

LAUREA UNIVERSITY OF APPLIED SCIENCES

Common and elective studies, Laurea Tikkurila, LYV14SY

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.

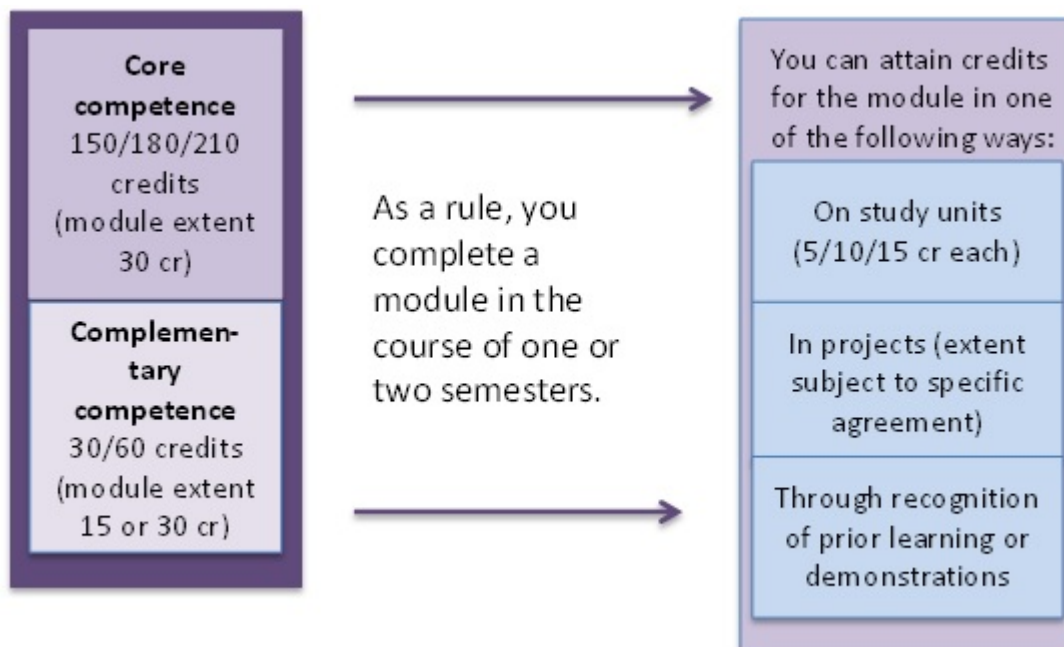
Degree Structure

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	
V0109	Welfare Entrepreneurship	5
V1421	Microbiology and Pathology	2
V1420	Geriatrics	1
V1302	HRM Basics for Everyone	5
00800	Introduction to worklife Swedish	5
00798	Introduction to worklife English	5
01469	Student Tutor Activities	5
V1282	"Development Project on Street Violence Offenders"	3
00194	Preparatory Studies in English	3
01467	Perioperative nursing - Simulation method	5
01466	Being concerned over someone close	3
V0065	Supporting Participation	10
V1245	Developing of Stress Coping Skills	3
01461	Promotion early interaction and mentalization	5
01462	Supporting methods for families	5
01463	A diverse family in today's society	5
V1354	The City of Vantaa Celebration	2
01460	Safety training - advanced course	1
01458	The first time the mother-group	2
V1304	Basic French 2	5
01303	Family and Domestic Violence -seminar	2
01443	Acute Care Nursing	5
V1360	Directive of Maternity Care	1,5
01442	Joy into the fatherhood-group	2
00195	Preparatory Studies in Swedish	3
V1355	Ups and downs in a relationship	3
V1359	Leisure time and sports tutoring for young immigrants	5
01441	Coordinating and Developing the Multisensory Space	5
V1358	Perioperative nursing	5
01440	Multicultural and Multidisciplinary Professional Competences	5
01439	Current Developments and Innovations in Social and Health Care in Finland	5
00305	Basic Finnish	5
00843	Health-Promoting Environment	6
01096	Health Assessment	5
V1362	Wellness at Work	5
01097	International Orientation for Exchange Students	5
V0064	Special Questions in Marginalisation	10
V0063	Marginalisation and Social Exclusion	10
V1240	Supporting early interaction	3
01308	Study skills	3
V0155	Psychodrama Growth Group	5
V0152	Family and Domestic Violence - projectgroup	2

