

LAUREA UNIVERSITY OF APPLIED SCIENCES

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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 action 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.

Laurea's strategic research areas are based on strong expertise on which the education offered by Laurea is based. Strategic research areas are health and societal integrity, comprehensive security and service business. Student entrepreneurship is supported and entrepreneurship 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.

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. Studies 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 offering.



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 campuses
- select English studies from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish studies from Laurea's offer of Finnish education, even if you are studying in an English education.
- select studies taught in Finnish from Laurea's offer of Finnish education
- include in your degree studies offered by the offer of the FUAS Federation that is from 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 and
- utilize work-based learning.

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> Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes	• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	• 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
		• models a development project as a whole from the perspective of impact

	• 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	
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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/client-oriented and sustainable solutions including a financial, social and environmental aspect

COMMUNICATION COMPETENCE (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	• observes the communication requirements and capacities of the project • 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	• communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally

	• 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	• 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/client -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	• 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 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.	- 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 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/client-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.	• 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/client relations, and understand the meaning of customer/client 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/client 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/client 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.	• 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/client and problem situations.
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	• Take customers/clients into account in their actions. • Act as group members. • Act in accordance with ethical principles.	• Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act in customer/client-oriented ways and according to the situation, and understand customer/client 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

Y	CORE COMPETENCE	
T	COMPLEMENTARY COMPETENCE	412
V075	EXPERT IN COSMETICS	
V1436	Knowledge of Raw Materials	
V1437	Dietary Supplements in Cosmetics	
V1438	Opportunities in Cosmetics	
V1439	Cosmetics Packagings	
V1440	Cosmetics Laboratory	10
0399	ADULT SOCIAL WORK AND SOCIAL GUIDANCE	
0389	ENCOUNTER AND SUPPORT FOR A DIVERSE FAMILY	
01461	Promotion early interaction and mentalization	5
01462	Supporting methods for families	5
01463	A diverse family in today's society	5
R015	LANGUAGE SKILLS AND INTERNATIONAL COMPETENCE	
R0118	Basics of German 1	5
R0126	Going Abroad	
R0089	Language and Culture Tandem	
R0082	Basic Communication in English	5
R0098	Basic Communication in Swedish	5
R0083	Basics of Spanish 1	5
R0123	Basics of Russian 1	5
V1239	Basic French 1	5
V1304	Basic French 2	5
R0125	Working German 1	5
R0086	Focus on the Nordic countries	5
R0084	Basics of Spanish 2	5
R0124	Basics of Russian 2	5
R0096	Working Spanish 1	5
R005	EARLY CHILDHOOD EDUCATION COMPETENCE	
R0093	Diversity and Special Nature of Early Childhood Education	10
R0094	Pedagogical Competence in Early Childhood Education	10
R0095	Competence in Guiding Early Childhood Education Activities	10
V078	CHILD PROTECTION - YOUNG PEOPLE AND FAMILIES	
V1433	Child Protection	15
V1434	Young People and Families	15
V076	TECHNOLOGICAL APPROACHES TO BUSINESS AND WELLBEING	
01481	Wellbeing/Business/Technology ? Project I	5
01482	Wellbeing/Business/Technology - Project II	5
01483	Wellbeing/Business/Technology - Project III	5
V070	PROJECT MANAGEMENT	
V1464	Marketing project	5
V1467	Communication project	5
V1465	Financial management project	5

