

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Hyvinkää, sote), STB13SN

Learning concept at Laurea

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

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

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

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

Learning environments

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

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

The student's role and responsibility in learning

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

The teacher's role at Laurea

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

Structure of the curriculum

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

Table 1. National generic Competences (Arene 2010)

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

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

Competence evaluation

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

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

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

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

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

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

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

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

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

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

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

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



Laureas curriculum as a part of the European Higher Education Area

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

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

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

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

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

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

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

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

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

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

Operating environment

Laurea Hyvinkää is located in the centre of a town with 45,000 inhabitants, amid all of its services. The town's vision for 2017 is: **Hyvinkää is an attractive, welcoming and safe urban centre of the Metropolitan Area in Northern Uusimaa**. Hyvinkää promotes its citizens' well-being and the success of business and commerce in the area, and fosters cooperation between the private sector, the third sector and public service providers. Hyvinkää forms an active part of the Metropolitan Area. Effective transport connections and the town's excellent position in terms of logistics support the successful growth of business and industry. As the main centre of Northern Uusimaa, Hyvinkää works closely with its neighbouring municipalities and the district.

Hyvinkää and the Hyvinkää-Riihimäki economic region contain a significant cluster of educational and development organisations. Laurea has established network partnerships with the TechVilla technology centre and the Centre of Expertise in Lifting and Moving that it administers; with the regional operator of the Cohesion and Competitiveness Programme (COCO); with Palmenia Centre for Continuing Education and Tampere University of Technology; with the Hyria secondary education operator and the SYKLI Environmental School of Finland; and with all of their national and international networks. Laurea's network also includes entrepreneurs' associations focused on promoting business operations, the Riihimäki and Hyvinkää Chamber of Commerce, HyRi Business Services, the Employment and Economic Development Centre offices and the First Round Center.

Within the Hyvinkää region's economic structure, the top four employers are: 1) social services, 2) industry, 3) retail and hospitality, and 4) finance, insurance and business services. The multinational corporation Kone has a production plant but also specialises in services.

The Hyvinkää unit is closely networked with operators in social service and health care education and research, development and innovation in the KUUMA district. The unit's main partners are HUS/Hyvinkää Hospital Area, the local municipalities' social service and health offices, Kiljava Hospital, Järvenpään sosiaalisairaala hospital, Sosiaalitalo and Diaconia University of Applied Sciences.

As a part of its operating environment, Laurea Hyvinkää predicts and caters for the needs of the surrounding environment and the Metropolitan Area as a whole in its educational activity. Hyvinkää's Degree Programme in Nursing particularly takes into account the needs for development in health care in the region and the whole country. These development areas require professional expertise that can respond to the current needs and predict the future for health care, health promotion and rehabilitation in society. The task of education in Nursing is to train

expert health care personnel that can provide the population with equitable services in which patient safety is guaranteed. The aim is that the competence gained during the education corresponds to the requirements of the population's health, the health care profession, national health policy, the health care employment market and its development, and technology.

Expertise

The expertise and competence of a nurse are described in accordance with a publication of the Finnish Ministry of Education (Committee Memoranda and Reports 2006:24).

A nurse is a health care expert whose task in society is to care for patients. In their work, nurses support individuals, families and communities in diagnosing, achieving and maintaining their state of health in changing circumstances and in diverse environments, including basic health care, specialist care, social care and the private and third sectors. They carry out and develop the work of a nurse, which is simultaneously health-promoting, illness-preventing, healing and rehabilitating. Nurses reinforce the resources of people and communities at different stages of life. They assist people who encounter illness, disability or death. They contribute care expertise to social decision-making. They work independently as health care experts when caring for patients and when fulfilling the instructions of doctors in medical care.

Nurses contribute their expertise to multidisciplinary collaboration, which requires responsibility, a clear vision of one's own duties, and knowledge of and respect for other professionals' expertise. Nursing is steered by the values, ethical principles, rules and regulations in the field. Nurses' professional activities are based on valid legislation and the provisions in health care policy.

In evidence-based nursing, nurses utilise their professional expertise, their knowledge and experience of the patient's needs, care recommendations and research data. A nurse's work is based on nursing science. Knowledge and information from a variety of disciplines is used in professional decision-making. Nursing competence requires theoretical competence related to nursing, medicine, pharmacology, and research in social and behavioural sciences. Working as a nurse requires strong ethical and professional decision-making skills. Nurses can acquire and critically evaluate information and use it as a basis for their work and in developing and evaluating their work community. Nurses are responsible for developing their own skills and professions. They carry out, manage and evaluate evidence-based nursing and are in charge of maintaining and developing its quality.

