

LAUREA UNIVERSITY OF APPLIED SCIENCES

Common and elective studies, Laurea Hyvinkää, LYB14SY

INTRODUCTION TO LAUREA

Laurea's Mission

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

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

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

Competence Development

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

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

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

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

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

Campuses

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

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

education.

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

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

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

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

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

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

LEARNING BY DEVELOPING (LbD)

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

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

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

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

Scope and Extent of the Degree

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

complete.

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

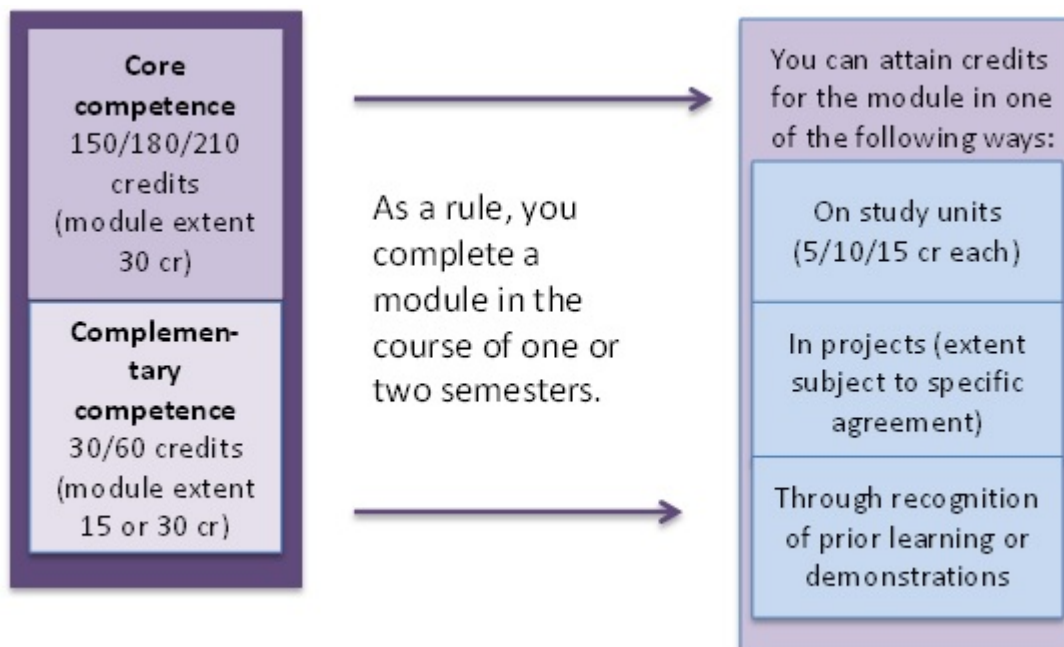
Degree Structure

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

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

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

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



Picture 1. Structure of the studies.

Core Competence and Complementary Competence Modules

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

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

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

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

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

Flexible Possibilities for Completing Attainments and Specialising

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

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

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

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

ASSESSMENT OF LEARNING AND COMPETENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INTERNATIONAL COMPARABILITY OF THE DEGREE

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

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

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

CURRICULUM DEVELOPMENT

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

1. year

OP	STUDIES	
01398	Developing and Utilizing Craftmanship as a Professional Resource	5
01108	Supporting young people to work in diversified teams, theory	5
01373	Business Russian I, beginner level	5
01374	Business Russian I, advanced level	5
01375	Business Russian I, native speaker level	5
B0237	Legal Competence	5
01257	Preparatory studies in Swedish	3
01258	Preparatory Studies in English	3
B0116	Finnish course, beginners level	5
01252	Initial Test in Finnish	0
01356	Language and Culture Tandem	3
01416	Thesis	0
B0293	Työpaikkaväkivallan kohtaaminen	5
		0

01398 Developing and Utilizing Craftmanship as a Professional Resource, 5 cr

The student is able to:

After these studies the participant is familiar with basic wood -, clay-, textile techniques and also drawing and painting.