V1444	Basics of Early Childhood Education	5
V1309	Growth in groups	3
V1296	Free from performance anxiety	3
R0074	Basic Studies in Mathematics	5
		0

V0109 Welfare Entrepreneurship, 5 cr

The student is able to:

- recognise their own strengths as entrepreneurs
- recognise the perspective of seeking customer opportunities and innovating in the operating environment
- predict opportunities opening up in the operating environment
- create a realistic, customer-oriented, profitable business plan

Contents of the study unit:

- operating environment analysis
- internal company analysis
- business idea and business plan
- planning the economy and financing of a start-up enterprise
- choosing the form of business; norms governing business operations

Study unit description:

Entrepreneurship is examined from the perspective of welfare service expertise. Students make plans for welfare service businesses, taking into account the opportunities latent in the operating environment.

Previous studies:

Themes 3 and 4

V1421 Microbiology and Pathology, 2 cr

V1420 Geriatrics, 1 cr

V1302 HRM Basics for Everyone, 5 cr

The student is able to:

The student will be able to explain and designate main concepts of human resource management, as well as to describe their role as part of the organization's activities.

Contents of the study unit:

Employee recruitment and induction, performance reviews and personnel training, employee rewarding, engaging an employee, HR strategy and its impact on the company as a whole.

00800 Introduction to worklife Swedish, 5 cr

Study unit description:

Työelämäruotsiin tutustuminen on tarkoitettu erityisesti niille opiskelijoille, jotka haluavat parantaa ruotsin kielen alkeistaitoaan osallistumalla kielen opetukseen, keskusteluryhmiin tai luennoille. Kurssi sopii myös sellaisille opiskelijoille, joilla on todettu vakavampia luki- tai oppimisvaikeuksia samoin kuin sellaisille opiskelijoille, joiden kielen opiskelusta alkeistasolla on kulunut kauan aikaa.

00798 Introduction to worklife English, 5 cr

Study unit description:

Introduction to worklife English is a course specially designed for students who want to improve their basic English skills by attending classes, discussion groups or conferences. It is also suitable for students with more challenging learning difficulties or for such students, who have previously studied the language on a very basic level.

01469 Student Tutor Activities, 5 cr

The student is able to:

Student is able to

- understand the objectives and operating methods of Laurea and his or her own degree programme
- plan new operating methods to enhance the commitment of new students
- perceive the content of his or her own culture
- provide new students from different cultures with information on the learning environment and culture of the Laurea community
- market Laurea University of Applied Sciences and the opportunities for study offered by Laurea
- apply communication and marketing skills required in the marketing of Laurea
- act as a mentor for students in need of support
- understand the significance of effective tutoring activities for the promotion of well-being in the community

Contents of the study unit:

- Campus-specific meetings according to an agreed-upon schedule and the planning of tutoring
- Training events for tutors organised by Laurea
- Creating their own competence profile in the Kyvyt.fi service and acting as a 'reflection tutor' in the context of the online service
- Tutoring activities related to entrance examinations in the spring and in the autumn
- Providing new students with an introduction to Laurea at the start of each term in September and January
- Providing guidance to international and exchange students throughout the term
- The planning of the Freshers' Event and the Pre-Freshers' Event Party
- Support measures for new students related to themes addressed in the study unit on career planning in accordance with the agreed upon division of labour
- Participation in campus events at the student's own campus

Study unit description:

- The students learn how to evaluate tutoring from the viewpoint of their own campus and the educational responsibilities that exist in that campus
- They know how to instruct new students in the Laurea operating culture
- The students are familiar with the systems currently in use
- They know how to create a competence portfolio for themselves and are able to support new students in the creation of a competence portfolio at the kyvyt.fi service.
- They are familiar with the learning environments of their campus and have the capacity to represent the campus in different events where necessary
- The students are familiar with working methods in the area of career planning and, in cooperation with a teacher tutor, are able to support new students in matters related to career planning
- They have the capacity to act as an active promoter of the work community and student well-being

Previous studies:

A student acting as a student tutor must be a member of the student union of Laurea University of Applied Sciences.

