

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Otaniemi, sote), SHG14KN

INTRODUCTION TO LAUREA

Laurea's Mission

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

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

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

Competence Development

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

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

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

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

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

Campuses

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

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

education.

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

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

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

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

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

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

LEARNING BY DEVELOPING (LbD)

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

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

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

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

Scope and Extent of the Degree

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

complete.

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

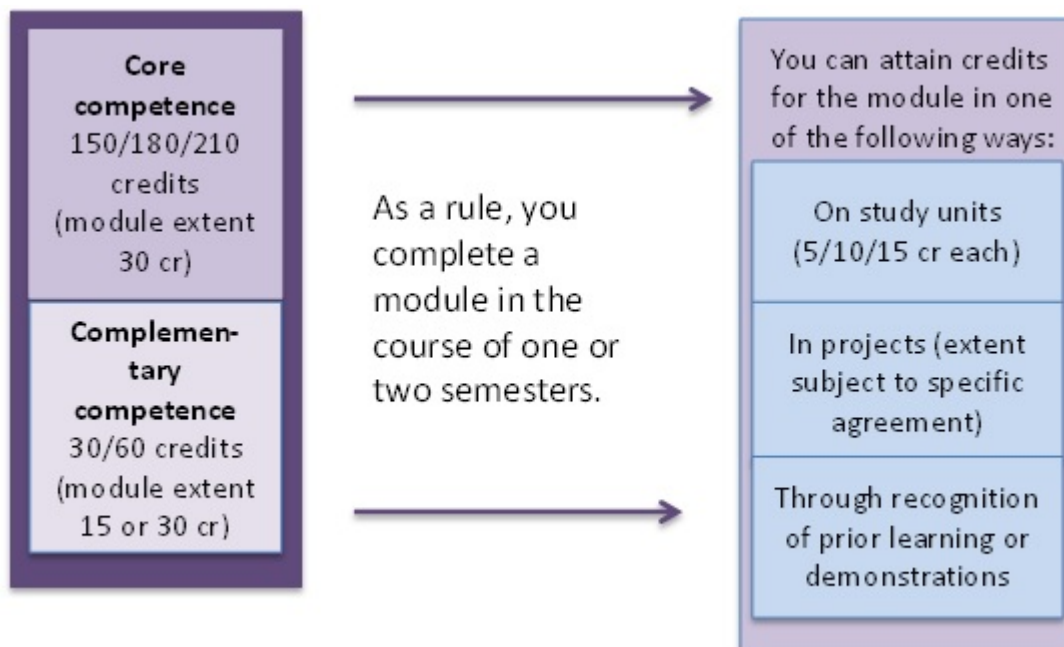
Degree Structure

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

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

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

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



Picture 1. Structure of the studies.

Core Competence and Complementary Competence Modules

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

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

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

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

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

Flexible Possibilities for Completing Attainments and Specialising

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

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

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

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

ASSESSMENT OF LEARNING AND COMPETENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 2. Shared assessment criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles..	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

SATISFACTORY, grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical principles.	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act in customer-oriented ways and according to the situation, and understand customer needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
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The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.

INTERNATIONAL COMPARABILITY OF THE DEGREE

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

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

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

CURRICULUM DEVELOPMENT

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

Operating environment

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

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

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

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

Expertise

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

Competences

Increasing the health of the population and reducing the inequalities in the health of different population groups form the value base and priority for health care and municipal policy (Ottawa Declaration, 1986, and Global Conference on Health Promotion, Bangkok, Thailand, 2005). The starting point for the Degree Programme in Nursing lies in health promotion. Health promotion constitutes protecting, maintaining and fostering human health using various measures. It includes increasing people's control over their own state of health and its background factors. Health promotion also involves preventing and treating illness and injuries. In Finland, the Quality Recommendation for Health Promotion (2006) of the Ministry of Social Affairs and Health defines the aims of health promotion on an individual and organisational level. Provisions and regulations steering nursing include e.g.:

Act on the Status and Rights of Patients (1992)

Act on structural recording (2007)

Explanatory Memorandum to the Health Care Act (2008)

Decree on Patient Documents (2009)

National Nutrition Council of Finland action programme for implementing national nutritional recommendations (2003)

Safe medication administration, Ministry of Social Affairs and Health (2006)

Action programme on sexuality and reproductive health 2007–2011, and

Finnish Patient Safety Strategy 2009–2013, Ministry of Social Affairs and Health (2009)

Professional Growth and Annual Themes

The students' growth and development into a nurse forms part of their overall process of growth, which develops

and changes their values, beliefs, knowledge and skills. The professional growth of students takes place in multidisciplinary teams and multicultural learning environments in the field, which are connected with a certain time and societal situation; changes affect work, professions, work methods, effectiveness, nursing cultures and networks as well as legislation, regulations and recommendations.

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

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

Figure 1. Annual Themes

Description of the Degree Programme

Degree Title

Bachelor of Health Care (Nurse)

Degree in Social Services, Health and Sports

Scope and Duration of Studies

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

After graduating, the nurses apply for the right to practice as a licensed professional from the National Supervisory Authority for Welfare and Health (Valvira). Licensed health care professionals receive a registration number in connection with the issued decision (Amendment to the Act on Health Care Professionals (46/2009)).

Structure of the curriculum

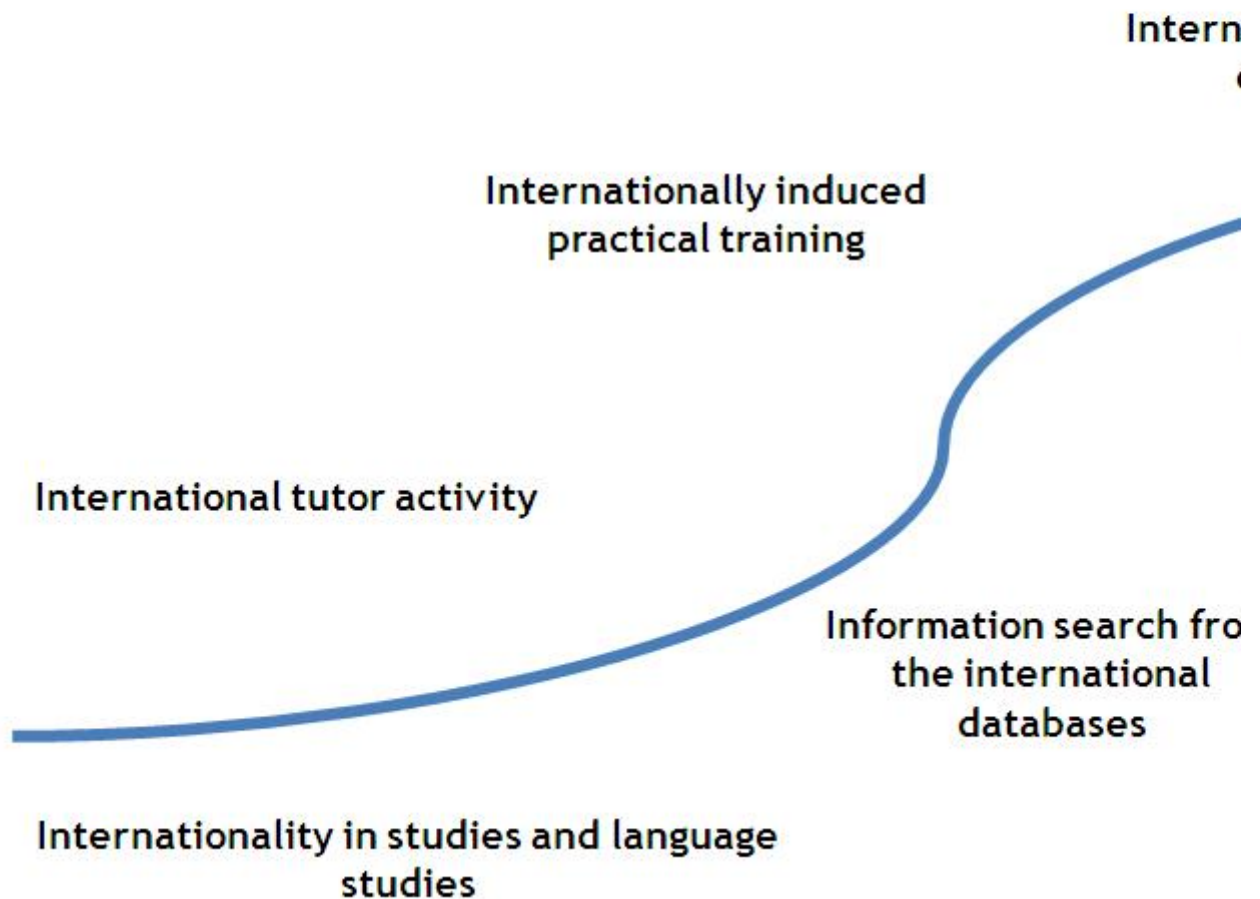
The Degree Programme in Nursing has a multidisciplinary theoretical basis. The knowledge base lies in information produced in health sciences, particularly nursing science and anatomy, physiology, pathophysiology and specialised medicine, pharmacology, nutrition and social and behavioural sciences (Ministry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

