taking part in the project. The students learn through projects as individuals and take part in the shared, collective learning process as well as produce new knowledge. One of the key elements is to commit to the project in responsible manner. When reaching shared goals the emphasis is on research, development and producing new know-how. Through systematic and intentional development work the project can progress and create new know-how. The results of the new know-how can be new products, working methods, models of thinking of ideas which will be evolved.

The core element for learning is a wide social, cultural and physical environment which promotes creativity and where virtual techniques, non-formal meetings and human, caring atmosphere create a good starting point when producing new knowledge in a creative way. Planning and implementation methods carried out at Lohja Laurea nursing programme are delivered quickly and flexibly. Core issues of the programme are also the necessary changes in the society's values, growing into collectivism, thus promoting well-being as well as understanding multiculturalism.

Nursing Curriculum

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

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

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

There are several factors which create challenges for operating environments and nursing education, including: pro-activity in nursing, preventative actions, early intervention, aging population, creating new service structures, welfare entrepreneurship, usage of new technology, electronic monitoring and patient safety as well as the internationalisation process of operation environments. What is also important is the increasing awareness patients have about their own health and care process, guidance to self-care, commitment to care and strengthening patients' resources.

Expertise

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

Competences

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

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

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

The degree competencies are as follows:

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

A nurse with a pro-active aspect for work is future-oriented, sees the changes and phenomena in the society and the factors affecting these phenomena. The assignment for him/her is to anticipate any factors affecting people's health and increase the level of awareness of health and resources, as well as to guide people to self-care and empowerment by using various different methods and creating learning and knowledge centres (e.g. developing Terveystori).

Another task for a nurse is also to anticipate factors affecting people's health when people fall ill. Anticipation is one of the key elements when practising nursing. Good basic health care and answering patient's needs or active patient monitoring and follow-up when performing more demanding care are part of this work. Activities performed must be based on examined, current data.

The basis task for an expert nurse is to deliver care which is pro-active, health promoting, healing, takes into account the range of different patients, rehabilitative, supporting and pain-reducing and is delivered according to the decision making process. Nursing is a deeply human task and emphasises humanity. One of the key elements for the nurse-patient relationship is presence; how to use communication skills. The patient should be able to reach a unique experience of presence. Ethical skills form the basis when meeting people. Core elements for Lohja Laurea learning environment are the values of university and principle of "student-orientedness".

Professional Growth and Annual Themes

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

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

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

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

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

Annual theme 3: Deepening knowledge - enhancing professionalism

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

Description of the Degree Programme

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

The core element when taking a nursing degree at Lohja Laurea is integrating professional competencies when providing care for an adult, working within mental health, coordinating independent tutoring as well as working in reception and having a strong sense of entrepreneurship. Students proceed through their studies with the help of the independently outlined curriculum. Contact teaching strategies, workshops, Terveystori and practical training promoting expertise compose practical entities under each theme, also taking into account the accumulation and development of professional growth.

Structure of the curriculum



LAUREA

Lohja

Päämääränä
tulevaisuuden osaaja
ENNAKOIVA SAIRAANHOITAJA

pätevyys

4 Työelämän
kehittäminen ja
uudistaminen

Hoitotyön syventä-
vä osaaminen 30 op

tieto

taito

3 Osaamisen
syventäminen

Hoitosuhde ja
asiakkuusosaaminen 40 op

tieto

taito

2 Alan ydinosa-
amisen kehittä-
minen

Hoitotyön kliininen
osaaminen 45 op

tieto

taito

1 Ammattillisen
kasvun käynnis-
tyminen

Terveysten edistä-
misen osaaminen 25 op

tieto

taito

Hoitotyötä oppimaan
30 op

tieto

taito

Hoitotyön tutkimus ja kehittämisosaaminen 25 op

Vapaasti valittavat opinnot 15 op

Yleiset kompetenssit
-osaaminen

Hoitotyön kompetenssit
-osaaminen

Oppimisen
taidot

Eettinen

Työyhteisö

Innovaatio

Kansain-
välistyminen

Hoitotyön
asiakkuus

Terveysten
edistäminen

Kliininen

Päätöksen
teko

Ohjaus ja
opetus

Laurea curriculums consist of themes and study modules. A theme means a large expertise segment. In order to master these segments, students need to complete several study modules, each of them covering different subject areas. Contents of themes and modules describe the most vital professional knowledge required for each area. Themes of the degree curriculum build up new entities, starting from the theoretical and practical partnership in nursing aiming at expertise know-how.

Annual themes comprise of studies which all have a common motive; progress of the professional growth. Curriculums contain the national general competencies (see attachment 2), as part of the targets for themes or modules. Mastering these competencies ensures building up University level professional education. Understanding themes ensures high level working life expertise.

Quality assurance process

Quality assurance is an essential part of development work at Laurea. The quality of the work is assessed through quality assurance system. An important element in this is the circle of continuous development including the following key issues: planning, doing, checking and acting. Based on these, new activities can be developed.

Part of the quality assurance in the study programme when developing study modules and content implementation is the exploitation of feedback, given by previous groups as well as learning needs which are taken into account, whenever possible.

