

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Health Promotion, Crisis and Emergency Management, SYB314SJ

Ylemmät ammattikorkeakoulututkinnot

Laurea's Mission

Laurea is a student-centred, international, inspiring and innovative university of applied sciences whose mission is to conduct education, research, development and innovation activities and produce new knowledge by applying the principles of the Learning by Developing (LbD) operating model.

Laurea's focus areas are service business, expertise in nursing and coping at home as well as security, safety and social responsibility. Education offered at Laurea as well as research and development activities are based on these focus areas. Student entrepreneurship is a cross-cutting focus area. Student entrepreneurship is visible as an entrepreneurial attitude, cooperation with companies and as concrete new businesses the establishing of which is supported during the studies.

Competence Development in Master's Studies

Laurea's model of Learning by Developing (LbD) is based on authentic encounters with the world of work. 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.

In Master's degree programmes, the learning process comprises a future-oriented process of research and development, in the course of which the students develop their competence by producing new knowledge and skills related to questions that cannot be solved merely by relying on previously acquired knowledge and competence. Learning is a way of creating new knowledge and competence that links learning to innovation activities in the relevant field and area. For the students, the period they spend in education is a collective project for building up their expertise and developing and exceeding themselves, aiming for a combination of knowledge that is relevant and useful from the perspective of future workplace requirements.

The foundation for competence development is an enriching community. The community is an environment of shared expertise in which the learner's role is to act as a specialist, a developer and an agent exerting influence.

The learners develop their competence by interacting with their environment and their sector. Resources for competence development include a learning culture that favours creativity and goal-oriented action, expert guidance and instruction, as well as a learning environment that supports competence development. Participatory instruction is used to guide competence. Every teacher is a tutor whose expertise and operating methods support the reinforcement of expertise. The learning environment consists of a competence network, an innovation environment, a platform for developing competence and structures that support learning. When putting together learning environments, empowering people and enabling their enthusiasm and their interaction is stressed to foster creativity. Rather than focusing on presenting and repeating information and controlling the students' command of it, the teaching strives for a learning process demonstrated as progressive problem-solving, continuous learning and developing and exceeding oneself. The goal is at competence that is useful in knowledge-intensive service organisations where work increasingly is a function of creativity and where a precondition for directing the organisation is an ability to create a responsible, result-oriented management culture that is based on giving space for the individual's creativity. Competence is demonstrated as impact and development competence.

DEGREE STRUCTURE IN EDUCATION LEADING TO A MASTER'S DEGREE

Scope and Extent of the Degree

The scope of the degree is 90 credits of which thesis forms 30 credits. The degree takes on average 1.5-2.5 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

Master's degree studies at Laurea consists of core competence modules including thesis, and complementary competence modules. The modules comprise competence areas that are part of the degree. The scope of the compulsory core competence modules is 60 credits in master's degree. Complementary modules make it possible to deepen or extend your knowledge. Complementary competence modules support individual study paths and competence. Complementary competence modules that can be selected freely are offered on Laurea's various campuses. The extent of complementary competence in a Master's degree is 30 credits.

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.

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 have been taken into account in the degree contents.

The level of the degree corresponds with level 7 of the National Qualifications Framework (NQF) and level 7 of the European Qualifications Framework (EQF).

CURRICULUM DEVELOPMENT

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

		1. year	2. year
Y	CORE COMPETENCE	30	
B054	CRISIS AND EMERGENCY MANAGEMENT		
B0249	Preparedness for crises, disasters and emergencies	5	
B0250	Crisis and emergency leadership and crisis communications	5	
B0251	Management of psychosocial support	5	
B055	INTERNATIONAL CRISES, DISASTERS AND CATASTROPHES AND COOPERATION		
B0252	Humanitarian aid and crisis management	5	
B0253	International approach to leadership in crises, disasters and catastrophes	5	
B0254	International approach to Leadership and Management in Public, Private and Third Sector Services	5	
B056	THESIS		
T	COMPLEMENTARY COMPETENCE	25	25
A868	RESEARCH AND DEVELOPMENT COMPETENCE		
A9322	Action Research and Participatory Methods	5	
A9323	Anticipating Future	5	
A9324	Research Communications	5	
A9325	Impact Research		5
G8302	Research and Development Methods		
A869	MANAGING EXPERT COMMUNITIES		
A9326	Change Management	5	
A9327	Managing Networks		5
A9328	Socially Responsible Management		5
A870	USER-CENTERED SERVICE DESIGN		
A9329	Digital in Services	5	
A9330	User-Centered Design of Digital Services		10
		55	25

B054 CRISIS AND EMERGENCY MANAGEMENT, 15 cr

Description:

The aim of the study units in this module is to develop professional skills related to preparedness for and leadership in crises and emergencies in the students' own areas.

After completing the module, the students will be familiar with the objectives of preparedness, threats, the preparedness system, preparedness planning and states of preparedness. The students will be able to act as representatives of their own professional groups in crises and emergencies as part of multi-authority activities and direct tasks in their areas. They will be able to evaluate and develop crisis leadership practices and crisis communications together with various actors. They will also be able to organise psychosocial support for victims and families in the course of disasters and emergencies and in their aftermath.