Competences

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

Professional Growth and Annual Themes

Towards the beginning of the degree programme, students acquire skills in using a number of tools needed in learning and at work. In addition to methodological skills in investigative learning, students receive other necessary skills in tasks such as project work methods and diverse types of communication. They also become familiar with the health care operating environment. Initially, professional knowledge and skill challenges relate to the basic principles of nursing and public health nursing. As the shared compulsory studies progress in the second year, the knowledge-based and skill-based professional competences acquired focus increasingly on internal surgery, family, mental health, crisis and substance abuse nursing, and to working in clinics and on house calls.

Towards the end of their studies, students focus their competence with their chosen optional advanced studies. They are encouraged to adopt the role of experts in developing innovative and predictive understanding, knowledge and working theories. The thesis works towards these same aims, giving students opportunities for refining their career paths. Graduates of both specialisations understand the opportunities of continuous renewal and understand studies in nursing and public health nursing as a part of a lifelong learning process. Support for professional growth is based on a holistic conception of humanity, on multidisciplinary learning environments and on learning by developing in authentic workplace projects.

- The first year's annual theme focuses on initiating the students' professional growth into a multidisciplinary expert in the field and a partner in local networks.
- The theme of the second year is to develop the students' professional competence while working in international networks.
- The third year's theme is to deepen the students' professional competence while working in international networks.
- The annual theme of the fourth year is to graduate as a developer and modernising expert in the field who participates in diverse local, national and international networks.

Description of the Degree Programme

The scope of the degree is 210 credits. One credit (cr) corresponds to approximately 27 hours of work by the student. The degree programme comprises basic studies, professional studies, practical work that promotes professional expertise, elective studies, a thesis and a maturity test. 90 credits of the total are completed in work placements, corresponding to the requirements for clinical instruction of Directive 2005/36/EC on the recognition of professional qualifications into national law. 65 cr of the practical work is conducted as a guided placement in various health care environments, and 10 cr take place within Laurea's practical learning environments. The practical work also includes 15 credits in a thesis.

- Professional Development in Practice I: Basic Nursing, Health Care and Social Services, 10 cr
- Professional Development in Practice II: Medical Nursing, Specialist Medical Care, 10 cr
- Professional Development in Practice III: Surgical Nursing, Specialist Medical Care, 10 cr
- Professional Development in Practice IV: Mental Health, Crisis and Substance Abuse Nursing, Different Care Settings, 10 cr
- Professional Development in Practice V: Nursing in Outpatient and Home Settings, Basic Health Care, 10 cr
- **Option:** Professional Development in Practice VI: Advanced Practice in Acute and Medical-Surgical Nursing, 10 cr
- **Option:** Professional Development in Practice VI: Advanced Practice in Mental Health, Crisis and Substance Abuse Nursing, 10 cr
- Professional Development in Practice VII: Development of Nursing Practice, 5 cr

Students at Laurea Hyvinkää can strengthen their expertise in nursing through optional advanced studies, the thesis, elective studies, and various kinds of projects. The optional advanced studies in Nursing are part of the **"Nursing Specialisation Option, 30 cr"** module.

- Option: Advanced Practice in Acute and Medical-Surgical Nursing
- Option: Advanced Practice in Mental Health, Crisis and Substance Abuse Nursing

Elective studies (10 cr) can be used to deepen or broaden the students' competence. Students may complete elective studies from their own or from external degree programme selections. Also suitable are applicable study

units from the Open University of Applied Sciences or from other institutions. Students may also choose optional advanced studies in nursing as elective studies. The thesis (15 cr) is based on a real-life development challenge. Its purpose is to support the students' professional development, and to develop the profession and its workplace practices. It emphasises interaction with the labour market, and an investigative and developmental approach.

Quality assurance process

Quality assurance takes place according to plan, in line with Laurea's Quality Control System. The results provided by the student feedback system at the beginning, mid-stage and graduation stage of the studies are processed together by staff and students. On the basis of feedback, development areas are chosen and measures are scheduled and delegated. The measures are recorded in a maintenance log and their fulfilment is regularly monitored.