Contents of the study unit:

To encourage participants to develop their craftsmanship skills and to utilize these skills at professional environments.

01108 Supporting young people to work in diversified teams, theory, 5 cr

The student is able to:

- monialaisen ja moniammatillisen yhteistyön
- ns. matalan kynnyksen palveluiden kehittämisen esimerkiksi yhteisöllisyyden ja kouluturvallisuuden muodossa
- alueellisen verkostoitumisen mm. tulevien yhteistyökumppaneiden toimintaan tutustumalla
- kehittää ja mallintaa hyviä käytänteitä
- tiedostaa nuoruusiän eri siirtymä- ja nivelvaiheiden problematiikan
- ymmärtää nuoruuden elämänvaiheena sen haasteineen.

Contents of the study unit:

Opintojakson sisältö koostuu nuoruudesta elämänvaiheena (n. 10-18v). Opintookonaisuus on 10 op ja se koostuu kahdesta vapaasti valittavasta opintojaksosta, ensimmäinen osuus (5 op) koostuu teoriaopinnoista ja toinen osuus (5 op) hanketyöskentelystä.

Opiskelija ei voi valita toista, eli hanketyöskentelyosuutta, ennen kuin on suorittanut ensimmäisen osuuden.

Study unit description:

Opintojakson ensimmäinen osuus (5op) koostuu opintokäynneistä, luennoista sekä verkkoympäristössä työskentelystä. Luennot koostuvat muun muassa kehitys- ja sosiaalipsykologiasta, päihdetyöstä, nuoruuden kriiseistä ja turvallisuudesta. Yhteensä luentoja on 7x2h, jotka on mahdollista opiskella verkko-opintoina tai perinteisinä luento-opintoina. Mahdollisia opintokäyntipaikkoja ovat esimerkiksi Keravan päihdepysäkki, Hyvinkään nuorisopaja, Hyvinkään seudun mielenterveysseura, erityyppiset koulut, Hyvinkään kriisikeskus, Helsingissä nuorten kriisipajat sekä oppilashuolto. Ensimmäisen osuuden luennoista kirjoitetaan oppimispäiväkirjaa, johon liitetään myös muuta kirjallisuutta. Lisäksi opintokäynneistä kirjoitetaan erillinen raportti.

01373 Business Russian I, beginner level, 5 cr

The student is able to:

- meeting and escorting guests from Russia during their business travel; organizing business trips;
- participating in various business situations related to the Russian language and the culture of Russia;
- greeting and politely discussing a broad range of topics;
- the ability to type using the Russian keyboard and to look up information in different Russian sources.

Contents of the study unit:

The main objective of the course is to teach students how to use the Russian language in daily and professional life.

Study unit description:

The aim of the course in spoken and written Russian is to prepare the student for various daily and work-related situations in accordance with the student's specialization.

The course is intended for students of all specializations, and can be modified depending on the specialization.

01374 Business Russian I, advanced level, 5 cr

The student is able to:

- meeting and escorting guests from Russia during their business travel; organizing business trips;
- participating in various business situations related to the Russian language and the culture of Russia;
- greeting guests and visitors and politely discussing a broad range of topics;
- the ability to type the using Russian keyboard and to look up information in different Russian sources.

Contents of the study unit:

The main objective of the course is to teach students how to use the Russian language effectively in daily and professional life.

Study unit description:

The aim of the course in spoken and written Russian is to prepare the student for various daily and work-related situations in accordance with the student's specialization.

The course is intended for students of all specializations, and can be modified depending on the specialization.

Previous studies:

Training at advanced level is provided together with beginner level students. However, the content of the course is designed specifically for students with advanced knowledge of the Russian language.

01375 Business Russian I, native speaker level, 5 cr

The student is able to:

- proper and practical use of Russian (both spoken and written) for everyday and professional communication

The training programme is tailored to the individual needs of each student. The course is intended for native speakers of Russian or for students who speak Russian well but have difficulties with written language.