Practical work (75 cr.) in the Degree Programme in Nursing is in line with the Ministry of Education decision on degree programmes (168/530/2009) and EU Directive (2005/36/EC). Practical work consists of learning and a thesis carried out in accordance with each student's personal study plan in Laurea's learning environments, workshops and various kinds of social service and health care operating environments.

Students have access to the international studies provided under Laurea's degree programmes, such as subjects in other languages, international themes, various intensive study units, international tutoring and international projects. In addition, Laurea offers a network of some 150 partners around the world, which enables studies and work placements abroad. International experience teaches to cope with demanding tasks and fosters language skills, familiarity with different cultures and cooperation skills.

The Degree Programme in Nursing advances values of Internationalization by developing the multicultural competence of students, staff and working life partners through partnerships with foreign projects, placements and educational institutions. In addition, the interdisciplinary nature of studies is based on critically comparative perspectives designed to enhance the content of the program by placing them within a global context. The program increasingly incorporates issues of sustainable development into its curriculum.

Internationality as the students' path



Structure of the curriculum in Nursing

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



LAUREA

Empowering people and
companies

Active Life Village

Otaniemi

Degree Programme in Nursing 210 cr

3-4. year Agent of change

Swedish in Nursing
5 cr

Decision-Making in Nursing
5 cr

Guidance and Consultation
5 cr

7. Professional Development
in Practice in a Nursing Env
ronment Chosen by the Stu
dent 10 cr

6. Professional Development
in Practice in a Nursing Env
ronment chosen by the Stu
dent 10 cr

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

2. year Developer

English in Nursing
5 cr

Examination, Monitoring and
Treatment Methods II 5 cr

Strengthening patient
resources 5 cr

Examination, Monitoring and
Treatment Methods I 5 cr

Clinical Therapeutics 5 cr

Interaction and
Cooperation 5 cr

Nursing Ethics and
Patient Safety 5 cr

4. Professional Development
in Practice, Paediatric/Men
Health Nursing 10 cr

3. Professional Development
Practice, Surgical Nursing

2. Professional Development
Practice, Medical Nursing 8

1. year Actor

Research and Develop-
ment Methods I 5 cr

Project work
5 cr

Learning by Developing
10 cr

Nursing Process and
Documentation, Pro-
fessional Development
in Practice 10 cr

Health-Promoting Envi-
ronments 10 cr

Client-Oriented
Nursing 10 cr

1. Professional Development in
Practice, Gerontological Nur
ing 10 cr

INVESTIGATIVE AND
DEVELOPMENTAL
ACTOR 30 cr

PERSON AS A HUMAN
BEING AND THE EN-
VIRONMENT 30 cr

HEALTH PROMOTION IN NURSING CULTURES 105 cr

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
G035	INVESTIGATIVE AND DEVELOPMENTAL ACTOR				
G0067	Learning by Developing	9	1		
G8137	Project work	5			
G0009	Research and Development Methods I		5		
G0010	English in Nursing		3	2	
G0011	Swedish in Nursing			5	
00635	Written skills in Swedish			0	
00634	Oral skills in Swedish			0	
G0158	Finnish Language				5
00636	Written skills in Finnish				0
00637	Oral skills in Finnish				0