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

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

Expertise and fields of expertise of a Bachelor of Health Care

The expertise and fields of expertise of a Bachelor of Health Care are described according to a publication of the Ministry of Education, "Ammattikorkeakoulusta terveydenhuoltoon - koulutuksesta valmistuvien ammatillinen osaaminen, keskeiset opinnot ja vähimmäisopinnot työryhmämuistioita ja selvityksiä 2006:24" (*From University of Applied Sciences to Healthcare – professional skills, key studies and minimum credits for graduates: working group memoranda and reports 2006:24*).

Expertise of a Bachelor of Health Care

A Bachelor of Health Care is an expert in nursing, public health nursing, health promotion and public health work in the different phases of life. Central factors in the work of a public health nurse are activating and encouraging the participation of the population in the maintenance and promotion of their own health, increasing health equality and reducing inequality in society. Public health nursing is an activity that builds good health and creates and the prerequisites for health. Public health nursing affects health, security, and well-being for the individual, the community and society. Starting points for the activity are the values and ethical principles of health care work, evidence-based knowledge, valid social and healthcare legislation and national and international health policy lines. Critical thinking, independent decision-making and responsibility are emphasised in the expertise of a Bachelor of Health Care. The scientific and theoretical foundation of public health nursing is in nursing science and other health sciences. In addition, it is supplemented by other branches of science.

A public health nurse works for the promotion of health, security and well-being, both independently and as an expert in multidisciplinary and multi-professional working groups. The task domain of a public health nurse includes the promotion of health in the individual, family, communities, and environments, as well as the promotion of the health of the population. In their work, public health nurses meet people in different phases in the courses of their lives, and in different life situations. A key task of a public health nurse is to support and strengthen the use of the customer's own resources and survival in life. Part of the task domain is the prevention of health disparities, risks to health and disease, as well as early support for the customer and the planning and development of a healthy environment. A public health nurse leads and evaluates evidence-based healthcare work and is responsible for the quality of research-based nursing and in its development. The continuous development of public health nursing work is essential in the face of social change, the health needs of the population, and scientific and technological development.

A Bachelor of Health Care can function in different national and international tasks. He or she can work in prenatal clinics, child health clinics, in school and university level health care, occupational health care, receiving patients at public health clinics, in home care, and in other neighbourhood services. Other work opportunities include work with

organisations, educational and project tasks, and working as an independent entrepreneur.

Professional fields of expertise of a public health nurse

The training of a public health nurse is included in the core skills of nursing education. In professional education for health care work the share of nursing is to be expanded and deepened into public health nursing work.

Table 2. Competences of a public health nurse

Competences under the training programme	Description of area of expertise
Degree Programme in Public Health Nursing	Bachelor of Health Care (Public Health Nurse)
1. Ethical actions in health care work	A Bachelor of Health Care has internalised the ethics and values of public health nursing and acts according to them and the central principles of health care work, and works to reduce disparities in health in the population, supporting the customers' right to self-determination and their independent initiative.
2. Health promotion and public health work.	1) A public health nurse bases his or her work on current official international, national, regional, and local strategies and agreements on health promotion, and chooses and applies central health policy programmes that are in force at the time, as well as strategies and nursing programmes in an expedient manner. 2) A public health nurse uses individual, family, community, population-based and rehabilitative working methods, and masters independent medical office activity in different operational environments, as well as house calls as a working method. 3) A public health nurse knows how to carry out an official vaccination programme, and functions as an expert in vaccination activities of people of different ages. 4) A public health nurse understands environmental health as extensive interaction of health and the environment, and promotes environmental health by functioning in an environmentally responsible manner, supporting sustainable development.
3. Societal and multicultural health care work	A public health care nurse recognises changes taking place in society and their consequences, and according to the task description, seeks to affect them in a preventative manner. A public health care nurse possesses the readiness for multicultural health care work and is knowledgeable on an international level of the range of tasks for public health nurses.

