

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Porvoo, sote), SHP14KA

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.

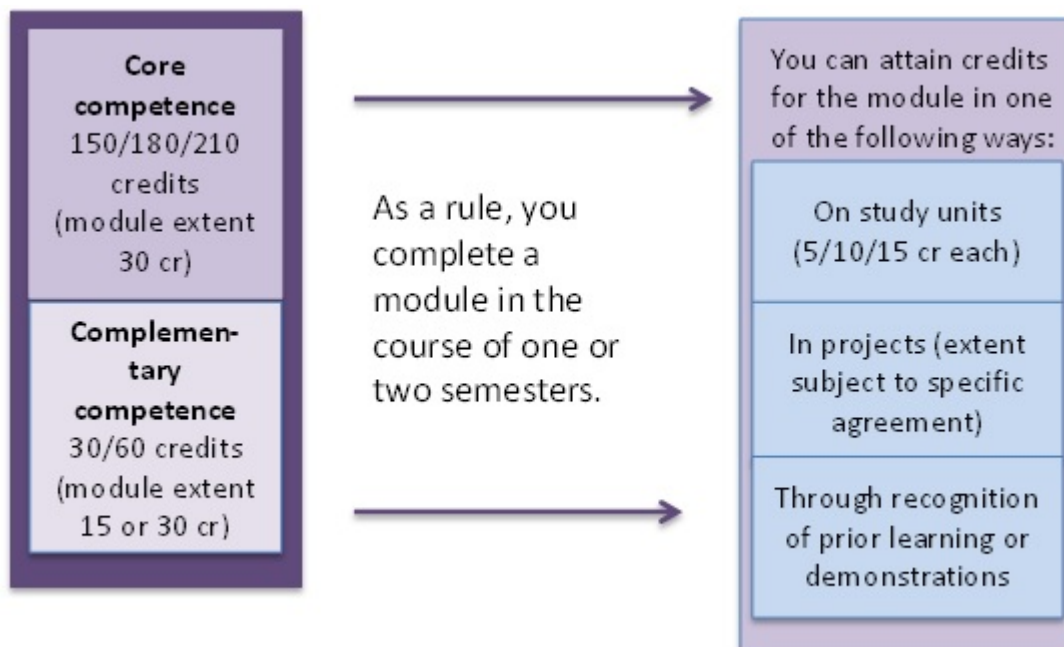
Degree Structure

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.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
P001	DEVELOPMENT ACTIVITIES				
P0033	Basics of development activities	5			
P0034	Project competence	5			
P0035	Research method competence	5			
P002	COMMUNICATION AND INTERACTION COMPETENCE				
P0036	Oral and written communication	5			
P0037	Interaction and teamwork competence		5		
P0038	Swedish			5	
00634	Oral skills in Swedish			0	
00635	Written skills in Swedish			0	
P0039	English		5		
P003	HEALTH CARE OPERATING ENVIRONMENT				
P0040	Health care service system	5			
P0041	Health promotion		5		
P0042	Ethics and values in health care			5	
P004	NURSING INTERVENTIONS				
P0043	Basic nursing interventions		10		
P0044	Customer oriented systematic nursing		10		
P0045	Encountering customers in transitions			10	
P0046	Professional development in practice I		10		
P0047	Professional development in practice II		10		
P0048	Professional development in practice III			15	
P005	MEDICAL AND SCIENTIFIC COMPETENCE				
P0049	Scientific competence	5			
P0050	Medical competence I		5		
P0051	Medical competence II			5	
P006	HEALTH CARE SERVICES AS PRIVATE SERVICE PROVISION				
P0052	Entrepreneurship and business competence			10	
P0053	Developing service innovations			10	
P0054	Thesis				15
P0055	Professional development in practice IV			10	
P0056	Professional development in practice V				10
P0057	Professional development in practice VI				10
P007	DEVELOPING HEALTH CARE SERVICES IN THE PUBLIC SECTOR				
P0058	Services offered in the social services and health care sector and management			10	
P0059	Developing service Innovations			10	
P0060	Thesis				15
P0061	Professional development in practice IV			10	
P0062	Professional development in practice V				10
P0063	Professional development in practice VI				10

P008	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00453	Initial Test in Finnish language	0			
00397	Initial Test in Mathematics	0			
00194	Preparatory Studies in English		3		
00195	Preparatory Studies in Swedish		3		
00522	Preparatory Studies in Finnish	3			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
00189	Preparatory Studies in Mathematics		3		
		30	60	60	60

P001 DEVELOPMENT ACTIVITIES, 15 cr

Description:

Development activities are goal-oriented measures that develop the operations of the organisation. Development activities are based on critical thinking and research-oriented way of working.