V1282 "Development Project on Street Violence Offenders", 3 cr**00194 Preparatory Studies in English, 3 cr****The student is able to:**

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

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

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

language.

01467 Perioperative nursing - Simulation method , 5 cr

01466 Being concerned over someone close, 3 cr

The student is able to:

Opiskelija tunnistaa oman hyvinvoinnin uhat toimiessaan auttajana tai tukihenkilönä läheisissä ihmissuhteissaan ja/tai työssään. Opiskelija oppii hyödyntämään kurssilta saamiaan työkaluja ja tietoa oman jaksamisen ylläpitämiseksi. Opiskelija oppii pitämään uhkatekijöitä silmällä ja turvaamaan oman hyvinvointinsa soveltamalla erilaisia tapoja välttää haitallisia vaikutuksia

Contents of the study unit:

Työnsä kautta erilaisten tukea tarvitsevien henkilöiden auttaja ja/tai yksityiselämän piirissä pitkäkestoisesti tukihenkilönä toimiva altistuu uupumukselle sekä muille omaa terveyttä vaarantaville vaikutuksille. Kurssi antaa työkaluja uupumisen ja oman sairastumisen ennaltaehkäisemiseksi, niin yksityiselämän ihmissuhteissa tukihenkilönä kuin työssään ammattiauttajan roolissa toimivalle. Edes ammattirooli ei täysin kykene suojaamaan uupumukselta tai mielenterveyden ongelmien kuormittavilta vaikutuksilta. Tutustumme kuormittaviin tekijöihin, niiden luonteeseen ja toimintamalleihin, jotka ennaltaehkäisevät liiallisen stressin ja uupumuksen syntymistä. Kurssin aloituspäivän luento ja vertaisryhmien tuoma tuki sekä kokoontumisten ohessa käytettävä kirjallisuus yhdessä ohjauksen kanssa auttaa tukena toimivaa tunnistamaan liiallisen kuormituksen vaarat ja antaa työkaluja vaarojen välttämiseksi.

Study unit description:

Aloituluennolla opiskelija saa oman hyvinvointinsa näkökulmasta tärkeää tietoa ja mahdollisuuden kartoittaa tukihenkilönä toimimisen tapansa sekä tämän hetkisen ihmissuhdetilanteensa uupumukselle altistumisen osalta. Kevään aikana kuusikertaa kokoontuvassa pienryhmässä ja pitämässään oppimispäiväkirjassa opiskelija peilaa omaa elämäntilannettaan ja ihmissuhteittensa kuormittavuutta (työ ja vapaa-aikana), jaksamistaan ja toimintatapojaan vertaistuen vahvistamana. Ryhmätuki auttaa luennon annin soveltamisessa henkilökohtaisen elämän ja työroolien piirissä.

V0065 Supporting Participation, 10 cr

The student is able to:

- respectfully encounter different adult social work customers and customer groups, and use professional methods when working with them
- plan and implement functions that support participation

Contents of the study unit:

- activating and rehabilitating approach
- adult social work in various operating environments
- influencing marginalisation and supporting participation in different fields of operation
- methods and forms of participatory and preventive work; impact of work and how to evaluate it

Study unit description:

Students become familiar with job orientation in adult social work and with the types of work in the diverse operating environments of the theme. A central point of view is promoting participatory methods in customer work. The study unit may focus on different topics each year.