G002	PERSON AS A HOLISTIC BEING AND ENVIRONMENT				
G0012	Client Orientation	8	2		
G8143	Health promoting	3	2		
G8138	Introduction to Global Health Issues	3	2		
G0014	Nursing process and documentation, practice	6	4		
G003	HEALTH PROMOTION IN NURSING CULTURES				
G0015	1. Professional Development in Practice, Gerontological Nursing		10		
G0069	Nursing Ethics and Patient Safety		4	1	
G0070	Interaction and Cooperation		5		
G0071	Clinical Nursing Therapeutics		5		
G0072	Examination, Monitoring and Treatment Methods I		5		
G0073	2. Professional Development in Practice, Medical Nursing Care		8		
G0074	3. Professional Development in Practice, Surgical Nursing Care		7		
G0075	Strengthening Patient Resources		1	4	
G8139	Examination, Monitoring and Treatment methods II			5	
G0077	4. Professional Development in Practice, Paediatric/Mental Health Nursing Care			10	
G0078	Guidance and Consultation			5	
G0079	5. Professional Development in Practice, Home Care, Paediatric/Mental Health Care			10	
G0082	Decision-Making in Nursing				5
G0084	6. Professional Development in Practise in a Nursing Environment Chosen by the Student				10
G0085	7. Professional Development in Practise in a Nursin Environment chosen by the Student				10
G004	MANAGEMENT AND DEVELOPMENT IN WELFARE SERVICES				
G8140	Welfare Entrepreneurship			5	

R0052	Leadership and Management				5
G0087	Thesis				15
G8142	Service innovations				5
0370	ELECTIVE STUDIES				
00203	Initial Test in Swedish Skills	0			
00453	Initial Test in Finnish language	0			
01275	Initial Mathematics Test	0			
00195	Preparatory Studies in Swedish	3			
00194	Preparatory Studies in English	3			
00522	Preparatory Studies in Finnish	3			
01279	Preparatory Studies in Mathematics	3			
		30	60	60	60

G035 INVESTIGATIVE AND DEVELOPMENTAL ACTOR, 30 cr

Description:

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

Which tools are necessary?

How to communicate in a multicultural environment?

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

work community?

The student will be able to:

Evaluate and develop their competence and learning

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

Content:

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

G0067 Learning by Developing, 10 cr

The student is able to:

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

Contents of the study unit:

- What tools and methods are used in Learning by Developing?
- How does an investigative and developmental learner function?
- How to create a professional growth portfolio?

Study unit description:

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

Previous studies:

No previous studies

G8137 Project work, 5 cr

The student is able to:

Acquire information and use it critically.

Plan, implement and evaluate a project.

Draw up a project plan and report.

Contents of the study unit:

How to plan, implement, evaluate and report a project?

How to develop in research and development work?

Study unit description:

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

G0009 Research and Development Methods I, 5 cr**The student is able to:**

- describe the principles of research-ethical activity
- acquire and use information from different sources
- read and analyse research articles
- acquire material for development and research, and to analyse it with different tools and methods

Contents of the study unit:

What is the significance of the philosophy of science and ethics for research?

