

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing, in English (Laurea Otaniemi, sote), SNG13SN

Learning concept at Laurea

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

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

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

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

Learning environments

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

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

The student's role and responsibility in learning

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

The teacher's role at Laurea

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

Structure of the curriculum

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

Table 1. National generic Competences (Arene 2010)

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

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

Competence evaluation

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

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

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

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

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

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

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

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

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

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

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

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



Laureas curriculum as a part of the European Higher Education Area

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

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

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

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

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

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

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

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

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

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

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
G037	INVESTIGATIVE ACTOR IN LEARNING NURSING				
G0260	Basic Finnish 1	5			
G0237	Learning by developing	10			
G0259	English in nursing	3	0	2	
G0239	Tools for investigative process		5		
G0011	Swedish in Nursing		5		
00635	Written skills in Swedish		0		
00634	Oral skills in Swedish		0		
G038	ENCOUNTERING THE NURSING CLIENT				
G0240	Person as a holistic being	10			
G0241	Nursing environment	5			
G0243	Nursing interventions	10			
G0242	Health	10			
G0244	Medical assessment and therapeutic methods	5			
G0245	1st Professional development in practise, gerontological nursing	10			
G039	HEALTH PROMOTION OF NURSING CLIENTS IN MULTICULTURAL ENVIRONMENTS				
G0246	Strengthening patient resources		5		
G0247	Clinical assessment and therapeutic methods		5		
G0248	2nd Professional development in practise, medical-surgical nursing		15		
G0249	Health promotion of individuals and communities		5		
G0250	3rd Professional development in practise, mental health/home care		10		
G0251	Family nursing and family therapeutic methods		4	1	
G0252	4th Professional development in practise, children, learning disabilities, women			10	
G0253	Ethical decision making			10	
G0254	5th Professional development in practise, student's own path			15	
G040	EMPOWERING LEADERSHIP AND SERVICE MANAGEMENT				
G0258	Thesis			15	
G8273	Leadership and Management			5	
G0256	6th Professional development in practise, service innovations, student's own path				5
G0257	7th Professional development in practise, student's own path				15
G041	ELECTIVE STUDIES				
G0236	Basic Finnish 2		5		
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
G0261	Intermediate Finnish			5	
00203	Initial Test in Swedish Skills	0			

00195	Preparatory Studies in Swedish				3
		60	60	60	30

G037 INVESTIGATIVE ACTOR IN LEARNING NURSING, 25 cr

Description:

How to investigate nursing and why to develop nursing?
What kind of processes and methods can be applied in research and development?
How to get started with the thesis project?
How to develop professional communication skills?
How to get started with the thesis project?

The student will be able to:

apply the tools of Learning by Developing in his/her learning and projects
apply academic writing skills
acquire and apply evidence based knowledge in her/his actions
communicate using different languages
plan his/her thesis process and actively implements the thesis plan

Content:

Developing own learning strategies and professional language. Active participation and developing skills in projects and production of research, development and innovation (R&D&I) competencies.

G0260 Basic Finnish 1, 5 cr

The student is able to:

learn the main principles of the Finnish language and some main things of Finnish culture,
understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

How to communicate in everyday situations?
How to discuss everyday subjects related ourselves?
How to recognise basic grammar & vocabulary and practise pronunciation?
How to learn to speak, understand and write Finnish?

Study unit description:

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

Previous studies:

No previous knowledge of Finnish.

G0237 Learning by developing, 10 cr

The student is able to:

plan, implement and evaluate her/his own learning process,
apply academic writing skills and tools of information technology,
acquire and applies evidence based knowledge in her/his actions,
apply the tools of Learning by Developing in his/her learning

Contents of the study unit:

How to plan one's own personal curriculum (PC) and how to use learning contracts (LC) and create a professional portfolio?
How to implement academic writing and how to use information technology?
What does learning by developing in projects mean

Study unit description:

The study unit includes learning environments and the learning models (LbD) of the University of Laurea applied

sciences. Individual learning strategies are supported by using different learning methods and theories. Portfolio is used in self-evaluation and assessment.