Previous studies:

Marginalisation and Social Exclusion 10 cr or equivalent

V1245 Developing of Stress Coping Skills, 3 cr

01461 Promotion early interaction and mentalization, 5 cr

The student is able to:

- identify and prevent the mental health problems of infants and toddlers
- observe interaction between babies and their parents
- support parent –child interaction
- strengthen the resources of the family
- help expectant parents create images of their baby and develop their “ reflective function”
- promote children’s and their parents’ ability to mentalize

Contents of the study unit:

- Pienten lasten mielenterveysongelmat sekä niiden ehkäisy
- Auttamissuhde
- Vuorovaikutuksen havainnointi ja kannustava vuorovaikutus
- Vauvan ja leikki-ikäisen vanhemman välisen vuorovaikutuksen vahvistaminen
- Mentalisaatio ja sen vahvistaminen

01462 Supporting methods for families, 5 cr**The student is able to:**

- recognize and use the preventive methods of family work or family nursing
- identify the strengths of families
- support families participation in family services

Contents of the study unit:

- Promotive and preventive methods
- Empowerment based orientation
- Group working methods
- Mentalization ability

01463 A diverse family in today’s society, 5 cr**The student is able to:**

- identify the needs and challenges of different families
- co-operate with families
- recognize and support families in different kinds of family crisis

Contents of the study unit:

- Family in today’s society and family policy in Finland
- Families in different life situations
- Divorced-family, single parent family, rainbow family, step family, immigrant family
- A family crisis

V1354 The City of Vantaa Celebration , 2 cr**The student is able to:**

- suunnitella kohderyhmän hyvinvointia edistävän tapahtumaan
- toteuttaa ja arvioida kohderyhmän hyvinvointia edistävän tapahtuman
- työskennellä verkostoissa
- käyttää näyttöön perustuvia menetelmiä tapahtuman suunnittelussa, toteutuksessa ja arvioinnissa

Contents of the study unit:

- kontekstin ja tietoperustan luominen
- projektissa työskentely
- sitoutunut ja vastuullinen toiminta verkostoissa

Study unit description:

Opiskelijat suunnittelevat, toteuttavat ja arvioivat tapahtuman Vantaan kaupunkijuhlisiin 17.-18.5.2013 osana Vantaan kaupungin kumppanuusverkostoa.

01460 Safety training - advanced course, 1 cr**01458 The first time the mother-group, 2 cr****The student is able to:**

Huomioida omia vahvuuksiaan kasvattajana, kykenee ymmärtämään erilaisessa tilanteessa olevia perheitä, ymmärtää varhaisen vuorovaikutuksen merkityksen lapsen kasvuprosessissa.

Tukee omaa äitiyttä, hyvinvointia ja jaksamista, uudenlaisia keinoja vanhemmuuteen,voimavaroja elämänhallintaan, kokemuksen saaminen vertaistuesta voimien lisääntymiseksi vanhemmuuteen,lisää ammatillista osaamista itsetuntemuksen kautta

Contents of the study unit:

Äitiyden peilaamista keskustellen samanlaisessa elämäntilanteessa olevien kanssa, löytää uudenlaisia keinoja kasvatukseen ja iloa äitiyteen. Keskittyminen varhaisen vuorovaikutuksen merkitykseen lapsen kasvuprosessissa, vertaistuki.

V1304 Basic French 2, 5 cr**01303 Family and Domestic Violence -seminar, 2 cr****The student is able to:**

- hahmottaa perhe- ja lähisuhdeväkivallan yleisyyden ja ilmenismuodot
- tunnistaa mahdollisuuksia ennaltaehkäistä väkivaltaa
- tunnistaa väkivallan aiheuttamia traumoja ja ensivaiheen auttamismenetelmiä

01443 Acute Care Nursing, 5 cr**The student is able to:**

- hallitsee peruselintoimintoihin liittyvän ihmisen fysiologian ja tunnistaa patofysiologisia muutoksia potilaassa
- peruselintoimintojen turvaamisen
- tunnistaa akuuttiin sairauteen tai vammaan liittyvät oireet ja löydökset sekä ymmärtää niiden syntymekanismin
- hallitsee hoidon vaikuttavuuden arvioinnissa käytettäviä kriteereitä sekä hoidon vasteen arvioinnin
- varmistaa akuuttihoitotilanteiden turvallisuuden sekä edistää eettisten periaatteiden toteutumisen
- toimia aloitteellisesti ja vastuuntuntoisesti oppimis- ja hoitotilanteissa
- soveltaa toiminnan kehittämisessä hoitotyön päätöksentekoon soveltuvia teorioita sekä klinisen hoitotyön arviointimenetelmiä