What is the research process like?

How to acquire information and data?

How to use different methods of analysis?

Study unit description:

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

Previous studies:

No previous studies

G0010 English in Nursing, 5 cr**The student is able to:**

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

- Communicate in English in nursing
- Apply information gathered from sources in the English language
- Analyse linguistic structures and terminology
- Attain skill level B.2 as defined in the Common European Framework

Contents of the study unit:

What types of communication skills are necessary in nursing?

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

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

Study unit description:

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

Previous studies:

Pass in the Initial English Language Test or completed preparatory studies in the English language

G0011 Swedish in Nursing, 5 cr

The student is able to:

- Use oral and written Swedish in their work environment
- Communicate in the Swedish language in their work using different communication channels
- Apply information acquired from sources in the Swedish language
- Attain skill level B1.2 in the Swedish language as defined in the Common European Framework.
- Pass the civil service language proficiency certificate in oral and written Swedish with a Good or Satisfactory grade.

Contents of the study unit:

What types of communication skills are necessary in nursing?

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

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

Study unit description:

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

Previous studies:

Pass in the Initial Swedish Language Test or completed preparatory studies in the Swedish language.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

G0158 Finnish Language, 5 cr

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

G002 PERSON AS A HOLISTIC BEING AND ENVIRONMENT, 30 cr

Description:

What are human beings as a whole?

Which methods promote health?

What are the main nursing interventions?

How to support environmental health with nursing interventions?

How to act in accordance with ethical principles?

The student will be able to:

Describe human beings as a whole

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

Content:

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

G0012 Client Orientation, 10 cr**The student is able to:**

Describe humans as a whole

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

Contents of the study unit:

How do human beings express themselves in a holistic way?

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

Study unit description:

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

Previous studies:

No previous studies

G8143 Health promoting, 5 cr**The student is able to:**

- tunnistaa eri-ikäisten terveyttä ja hyvinvointia edistäviä tekijöitä eri ympäristöissä

- kuvata hyvinvoinnin palvelujärjestelmiä ja niitä ohjaavia lakeja ja eettisiä ohjeita
- antaa ensiapua ja edistää ympäristön turvallisuutta

Contents of the study unit:

Mitä terveydellä ja hyvinvoinnilla tarkoitetaan?
 Millainen on suomalainen terveydenhuollon palvelujärjestelmä?
 Miten eri-ikäisten asiakkaiden terveyttä edistetään?
 Miten annetaan ensiapua ja toimitaan poikkeusoloissa?
 Miten toimitaan kestävän kehityksen periaatteiden mukaisesti hoitotyössä?

Study unit description:

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

G8138 Introduction to Global Health Issues, 5 cr

The student is able to:

Describe global and public health issues.

Describe local and global health risks.

Contents of the study unit:

What are the most common global and public health issues?

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

Study unit description:

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

G0014 Nursing process and documentation, practice, 10 cr

The student is able to:

Describe the development stages of nursing

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

Contents of the study unit:

How have nursing and nursing science developed?

How to assist people through nursing?

What is safe medication administration?

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

How to document nursing?

Study unit description:

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

Previous studies:

Pass in initial mathematics test

G003 HEALTH PROMOTION IN NURSING CULTURES, 105 cr**Description:**

How to evaluate nursing ethics?

How to implement interaction and cooperation in nursing cultures?

How to implement patient assistance and support methods in nursing?

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

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

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

What types of decisions do nurses make independently?

The student will be able to:

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

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

Content:

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

G0015 1. Professional Development in Practice, Gerontological Nursing, 10 cr**The student is able to:**

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

- Work according to ethical guidelines of nursing and consider the principles of their actions
- Use data collection methods in order to identify the resources that support and factors that place strain on the health of patients
- Plan, implement and evaluate client-oriented nursing

Contents of the study unit:

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

How to assist the elderly through nursing?