4. Research and development work and management in health care work	A public health care nurse masters the basic skills of project, research, and development work in health care. He or she plans, organises, and develops health care work based on research and other evidence. A public health care nurse operates as an expert in multidisciplinary working groups and teams, and is capable of leading and coordinating their work.
5. Health care work at different stages in life	1) Health care work with families expecting a child.A public health care nurse is familiar with the service system for maternity care and works in collaboration with other experts in maternity care, giving comprehensive support to the well-being of the expectant family, and resources in the family's individual life situation. 2) Health care work of small children, school-age children, young people, and their families.A public health care nurse knows the support systems for children, the school-aged and young people, and knows how to function in cooperation with other players, evaluating and giving independent support for the growth and development of school-age children and young people and their families. 3) Health care work for those of university age A public health care nurse knows the service and support systems for the university-aged. He or she is capable of operating in cooperation with other players, evaluating and supporting the health, well-being, and studying capacity of students in different kinds of environments. 4) Health care and occupational health care of the working-aged and their familiesA public health care nurse knows the public health and societal focal areas of those of working age, and is capable of functioning to prevent typical national diseases. He or she is familiar with legislation on occupational health and occupational safety, and other key regulations applying to occupational health care, and knows how to operate according to good practices of occupational healthcare. A public health care nurse uses various methods of management, follow-up, and early support for the ability to work in cooperation with the customer, the workplace, and the multidisciplinary network. 5) Health care of the aged and elderly and their families.A public health care nurse evaluates independently the impact of age on a person's state of health and on the ability to function. A public health care nurse supports good, dignified, and secure ageing.

Description of specialisation options in health care work

Public health care nurse training is based on nursing education and gives the readiness to function both as a registered nurse and as a public health care nurse. The Bachelor of Health Care degree, 240 cr, comprises studies of both nursing and health care work. One credit (cr) is 26.7 hours of a student's work. Professional studies leading to a Bachelor of Health Care degree cover at least 60 cr, of which 30 cr are in the form of professional studies in the training for a nursing degree. Training for a Bachelor of Health Care degree meets the requirements set for a degree in social and health care (Bachelor of Health Care). After completing the degree, the student is granted official qualification both as a registered nurse and a public health care nurse. Training for a Bachelor of Health Care degree meets the requirements set in directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications.

Education in health care work is composed of basic and professional education, practical studies promoting professional skill, a thesis, a maturity test, and elective studies. In the studies, 100 cr involve practical studies promoting professional skill, which correspond to the directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications. Of the practical studies, 75 cr are implemented as training under guidance in the various organisations of the field of health. Of these at least 25 cr are in the working environment of a public health care nurse. 10 cr of practical studies promoting professional skill occur in teaching premises of the university of applied science. The training also includes the writing of a thesis - 15 cr.

PRACTICAL STUDIES IN PUBLIC HEALTH CARE NURSE TRAINING:

Practical studies promoting professional skill I: Basic nursing work, health and social services 10 cr
Practical studies promoting professional skill II: Internal medicine nursing, specialised health care 10 cr
Practical studies promoting professional skill III: Surgical nursing, specialised health care 10 cr
Practical studies promoting professional skill IV: Mental health, crisis, and substance abuse work, different nursing environments 10 cr
Practical studies promoting professional skill V: Office and home nursing, basic health care 10 cr
Practical studies promoting professional skill VI: Prenatal and postnatal clinic work 10 cr
Practical studies promoting professional skill VII: Occupational health care and school and university health care 10 cr
Practical studies promoting professional skill VIII: Developing public health care nurse work, in the work environment of a public health nurse 5 cr

Students at Laurea Hyvinkää can reinforce their expertise in nursing through optional advanced studies, writing a thesis, elective studies, and various kinds of projects. The optional advanced studies in Nursing are part of the module "Nursing Specialisation Option, 30 cr". In the specialisation options of nursing the student must choose a study unit for Advanced Skills in Nursing.

Elective studies (10 cr) can be used to deepen or broaden the students' competence. Students may complete elective studies from their own or from external degree programme selections. Also suitable for elective studies are applicable study units from the Open University of Applied Sciences or from other institutions. Students may also choose optional advanced studies in nursing as electives. The thesis (15 cr) is based on a development challenge in working life. Its purpose is to support the students' professional development, and to develop the profession and its workplace practices. It emphasises interaction with working life, and an investigative and developmental approach.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	60
B038	CLINICAL NURSING				
B0167	Emergency and Critical Nursing		5		
B0166	Surgical and Perioperative Nursing		10		
B0168	Medical Nursing	5			
B0169	Oncology Nursing		5		
B0170	Mental Health, Crisis and Substance Abuse Nursing		10		
B0171	Children, Youth and Women's Nursing		5		
B0172	Professional Development in Practice II: Medical Nursing, Specialist Medical Care		10		
B0173	Professional Development in Practice III: Surgical Nursing, Specialist Medical Care		10		
B0174	Professional Development in Practice IV: Mental Health Nursing			10	
B037	HEALTH AND SAFETY PROMOTION IN NURSING				
B0160	Evidence-Based and Ethical Nursing	15			
B0161	Public Health Promotion For Different Life Stages	15			
B0162	Customer-Oriented and Multidisciplinary Practice	10			
B0163	Nursing Practice in Outpatient Services and Home Settings			10	
B0164	Professional Development in Practice I: Basic Nursing, Health Care and Social Services	10			
B0165	Professional Development in Practice V: Nursing in Outpatient and Home Settings, Basic Health Care			10	
B039	DEVELOPMENT AND LEADERSHIP COMPETENCE				
B0199	Asiantuntijatyön, yrittäjyyden ja - organisaation kehittäminen I		5		
B0200	Asiantuntijatyön, yrittäjyyden ja - organisaation kehittäminen II				5
B0079	Thesis				15
00474	Nursing English	5			
00057	Nursing in Swedish			5	
B0290	Ammattitaitoa edistävä harjoittelu VIII: Hoitotyön kehittämisosaaminen				5
B040	NURSING SPECIALISATION OPTION				
B0188	Health care for a family expecting a child			5	
B0189	Health care for families with children			5	
B0190	Health care for schoolchildren, young people, and students			5	
B0191	Health care work for those of working age			5	
B0179	Advanced Studies in Public Health Nursing				10
B0192	Professional Development in Practice VI: Prenatal and postnatal clinic work			10	

