

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Global Development and Management in Health Care, SYV615SJ

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.

Laurea's brand promise "Together we are stronger" describes Laurea's solid regional development role. Laurea is a University of Applied Sciences for the whole region of Uusimaa, and its knowledge and skills are available to the whole area. Our service promise "We are here for you at Laurea" is a promise of good learning for our students, and for our cooperative partners a promise of partnership and developing together.

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	40	20
V097	GLOBAL DEVELOPMENT AND MANAGEMENT IN HEALTH CARE		
V1500	Global Health Promotion	5	
V1501	Regulation and Ethical approaches	5	
V1502	International and National Health Policies and Models	5	
V1503	Development and Management in Health Care	5	
V1504	Leadership in Health Care	5	
V1505	Health Care Communication and Consulting	5	
V098	THESIS		
V1506	Master's thesis	10	20
T	COMPLEMENTARY COMPETENCE	45	
V101	METHOD MODULE		
V1515	Health Care Evaluation Methods	5	
V1516	Qualitative Research Methods	5	
V1517	Quantitative Research Methods	5	
V102	QUALITY MANAGEMENT IN INFECTION PREVENTION		
V1518	Theoretical Aspects of Global Infection Prevention	5	
V1519	Epidemiology, Biostatistics and Intervention research	5	
V1520	Implementation of Infection Prevention project	5	
V103	HEALTH TOURISM SERVICE DESIGN		
V1521	Aspects of Health Tourism	5	
V1522	Health and Medical Tourism Business	5	
V1523	Implementation of a Health and Medical Tourism project	5	
R024	OTHER COMPLEMENTARY COMPETENCE		
		85	20

V097 GLOBAL DEVELOPMENT AND MANAGEMENT IN HEALTH CARE, 30 cr

V1500 Global Health Promotion, 5 cr

The student is able to:

- to apply evidence based knowledge, theories, models and methods in global health
- to analyze and syntheses the preventive manner global health topics
- to create new and safe approach to global health services

V1501 Regulation and Ethical approaches, 5 cr

The student is able to:

- to critically analyze ethical and legal issues in global health care
- to progress legal performance of global health care
- to progress ethical performance of global health care

V1502 International and National Health Policies and Models, 5 cr

The student is able to:

- to implement and apply international health policies and models in local contexts
- to critically analyse and discuss international health policies and models
- to develop in multi-professional and cross-cultural health care services and projects

V1503 Development and Management in Health Care, 5 cr

The student is able to:

- to analyze current position from different perspectives (human; society; technology)
- to lead and manage
- to lead transition and development projects

Contents of the study unit:

- public management in various health care organizations (case-management, team-management, quality management, clinical frontline management)
- managing change in health care
- user and occupational safety

V1504 Leadership in Health Care, 5 cr

The student is able to:

- develop her/his identity as a health care leader
- manage cross-cultural partnerships; and multidisciplinary networks and teams in public and private consortiums transnationally and internationally
- -continuously develop his/her own leadership in HC to create and maintain sustainable international co-operation within multi-professional contexts

Contents of the study unit:

- Professional growth and performance as a health care developer/manager

- Models of leadership in team management and transcultural collaboration with other health professionals (post-trauma management)
- Leadership analysis in various management approaches

V1505 Health Care Communication and Consulting, 5 cr

The student is able to:

- develop client oriented communication
- progress international discussion in professional context
- publish results of development project being in responsible for them

V098 THESIS, 30 cr

V1506 Master's thesis, 30 cr

The student is able to:

- plan, carry out and evaluate a health care development project within a given timeframe by applying appropriate methods
- manage and transform work contexts that are complex, unpredictable and require new strategic approaches
- identify and formulate problems and solutions critically, independently and creatively
- use the specialised problem solving skills required in research and innovation in order to develop new procedures and knowledge and to integrate knowledge from different fields
- take responsibility for contributing to professional practice and knowledge
- carry out and manage project tasks, take initiatives, adopt a developmental approach to work and initiate and implement change processes

Contents of the study unit:

- The Final project module consists of work-life integrated transnational research / development 30 ECTS project (Figure 1). The project will be performed according to PICO-model in chosen focus group (client/patient/personnel group/organization/multi-professional service delivery group).
- The structure of the personalized study program follows the process of research and development project. It supports the real time planning, implementation, work-life validation, evaluation and publication of the completed R&D project.
- The project language is English.

V101 METHOD MODULE, 15 cr

V1515 Health Care Evaluation Methods, 5 cr

The student is able to:

- to analyse evaluative health research approaches
- to implement evaluative methods in health care development
- to publish and disseminate findings of evaluative research projects

V1516 Qualitative Research Methods, 5 cr

The student is able to:

- to fluently use concepts, designs and methods of qualitative research
- to use qualitative research findings in a critical manner

- to plan, implement, assess and publish qualitative research project in theory

V1517 Quantitative Research Methods, 5 cr

The student is able to:

- to fluently use concepts, designs and methods of quantitative research
- to use quantitative research findings in a critical manner
- to plan, implement, assess and publish quantitative research project in theory

V102 QUALITY MANAGEMENT IN INFECTION PREVENTION , 15 cr

V1518 Theoretical Aspects of Global Infection Prevention, 5 cr

The student is able to:

- to analyse the pathogenesis and prevention of infectious diseases
- to analyse relevant concepts, policies and procedures of global infection prevention
- to develop evidence based best practices for infection prevention procedures

V1519 Epidemiology, Biostatistics and Intervention research, 5 cr

The student is able to:

- to utilize the results of infection prevention surveillance and intervention research
- to assess and imply epidemiological and interventional tools in infection prevention and outbreak management
- to analyze data of infection surveillance and intervention research
- to publish the results

V1520 Implementation of Infection Prevention project, 5 cr

The student is able to:

- to analyse multidisciplinary infection prevention practice
- to evaluate cost-effective infection prevention measures
- to manage and develop innovative infection prevention practices and education

V103 HEALTH TOURISM SERVICE DESIGN, 15 cr

V1521 Aspects of Health Tourism, 5 cr

The student is able to:

- to analyse the pathogenesis and prevention of infectious diseases
- to analyse relevant concepts, policies and procedures of global infection prevention
- to develop evidence based best practices for infection prevention procedures

V1522 Health and Medical Tourism Business, 5 cr

The student is able to:

- to analyse legal issues in H&MT-business

- to analyse funding in H&HT
- to create an innovative business plan

V1523 Implementation of a Health and Medical Tourism project, 5 cr

The student is able to:

- to design sustainable and profitable H&MT-services for global customers (tourists as patients and patients as tourists)
- to imply (coordinate and manage) a small scale H&MT-project
- to assess sustainability and profitability of H&MT -services

R024 OTHER COMPLEMENTARY COMPETENCE, 0 cr

Description:

Other studies which develop professional skills can be offered in this module. Studies completed elsewhere can always be placed in this module

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.