G0259 English in nursing, 5 cr

The student is able to:

communicate and use different communication methods in his/her work and in a multicultural working environment,
communicate regarding his/her field of expertise,
apply information based on references,
understand the importance of analysing linguistic structures and vocabulary

Contents of the study unit:

What kind of communicative competence does a nursing professional need?
What kind of linguistic analysing skills does a nursing professional need?
What kind of competence does a nursing professional need in academic writing?

Study unit description:

During the study unit the student develops his/her communicative competence. He/she develops his/her command of the vocabulary and grammatical structures in English, meta-linguistic skills and skills in academic writing.

Previous studies:

A pass in the reflection and language skills test in the entrance examination

G0239 Tools for investigative process, 5 cr

The student is able to:

identify the need for research and development in nursing
apply research and development methods
acquire and apply evidence based knowledge in projects and interventions of nursing

Contents of the study unit:

What kind of processes and methods can be used in research and development project?
How to apply information based on references?
How the principles of research ethics and trustworthiness are applied during the research process?

Study unit description:

The process of research, development and innovation

Previous studies:

Learning by Developing

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.

G038 ENCOUNTERING THE NURSING CLIENT, 50 cr

Description:

How to encounter the client in nursing?

Why is encountering the client important in nursing?

How do the theories describe the core concepts of nursing?

How decisions are made and documented during the nursing process?

The student will be able to:

use the central concepts of nursing,

encounter the nursing client as a holistic being,

act responsibly and reflect on his/her own performance and its ethical meaning,

use nursing process as a tool of decision making,

empower clients' resources of health

Content:

Person in his/her environment is a holistic being consisting of organic, conscious and situational dimensions. The goal of nursing is empowering client resources. Health is the basic value when encountering clients in nursing.

G0240 Person as a holistic being, 10 cr

The student is able to:

encounter people as unique, valuable and equal persons,

assess client's health from a holistic perspective,

describe biological, psychological, cultural, societal and environmental factors affecting people's health

Contents of the study unit:

How do the philosophical and theoretical foundations support holistic approach in nursing?

What are the core concepts in nursing?

How do the related sciences support the student's understanding of holistic approach in nursing?

Study unit description:

The philosophical and theoretical foundations in nursing.

Person as a holistic being consisting of organic, conscious and situational dimensions.

G0241 Nursing environment, 5 cr**The student is able to:**

describe various nursing environments considering different dimensions and ethical aspects from the client's perspective,

create a safe nursing environment and take responsibility for sustainable development,

describe local and global health risks

Contents of the study unit:

How to describe nursing environments?

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

How sustainable development is supported in nursing?

Study unit description:

Describing various nursing environments in health and social services and in voluntary organisations.

G0243 Nursing interventions, 10 cr**The student is able to:**

assess changes in client's/patient's health status,

plan, implement and evaluate nursing care taking into account the client and his /her family,

implement nursing therapeutics to promote client empowerment,

provide safe medication,

provide palliative care to dying patients and support family and significant others in encountering death,

take action in first aid and health care disaster situations

Contents of the study unit:

How are nursing decisions made?

How is nursing care plan made and documented?

What are nursing therapeutics?

How to administer medication in an accurate and safe way?

How to perform in first aid and health care disaster situations?

Study unit description:

Nursing decision making and documentation

Assessing, planning, implementing and evaluation of nursing interventions

Previous studies:

Person as a holistic being

Nursing environment

G0242 Health, 10 cr**The student is able to:**

assess and support resources of health,

assess and support growth and development of clients in different ages,

describe public health and welfare service provision in Finland

Contents of the study unit:

How can health be defined as a concept?

How client's and family's health can be described in various life transitions?

How welfare services are provided in Finland?

How health is supported in communities and societies?

Study unit description:

Health as the value and status in life transitions

Structure and functions of Finnish welfare services

Previous studies:

Person as a holistic being

Nursing environment

G0244 Medical assessment and therapeutic methods, 5 cr

The student is able to:

integrate knowledge of anatomy and physiology, clinical physiology, internal medicine and pharmacology to nursing,

apply his/her knowledge of gerontology and different diseases in nursing,

identify information acquired by medical examinations and therapeutic methods in nursing,

provide safe pharmacotherapy

Contents of the study unit:

What are the fundamentals of pharmacology?