B0193	Professional Development in Practice VII: Occupational health care and school and university health			10	
B027	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
01258	Preparatory Studies in English	3			
00203	Initial Test in Swedish Skills	0			
01257	Preparatory studies in Swedish	3			
00635	Written skills in Swedish	0			
00634	Oral skills in Swedish	0			
00397	Initial Test in Mathematics	0			
01259	Preparatory Studies in Mathematics	3			
		60	60	60	60

B038 CLINICAL NURSING , 70 cr

The student will be able to:

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

B0167 Emergency and Critical Nursing, 5 cr

The student is able to:

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

B0166 Surgical and Perioperative Nursing, 10 cr

The student is able to:

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

B0168 Medical Nursing, 5 cr

The student is able to:

- design, implement and evaluate nursing practice for medical patients
- apply a health-promoting and rehabilitative approach in their personal practice
- design, implement and evaluate safe pharmacotherapy
- design, implement and evaluate safe fluid therapy
- design, implement and evaluate different tests and investigations on patients
- identify the characteristics of health and safety promotion for aging customers
- apply knowledge from other sciences as part of the nursing care process

B0169 Oncology Nursing, 5 cr

The student is able to:

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

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

The student is able to:

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

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

The student is able to:

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

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

The student is able to:

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

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

The student is able to:

- design, implement and evaluate their surgical nursing practice in authentic care settings
- design, implement and evaluate safe pharmacotherapy, fluid therapy and pain therapy
- design, implement and evaluate nursing care in acute changes in a patient's health status
- encounter, support and guide critically ill patients and their families

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

The student is able to:

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

B037 HEALTH AND SAFETY PROMOTION IN NURSING , 70 cr

The student will be able to:

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

B0160 Evidence-Based and Ethical Nursing, 15 cr**The student is able to:**

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

B0161 Public Health Promotion For Different Life Stages, 15 cr**The student is able to:**

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

B0162 Customer-Oriented and Multidisciplinary Practice, 10 cr**The student is able to:**

- research, evaluate and develop nursing practice to promote health and safety, report and publish development activities
- identify the quality attributes of customer-oriented services and evaluate their attainment in nursing practice to promote health and safety
- identify and highlight research and development needs related to health and safety promotion arising from nursing practices or service structures
- use nursing science knowledge and other relevant disciplines in their practice

- identify the characteristics of health and safety promotion for multicultural customers
- identify different aspects of multidisciplinary interaction and work in cooperation with different professional groups
- work with customers and partners in a cooperative and responsible manner
- practise in accordance with the principles of multidisciplinary and structured documentation
- comply with data security and privacy regulations in nursing practice

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

The student is able to:

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

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

The student is able to:

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

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

The student is able to:

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

B039 DEVELOPMENT AND LEADERSHIP COMPETENCE, 40 cr

The student will be able to:

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

B0199 Asiantuntijatyön, yrittäjyyden ja - organisaation kehittäminen I, 5 cr

The student is able to:

Plan, design and use appropriate research methods.

Use within their own theoretical field key concepts as well as research information based on concrete solutions. Produce new knowledge, solutions, policies and development methods and work within a research cultural environment.

Evaluate the development process and results of working in partnership.