Contents of the study unit:

- akuuttihoitossa olevan potilaan hoitotyön prosessi ja potilasturvallisuus
- kliininen hoitotyö
- sairaanhoitajan tehtävät, osaamisvaatimukset, vastuu ja päätöksenteko akuuttihoitotyössä
- viestintä- ja vuorovaikutusosaaminen potilaan ja moniammatillisen työyhteisön kanssa
- etiikka ja lainsäädäntö

Previous studies:

teema I-IV opinnot

V1360 Directive of Maternity Care, 1.5 cr

The student is able to:

The Student is able to

- to understand the subsections of Maternity Health directive
- to use evidence-based reference material that is related to Maternity Health
- to work in a small group
- to create a portfolio describing own skills on the basis of the seminar presentation

Contents of the study unit:

- äitiysneuvola
- perhevalmennus
- äitiyspoliklinikka
- synnytysosasto
- synnytys sektiolla
- synnytysvuodeosasto
- imetys lapsettomuushoidot

01442 Joy into the fatherhood-group, 2 cr

The student is able to:

Tiedostaa omia mielialoja ja hallitsee taitoja vaikuttaa niihin. Huomioida omia vahvuuksiaan kasvattajana, kykenee ymmärtämään erilaisessa tilanteessa olevia perheitä

Tukee omaa isyyttä, hyvinvointia ja jaksamista, uudenlaisia keinoja isyyteen, voimavaroja elämänhallintaan, lisää ammatillista osaamista itsetuntemuksen kautta

Keskeinen sisältö Isyyden peilaamista toimintojen, ajatusten, ongelmanratkaisutaitojen ja sosiaalisten suhteiden kautta, oman työkalupakin rakentamista mielialojen hallintaan

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

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

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

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

V1355 Ups and downs in a relationship, 3 cr

V1359 Leisure time and sports tutoring for young immigrants, 5 cr

The student is able to:

- opiskelija perehtyy vapaaehtoistyöhön
- perehtyy nuoren maahanmuuttajan elämäntilanteeseen
- hahmottaa vapaa-ajan roolin nuoren kotoutumisen välineenä
- perehtyy ohjaukseen ja erityisesti maahanmuuttajan ohjaukseen
- eri tahojen verkostotyö ja kansalaisjärjestöjen rooli hyvinvointipalvelujen tuottajana
- toimii vapaa-aika tuutorina

Contents of the study unit:

- tuutorointi ja ohjauksen taidot
- yksilö- ja ryhmäohjausta
- nuori asiakkaana
- maahanmuuttaja asiakkaansa
- verkostotyönäkökulma: sosiaalitoimi, nuorisotalo, koulu -yhteistyö
- rasismien kohtaaminen

01441 Coordinating and Developing the Multisensory Space , 5 cr**The student is able to:**

- suunnitella, toteuttaa ja arvioida tilassa tapahtuvaa toimintaa
- toimia itsenäisesti sekä ryhmässä koordinoien ja kehittäen
- ohjata erilaisia asiakasryhmiä tuottamaan elämyksellisiä palveluja / opetusta
- toimia työryhmässä ja verkostossa rakentavasti
- perustella elämyksellisyyden ja moniaistisuuden merkitystä hyvinvoinnin ja oppimisen tukena

Contents of the study unit:

- opiskelijaryhmä toimii työryhmänä, joka koordinoi ja kehittää Aistien- tilan toimintaa
- opintojakso sisältää tilan käytännön kehittämistyötä yhdessä sovittavassa aikataulussa, joustavasti lukuvuoden aikana
- opintojakso sisältää kehittämistiimin toimintaa ja asiakasryhmien ohjausta antaen valmiuksia moniammatillisessa tiimityössä toimimiseen