In general, students may study independently, while receiving help from a lecturer. Course tasks include: translation, production of PR materials, planning and implementation of projects, helping Finnish students with studying Russian, and interpretation of conversations. The action plan for this course has been planned together with Russian-speaking students.

Contents of the study unit:

The main objective of the course is to teach students how to use the Russian language effectively in daily and professional life

Study unit description:

The aim of the course in spoken and written Russian is to prepare the student for various daily and work-related situations in accordance with the student's specialization.

The course is intended for students of all specializations, and can be modified depending on the specialization.

B0237 Legal Competence, 5 cr

The student is able to:

The student

- knows the working principles of the legal systes and he is able to

- is able to act in accordance with a citizens' legal position
- is able to apply the general set of norms that regulates working life
- is able to apply key ethical and legal principles and norms in their field

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

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

B0116 Finnish course, beginners level, 5 cr

The student is able to:

After completing the course students know vocabulary and phraseology concerning easy everyday situations. Students are for example able to ask simple questions and tell about themselves and their families in Finnish. After the course students know vocabulary related to time expressions and food. They are also familiar with the characteristics and pronunciation of Finnish.

Contents of the study unit:

The course contents:

- telling about himself/herself and family
- asking questions
- time: telling the time, days of the week, months, seasons, times of day
- food vocabulary

– weather

Study unit description:

(30 h contact teaching + assignments + test)

Previous studies:

None.

01252 Initial Test in Finnish, 0 cr

01356 Language and Culture Tandem, 3 cr

The student is able to:

By the end of the course student will

- be able to communicate in different everyday situations
- have a wide vocabulary on the topics discussed in the course
- be able to understand the significance of intercultural communication

Contents of the study unit:

Working and assignments (3 cr = about 80 hours work)

1. Make a plan for your work. Send your plan to the teacher per e-mail within a week of the first meeting with your pair. The plan should be done together with your pair and in both tandem languages.

2. Regular meetings (preferably about 1 meeting / week)

Choose your own ways of meeting and learning languages, cultures and professional life (personal interests, family, hobbies, studying, sports, cooking, travelling, movies, clubs, sightseeing, newspapers, cultural differences etc.)

3. Write an essay in Finnish / in English (4-5 text pages, Trebuchet 11) about your tandem experiences and your learning process. What have you done during the tandem course? What have you learned about the language? What about the cultural aspects and the working life? What was your opinion on this kind of a learning process? What would you have wished more? What are your future plans concerning the language and the culture you have studied in tandem?

Study unit description:

Language learning in tandem takes place when native speakers of two different languages work together in order to learn each other's language and develop a knowledge of the target culture and community. Partners have the opportunity to give each other help through friendly corrections, advice, questions etc. Tandem learning is underpinned by principles of reciprocity - both partners should benefit equally from the exchange - and autonomy - each partner is responsible for their own language learning, establishing learning goals and deciding on methods and materials.

Every tandem pair has own, more specific goals, which have to be approved by the teacher in the beginning of the working process.

Tandem is intended to complement other language studies. This course cannot be included in the obligatory language and communication studies.

Previous studies:

-

01416 Thesis, 0 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:

- 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?

B0293 Työpaikkaväkivallan kohtaaminen, 5 cr**The student is able to:**

- kuulla ja vastata asiakkaan tarpeisiin, joita hän ilmaisee haastavalla käytöksellä, näin ennalta ehkäisten aggressiivista käytöstä
- tuntee juridiset perusteet kuinka ja milloin voidaan rajoittaa asiakkaan itsemääräämisoikeutta
- noudattaa henkilöstön ja potilasturvallisuuden periaatteita rajoitustoimissa
- toimii hyvinvoinnin ja huolenpidon periaatteita noudattaen halliten omia tunteitaan ja käytöstään