How do related sciences support medical assessment and therapeutic methods in nursing?

Study unit description:

Application of medical assessment and therapeutic methods in nursing

Previous studies:

Person as a holistic being

Nursing interventions

G0245 1st Professional development in practise, gerontological nursing, 10 cr

The student is able to:

encounter elderly clients in respectful, sincere and equal ways,

empower strengths and resources of clients and families in nursing care,

promote healthy and safe environment for elderly clients,

assess, plan, implement and evaluate nursing care,

document nursing care,

reflect his/her own professional growth

Contents of the study unit:

How to encounter an elderly client and the family in holistic way?

What are health resources of the elderly clients and how to empower them?

How to plan nursing care of elderly clients and how to document it?

What is a healthy and safe environment for elderly clients?

How to evaluate one's own professional growth in a multiprofessional team?

Study unit description:

Nursing process in encountering elderly nursing clients and their families

Healthy and safe environment in gerontological nursing
Evaluation of one's own professional growth

Previous studies:

Person as a holistic being
Nursing interventions

G039 HEALTH PROMOTION OF NURSING CLIENTS IN MULTICULTURAL ENVIRONMENTS, 80 cr

Description:

How can client's resources during health transitions in nursing be strengthened?
How to provide good nursing care in multicultural environments?
How to use the methods of health promotion?
What are nurse's roles and responsibilities in multidisciplinary teams?

The student will be able to:

empower her/his clients and patients in multicultural environments,
promote client's self-care and rehabilitation,
act as an empowered nurse in the multidisciplinary team,
present professional ethical performance in multicultural environment

Content:

Nursing clients are individuals, families and communities from different cultures. Empowerment, health promotion and rehabilitation of the nursing clients and patients are the goals of nursing care. Nursing is based on ethical decision making in multidisciplinary care. Multicultural environment deepens the student's cultural and ethical competence in his/her ability to empower working communities.

G0246 Strengthening patient resources, 5 cr

The student is able to:

evaluate his/her own feelings and values in patient relationships in culturally different environments,
plan, implement and evaluate client-centred nursing care in medical, surgical/perioperative environments,
promote client's empowerment in rehabilitation,
use cooperation and decision-making skills in multidisciplinary nursing team

Contents of the study unit:

How to apply rehabilitation and guidance in medical, surgical/perioperative nursing?
How to diagnose and support the clients / patients in surgery?
How to administer fluid therapy, intravenous medication and blood transfusion?
How to act as a member of a multidisciplinary team in medical, surgical/perioperative nursing?

Study unit description:

The study unit includes medical, surgical/perioperative nursing where rehabilitative approach and guidance are used to enhance patient's autonomy

Previous studies:

Person as a holistic being
Nursing interventions
Medical assessment and therapeutic methods

G0247 Clinical assessment and therapeutic methods, 5 cr

The student is able to:

apply the knowledge of anaesthesiology, surgery and psychiatry in nursing,
support the patient with balanced nutrition and diet therapy

Contents of the study unit:

How to apply anesthesiological and surgical knowledge in nursing care?
What are the methods of pain management?
How does knowledge of nutrition and dietetics support patient's care?
Why psychiatric knowledge is needed in the care of patients?

Study unit description:

The study unit includes assessment of changes in health and the basis of examination and therapeutic methods in acute and long-term illnesses and diseases.

Previous studies:

Person as a holistic being
Nursing interventions
Medical assessment and therapeutic methods

G0248 2nd Professional development in practise, medical-surgical nursing, 15 cr**The student is able to:**

plan, implement and evaluate nursing care of medical/surgical patients in a multiprofessional team
communicate and interact with acutely ill patients,
acquire and manage patient information and documents accurately the nursing care plan,
act responsibly in the care unit and reflect critically on his/her own actions, emotions, attitudes as a team member,
set own learning objectives and evaluate his/her own learning process (learning contract)

Contents of the study unit:

How does various acute nursing environments influence on nursing process and decision making in a multiprofessional team?
Why accurate documentation and reporting is essential?
How to encounter an acutely ill patient?
What kind of communication methods are needed in acute medical/surgical/perioperative nursing?
Why safe medication, pain management and aseptic performance are emphasized in acute nursing care?
How to apply the knowledge of internal medicine, surgery and anaesthesiology in nursing?