How is documentation carried out in nursing?

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

How to conduct nursing in an aseptically and ergonomically correct way?

Study unit description:

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

Previous studies:

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

G0069 Nursing Ethics and Patient Safety, 5 cr**The student is able to:**

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

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

Contents of the study unit:

What ethical questions are connected with patient safety?

What types of ethical competence do planning, implementing and evaluating medication administration require?

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

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

Study unit description:

The professional ethics of nursing refer to a coherent, systematic approach to what constitutes correct and good or incorrect and bad professional activities. This view has been presented in the field's ethical code (e.g. Ethical Guidelines of Nursing), which describes the ethical principles, guidelines and rules agreed by the professional community.

G0070 Interaction and Cooperation, 5 cr**The student is able to:**

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

Contents of the study unit:

What does professionalism mean in a partnership?

How to creatively enhance interaction?

What do team work skills mean?

What types of dynamic factors are present in interaction?

How to apply different psychological interpretation frames in encountering other people

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

Study unit description:

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

G0071 Clinical Nursing Therapeutics, 5 cr

The student is able to:

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

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

Contents of the study unit:

What is the medical and surgical nursing process like?

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

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

How to plan, implement and evaluate medical care, pain treatment and asepsis?

Study unit description:

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

Previous studies:

Students have completed the 1. year study units

G0072 Examination, Monitoring and Treatment Methods I, 5 cr

The student is able to:

Describe the mechanisms of action of pharmaceutical substances

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

Contents of the study unit:

What are the mechanisms of action of pharmaceutical preparations?

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

Study unit description:

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

Previous studies:

Students have completed the 1. year study units

G0073 2. Professional Development in Practice, Medical Nursing Care, 8 cr

The student is able to:

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

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

Contents of the study unit:

How to develop professional interaction in medical nursing care?

How to ethically solve problem situations in nursing?

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

How to implement medication administration safely? How to comply with asepsis?

Study unit description:

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

Previous studies:

Required study units before the practice

G0074 3. Professional Development in Practice, Surgical Nursing Care, 7 cr

The student is able to:

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

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

Contents of the study unit:

How to develop professional interaction in surgical nursing?

How to ethically solve problem situations in nursing?

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

How to implement medication administration safely? How to comply with asepsis?

Study unit description:

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

Previous studies:

Required study units before the practice

G0075 Strengthening Patient Resources, 5 cr

The student is able to:

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

Contents of the study unit:

What are the transitions of individuals, families and communities?

How to develop oneself in cultural nursing care?

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

How to promote the rehabilitation of patients?

Study unit description:

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

G8139 Examination, Monitoring and Treatment methods II, 5 cr

The student is able to:

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

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

Implement medication administration in a safe, correct and aseptic way.

Contents of the study unit:

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

How does nutrition and guidance promote the health?

Study unit description:

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

G0077 4. Professional Development in Practice, Paediatric/Mental Health Nursing Care, 10 cr

The student is able to:

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

Contents of the study unit:

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

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

How to work in a multicultural work community?

Study unit description:

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

Previous studies:

Students have completed the previous studies

G0078 Guidance and Consultation, 5 cr

The student is able to:

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

Contents of the study unit:

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

How to promote client empowerment through guidance in home care?

Why is supervision of work necessary in nursing care?

Study unit description:

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

Previous studies:

1.-2. year study units

G0079 5. Professional Development in Practice, Home Care, Paediatric/Mental Health Care, 10 cr

The student is able to:

Plan, implement and evaluate nursing for patients going through a transition

Plan, implement and evaluate nursing for patients living at home

- Plan, implement and evaluate patient guidance in a client-oriented way in multidisciplinary work communities
- Foster clients' self-care and the continuity of care at the different stages of nursing

Contents of the study unit:

How to promote customers' self-care and the continuity of care at different stages of nursing?

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

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

What does network cooperation mean?