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

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

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
F015	STARTING OUT: LEARNING TO NURSE				
F0020	Basics of primary nursing learning	10			
F0021	Skills in Patient Encounters	5			
F0022	Human organism	5			
F0023	Enhancing professionalism - Practical training in a basic care unit,	10			
F016	KNOW-HOW IN HEALTH AND WELLBEING PROMOTION				
F0024	Theoretical background in health promotion	10			
F0025	Enhancing professionalism - Practical training in Health promotion,	10			
F0026	Nursing English	5			
F017	KNOWLEDGE IN CLINICAL NURSING				
F0027	Internal medicine and nursing a surgical patient		10		
F0028	Enhancing professionalism - Practical training when treating a surgical / internal medicine patient		10		
F0029	Multi-Scientific knowhow in clinical nursing		5		
F0030	Ethical values in professional nursing		5		
F0031	Enhancing professionalism - Practical training when treating a surgical / internal medicine patient		10		
01229	Nursing Swedish		5		
00634	Oral skills in Swedish		0		
00635	Written skills in Swedish		0		
F0032	Finnish		5		
00637	Oral skills in Finnish		0		
00636	Written skills in Finnish		0		
F018	CARE RELATIONSHIP AND CUSTOMER KNOW-HOW				
F0033	Mental health and alcohol and drugs intervention			5	
F0035	Nursing know-how in various operating environments			5	
F0037	Practical training within mental health care, alcohol and drugs intervention and home care			10	
F0038	Nursing know-how at reception work			5	
F0039	Enhancing professionalism- practical training (reception work)			5	
F0040	Welfare business operations, developing services			5	
F0041	Enhancing professionalism- practical training at policlinic care			5	
F019	KNOWHOW IN NURSING - ADVANCED STUDIES				
F0042	Know-how in nursing, advanced studies			5	
F0044	Leadership know-how, collaboration know-how			5	
F0043	Enhancing professionalism - advanced skills in nursing			5	

F0045	Service innovation and know-how				5
F0046	Enhancing professionalism - advanced skills in nursing				10
F020	RESEARCH AND DEVELOPMENT KNOW-HOW				
F0047	Principles of Nursing research and development	5			
F0048	Methods of Nursing research and development		5		
F0049	Master's Thesis		15		
F021	OPTIONAL STUDIES				
00397	Initial Test in Mathematics	0			
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00493	Finnish as Second Language-Initial test				
F0050	Preparation course in Mathematics	3			
00194	Preparatory Studies in English	3			
00195	Preparatory Studies in Swedish		3		
		60	60	60	30

F015 STARTING OUT: LEARNING TO NURSE, 30 cr

Description:

During the theme, through the developmental learning, the learner acquires the knowledge and communication skills needed and is able to apply individual basic care methods.

The student will be able to:

- Use various learning and development methods when learning and developing nursing work
- Take responsibility of their own learning and study planning
- Enact in a target-oriented and customer-oriented communication relationship together with the patient, recognise patient's basic needs, respond to the needs
- Understand the international aspect in nursing and will be able to encounter people with different cultural backgrounds

Content:

During the theme the students will be provided with a knowledge which is essential when studying at the University of Applied Sciences, its learning environment and culture and explore the methods of learning and development. Through the primary nursing project the students build a care relationship with their patients and practise the basic care skills acquired. The theme includes participation in Terveystori activities and the international week.

Learning process:

During the theme, students deepen their learning abilities in the university learning environment in various ways. Students explore their skills when building a care relationship and master the basic knowledge and skills needed in patient care. The expertise is built on justified actions and based on the ethical values in nursing.

F0020 Basics of primary nursing learning, 10 cr

The student is able to:

- Recognise the learning environments, are able to use different services aimed at supporting their studie
- Be able to search for research information
- Master both oral and written communication
- Perceive nursing as a profession, its challenges and possibilities
- Understand the theoretical background for primary nursing

Contents of the study unit:

Basics of learning, nursing as profession, nursing expertise, general competencies, nursing competencies, nursing in international contexts, recognising self-development, planning the study curriculum (individually outlined curriculums), learning environment and services aimed at supporting the studies, written and oral communication, IT skills and data searching, theoretical background for primary nursing.

Study unit description:

The students explore the learning environments at the university of Applied sciences, studying skills as well as the basics of online studying. The students will get oriented to the expertise know-how in nursing taking into account the international aspects.

F0021 Skills in Patient Encounters, 5 cr

The student is able to:

- Assume the ethical values and their importance in nursing practise as well as in their own actions
- Deepen their self-knowledge, in order to be able to develop their professional communication skills in nursing situations and self-expression
- Understand the importance of care relationship and are able to act in an equal way
- Know the basics of basic care methods and assume the basic principles when applying these into nursing work

- Assume the principles of asepsis and practises when preventing infections
- Recognise some factors promoting and threatening health and safety and assume the principles of ergonomic working principles
- Recognise patient's resources, observe patient's basic needs, define objectives, plan nursing actions and implement as well as evaluate and document processes
- Know the basics of medical care in order to be able to understand the safe planning of medical care, implementation and importance in evaluation

Contents of the study unit:

Ethical values in nursing, communication, building a care relationship and patient's care environment, cultural and international aspects, observing patient's resources and basic needs, defining goals, planning, implementing, evaluating as well as documentation of the care work, basics of nutrition, microbiology, asepsis, hospital hygiene, ergonomic working principles, safe medical care.

Study unit description:

Students explore the theoretical knowledge for basic patient care and patient encountering as well as care environments. The students will learn to plan and implement nursing practises in an ethical way, safely and from a customer-oriented point of view as well as to evaluate the impacts of nursing work. They will learn the basics of medical care.