Study unit description:

Medical-surgical nursing consists of assessment, planning, implementation and evaluation of nursing care for clients and patients. Guidance in rehabilitation is an essential approach in nursing care of acute and long-term medical-surgical patients in transition. The students work as members of multiprofessional team

Previous studies:

Person as a holistic being
Nursing interventions
Medical assessment and therapeutic methods
1st Professional development in practise, gerontological nursing

G0249 Health promotion of individuals and communities, 5 cr**The student is able to:**

assess health resources and health risks of individuals, families and communities, and select evidence-based nursing interventions when planning health promotion,
examine the client's health status in an accurate and safe way in home care,
promote and support client health and well-being in a client-centred way

Contents of the study unit:

How clients get empowered through primary nursing and community nursing?
How to use health education strategies and models in home care?
Why is it important to understand phenomena of mental health?

What kind of support and therapeutic methods are used in health promotion of mental health clients?

Study unit description:

Assessment of the health resources and health risks of individuals, families and communities, and selection of health strategies and models in health promotion.

Empowering the clients living at home and the clients with mental health problems.

Previous studies:

Person as a holistic being

Nursing interventions

Medical assessment and therapeutic methods

Strengthening patient resources

1st and 2nd Professional development in practice

G0250 3rd Professional development in practice, mental health/home care, 10 cr

The student is able to:

create a collaborative relationship with the client,

plan, implement and evaluate client-centred nursing care of mental health, crisis and substance abuse clients,

plan, implement and evaluate client-centred nursing in home care,

support patients and their families and significant others,

evaluate continuity of care,

set own learning objectives and evaluate his/her own learning process (learning contract)

Contents of the study unit:

How to plan, implement and evaluate the nursing care of mental health, crisis and substance abuse clients?

Why rehabilitative approach is used in nursing care of mental health and home care clients?

How to plan, implement and evaluate palliative nursing in home care?

Why co-operation in a multiprofessional team is needed in care of mentally ill clients and in care of clients at home?

Study unit description:

The study unit includes clinical studies in mental health units and home care

Previous studies:

Person as a holistic being

Nursing interventions

Medical assessment and therapeutic methods

Strengthening patient resources

1st and 2nd Professional development in practice

G0251 Family nursing and family therapeutic methods, 5 cr

The student is able to:

deepen his/her decision-making in family nursing,

apply ethical nursing care in family nursing,

apply the knowledge of paediatrics, gynaecology and obstetrics in multiprofessional care of children and women and significant others

Contents of the study unit:

How are families empowered in various transitions of health?

Why children's specific features are important to consider in nursing process?

What influences on the professional decision-making do women's health issues have in the nursing care of individuals and communities with different cultural backgrounds?

Why ethical decision-making is an integral part of family nursing in a multiprofessional team?

How to promote reproductive health in different environments?

How to apply the knowledge of paediatrics and gynaecology/ obstetrics in nursing?

Study unit description:

Assessment of resources and stress factors of individuals, families and communities with different cultural backgrounds
Planning, implementing and evaluating family nursing in different transitions of health

Previous studies:

Person as a holistic being
Nursing interventions
Medical assessment and therapeutic methods
Strengthening patient resources
1st ,2nd ,3rd Professional development in practise
Health promotion of individuals and communities

G0252 4th Professional development in practise, children, learning disabilities, women, 10 cr**The student is able to:**

encounter children and families in different transitions of health and take into account their cultural backgrounds,
plan, implement and evaluate the culture conscious nursing care of children, women and clients with learning disabilities together with their families,
support clients and their families and significant others during health transitions,
develop his/her ethical decision-making
participate in networks in promoting family health,
set own learning objectives and evaluate his/her own learning process (learning contract)

Contents of the study unit:

Why encountering the child and the family is the core issue in family nursing?
How to plan, implement and evaluate family nursing at different transitions of health?
Why culture-conscious nursing care is needed in family nursing?
How to promote reproductive health in different environments?