B0200 Asiantuntijatyön, yrittäjyyden ja - organisaation kehittäminen II, 5 cr

The student is able to:

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

B0079 Thesis, 15 cr

The student is able to:

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

Contents of the study unit:

Key questions:

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

00474 Nursing English, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

00057 Nursing in Swedish, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

B0290 Ammattitaitoa edistävä harjoittelu VIII: Hoitotyön kehittämisosaaminen, 5 cr**The student is able to:**

- suunnitella, kehittää ja arvioida hoito- tai terveydenhoitajatyön osaamistaan
- johtaa erilaisia tiimejä ja ottaa vastuun omasta toiminnastaan osana työyhteisön johtamiskulttuuria sekä arvioida itsensä johtamistaitoja
- soveltaa näyttöön perustuvaa tietoa asiakkaan hyvän hoidon ja laadun varmistamiseksi

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

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

B0188 Health care for a family expecting a child, 5 cr**The student is able to:**

- support and guide families in family planning
- promote and support the health and well-being of a family expecting a child according to current programmes, legislation, recommendations, and evidence-based information, which guides work at clinics.
- implement the periodic, follow-up, and screening examinations for pregnant women before and after birth during regular and high-risk pregnancies
- support families in their growth toward parenthood through family coaching and home visits
- implement breastfeeding guidance during pregnancy and labour according to the recommendations of nursing work and the 20-hour breastfeeding course of the World Health Organisation
- function in special situations requiring additional scrutiny of a pregnant woman in cooperation with collaborative partners that carry out and support maternity care

B0189 Health care for families with children, 5 cr

The student is able to:

- promote the health and well-being of families with children according to current programmes, legislation, and recommendations that guide child clinic work, with an evidence-based and family-centred approach
- carry out periodic, follow-up, and screening examinations for children of different ages
- evaluate, monitor, and support the healthy growth and development situation of the child and his or her family
- support parents in their relationship with each other and in their growth into parenthood
- recognise the need for special support for a child and family, and to help them in collaboration with the family, the operational environment, and other interest groups
- observe and support the early interaction between the child and his or her parents

B0190 Health care for schoolchildren, young people, and students, 5 cr

The student is able to:

- promote the health and well-being of children and young people of school and university age according to current evidence-based programmes, legislation, and recommendations
- function in various nursing and health care services in school and student health care
- conduct health check-ups for schoolchildren, young people, and students, and to give health guidance
- promote health and security in the school and study environments and communities
- Evaluate, follow, and support the healthy growth and development situation of young people and their families
- promote the health and well-being of schoolchildren, young people, and their families in different health and life situations
- promote students' health, well-being and capacity to study in various health, and life situations
- recognise the need for special support on the part of schoolchildren, young people and students and to help them in cooperation with their families, operating environments, and other interest groups

B0191 Health care work for those of working age, 5 cr

The student is able to:

- promote the work capacity and functional ability of a customer of working age according to current programmes, legislation, recommendations, and evidence-based information
- function according to legally mandated occupational health practices and occupational health-focused nursing
- implement initial, periodic, and final inspections in jobs entailing a particular risk of illness
- implement health checkups promoting work capacity and functional ability
- evaluate the health implications of hazards at the work environment, and the workplace, to affect factors that promote and diminish work capacity and functional ability
- use various methods of management, follow-up, and early support of work and functional ability in multidisciplinary collaboration
- promote the security and health of work environments and workplaces
- evaluate the quality and effectiveness of health care work

B0179 Advanced Studies in Public Health Nursing, 10 cr

B0192 Professional Development in Practice VI: Prenatal and postnatal clinic work, 10 cr

The student is able to:

Develop skills as a public health nurse in the different operational environments of health care work

B0193 Professional Development in Practice VII: Occupational health care and school and university health , 10 cr

The student is able to:

Develop public health care nursing skills in the different operational environments of health care work

B027 ELECTIVE STUDIES, 10 cr

Description:

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

00202 Initial Test in English Skills, 0 cr

Study unit description:

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

01258 Preparatory Studies in English, 3 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

Previous studies:

initial test

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

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

01257 Preparatory studies in Swedish, 3 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

Previous studies:

initial test

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00397 Initial Test in Mathematics, 0 cr

Study unit description:

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

01259 Preparatory Studies in Mathematics, 3 cr

The student is able to:

- apply basic mathematical skills to their nursing studies

Contents of the study unit:

- What are the basic skills required by the mathematical applications used within nursing?

Study unit description:

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