F0022 Human organism, 5 cr

The student is able to:

- understand the human being as a physical, mental and social organism and will be able to apply this knowledge when practising nursing

Contents of the study unit:

Human anatomy and physiology as well as psychology and sociology, social politics

Study unit description:

The course will focus on the human anatomy and physiology and explore the mental activities of social human beings

F0023 Enhancing professionalism - Practical training in a basic care unit,, 10 cr

The student is able to:

- Apply their knowledge and skills in basic care methods when responding to patient's needs in primary care, in everyday actions and in supporting care
- Assume the principles of rehabilitative care, proactively responding to the patient's needs
- Have an equal care relationship
- Assume the principles of asepsis and practises when preventing infections
- Recognise some factors promoting and threatening health and safety and deepen their methods of ergonomic working principles and safe nursing, enact proactively and promoting health and safety
- Work according to the ethical values guiding nursing practise and reflect their own actions

Contents of the study unit:

building a primary care relationship, recognising patient's needs in primary nursing, setting up targets for care, planning the care work, implementation and evaluation, medical care in primary nursing, health and safety in nursing both from patient's and nurse's point of view

Study unit description:

The basic care methods and communication will be practised through workshops and real working life environments. The practical training will be immediately linked with the theoretical studies as the student will build a

primary nursing relationship with a patient.

F016 KNOW-HOW IN HEALTH AND WELLBEING PROMOTION, 25 cr

Description:

During the theme the students will learn about multi-professional co-operation within the public and third sector when promoting health and wellbeing. They will master the basics of the health-promoting methods and take into account the national and international challenges within health-promotion.

The student will be able to:

- recognise and predict the resources and threats for an individual, family and community
- support the individual resources /resources within a family when promoting and sustaining well being through the health-promoting methods
- recognise the vital national and international programmes within social politics

Content:

The theme includes three study modules, where students learn about promoting health in all phases of life-cycle. The theme will be carried out as a health-promotion project, including research and development know-how in nursing. Multi-professional co-operation within the public and third sector will enhance skills in health-promoting and when supporting young people with mental health problems. Family care work, both on a theoretical and practical level, is also included. The learning environment is at Campus area (Terveystori).

Learning process:

The students will express their knowledge acquired through promoting health within various communities and environments. Students will assume proactive working methods in order to promote health. They are able to instruct, support and activate individuals and groups in health-promoting choices according to the principles of sustainable development.

F0024 Theoretical background in health promotion, 10 cr

The student is able to:

- Promote health in all phases of life-cycle
- Implement various health promotion methods
- Co-operate with several partners when promoting health
- Apply the principles of group and team work

Contents of the study unit:

Promoting health and well-being in national and international environments, health promotion methods, teaching and tutoring know-how and group work methods, promoting health in all phases of life-cycle, supporting people with mental health problems, applied nutrition information.

Study unit description:

The students explore the health promotion methods when helping clients / family and will learn about the international and national aspects within health and well-being promotion.

F0025 Enhancing professionalism - Practical training in Health promotion,, 10 cr

The student is able to:

- Recognise the factors affecting health and healthy environment of different age groups
- Use both national and international social and health politics programmes when promoting health and well-being
- Use health promotion schemes when choosing health promotion methods
- Take responsibility when developing environment health and safety
- Evaluate their own premises according to the principles of sustainable development and globalisation and apply them in their own nursing practises
- Calculations when dosing medicine and liquids

Contents of the study unit:

maternity care (either at a maternity ward or maternal care unit), practical training with children/young people through a health promotion project, First aid, clinical research, medicine dosing, practical training in real working environments and at Terveystori

Study unit description:

The students carry out a practical training when promoting health and when encountering young people with mental health problems. The module also includes: maternity care, first aid, calculations when dosing medicine and liquids

F0026 Nursing English, 5 cr**The student is able to:**

- Master the multi-scientific vocabulary needed in nursing, ethical care and profession as well as vocabulary needed in most common care situations, care procedures and in documentation work
- Be able to communicate fluently with their patients, colleagues, and supervisors (also in a multi-cultural environment)
- Be able to use English-speaking sources and apply this information, know the core concepts used in nursing and how to use them

Contents of the study unit:

written and oral communication, core vocabulary and concepts of nursing, different care and patient situations, care environment, English-speaking work environment, using source material

Study unit description:

Upon completion the students are able to communicate within their expertise community in English. They will reach the minimum of level B.2 (According to the European framework).

F017 KNOWLEDGE IN CLINICAL NURSING, 45 cr**Description:**

Shaping of nurse's professional identity and core expertise will be composed of the following: the student's (future) work within clinical nursing when treating a patient and assuming a working method based on research and development. Students explore planning, implementing, evaluating and documenting the care from a customer-oriented perspective in collaboration with patient and his/her family taking into account the cultural background. Ethical values in nursing will form a base for this work.

The student will be able to:

- Apply the principles of nursing ethics into clinical nursing
- Be able to plan, implement, evaluate and document the care of a patient suffering from the most common internal diseases and surgical diseases by applying the multi-scientific knowledge base
- Plan and implement both medical and intravenous rehydration therapy safely, monitor the effects
- Work according to the principles of rehabilitative care in collaboration with patient and his/her family taking into account the cultural background.

Content:

The theme includes six modules, through which the students will learn both about acute and rehabilitative care of a patient suffering from internal disease and surgical disease. Decision making skills are also included. Students explore their ethical values, ethical know-how and critical thinking.

The theme will be carried out as project where students plan the care and where students learn both about acute and rehabilitative care of a patient suffering from internal disease and surgical disease. Clinical nursing, decision making and patient guidance skills as well as multi-professional collaboration at TerveysTori as well as in other

learning and operation environments are also included.

Learning process:

Students will deepen their skills in basic care methods, acquired during the first study year. They will learn about the theoretical background and clinical actions needed in care of patients suffering from the most common internal diseases and surgical diseases. The expertise acquired will reflect students' ability to make decisions, thus strengthening their future nursing identity. Critical thinking, self-directivity and independent work will increase as the studies progress.