P0033 Basics of development activities, 5 cr

The student is able to:

Students are able to draw up a personal study plan.

Students are able to assess their own competence and to give and receive feedback and to develop their own knowledge based on the feedback.

Students learn to understand the importance of professional growth in the process of growing into a nursing expert.

Contents of the study unit:

Learning by Developing (LbD)

Diverse learning environments

Professional growth process

Systematic tutoring

P0034 Project competence, 5 cr

The student is able to:

Students are able to act as responsible project team members.

Students are able to acquire information and plan a project.

Students are able to carry out the project and monitor its progress.

Contents of the study unit:

What does the project mean?

How is the project designed, implemented and evaluated?

P0035 Research method competence, 5 cr

The student is able to:

Students understand the key elements of the process.

Students master the basics of qualitative and quantitative research.

Students are able to read and produce reports on researched information.

Contents of the study unit:

What is the research and development process?

What are the main research methods?

P002 COMMUNICATION AND INTERACTION COMPETENCE, 20 cr

Description:

In the health care sector, communication and interaction mean encountering individuals and groups, and working together in national and international settings for health promotion objectives.

P0036 Oral and written communication, 5 cr

The student is able to:

Students are able to deliver written, oral and visual presentations using different communication styles.

Students are able to make use of information and communication technologies in their own work.

Contents of the study unit:

Written communication in the workplace
Presentation skills
Using communication tools

P0037 Interaction and teamwork competence, 5 cr**The student is able to:**

Students are able to interact professionally with clients, groups and communities.
Students are able to develop their skills in work community and health communication.
Students are able to analyse the interaction and cooperation skills.

Contents of the study unit:

Professional interaction
Key communication and interaction methods, and teamwork skills

P0038 Swedish, 5 cr**The student is able to:**

Students are able to communicate orally and in writing in Swedish in their workplaces.
Students are able to apply information gathered from Swedish-language sources.
Students attain at least skill level B1.2 as defined in the European Qualifications Framework. In addition, students are graded as having Good or Satisfactory oral and written language skills in accordance with the language skill requirements for civil servants.

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.

P0039 English, 5 cr**The student is able to:**

Students are able to communicate orally and in writing in English in their workplaces.
Students are able to apply information gathered from English-language sources.
Students attain at least skill level B-2 as defined in the European Qualifications Framework.

P003 HEALTH CARE OPERATING ENVIRONMENT, 15 cr**Description:**

The health care operating environment is a combination of those services and functions which promote and maintain the health and well-being of the population.

P0040 Health care service system, 5 cr

The student is able to:

Students know the service structure and system.
Students know the most important health care laws and regulations.
Students have entrepreneurial skills.

Contents of the study unit:

Service structure and system of public health care
Historical development of nursing
Entrepreneurial education and welfare entrepreneurship

P0041 Health promotion, 5 cr**The student is able to:**

Students identify health promotion as an integral part of their own work.
Students identify the health promotion needs of target groups.
Students are able to apply health promotion methods in their own work.
Students are able to evaluate the significance of the surroundings in the promotion of well-being and health.

Contents of the study unit:

What does health promotion mean?
What are the target groups and targets of health promotion?
What methods are there for health promotion?
A social perspective to health promotion
National and international health programmes

P0042 Ethics and values in health care, 5 cr**The student is able to:**

Students recognise their own ethical thinking and are able to analyse it.
Students recognise ethical issues and know how to find ethically sustainable solutions.
Students are able to examine ethical issues from the perspective of the organisation and society.

Contents of the study unit:

Ethical foundation of nursing
Ethical problem-solving and decision-making
Ethical issues in nursing
Cultural issues in nursing

P004 NURSING INTERVENTIONS, 65 cr**Description:**

Customer-centric nursing interventions promote the customer's health and help customers cope with the different stages of illness.