Study unit description:

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

Previous studies:

Required study units before the practice

G0082 Decision-Making in Nursing, 5 cr

The student is able to:

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

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

Contents of the study unit:

How is nursing expertise demonstrated?

How is expertise in medication administration implemented?

How to make independent decisions in nursing?

How to develop and impact nursingWhat future challenges does nursing face?

Study unit description:

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

Previous studies:

Students have completed the previous studies

G0084 6. Professional Development in Practise in a Nursing Environment Chosen by the Student, 10 cr**The student is able to:**

Demonstrate extensive competence in nursing

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

Contents of the study unit:

How is nursing expertise demonstrated in the chosen nursing environment?

What types of professional decisions do nurses make?

How to identify and impact development targets in nursing?

How to manage a team in nursing?

Study unit description:

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

Previous studies:

Students have completed the previous studies

G0085 7. Professional Development in Practise in a Nursin Environment chosen by the Student, 10 cr**The student is able to:**

Apply and critically evaluate information in nursing; theories, core con-cepts, methods and principles.

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

Contents of the study unit:

How is nursing expertise demonstrated in the chosen nursing environment?

What types of professional decisions do nurses?

How does the environment enable innovative activity?

How to manage a team?

Study unit description:

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

Previous studies:

Students have completed the previous studies

G004 MANAGEMENT AND DEVELOPMENT IN WELFARE SERVICES, 30 cr

Description:

How to develop welfare services?

How to establish a welfare company?

How to develop nursing through management?

How to develop the quality of nursing?

How to apply research and development methods in development projects?

The student will be able to:

Plan the business activities of welfare companies

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

Content:

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

G8140 Welfare Entrepreneurship, 5 cr

The student is able to:

Draw up a welfare company business plan.

Contents of the study unit:

How to create a business idea?

How to draw up a business plan?

Study unit description:

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

R0052 Leadership and Management, 5 cr

The student is able to:

The student is able to

- evaluate and develop his/her own actions as a member of a work community and as a manager
- apply labour law and collective agreements
- evaluate the work community and well-being at work

G0087 Thesis, 15 cr**The student is able to:**

Outline the development task

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

Contents of the study unit:

How to choose the subject matter of the thesis?

How to construct the theoretical basis for the thesis?

How to draw up the thesis plan?

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

How to acquire and analyse the data?

How to evaluate the thesis process and results?

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

Study unit description:

Thesis form part of Laurea's research and development work. It helps student to grow professionally and it is linked to the employment sector and to regional development. Thesis is used to develop work and work practices, and can produce widely applicable innovations. It is based on a real-life development challenge. After drawing up the idea, student prepares a thesis plan through participating in workshops that support the process. Target-oriented activities and related results are recorded in the thesis report. The report is established on a theoretical and investigative analysis supported by workshops. The report is established on a theoretical and investigative analysis supported by workshops.

Previous studies:

Project Work

Research and Development Methods I

G8142 Service innovations, 5 cr

The student is able to:

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

Use research and development methods and tools in development work.

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

Participate in a partnership network.

Contents of the study unit:

How are ideas created and developed?

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

How to plan, implement and evaluate a development process?

How to work in a development team?

Study unit description:

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

0370 ELECTIVE STUDIES, 15 cr

Description:

Which elective studies increase and diversify professional competence?

Content:

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

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

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

00453 Initial Test in Finnish language, 0 cr

01275 Initial Mathematics Test, 0 cr

Study unit description:

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

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

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

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

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

00194 Preparatory Studies in English, 3 cr

The student is able to:

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

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

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

00522 Preparatory Studies in Finnish, 3 cr

Study unit description:

Students who fail an initial test must take preparatory studies in the language at the start of their studies. The preparatory studies count as credits for elective studies, if the student's language skills are not sufficient and s/he has been guided to complete these studies.

01279 Preparatory Studies in Mathematics, 3 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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