F0027 Internal medicine and nursing a surgical patient, 10 cr**The student is able to:**

- Be able to define the resources of a surgical / internal medicine patient and the need for care, set the targets, plan and implement the care operations, evaluate any changes in patient's condition according to the multi-scientific knowledge as well as perform documentation taking into account the national documentation models, legislation and regulation.
- Plan, implement and evaluate both medical care and intravenous rehydration therapy safely, perform documentation assuming the responsibility nurse has when taking care of the medical care and intravenous rehydration therapy for a patient, affectivity assessment and guidance
- Care operations when treating a surgical / internal medicine patient taking into account the infections and how to prevent them
- Take responsibility of patient's physical, psychological, mental and social support and safety

Contents of the study unit:

care work of a surgical / internal medicine patient, care process and decision making according to the national monitoring models, medical knowledge of surgical / internal medicine diseases, pathology, anaesthesiology, nutrition, patient research, care as well as medical care and intravenous rehydration therapy, rehabilitation, applicable legislation,

Study unit description:

The students explore the care and multi-scientific knowledge needed when treating a surgical / internal medicine patient in the guidance of experts. The module includes contact teaching, various tasks performed individually / as group assignments and performing in a virtual learning environment. Advanced learning is based on research knowledge and performing nursing from a customer-oriented perspective.

F0028 Enhancing professionalism - Practical training when treating a surgical / internal medicine patient, 10 cr**The student is able to:**

- Plan, implement and evaluate care safely and from a customer-oriented perspective, in an ethical way, taking into account the legislation and regulations.
- Be able to form a overall picture of the internal medicine and surgical care process through primary nursing together with their mentors
- Observe and anticipate the most common dysfunctions caused by internal medicine and surgical diseases, and the care needed for an adult patient
- Observe patient's state, symptoms and effects the care has when treating patients with the most common diseases, anticipate conclusions, act accordingly
- Operations needed when preparing medical care, intravenous rehydration therapy and blood transfusion, patient observation during and after these operations

- Research, observe, evaluate and maintain vital body functions, as well as treat and prevent infections.

Contents of the study unit:

This is the first practical module of the theme. Students practise various clinical operations at workshops and at Terveystori, apply, and deepen the skills at the internal medicine / surgical ward under the supervisory guidance. The teacher tutor will visit the work community during both target and evaluation discussions and guides the process in an online environment. Students may take use of the peer support through online environments. Students execute assignments during the practical training and reflect their learning by keeping an electronic journal. Collaboration with working life can also be carried out through several ways, for example by inviting working life partners to university seminars etc.

Study unit description:

Students practise various clinical nursing operations in workshops as well as research and care procedures, including: resuscitation, ergonomics and preoperative nursing skills, through several patient examples. The study module will include a 5-week practical training at a surgical or internal medicine ward. Students explore the medical care safely, carefully and from an asepsis-oriented perspective.

F0029 Multi-Scientific knowhow in clinical nursing, 5 cr**The student is able to:**

- Expand their theoretical and practical knowledge previously acquired through a long-term hospital care work
- Use and apply the theoretical and examined multi-scientific knowledge in different phases of a care process
- Know the vital knowledge of pharmacology for nursing

Contents of the study unit:

Expanding and deepening the skills when treating internal medicine and surgical patients. The module will also include: *Infectious diseases, neurology, neurological care, gynecology care and pharmacology.*

Study unit description:

The module includes expert contact teaching, learning assignments and online studying.

F0030 Ethical values in professional nursing, 5 cr**The student is able to:**

- act responsibly, according to the ethical principles, and is able to anticipate the effects decision making has, treat different patients in a rehabilitative manner
- recognise and analyze their own ethical values and actions and search ethical solutions when dealing with problem situations
- integrate theoretical knowledge and nursing skills into rehabilitative care, pain reduction, and within terminal care
- support and guide patients and their families in different phases of life
- work in a collaborative manner, aiming at increasing patient's resources and self-directivity, and support patients to commit to the care in its different phases

Contents of the study unit:

Nursing ethics, decision making in nursing, multiculturalism, rehabilitative nursing, pain reduction, terminal care, patient guidance, treating patients with cancer.

Study unit description:

The students apply their theoretical knowledge skills in nursing ethics and decision making when treating different patients. The students participate in dialogues and multicultural events organised both online as well as through contact teaching.

F0031 Enhancing professionalism - Practical training when treating a surgical / internal medicine patient, 10 cr

The student is able to:

- Plan, implement and evaluate care work safely and from a customer-oriented perspective, in an ethical way, taking into account the legislation and regulations.
- Be able to form a overall picture of the internal medicine and surgical care process through primary nursing together with their mentors
- Understand the most common dysfunctions caused by internal medicine and surgical diseases, and the care needed for an adult patient and form an overall picture of the care process needed for a surgical / internal medicine patient
- Observe patient's state, symptoms and effects the care has when treating patients with the most common diseases, anticipate conclusions, act accordingly
- Understand the operations needed when preparing medical care, intravenous rehydration therapy and blood transfusion, patient observation during and after these operations
- Research, observe, evaluate and maintain vital body functions, as well as treat and prevent infections.

Contents of the study unit:

This is the second part of the theme. The module will be carried out at a special ward (though not at the same ward as previously). Students deepen their previously acquired skills and pay attention to new skills needed in clinical nursing. The teacher tutor will visit the work community during target and evaluation discussions and guides the process through an online environment. Students may take use of the peer support through online environments. Students execute assignments during the practical training and reflect their learning by keeping an electronic journal. Collaboration with working life can also be carried out through several ways, for example by inviting working life partners to university seminars etc. Collaboration with working life can also be carried out through several ways, e.g by giving ward lessons etc. according to the wishes from their working community.