Study unit description:

The study unit includes clinical studies in children's nursing, in the care of learning disabilities and in women's health nursing

Previous studies:

Person as a holistic being
Nursing interventions
Medical assessment and therapeutic methods
Strengthening patient resources
1st ,2nd ,3rd Professional development in practise
Health promotion of individuals and communities
Family nursing and family therapeutic methods

G0253 Ethical decision making, 10 cr**The student is able to:**

assess clients' needs, rights and obligations embedded in the different situations,
apply various ethical approaches, theories and concepts in real life situations,
discuss the relationship between law and ethics in the context of modern welfare provision,
argue for social and societal changes in order to improve the position of oppressed groups,
develop debating and negotiation skills in order to implement ethical actions,
deepen his/her perceptions about ethical decision making together with the nurse alumni

Contents of the study unit:

What are the relevant ethical theories and concepts which underpin work in health care and social services and why is evidence-base needed?
How can ethical problem-solving and decision-making skills be applied in practical situations?

What are some shared ethical questions in health care and social work?

How can ethical decision making and problem solving be supported through debating, negotiation, and role-playing exercises?

Why the support and mentoring of the alumni and their professional experience is needed in ethical decision making?

Study unit description:

Ethical Decision Making in nursing is a multi-professional course of studies taken together with students from the Degree Programme of Social Service which develops students' ability to discuss multifaceted ethical questions taken from their own practical experiences and analysing them from various viewpoints. In the analysis of ethical problems, personal and community interpretations are juxtaposed with societal and global ones and a student's skills of critical analysis are emphasised. Nursing expertise is reflected by discussing topics from various clinical fields together with nurse experts (the alumni of Laurea).

Previous studies:

Person as a holistic being

Nursing interventions

Medical assessment and therapeutic methods

Strengthening patient recourses

Clinical assessment and therapeutic methods

1st ,2nd ,3rd , 4th Professional development in practise

Health promotion of individuals and communities

Family nursing and family therapeutic methods

G0254 5th Professional development in practise, student's own path, 15 cr

The student is able to:

develop his/her ethical decision-making methods and skills in multidisciplinary team,
present skills of implementing ethical decision-making in dialogue with others,
reflect on the relationship between his/her own values and the ethical performance in nursing,
act in cooperation in multi-professional working groups and networks and advocates his/her clients in a professional way,
appreciate the benefits of work counselling and peer support

Contents of the study unit:

Why ethical sensitivity is needed in every day nursing practice?

How can ethical problem-solving and decision-making skills be applied in clinical situations?

How to influence on ethical performance of individuals, groups and communities?

How and why client advocacy is emphasized in nurse's performance?

Study unit description:

Ethical decision making consists of investigating ethical questions, theories and concepts in nursing care of clients and patients and applying them in the field the student has chosen.

Previous studies:

Person as a holistic being

Nursing interventions

Medical assessment and therapeutic methods

Strengthening patient recourses

Clinical assessment and therapeutic methods

1st ,2nd ,3rd , 4th Professional development in practise

Health promotion of individuals and communities

Family nursing and family therapeutic methods

Ethical decision making

G040 EMPOWERING LEADERSHIP AND SERVICE MANAGEMENT, 40 cr

Description:

How do leadership and service management promote good nursing care?

How can welfare services be developed?

How does the thesis process contribute to work life and student's own professional development?

The student will be able to:

describe the prerequisites of good leadership and management,
apply methods and tools of management in nursing,
produce innovative operating models for the nursing service sector,
develop personal expertise as a member of work team or community,
complete a developmental thesis work in cooperation with working life

Content:

The goal in leadership and management is to empower professionals in nursing.