V1358 Perioperative nursing, 5 cr**The student is able to:**

- implement values, principles and ethical codes of perioperative nursing during empowerment of the perioperative patient and his/her family, and secure the integrity of the perioperative patient
- apply basic concepts of perioperative nursing
- practise as a member of nursing personnel in basic perioperative processes
- perform evidence based education and guidance of the perioperative patient and his/her family
- perform perioperative nursing care according to legal obligations and responsibilities
- perform safe perioperative nursing care from patients', personnel's and environment's point of view (risk management and aseptic practice) secure vital functions of a perioperative patient and perform resuscitation
- perform documentation in perioperative care
- practice as a member of a multiprofessional perioperative team
- recognize needs and topics for development in perioperative nursing

Contents of the study unit:

- Special questions in Perioperative nursing process
- Ethical thinking in perioperative nursing environment
- Saving the integrity of the patient's in perioperative nursing
- Development of quality in perioperative nursing
- Health technology and perioperative nursing

Study unit description:

Students deepen their education, guidance, decision-making, recognition, interaction, leadership skills, and cooperation in the perioperative care environment. Students develop professional to manage operational entities and to critically and developmental work approach of perioperative nursing area. The student is able to work in nursing with ethical principles of the multi-professional team

01440 Multicultural and Multidisciplinary Professional Competences, 5 cr**The student is able to:**

The student is able to

- acknowledge his/her cultural and professional knowledge and skills in the multicultural and multidisciplinary issues
- gain more cultural know-how and competence in studying and working in international environments and society
- evaluate his/her own value bases from the multicultural and multidisciplinary point of view
- recognise the significance of his/her professional competences in relation to global interactions and sustainable development

Contents of the study unit:

- students' experiences of cultural differences, living and learning abroad
- higher education in different countries promoting multidisciplinary competences
- ethical issues and special questions in different cultures and fields of services
- study module applies Multisensory method
- International Weeks at Laurea Tikkurila

Study unit description:

In this study module students will be able to gain expertise on different innovative solutions and best practices aimed to promote multicultural and multidisciplinary professional competences. Students will be able to recognize the impact of globalization on health and wellbeing and to increase their awareness of ethical knowledge, values and professional competences. Students are also able to recognize and apply different multidisciplinary ways and methods such as Multisensory method in promoting professional competences.

01439 Current Developments and Innovations in Social and Health Care in Finland, 5 cr**The student is able to:**

The student is able to

- understand the Finnish social and health care system in the context of national and international social and health policy
- identify and evaluate the social and health needs on individual and community level in Finland in comparison to his/ her own country
- recognise differences / similarities in current developments and innovations in the social and health care service systems, social and health care programs, laws, regulations and economic factors in comparison to his/ her own country
- recognise different methods of client and patient empowerment within social and health care in comparison to his/ her own country

Contents of the study unit:

- global and national trends, current developments and innovations in health issues, social and health policy
- social and health needs in Finland and in other countries, prevention of diseases and client empowerment
- social and health care service systems, service and care chains, regulations, organisations, economical factors, applied welfare technologies
- guidance, consulting and networking within client and patient empowerment

Study unit description:

In this study module students will be able to gain expertise on different innovative solutions and best practices aimed to promote health and wellbeing globally, on individual, community and society level. Students will be able to analyze and evaluate the social and health care service systems, social and health care programs, laws, regulations

and economic factors in comparison to his/ her own country.