P0043 Basic nursing interventions, 10 cr**The student is able to:**

Students are able to plan, implement and evaluate nursing care in a customer-oriented manner.
Students are able to document nursing interventions.
Students are able to provide first aid and know the system of emergency health care.

Contents of the study unit:

Key concepts of nursing
Basics of medical therapy and medication mathematics

Systematic nursing
Ergonomics
Nursing interventions in different operating environments
First aid and health care in emergencies

P0044 Customer oriented systematic nursing, 10 cr

The student is able to:

Students are able to plan, implement and evaluate nursing in a customer-oriented manner.
Students are able to plan, implement and evaluate pharmaceutical care professionally.

Contents of the study unit:

Nursing of an acutely ill, chronically ill, and surgical patients
Diagnosis and monitoring
Medications
Pain relief
Customer-oriented rehabilitation

P0045 Encountering customers in transitions, 10 cr

The student is able to:

Students are able to plan, implement and evaluate customer-oriented family nursing, as well as mental health, crisis and substance abuse nursing.
Students are able to encounter and support patients in terminal care and their families.

Contents of the study unit:

Promoting the health of pregnant and new mothers
Child growth and development
Nursing of the elderly
Mental health, crisis and substance abuse nursing
Terminal care

P0046 Professional development in practice I, 10 cr

The student is able to:

Student learns about the nursing environment.
Student is able to plan, implement and evaluate nursing.
Student masters the basic nursing interventions.

Contents of the study unit:

- Encountering the customer
- Working in a work community
- Nursing skills

P0047 Professional development in practice II, 10 cr

The student is able to:

Student is able to plan, implement and evaluate customer-oriented nursing.

Contents of the study unit:

In addition to the content of the previous clinical practice period:

- Ethics and values in nursing
- Nursing relationship work
- Medications
- Planning nursing

P0048 Professional development in practice III, 15 cr

The student is able to:

Student is able to plan, implement and evaluate customer-oriented nursing.

Student knows the role of culture in health promotion and nursing, and is able to work in international and multicultural work communities.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Counselling
- Multicultural nursing

P005 MEDICAL AND SCIENTIFIC COMPETENCE, 15 cr

Description:

Medical and scientific competence comprise information about the structure and functioning of the human body, the generation and symptoms of illnesses, the impact of illness on one's ability to function as well as about the research and treatment methods of illnesses.

P0049 Scientific competence, 5 cr

The student is able to:

Students are familiar with the basic structure of the organ systems in the human body, their basic functioning and regulation.

Students are able to apply their knowledge of microbiology in various work situations.

Students understand the onset of diseases and the body's reactions to diseases.

Contents of the study unit:

Anatomy and physiology
Microbiology
Pathology

P0050 Medical competence I, 5 cr

The student is able to:

Students obtain basic knowledge of different fields of medicine applicable in different contexts.

Contents of the study unit:

Internal medicine
Geriatrics
Surgery
Imaging techniques and the health care technology
Anaesthesiology
Psychiatry

P0051 Medical competence II, 5 cr

The student is able to:

Students obtain basic knowledge of different fields of medicine applicable in different contexts.

Contents of the study unit:

Pharmacology
Gynaecology
Paediatrics
Nutrition

P006 HEALTH CARE SERVICES AS PRIVATE SERVICE PROVISION, 65 cr

Description:

Development and productisation of health and welfare services based on entrepreneurial orientation.

P0052 Entrepreneurship and business competence, 10 cr

The student is able to:

Students recognise their own strengths as entrepreneurs in the welfare sector.

Students are able to anticipate opportunities opening up in the operating environment.

Students are able to create a realistic and customer-oriented business plan.

Students master the principles of modern human resources management and develop their own work.

Contents of the study unit:

Business environment analysis

Business idea

Business plan

Planning the start-up company's finances and funding

Standards and legislation governing business operations

Management

P0053 Developing service innovations, 10 cr

The student is able to:

Students are able to describe development objectives from the perspectives of the labour market and regional development.

Students are able to participate in a partnership network.

Students are able to act as opinion leaders in a community of experts.

Students are able to define, plan, develop, describe, and provide the service offered to the customer.

Students know the basics of productisation and commercialisation.

Contents of the study unit:

Determining development needs

Development process

Productisation

P0054 Thesis, 15 cr

The student is able to:

Students are able to present well-justified work development proposals.