B0249 Preparedness for crises, disasters and emergencies, 5 cr

The student is able to:

- assess phenomena that threaten society's security functions nationally and internationally
- analyse a situational picture and act accordingly
- take into account the objectives of preparedness, the preparedness system, preparedness planning and states of preparedness as well as resources
- be familiar with the operating capacities and emergency response capabilities of organisations in charge of protecting the population's health, health and social services and emergency care services
- identify preparedness and alert systems in Finnish society
- use central risk assessment methods.

B0250 Crisis and emergency leadership and crisis communications, 5 cr

The student is able to:

- understand multi-authority activities and serve as specialists in crises and emergencies
- lead people, teams and activities based on the available information in demanding emergency situations, primarily taking into account the safety of humans and need for medical assistance
- analyse the situational picture and understand situational awareness
- communicate in crises and emergencies.

B0251 Management of psychosocial support, 5 cr

The student is able to:

- organise psychosocial support for victims and families in the course of disasters and emergencies and in their aftermath
- work together with various peer groups and voluntary organisations to organise psychosocial support
- together with different actors, activate and support the resources of communities having been struck by a disaster in coping with the crisis and becoming oriented to the future.
- improve their management capabilities as required by the situational picture.

B055 INTERNATIONAL CRISES, DISASTERS AND CATASTROPHES AND COOPERATION, 15 cr

Description:

The module offers a deep understanding of how disasters affect the most vulnerable population and how this is reflected in the management of crises and disasters. The module in the disaster leadership domain will facilitate a multi-disciplinary approach to problem solving for development purposes. During the module, the students will develop a critical understanding of the management and leadership in crises and disasters.

B0252 Humanitarian aid and crisis management, 5 cr

The student is able to:

- understand the ethical requirements, principles and operating methods of humanitarian aid
- prepare themselves for / prepare in a team a humanitarian aid project and serve in an international humanitarian aid project/task
- understand the impact of cultural background on how people act in a crisis.

B0253 International approach to leadership in crises, disasters and catastrophes, 5 cr**The student is able to:**

- understand the general framework of disaster vulnerability theory
- understand social development and resilience perspectives as they are related to leadership and management in crisis and disasters
- use crisis management methods in leadership
- simulate models of disaster policy and planning (the role of leadership)
- understand a multidisciplinary approach to leadership in crises and disasters

B0254 International approach to Leadership and Management in Public, Private and Third Sector Services, 5 cr**The student is able to:**

- develop leadership and management in public, private and third sector services
- reflect upon current policies and practices in different countries, inside and outside EU
- develop their skills and capabilities required to advance on a managerial career in public, private and third sector organizations.

B056 THESIS, 30 cr**Description:**

Opinnäytetyön tavoitteena on kehittää opiskelijan kykyä soveltaa tutkimustietoa ja käyttää valittuja menetelmiä työelämän ongelmien erittelyyn ja ratkaisemiseen sekä valmiutta itsenäiseen vaativaan asiantuntijatyöskentelyyn. Opinnäytetyön tulee osoittaa opiskelijan kykyä rajata ja käsitellä valittua kehittämiskohdetta, valmiutta kehittämisorientoituneeseen ajattelutapaan, työssään tarvitsemiensa teorioiden ja tutkimusmenetelmien hallintaa, perehtyneisyyttä opinnäytetyön aihepiiriin ja alan kirjallisuuteen, kykyä ammatilliseen viestintään sekä valmiutta työskennellä pitkäjänteisesti ja kykyä hahmottaa kokonaisuuksia.

The student will be able to:

- tehdä itsenäisesti oman alansa kehittämistyötä ja soveltavaa tutkimusta
- soveltaa hankittua tutkimustietoutta omassa työssään kriittisesti ja analyyttisesti
- soveltaa kehittämistehtävään soveltuvia tiedonhankintamenetelmiä
- hyödyntää tutkimus- ja kehittämistyön menetelmiä
- tuottaa ja soveltaa tietoa itsenäisesti

A868 RESEARCH AND DEVELOPMENT COMPETENCE, 15 cr**A9322 Action Research and Participatory Methods, 5 cr****A9323 Anticipating Future, 5 cr****A9324 Research Communications , 5 cr****A9325 Impact Research, 5 cr**

G8302 Research and Development Methods, 5 cr

The student is able to:

Opiskelija osaa

- rakentaa tutkittuun tietoon perustuvan viitekehyksen
- valita tutkimus- ja kehittämistyönsä kannalta mielekkäät tutkimus- ja kehittämismenetelmät
- kerätä ja analysoida tietoa perhekeskeisen työn kehittämiseksi
- arvioida tutkimuksen luotettavuutta ja eettisyyttä
- raportoida tutkimustuloksista mielekkäällä tavalla

A869 MANAGING EXPERT COMMUNITIES, 15 cr

A9326 Change Management, 5 cr

A9327 Managing Networks, 5 cr

A9328 Socially Responsible Management, 5 cr

A870 USER-CENTERED SERVICE DESIGN, 15 cr

Description:

XX

A9329 Digital in Services, 5 cr

A9330 User-Centered Design of Digital Services , 10 cr