Study unit description:

This module includes practical questions regarding ethics in medical care and intravenous rehydration therapy, as well as a 6-week practical training period at a special ward (surgical /internal medicine). The advanced section of the training will be carried out during a theme week (Sairaanhoitajapäivät). One week of the 6 week training during the training can be dedicated to work at an operating unit. International exchange experiences will be shared during public tutoring and reflection days.

01229 Nursing Swedish, 5 cr

The student is able to:

- Be able to communicate fluently in Swedish, both in writing and orally
- Work in Swedish within their expert community as well as talk about the themes of their own expert area through various communication methods
- Apply Swedish-speaking source data
- Act in a multicultural working environment

Contents of the study unit:

Core nursing terminology, various care and customer service situations, presentation skills in education, studies and job experience, job searching, assignments linked with working life and practical training

Study unit description:

The students will communicate within their own expert community in Swedish, both in writing and orally. They will explore different care and customer service situations in Swedish. Assignments linked with working life and practical training will be carried out in Swedish. In addition to this, students will present their studies, working life and working experience in Swedish and take part in a job interview in Swedish.

Upon completion, the students will reach the minimum of level B.1.2 (According to the European framework) and pass the Swedish exam required for an employee working at a governmental office. Different grades will be

submitted for oral and written Swedish.

Previous studies:

A passed grade in Swedish (if failed, the preparation course in Swedish must be taken).

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

F0032 Finnish, 5 cr

The student is able to:

Upon completion, students master the nursing Finnish; manage their studies and communication situations that are relevant in their own field.

Contents of the study unit:

The module will prepare the students to act as experts within their own field in fluent Finnish, both in writing and orally.

Study unit description:

The students, whose language of education is not Finnish, will train their Finnish language skills (Language of education is not Finnish, usually substituting Swedish).

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

F018 CARE RELATIONSHIP AND CUSTOMER KNOW-HOW, 40 cr

Description:

The students are able to use and apply the care relationship and customer knowledge and develop this knowledge in an ethical way, from a customer-oriented perspective, within different sectors of nursing. They will use and expand their skills in multicultural co-operation and team work.

The student will be able to:

- Master the vital aid methods according to the decision making process when working within mental health and alcohol and drugs intervention care, both with acutely and critically ill patients, in home care and with elderly patients
- Know the core nursing elements needed in the independent reception work, anticipate and understand the possibilities reception work has in the future in different working environments
- Understand the importance of multi-professional teamwork in nursing, as well the rehabilitative methods when treating people of different ages and with different backgrounds
- Ensure the care continuum as part of the care process
- Know the principles of well-being business operations and how to develop services

Content:

During the theme students explore their skills in care relationship and customer service know-how, as well as expand their knowledge in mental health and alcohol and drugs intervention care, open health care services, crisis work, understand their importance when treating the whole patient and taking into account the cultural differences. The students will also expand their skills in geriatric nursing, by working at a polyclinic ward or in home care. Reception work will be carried out mainly at Terveystori and students deepen their skills when evaluating the need for care and decision making. Some other key elements: well-being business operations, entrepreneurship.

Learning process:

Students will explore the multi-professional views and take into account the opinions when working with mental health issues. Students will be able to build a care relationship and take into account patient's individual needs. Students deepen their knowledge about theoretical nursing, vital concepts and methods and actions needed in various working environments. Students explore their skills when evaluating and developing care, their own know-how and use anticipating methods when practising nursing. They assume an ethical and critical accountability in nursing and when developing it. Students strengthen their skills in independent nursing work and thus escalate their professional growth.

F0033 Mental health and alcohol and drugs intervention, 5 cr**The student is able to:**

- Be able to recognise health risks and deepen their skills when planning, implementing and evaluating the treatment together with the patient and his/her family, assume an anticipating method of working
- Explore different care possibilities, guidance and how to deliver safe medical care when treating the whole patient
- Know how to entrust the whole team, multi-professional group and network into their work, taking into account the cultural differences
- Use work counselling, will be aware of the core legislation, ethical principles and other regulations in their work

Contents of the study unit:

Preventive mental health and alcohol and drugs intervention care, helping methods in mental health and alcohol and drugs intervention care, strengthening patient's resources, clinic psychology, psychiatry

Study unit description:

The module will include tutored teaching, assignments and an exam. The contents of this module will form the theoretical basis of mental health and alcohol and drugs intervention care, integrated with student's prior knowledge of the topic.

F0035 Nursing know-how in various operating environments, 5 cr**The student is able to:**

- Know the vital help methods regarding basic health care, home care for elderly, special features when treating acutely and critically ill patients taking into account the multi-professional aspects when caring the whole patient
- Know the key elements when delivering safe medical care, taking into account the health and safety issues, patient safety issues
- Know how to apply the knowledge into practice when guiding and supporting patients and their families, assuring a continuum of care when treating patients of different age groups

Contents of the study unit:

Basic health care work, geriatric care, home care, polyclinic care and home care, acute and emergency care, first aid

outside hospital, defining needs for care, triage, help methods linked with these concepts, necessary medical and multi-scientific knowledge

Study unit description:

This module provides students with diverse views on social and health services and understands the importance of co-operation between different operators. Students know how to act ethically, using the multi-professional skills they have acquired, together with their colleagues, aiming at providing a smooth, target-oriented treatment.