00305 Basic Finnish, 5 cr

The student is able to:

- learn the main principles of the Finnish language
- understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

- everyday situations (e.g. requesting and giving information, travelling by public transport, using a post office)
- discussions about everyday subjects (oneself, family, living conditions, etc.)
- basic grammar, vocabulary and pronunciation

Study unit description:

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

00843 Health-Promoting Environment, 6 cr

The student is able to:

- understand and identify factors affecting health and the environment
- assume responsibility for developing the health and safety of the environment
- to support the health of an individual, family and community

Contents of the study unit:

Maternity care/ Reproductive health 3 cr ECTS

- global challenges to reproductive health
- family nursing / parenthood
- promoting the health of the woman and her family during the pregnancy and postpartum

Community nursing 3 cr ECTS

- environment and community as a concept
- national and international health care action plans promoting well-being and health of the population (e.g. Health 2015 public health programme)
- environmental health effects and their prevention
- community profile and analysis

Study unit description:

The competence gained in the study unit relates to managing health promotion in various human communities and environments. It is based on an environment-, community-focused and family-based operating models. The focus is on influencing the environment's physical, social and symbolic elements as well as promoting the well-being and health of the population.

01096 Health Assessment, 5 cr

V1362 Wellness at Work, 5 cr

The student is able to:

The student is able to

- broadly perceive different local and global factors that promote wellness at work in different fields
- identify different local and global programs, plans and good practices for wellness at work
- recognize and practice different ways and methods (such as multisensory methods, art, relaxation, NLP and other cognitive methods, narrativity, solution-oriented and supervisory methods etc.) of reducing work-related stress factors and health and wellness risks, both in their own student lives and future working lives
- identify and acknowledge the best practices from employee to manager to impact wellness at work

01097 International Orientation for Exchange Students, 5 cr

The student is able to:

Ennen vaihtoa:

Opiskelija osaa perusteet kohdemaansa historiasta ja kulttuurista ja ymmärtää niiden vaikutuksen jokapäiväiseen elämään.

Opiskelija osaa hahmottaa oman ammattialansa käytännön toimintaa vieraassa kulttuurissa ja soveltaa ammatillista osaamistaan.

Opiskelija osaa työskennellä erilaisten asiakasryhmien kanssa sekä erilaisissa työyhteisöissä.

Vaihdon aikana:

Opiskelija osaa tunnistaa ja käsitellä mahdollisia kulttuurieroavaisuuksia ja niiden herättämiä tunteita.

Opiskelija osaa toimia kohdemaan kulttuurissa ja oppii tunnistamaan ja arvostamaan erilaisuutta.

Vaihdon jälkeen:

Opiskelija ymmärtää paremmin erilaisia kulttuureja ja erilaisuutta, osaa toimia monikulttuuristen asiakkaiden kanssa.

Opiskelija tunnistaa erilaisten asiakasryhmien ja kulttuurien herättämiä tunteita ja ristiriitoja ja käsittelee omia tunteitaan muiden kanssa.

Contents of the study unit:

- Kansainvälinen opiskelu ja käytännön järjestelyt
- Optiman työtilan hyödyntäminen kansainvälisessä vaihdossa

Study unit description:

Oppimistehtävät, jotka kuuluvat valmennukseen:

- Kirjallinen suunnitelma käytännön järjestelyistä ennen vaihtoa: Opiskelija kirjaa itse muistettavat asiat ennen vaihtoon lähtöä ja aikatauluttaa ne omaa vaihtoon lähtöään ajatellen. Muistettavia asioita ovat mm. tarvittavat lomakkeet (Kela, vaihtokoulu, apuraha jne.), asunnon hankkiminen (mistä ja milloin), rokotukset jne.

Täytä myös lomakkeet Go Abroad -työtilasta: Before exchange / Assignments

Suunnitelma katsotaan yhdessä oman koordinaattorin kanssa.

-Optimassa on kaksi virtuaalista kv-valmennuksen työtilaa:

- YY7139 Valmennus kansainväliseen vaihtoon
- Go Abroad – Laurean yhteinen virtuaalinen työtila kaikille vaihtoon lähteville opiskelijoille.