The student gains further competence to act as a proactive member of a team and work community. The student's professional expertise and innovation is evidenced in work life development projects, where they investigate phenomena, generate new data, and develop innovative ways of working.

G0258 Thesis, 15 cr

The student is able to:

plan, and implement an innovative research aimed at work life development,
participate in a project partnership network,
apply methods of research and development in order to produce new knowledge,
publish and disseminate the thesis,
complete the maturity test

Contents of the study unit:

How is thesis planned, implemented and disseminated?

How can the thesis process and evaluation contribute to professional development?

Why is the thesis process designed for work life development?

How to write a maturity test?

Why to utilize the findings of research and development project?

Study unit description:

The thesis process is based on the students' activities in work life development projects, where they investigate phenomena, generate new data, and develop innovative ways of working. The study unit consists of the thesis planning process, the publishing of the thesis and the completion of the maturity test. The student's professional expertise and innovation is evidenced by the thesis process.

Previous studies:

Learning by developing

Tools for investigative process

Nursing English

G8273 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

G0256 6th Professional development in practise, service innovations, student's own path, 5 cr

The student is able to:

contribute to the innovative development of a nursing organisation,
take active responsibility of developing an innovative self-managed project,
actively participate in building and utilizing networks of various welfare service providers,
develop skills in career planning and entrepreneurship as a basis for professional development

Contents of the study unit:

Why to develop innovative services?
How to create innovative services?
How to plan, implement and disseminate health and social service innovations?
How does career planning act as a basis for professional development?

Study unit description:

This study unit enables students to critically analyse health and social service structures and their development. Developing welfare services includes the development work and creating operating models in working life.

Previous studies:

Person as a holistic being
Nursing interventions
Medical assessment and therapeutic methods
Strengthening patient recourses

Clinical assessment and therapeutic methods
1st ,2nd ,3rd , 4th , 5th Professional development in practise
Health promotion of individuals and communities
Family nursing and family therapeutic methods
Ethical decision making

G0257 7th Professional development in practise, student's own path, 15 cr

The student is able to:

develop his/her interaction and negotiation skills,
function as a reliable member of the work community and network in different contexts,
implement the norms of work legislation and bargaining agreement in the changing work situations as an employee and/or superior,
plan, implement and disseminate a health and social service innovation,
act in cooperation and critically defend professional knowledge in multi-professional working groups and networks

Contents of the study unit:

Why is it important to manage and lead nursing practice?
What kind of leadership and management skills are needed in the health care unit?

Study unit description:

The study unit consist of leadership and management clinical studies in the field the student has chosen. The student manages an innovative project in the selected organization.

Previous studies:

Person as a holistic being
Nursing interventions
Medical assessment and therapeutic methods

Strengthening patient recourses

Clinical assessment and therapeutic methods
1st ,2nd ,3rd , 4th , 5th Professional development in practise
Health promotion of individuals and communities
Family nursing and family therapeutic methods
Ethical decision making
Leadership and management in nursing

G041 ELECTIVE STUDIES, 15 cr

Content:

The theme offers the student an opportunity to supplement his/her personal learning plan by participating in courses and project work within Laurea, as well as in other fields and other institutions of higher education in order to develop and empower his/her professional expertise.

G0236 Basic Finnish 2, 5 cr

The student is able to:

- Communicate in simple situations and routine tasks
- Write simple texts
- Understand the meaning of messages and Finnish speech related to various subjects

Contents of the study unit:

How can everyday situations be managed using Finnish language?
How can you use correct grammar in written and oral communication?

Study unit description:

Deepening the knowledge of the basics of the Finnish language and culture in order to reach level A2 in accordance with the Common European Framework

Previous studies:

Basic level of Finnish language 5 CR.

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

G0261 Intermediate Finnish, 5 cr

The student is able to:

communicate in more formal situations,
develop her/his Finnish skills for work-related purposes

Contents of the study unit:

How can my Finnish vocabulary and grammar related to studying and working life be developed?

Study unit description:

The course will develop the students' Finnish language skills for professional purposes in order to reach level B1 according to the Common European Framework

Previous studies:

Intermediate level of Finnish language

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.

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.