F0037 Practical training within mental health care, alcohol and drugs intervention and home care, 10 cr

The student is able to:

- Work equally in a care relationship
- Instruct and understand the meaning the illness has when treating the whole patient
- Support the patient and his/her family when anticipating the health risks
- Offer the client help/patient help through different methods, in different situations
- Safely plan, guide, deliver and evaluate medical care
- Perform nursing decision making and documentation by taking into account the legislation, data protections and information security
- Use work counselling, know how to entrust the whole team and multi-professional work group and examined data as a support for their work
- Perceive the importance of home work for the care continuum when the care is delivered together with a multi-professional work group, anticipating the succeeding phases
- Plan, deliver and evaluate the care, aiming at promoting patient's rehabilitation
- Know the core home care methods, safe medical care
- Create a trusting relationship together with the home care patient as well as his/her family, enabling all to commit to the targets and self-care

Contents of the study unit:

Care relationship, aid methods, family and network work, team work, work in a multi-professional group, medical care in mentalhealth and alcohol and drugs intervention care. Other issues are: implementation in home care according to the decision making process, medical care, methods aiming at promoting patient's rehabilitation, several (technological) aid methods aiming at helping the patient to cope at home.

Study unit description:

The training will be carried out at several mentalhealth and alcohol and drugs intervention care units. Students familiarise themselves with the special features of these units. The practical home care training will be carried out at a home care operating units or through a Terveystori-project. Teachers guide the learning process through tutored teaching and virtual teaching. Students assess their learning by keeping a learning journal and execute the development and learning assignments as well as familiarise themselves with the possibilities and support methods promoting rehabilitation.

F0038 Nursing know-how at reception work, 5 cr

The student is able to:

- Know how to plan, implement and evaluate instruction work from a customer-oriented perspective, by applying the national recommendations for health promotion, as well as instruction theories, methods, taking into account the cultural differences
- Know how to use IT and communication skills as part of their instruction work
- Know how to guide their clients using welfare services and online services
- Support and promote client's self-care methods
- Use welfare technology, evaluate the need for that when it is being used as part of self-care
- Anticipate, make independent decisions when planning and evaluating patient's resources, need and care and when making a diagnosis for the care work
- Independently conduct the documentation work regarding patient/client care, health advice at nurse reception

- Know the vital administrative and care operations performed by nurse which are needed at independent reception work
- Instruct different clients / patients in health promotion taking into account the special issues within nutrition and dietetics
- Consult and use work counselling when maintaining and developing their expertise
- Guide and teach other students and staff
- Act according to the principles of teleconsultation

Contents of the study unit:

Theories and methods of customer-oriented guidance, customer-oriented guidance process (defining the need for care, planning, targets, implementation and evaluation), usage of welfare technology and its areas, IT skills and communication skills in an electronic guidance environment, independent reception work, care and guidance documentation at nurse reception, theory of work counselling, different work counselling methods and developing professionalism, consultation in nursing, multi-professionalism and co-operation.

Study unit description:

The module focuses on contact teaching, web studies as distance class, online studying, exam and practical training followed at Terveystori.

F0039 Enhancing professionalism- practical training (reception work), 5 cr

The student is able to:

- Able to act independently at reception work as agreed at Terveystori-environment
- Know the vital research and care operations performed at Terveystori
- Know how to appropriately and safely use and maintain research and care equipment
- Make use of the research results in nursing, when following up nursing results and guidance
- Make decisions independently, use consultation when making decisions
- Define the need for care, plan, implement and evaluate care together with the client
- Perform documentation work of the guidance for the patient coming to the reception
- Conduct both individual and group tutoring by applying various theories and methods
- Guide and support client's self-care
- Choose and use appropriate guidance material
- Know how to act when teleconsulting
- Guide and teach both other students and staff research and care equipment

Contents of the study unit:

Independent reception work at Terveystori, guidance of various clients and groups, research and care operations, use and maintenance of research and care equipment, preparing guidance material, market and recruit clients, external service operations at Terveystori, participating development projects

Study unit description:

The training will take place at Lohja Laurea Terveystori. Students strengthen their skills in independent nurse reception work and thus escalate their professional growth.

F0040 Welfare business operations, developing services, 5 cr

The student is able to:

- Perceive the challenges in business operations
- Know how to act in a business environment
- How to draft a business plan or marketing plan
- Understand the importance of business operations in the changing society of today
- Assume a consumer-oriented and service-minded attitude

Contents of the study unit:

Entrepreneurial operating environment, business plans and marketing plans

Study unit description:

The module will focus on the special features of welfare business operations. The module will be carried out in collaboration with the business operations degree programme.

F0041 Enhancing professionalism- practical training at polyclinic care, 5 cr**The student is able to:**

- know the vital help methods when treating acutely and critically ill patients, casualty patients and know how to safely deliver medical care at a polyclinic ward or first aid situations
- know the principles of polyclinic operations and reception work, nature and special features of the care at polyclinic ward and the importance these features have when treating the whole patient, triage
- know how to co-operate with patients, in a safe way which is based on trust
- apply their knowledge and skills in practise when monitoring, as well as in communication situations at a polyclinic care environment
- know the vital principles of health and safety and patient safety
- apply their knowledge when guiding patients and their family, when supporting and maintain the care continuum
- act as a future professional in their work community, assuming in a multi-professional attitude

Contents of the study unit:

Aid methods in nursing, planning, implementation and evaluation in different care situations taking into account the individual needs, planning and delivering safe medical care, intravenous rehydration therapy and blood transfusions. Patient guidance is also included.

Study unit description:

The practical training will be carried out at various operation environments or at First aid units. The module will include learning discussions with the teacher/mentor as well as support through virtual learning process. Students reflect their learning by keeping an electronic journal and execute the learning tasks. Students strengthen their skills in independent and decision making thus escalate their professional growth.

F019 KNOWHOW IN NURSING - ADVANCED STUDIES, 30 cr**Description:**

Students deepen their skills in professional nursing in different operating environments in their chosen field of expertise and participate in the working life development projects.