Hyödynnä seuraavia työtilan osioita:

B= Before the exchange,

V0064 Special Questions in Marginalisation, 10 cr

The student is able to:

- find out about and act in a chosen area of expertise, reinforcing participation and promoting rehabilitation
- direct customers to general and specialist services

Contents of the study unit:

- knowledge of the service systems, networks and work methods in the field
- generic and special service systems and service guidance

Study unit description:

The study units may focus on:

- deprivation, multiple problems, unemployment and homelessness, and how to influence them
- addiction and mental health problems; substance abuse, crisis and mental health work
- sexual minorities

- gender-sensitive social work; specific male and female work
- socio-gerontological work
- disability and work with the disabled
- ethnic minorities and multicultural social work

Previous studies:

Marginalisation and Social Exclusion 10 cr or equivalent

V0063 Marginalisation and Social Exclusion, 10 cr

The student is able to:

- understand the social, communal and individual nature and significance of social problems and marginalising processes
- identify and analyse factors that maintain and prevent marginalisation

Contents of the study unit:

- poverty, social exclusion and marginalisation
 - individual, communal and societal contexts for interpreting social problems
- national and international development programmes

Study unit description:

The emphasis of the study unit can be on:

- the concepts of poverty, hardship, social exclusion and marginalisation and the related social processes
- different levels of social problems
- networking with voluntary workers, civic organisations and service providers related to marginalisation
- networking with groups of researchers and experts on these matters

V1240 Supporting early interaction, 3 cr

01308 Study skills, 3 cr

The student is able to:

Tavoitteena on saada oma opiskelu rullaamaan ja lisätä omaa opiskelumotivaatiota. Opintojaksolla tarkastellaan omia opiskelutottumuksia ja pyritään kehittämään niitä. Tavoitteena on, että opiskelija oppii tunnistamaan omat tapansa oppia ja kykenee arvioimaan omaa oppimistaan ja opiskeluaan. Havainnoimalla oppimistaan, opiskelija lisää omaa opiskelumotivaatiotaan ja oppii tunnistamaan opiskelunsa esteitä.

Contents of the study unit:

Tutustuminen ja ryhmäytyminen

Opintojen suunnittelu, tavoitteet ja ajankäyttö

Opiskelumotivaatio

Käsitys itsestä oppijana

Opiskelutaidot ja -strategiat

Opinnot osana arkea

V0155 Psychodrama Growth Group, 5 cr

The student is able to:

Students are able

- to identify and control the factors that affect well-being, functional ability and self-knowledge
- find ways to strengthen professional growth and identity
- to find ways to strengthen professional growth and identity in the group and recognise their approach to interaction and roles within the group
- to understand the basics of the psychodrama method and the principles underlying the work

V0152 Family and Domestic Violence - projectgroup, 2 cr

The student is able to:

Student is able to plan and implement a seminar for theme days

V1444 Basics of Early Childhood Education, 5 cr

The student is able to:

- jäsentää keskeisiä varhaiskasvatuksen lähtökohtia ja käsitteitä
- hankkia ja soveltaa tutkivalla otteella ajankohtaista tietoa varhaiskasvatuksen perusteista
- muodostaa ammatillista näkemystä varhaiskasvatuksesta lasten ja vanhempien osallistumisen näkökulmasta

Contents of the study unit:

- Suomen varhaiskasvatuksen perusteita ja valtakunnallisia linjauksia
- Varhaiskasvatussuunnitelmat kunnissa, toimintayksiköissä, lapsiryhmittäiset ja lapsikohtaiset vasut
- Lasten osallisuus ja lapsilähtöinen toiminta varhaiskasvatuksessa
- Kasvatuskumppanuus ja vanhempien kanssa tehtävä yhteistyö varhaiskasvatuksessa

Previous studies:

Ei vaadittavia edeltäviä opintoja. Opintojakso soveltuu vapaasti valittavana sosiaali- ja hoitotyön opiskelijoille, sosionomi-, terveydenhoitaja- ja sairaanhoitajaopiskelijoille ja muille suomalaisen varhaiskasvatuksen perusteista kiinnostuneille opiskelijoille.

V1309 Growth in groups, 3 cr

V1296 Free from performance anxiety, 3 cr

R0074 Basic Studies in Mathematics, 5 cr

The student is able to:

The student is able to

- solve mathematical problems at a level required in the UAS studies.