-purkaa haastavat tilanteet sekä tiimin että asiakkaan kanssa jälkikäteen ja palauttaa yhteistyösuhteen asiakkaan kanssa

Contents of the study unit:

Osa I: MAPA FOUNDATION - Perustaidot, 2 op – 16 h kontaktia, 38 h itsen. Koulutukseen sisältyy teoreettisen perustan opiskelu työkirjatyöskentelyn avulla ja erilaiset harjoitukset. Teoriassa käsitellään mm. viestintää haastavissa asiakastilanteissa, väkivallan syntyä ja eskaloitumista sekä lakeja jotka säätelevät toimintaa. Koulutukseen sisältyy harjoituksia lähestymiseen, kommunikaatioon ja suuttumuksen kohtaamiseen liittyen. Sen lisäksi tehdään harjoituksia lyöntien välttämisen, irtautumisen ja kiinnipidon taidoissa matalan ja keskiriskin tasoilla istuen ja seisten. Itsenäisen työn osuus sovitaan opintojakson alkaessa.

Osa 2: MAPA ADVANCED SKILLS - Vaativat asiakastilanteet, 2 op – 16 h kontaktia, 38 h itsen. Edistyneempiin taitoihin vaativissa asiakastilanteissa kuuluu levottoman asiakkaan kiinnipito silloin, kun potilas voi hallitsemattomasti käyttäytyessään vahingoittaa itseään tai muita, jolloin tilanteen turvallinen hallinta voi edellyttää kiinnipitoa maassa. Teoriatasolla opiskellaan vaativien asiakkaiden yksilöllistä, voimavaroalähtöistä hoidon suunnittelua. Harjoituksissa kerrataan perusteet (osa1) ja opetellaan potilaan vieminen maahan, maassa pitäminen, kääntäminen ja nostaminen ylös matalan, keskiriskin ja korkean riskin tilanteissa.

Osa 3: MAPA EMERGENCY SKILLS - Kriisitilanteiden hallinta, 1 op – 8 h kontaktia, 19 h itsen. Kriisitilanteisiin kuuluvat ne taidot, jossa potilas esimerkiksi vahingoittaa toista potilasta, ja tarvitaan nopeaa väliintuloa. Koulutukseen sisältyy harjoituksia, joissa simuloidaan todellisia tilanteita kerraten laajemmin aiemmin opittuja taitoja.

Study unit description:

Opintojakso toteutetaan MAPA (Management of Actual or Potential Aggression – Väkivallan ehkäisy ja turvallinen hoito) – menetelmällä, johon kuuluu sekä hoidollinen vastaaminen haastaviin asiakastilanteisiin painottaen ennaltaehkäisyyn merkitystä että fyysiset irtautumisen ja kiinnipidon taidot.

Opintojaksoon sisältyy sekä teoreettinen perusta työkirjatyöskentelyn avulla että erilaisia harjoituksia. Tärkeintä on ennalta ehkäisevien strategioiden ja puuttumiskeinojen ensisijaisuus väkivaltaisen oireilun esiintymisen minimoimisessa. Perusoikeuksien rajoittaminen perustuu potilas- ja henkilöstöturvallisuuteen ja sitä ohjaava lainsäädäntö on tunnettava. Periaatteina rajoittamistoimille tulisi olla järkevyyden, selkeyden, turvallisuuden, kipua tuottamattomuuden, ammatillisuuden, hoidollisuuden ja silti tehokkuuden, sekä asiakkaalle että hoitajille. Haastavien

asiakkaiden yksilöllinen hoidon suunnittelu voimavaroja vahvistaen on osa ennakointia, samoin kuin ympäristön ja henkilöstön toiminnan muu organisointi.

MAPA –menetelmä on sertifioitu Englannissa ja sitä voivat opettaa vain siihen koulutetut ja sertifoidut kouluttajat. Koulutus on suunniteltu yhteistyössä englantilaisen CPI (Crises Prevention Institute) kanssa.