The student will be able to:

- Know how to apply the knowledge and skills acquired independently and critically, in different operating environments, assuming the ethical responsibility when developing their expertise
- Recognise the development work within nursing, know how to act responsibly in a work group, apply managerial skills in professional decision making
- Promote their communication skills in negotiation and group communication situations
- Integrate creative and new actions in nursing practises, develop these actions
- Knows the legislation and ethical regulations within nursing
- Know how to evaluate factors affecting welfare and know how to act in a way that promotes health and well-being
- Know the most vital information needed when practising nursing and deliver medical care in a safe way
- Deepen their cultural knowledge on patient care, are willing to develop their working unit in collaboration with other employees

Content:

Students deepen their skills in professional nursing in different operating environments in their chosen field of expertise. They recognise developing needs within nursing and participate in the working life development and

renewal projects. Students develop in self-management and team management and learn to appreciate good working conditions. They enhance their expertise when building their career, anticipating future challenges. They will understand the changes in society and how these changes will affect their future work and how the work will develop. Students take into account the international development within their own field of expertise.

Learning process:

Basis of the know-how is the philosophy of nursing, scientific knowledge and ethics as well as nursing legislation and regulations. Students assume their responsibility in managerial skills and when applying knowledge into patient care in a diverse way. Students master actions in various operating environments, in a professional manner, together with other professional groups. They refine their skills in patient health and safety. They will understand unforeseen situations and possess skills when solving problems. Independent self-evaluation and oral and written communication skills will also be included.

F0042 Know-how in nursing, advanced studies, 5 cr**The student is able to:**

- Apply different aid methods in nursing, in a target-oriented and systematic way, taking into account the need for care and other factors
- Anticipate, evaluate and develop aid methods
- Know how to act in a multi-professional manner, aiming at the best care for the patient
- Take into account the cultural differences (case-management)
- Know how to deliver safe medical care, its special features
- Know how to act in the profession, assuming the ethical responsibility, following safety principles

Contents of the study unit:

Advanced skills in customer-oriented nursing based on national and international examined data, ethical decision making, advanced skills when building a care relationship, family work and networking, crisis work, multi-professional co-operation between different operators, future challenges, developing and development of nursing, patient health and safety, multi-scientific advanced studies.

Study unit description:

In this module students deepen their skills acquired through examined data and ethics in nursing by evaluating assuming a critical and developing method. Students understand the importance of self-evaluation and thus escalate their development and methods for life-long learning.

F0044 Leadership know-how, collaboration know-how, 5 cr**The student is able to:**

- Know the political-administrative decisions and their effects on the organisation's strategy and how it is formed, both on a national and international level and understand the core points of legislation and regulations.
- Understand the importance of national, regional and local collaboration
- Manage their own work and their team, organise and develop the work as well as promote their own well-being as well as the community's well-being
- Understand the importance of visions, values and targets in the superior management process according to the good service principles in a multi-cultural work environment
- Guide patients to use services ethically, when acting as a named nurse
- Master the basic personnel administration skills and take into account health and safety issues as part of work community well-being
- Communicate responsibly regarding work community targets
- Interact constructively, promoting well-being

Contents of the study unit:

The module will focus on the following: structure of health care system, guidance and services systems, agreements, leadership models, personnel management and supervision, well-being at work, leadership

communication.

Study unit description:

The expertise will be escalated in this module when learning to master vital management skills. Students understand the structures of operation environment, structures and results as well as their role and responsibility when developing nursing organisations.

F0043 Enhancing professionalism - advanced skills in nursing, 5 cr

The student is able to:

- Know the legislation and ethical guidelines for nursing, know how to professionally act according to these guidelines
- Know how to evaluate the factors affecting welfare and act in a way that promotes health and well-being, mental health, deepen their crisis work knowledge by helping and guiding patients in different situations
- Know how to work in a care relationship with different professional groups with the multi-scientific and collegial aspect, taking into account the principles when treating the whole patient, according to the care plan
- Master the medical care knowledge and deliver medical care safely
- Be developing their working unit in collaboration with other employees
- Use examined data and work consultation
- Deepen their reflection and networking know-how

Contents of the study unit:

Patient-oriented, individual care. Deepening and applying expertise and aid methods, when treating different patients according the decision making process, taking into account patient's resources, need for care and cultural differences. The course will also include nursing legislation, ethics and aid methods as well as working community.

Study unit description:

This is the first part of the practical training courses at an advanced level. The students deepen their professional expertise skills in various operating environments in their chosen field of business. The course will cover mentoring days including self-assessment and evaluation of students' own expertise and development of practising nursing.

F0045 Service innovation and know-how, 5 cr

The student is able to:

- Critically self-assess the development of their own expertise, ethicality
- Recognise targets when aiming at developing the quality of care and high-quality nursing
- Act in a work community responsibly and in a collegial way, manage a team, justify their decisions taken
- Be able to guide and teach their colleagues, act responsibly in projects
- Develop their communication skills in negotiation and group communication situations
- Aim at renewing and creating new methods when developing nursing
- Work with different professional groups, assuming a multi-scientific aspect
- Apply practical cultural and international information in various operating environments

Contents of the study unit:

This course can be carried out through practical training, at Terveystori or in various learning environments, workshops or projects.

Study unit description:

The module will produce future expertise within nursing. Development challenges are based on the critical assessment of one's actions, group, community and field of nursing.

F0046 Enhancing professionalism - advanced skills in nursing, 10 cr

The student is able to:

- Critically evaluate the development of their own expertise and working ethics
- Recognise targets when aiming at developing the quality of care and high-quality nursing
- Act in a work community responsibly and in a collegial way, manage a team, justify their decisions taken
- Be able to guide and teach their colleagues, act responsibly in projects
- Develop their communication skills in negotiation and group communication situations
- Aim at renewing and creating new methods when developing nursing
- Work with different professional groups, assuming a multi-scientific aspect
- Apply practical cultural and international information in various operating environments

Contents of the study unit:

Deepening and applying expertise and aid methods, when treating different patients according the decision making process, taking into account patient's resources, need for care and cultural differences. The course will also cover quality of nursing, nursing legislation, ethics and aid methods as well as independent reception work.