Students are able to conceptualise workplace phenomena with a basis in research data.

Students are able to use appropriate research and development methods for generating new data.

Students are able to evaluate their own work and solutions critically.

Students are able to manage the big picture, presenting their ideas logically and with justifications.

Contents of the study unit:

How to present justified workplace development proposals?

How can phenomena be conceptualised?

What is researched knowledge?

How to select suitable research and development methods?

How to work in a collaborative manner?

What does critical evaluation of one's own actions mean?

How to communicate the results of development activities?

P0055 Professional development in practice IV, 10 cr

The student is able to:

The student acts responsibly in nursing.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Evidence based nursing
- Decision-making

P0056 Professional development in practice V, 10 cr

The student is able to:

Student is able to work as developers of activities in a community of experts.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Influencing in society
- Leadership
- Development of activities

P0057 Professional development in practice VI, 10 cr

The student is able to:

Student gains in-depth competence in a selected operating environment.

Contents of the study unit:

The content of the previous clinical practice periods: Encountering the customer, working in a work community, nursing skills, ethics and values in nursing, nursing relationship work, medications, planning nursing, counselling, multicultural nursing, evidence-based nursing, decision-making, influencing in society, leadership, development of activities.

P007 DEVELOPING HEALTH CARE SERVICES IN THE PUBLIC SECTOR, 65 cr

Description:

Development of the public sector health care services, productisation of services and development of service types.

P0058 Services offered in the social services and health care sector and management, 10 cr

The student is able to:

Student knows the service and decision-making system of the public sector social services and health care.
Student masters the principles of modern HR management and develop their own work.

Contents of the study unit:

Service structures and system of social services and health care
Operating environment analysis

Decision-making system in the public sector health care
Legislation
Networking in the public sector
Public funding
Management

P0059 Developing service Innovations, 10 cr

The student is able to:

Students are able to describe development objectives from the perspectives of the labour market and regional development.

Students are able to participate in a partnership network.

Students are able to act as opinion leaders in a community of experts.

Students are able to define, plan, develop, describe and provide the service offered to the customer.

Students master the basics of productisation.

Contents of the study unit:

Determining development needs

Development process

Productisation

P0060 Thesis, 15 cr

The student is able to:

Students are able to present well-justified work development proposals.

Students are able to conceptualise workplace phenomena with a basis in research data.

Students are able to use appropriate research and development methods for generating new data.

Students are able to evaluate their own work and solutions critically.

Students are able to manage the big picture, presenting their ideas logically and with justifications.

Contents of the study unit:

How to present justified workplace development proposals?

How can phenomena be conceptualised?

What is researched knowledge?

How to select suitable research and development methods?

How to work in a collaborative manner?

What does critical evaluation of one's own actions mean?

How to communicate the results of development activities?

P0061 Professional development in practice IV, 10 cr

The student is able to:

The student acts responsibly in nursing.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Evidence-based nursing

- Decision-making

P0062 Professional development in practice V, 10 cr

The student is able to:

Students are able to work as developers of activities in a community of experts.

Contents of the study unit:

In addition to the content of the previous clinical practice periods:

- Influencing in society
- Leadership
- Development of activities

P0063 Professional development in practice VI, 10 cr**The student is able to:**

Students gain in-depth competence in a selected operating environment.

Contents of the study unit:

The content of the previous clinical practice periods: Encountering the customer, working in a work community, nursing skills, ethics and values in nursing, nursing relationship work, medications, planning nursing, counselling, multicultural nursing, evidence-based nursing, decision-making, influencing in society, leadership, development of activities.

P008 ELECTIVE STUDIES, 15 cr**Description:**

Students use elective studies to deepen and broaden their competence in various themes and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Content:

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the 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 higher education 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. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme.

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.

00453 Initial Test in Finnish language, 0 cr

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 koulutusalansa 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.

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.

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.

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

00189 Preparatory Studies in Mathematics, 3 cr

The student is able to:

- demonstrate the basic skills of mathematical applications required by his / her field of study

Contents of the study unit:

- recapitulation of upper secondary school mathematics

Study unit description:

Student practices his / her mathematic skills and develops preparedness to complete studies in mathematical applications within the main courses.