Study unit description:

Students deepen their professional expertise skills in various operating environments in their chosen field of business. The course will cover mentoring days including self-assessment and evaluation of students' own expertise and development of practising nursing.

F020 RESEARCH AND DEVELOPMENT KNOW-HOW, 25 cr

Description:

Upon completion, students are able to develop their own work and field of business, assuming a critical aspect, based on their own actions and examined data.

The student will be able to:

- Learn to question existing practises and recognise targets for development
- Intellectualize nursing phenomena and working life development targets based on examined data and theories
- Choose and use appropriate research and developing methods in order to produce solutions
- Act in developing projects in a collaborative and responsible manner
- Report the core phases and results in a research and developing project
- Use results when practising nursing

Content:

The theme will proceed throughout the nursing studies. Research and developing work will deepen the expertise know-how which serves working life development and life-long learning. Students will make reports according to the academic writing methods and know the communication principles when communicating with various target groups.

Learning process:

Students deepen their critical thinking skills. They assume research working methods and their importance for their work and learn to apply the research and development principles and methods into practice. The expertise will escalate through anticipation work when developing health promotion practises and operating environments both nationally and internationally. Students learn to perceive wide entities and concepts and are able to perform creative problem solution methods.

F0047 Principles of Nursing research and development, 5 cr

The student is able to:

- Learn how to acquire information from various sources and use information relevant to their own field of business
- Recognise the basics of nursing science
- Understand the importance of demonstrative operations

- Know how to use research data in problem-solving
- Know the basics of research and developing work
- Know the different sectors of project work and is able to act in projects
- Assume active and development-targeted working methods, be able to solve problems and make decisions

Contents of the study unit:

The module will focus on the basics of nursing science, its importance for nursing, research data and demonstrative operations nursing science methods, ethics and reliability in nursing science ethics, progress and reporting a research and developing process, academic writing and project reports.

Study unit description:

The module will focus on developing the knowledge of thinking based on research and development, research-based operations and problem-solving methods. Upon completion, students will reach the basic tools needed when acting in projects and assume research-based working methods for various nursing practises.

F0048 Methods of Nursing research and development, 5 cr

The student is able to:

- Explore the methodical questions within research and development work
- Understand the importance of qualitative and quantitative research methods for their research work
- Improve their skills when collecting qualitative and quantitative research data and analysis methods
- Follow good academic practises and ethical principles within research

Contents of the study unit:

The basics and research methods of qualitative research, qualitative research collection and analyzing methods, reliability, basic assumptions and arguments in quantitative research, sample, variables, questionnaires, scales, measures. Statistical basic methods: Indicators, mediators, cross tabulation, deviation, correlation, result interpretations and reliability. Students will also explore SPSS – statistics programme.

Study unit description:

The expertise will escalate through development work and in Thesis writing. Students recognise development targets and know how to use and choose appropriate research and development methods in order to produce different solutions. They know how to report core results and phases in writing and orally.

F0049 Master's Thesis, 15 cr

The student is able to:

- Know how to manage and search information needed within their own field of expertise, and are able to critically evaluate this information as well as bigger entities
- Know the basics and methods for the research and developing project
- Are able to launch small-scale projects and apply the existing information
- Know the different sectors in project work and manage projects
- Apply an innovative and developing method for their work, exhibit competencies in problem-solving and decision making.

Contents of the study unit:

Thesis work is a holistic, professional growth process where the learning escalates according to the general competencies. A student who has carried out a Thesis work will be able to develop working life following research-based principles and produce new solutions, products, operation models or cultures.

Study unit description:

The Thesis work must be carried out in collaboration with the regional and working life development projects and they may be results of projects or assignments commissioned by working life partners. The project is a part of the University's research and developing work, if part of a bigger research and developing project.

Orientation 3 credits, Planning 3 credits, Implementation 3 credits, Publishing 8 credits, Maturity 1 credit

F021 OPTIONAL STUDIES, 15 cr**Description:**

Optional studies are part of the nursing degree. Students have the possibility to upgrade, expand and strengthen their expertise by choosing optional studies within the field of their own expertise area. Preparation courses accomplished through level tests are also listed as optional studies.

00397 Initial Test in Mathematics, 0 cr**Study unit description:**

Opintojen alkaessa kaikki opiskelijat osallistuvat matematiikan lähtötasotestiin. Lähtötasotestin voi suorittaa vain kerran. Testin avulla varmennetaan opiskelijan valmiudet 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.

00202 Initial Test in English Skills, 0 cr**Study unit description:**

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

00203 Initial Test in Swedish Skills, 0 cr**Study unit description:**

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

00493 Finnish as Second Language-Initial test, 0 cr**Study unit description:**

Suomenkielisissä koulutusohjelmissa opiskelevat maahanmuuttajataustaiset opiskelijat suorittavat suomen kielen lähtötasotestin.

F0050 Preparation course in Mathematics, 3 cr

The student is able to:

-Basic skills in mathematics.

Contents of the study unit:

The mathematical applications needed in nursing. They will also revise the basic course in mathematics (high school level).

Study unit description:

The students revise and develop their mathematical skills. The course prepares the students for the mathematical studies at the University level. Students comprehend the mathematical applications needed for their area of nursing.

00194 Preparatory Studies in English, 3 cr**The student is able to:**

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

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

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

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.