V1460	Business Today	5
V1462	Working Globally	5
V107	CREATIVITY AND WELLBEING	
R0142	Pedagogic Potential of Drama	10
R0143	Pedagogic Potential of Visual Art	10
R0144	Pedagogic Potential of Exercise and Dance	10
R0145	Pedagogic Potential of Music	10
R0146	Therapeutic Potential of Creative Activities	10
V104	REHABILITATIVE SOCIAL WORK AND METHODOLOGY	
V1527	Metodisuus	5
V1528	Rehabilitative Social Work	10
V105	REHABILITATION, INTOXICANTS AND MENTAL HEALTH	
V1529	Substance Abuse Work	5
V1530	Mental Health Care	5
V1531	Motivational Discussion	5
V106	MANAGEMENT AND DEVELOPMENT OF SECURITY IN CORRECTIONAL SERVICES	
V1532	Managing and Developing Security in Correctional Services	15
0398	MANAGEMENT AND WELLBEING SUPPORTING PROFESSIONAL GROWTH	
01528	Growth in groups	5
01529	Tame Your Performance Anxiety	5
01530	Improving Your Study Skills and Finding Your Strengths	5
01531	Ups and Downs in a Relationship	5
01535	Developing of Stress Coping Skills	5
V0155	Psychodrama Growth Group	5
V111	ENTERPRISE SYSTEMS SUPPORTING BUSINESS PROCESSES	
V1546	Enterprise Systems	
V1547	Enterprise Architecture and IT Governance	
R027	GUIDANCE AND EXPERTISE TRAINING	
R0155	International Activities	5
R0156	Callidus Tutoring	5
01469	Student Tutor Activities	5
R025	SOCIAL IMPACTOR	
R026	MANAGEMENT AND LEADERSHIP OF THE FUTURE	
R020	OTHER COMPLEMENTARY COMPETENCES	
01542	Relationship violence seminar - how to recognise and speak out	2
V1442	Critical Care Nursing	5
01467	Perioperative nursing - Simulation method	5
01303	Family and Domestic Violence -seminar	2
01466	Being concerned over someone close	3
V1245	Developing of Stress Coping Skills	3
01309	Growth in groups	1,5
V1360	Directive of Maternity Care	1,5

01492	Inner Entrepreneur	5
01480	Introduction to Pharmacology for Social and Early Childhood Professionals	5
V1355	Ups and downs in a relationship	3
R0074	Basic Studies in Mathematics	5
R0075	Basic Studies in Chemistry	5
V0152	Family and Domestic Violence - projectgroup	2
V1282	"Development Project on Street Violence Offenders"	3
V0132	Responsible Leadership in a Work Community	10
E9937	The Internet Economy, Business Models and Strategies	5
V1302	HRM Basics for Everyone	5
V1255	Ethical questions in nursing practice	5
A9446	Programming with Optional Languages	5
V1551	Child Protection and Children as Victims of Domestic Violence	5
V1261	First Aid	1
		412

V075 EXPERT IN COSMETICS, 30 cr

Description:

The objective of this module is to increase the student's in-depth understanding in a cosmetic product's design process, production and effectiveness.

After completing the module, the student is able to link the component's potential to the skin's and hair's biochemical structure and is able to analyse its effect on skin with different measurement devices. The student recognises different dietary supplements that aim to produce cosmetic effects.

The student recognises the significance of packaging with regard to the product, consumer and environment. The student also knows the requirements set by legislation for packaging. The student is able to act in accordance with the field's legislation when distributing information and planning marketing. The student has familiarised his/herself with the drafting of a cosmetics safety assessment and its statutory requirements.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

The module is not offered anymore.

V1436 Knowledge of Raw Materials , 5 cr

The student is able to:

The student is able to:

- link the biochemical structure of skin and hair with the effect of a cosmetic product
- describe the basic methods in manufacturing the most common colour cosmetic products
- distinguish the different types of pigment
- obtain, handle and assess information critically
- recognise active raw materials in cosmetic products from different product groups and inform the consumer of how their mechanisms affect skin and hair
- analyse the reliability of the information about a raw material in a cosmetics advertisement

V1437 Dietary Supplements in Cosmetics , 5 cr

The student is able to:

The student is able to:

- describe the chemical properties of nutrition and the significance of nutrition in maintaining health and well-being
- recognise the link between nutrients and well-being of skin and hair
- recognise the nutrition and health statements used on packagings and marketing of dietary supplements
- assess the validity of statements in texts on packagings
- assess the effect of ingredients in dietary supplements on well-being of skin and hair

V1438 Opportunities in Cosmetics , 5 cr

The student is able to:

The student is able to:

- link the biochemical structure of skin and hair with the effect of a cosmetic product
- analyse the care required by ageing skin
- know the challenges the structure of skin poses to absorption of cosmetic products and the possibilities to enhance absorption
- observe the ethical principles of his or her field

V1439 Cosmetics Packagings, 5 cr

The student is able to:

The student is able to

- choose the appropriate packaging form and material for different products
- assess the significance of design and technical planning of cosmetic packagings from different points of view
- apply the principle of sustainable development by analysing the life cycle of cosmetic packaging
- take into account the significance of packaging and packaging materials for the product, distribution and the environment

V1440 Cosmetics Laboratory, 10 cr

The student is able to:

The student is able to:

- make some typical cosmetic products
- assess the effectiveness of the cosmetic products they have made and draw up a list of ingredients for the cosmetics packaging
- identify the different emulsion types and recognise signs of instability in emulsions
- obtain information about the safety of ingredients
- use ICT in reporting
- plan a small-scale research project and implement it together with a working life partner
- use biophysical skin measurement devices in the research project and interpret the results obtained
- design and implement a cosmetics advertisement

0399 ADULT SOCIAL WORK AND SOCIAL GUIDANCE , 15 cr

Description:

Study module develops students theoretical and methodological competence in adult social work and social guidance. Module deepens students understanding of case management, community's resources as well reinforcing participation in chosen area of expertise.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

Tikkurila: Ari Heikkinen

Otaniemi: Kaijus Varjonen

0389 ENCOUNTER AND SUPPORT FOR A DIVERSE FAMILY, 15 cr

Description:

In this module the students familiarize themselves extensively with challenges in families everyday life. The students are able to identify , support and advice families in different situations by using promotive and preventive methods . The students familiarize themselves with supporting child-parent interaction and mentalization. After completing this module the students are able to establish a confidential partnership with the parents of the family. The students are able to support parenthood by strengthening the parents' own problem-solving and decision making skills. The students are able to assess and promote the parent's ability to mentalize.

Responsible persons:

Tikkurila: Liisa Lassila

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

R015 LANGUAGE SKILLS AND INTERNATIONAL COMPETENCE, 15 cr

Description:

The aim of the study units in the module is to develop language skills and international competence needed at work. After completing the module the student has developed his/her ability to work in multicultural working environments.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

Tikkurila: Camilla Kåla

R0118 Basics of German 1 , 5 cr

The student is able to:

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

R0126 Going Abroad, 3 cr

The student is able to:

The student is able to

- function and communicate successfully in interactive situations of the international study and/or work community
- communicate in intercultural situations
- recognize different stages of culture shock
- fill and compile documents related to mobility
- take into consideration health, safety & security issues abroad
- tell about Finnish culture and education system and studying in Laurea

Previous studies:

Prerequisites: having been accepted to go on exchange or placement abroad.

R0089 Language and Culture Tandem, 5 cr

The student is able to:

The Student is able to

- improve his/her target language skills, especially oral skills
- make observations and get familiar with target (foreign) culture and society
- expand his/her general cultural competence

R0082 Basic Communication in English, 5 cr

The student is able to:

The student

- knows the basics of English grammar
- knows the basics of written and spoken communication
- is able to use study-related and work-related vocabulary
- is able to enhance language skills by making use of a variety of study methods

R0098 Basic Communication in Swedish , 5 cr

The student is able to:

The student is able to:

- know the basics of Swedish grammar
- use study-related and work-related vocabulary
- know the basics of written and spoken communication
- enhance his/her language skills by making use of a variety of study methods

R0083 Basics of Spanish 1 , 5 cr

The student is able to:

The student is able to:

- understand the basic structures and vocabulary of Spanish
- communicate in Spanish in simple situations
- write simple and targeted texts
- understand some cultural characteristics of the Spanish-speaking world

R0123 Basics of Russian 1 , 5 cr

The student is able to:

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

V1239 Basic French 1, 5 cr

V1304 Basic French 2, 5 cr

R0125 Working German 1 , 5 cr

The student is able to:

The student is able to

- communicate in common workplace situations
- write clear general texts using tools
- recognise typical cultural characteristics of the areas where the language is spoken
- know the main professional vocabulary related to their fields
- use and deepen basic language skills acquired earlier

R0086 Focus on the Nordic countries , 5 cr

The student is able to:

The student is able to:

- recognize the special characteristics in Nordic politics, economy, society and ecology and communicate both in writing and orally
- communicate in writing and orally about current Nordic issues
- put his/her own profession and education into a Nordic perspective
- alternatively apply and utilize his/her language skills in a Nordic project

R0084 Basics of Spanish 2 , 5 cr

The student is able to:

The student is able to:

- understand the basic vocabulary and structures of Spanish
- communicate in Spanish in fairly simple situations
- write simple and targeted messages
- recognize typical cultural characteristics of the Spanish-speaking areas

R0124 Basics of Russian 2 , 5 cr

The student is able to:

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

R0096 Working Spanish 1 , 5 cr

The student is able to:

The student is able to:

- communicate in common workplace situations
- write understandable general texts using tools
- know the main professional vocabulary related to their field
- use and deepen his/her basic language skills acquired earlier
- recognise typical cultural characteristics of the areas where the language is spoken

R005 EARLY CHILDHOOD EDUCATION COMPETENCE, 30 cr

Description:

In this module, the students develop their specific and multi-disciplinary pedagogical competence and expertise in early childhood education. The students build up competence that supports a child's individual and communal growth, development and learning. The students become experts of education, care and teaching in the area of early childhood education. After completing this module, the students may take on a leading role in a team of educators and act as an educational partner in multiprofessional networks. The studies contained in this module are part of the study path leading to the competence of a kindergarten teacher.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

Otaniemi: Virpi Lund

Tikkurila: Maarit Koskinen

Hyvinkää: Maire Antikainen

R0093 Diversity and Special Nature of Early Childhood Education, 10 cr

The student is able to:

The student is able to:

- assess a child's individual needs for growth, development and learning
- work in a goal-oriented manner and as required by the child's needs for special support and development
- work for a child in cooperation and in a family-oriented way in multiprofessional networks
- apply his/her competence in early childhood education in work, respecting the strengths of different children, families, cultures and views of education

R0094 Pedagogical Competence in Early Childhood Education, 10 cr

The student is able to:

The student is able to:

- analyse the value base, aims and underpinning knowledge of early childhood education
- take a child's characteristic ways of acting into account in education
- recognize the significance of inclusion, communality and dialogical interaction in a child's growth, development and learning
- create preconditions for an educational partnership and cooperation

R0095 Competence in Guiding Early Childhood Education Activities, 10 cr

The student is able to:

The student is able to:

- plan, guide and evaluate pedagogical activities and operational environments that meet the needs of children and groups of children
- apply functional and creative methods in education
- reflect upon an educator's actions and his/her own view of education

V078 CHILD PROTECTION - YOUNG PEOPLE AND FAMILIES , 15 cr

Description:

Students completing this module will develop their knowledge and competencies in working with children, young people, and families from the perspective of strengthening client participation. Students will be capable of working as a social worker in a psycho-social setting. Furthermore, students will become familiar with the working methods, procedures, and processes involved in child protection work and be capable of engaging with young people and families in various professional settings. The students will also be able to reflect on their own knowledge and understanding of the work in this area.

The module is worth between 15 and 30 ECTS.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

Otaniemi: Mirva Alapoikela ja Tuula Saarnio
Tikkurila: Hanna Väättäjä

V1433 Child Protection, 15 cr

The student is able to:

The student is able to:

- analyse issues and phenomena associated with child protection in Finnish society
- evaluate and assess child protection needs across a range of age groups, as well as special needs and children's rights
- comply with the ethical principles associated with social work and child protection work
- use a range of methods appropriately when carrying out child protection work
- understand the importance of early stage interaction and attachment in a child's life
- recognise signs of violence in the home and family and provide information on various forms of support and assistance

V1434 Young People and Families, 15 cr

The student is able to:

The student is able to

- apply knowledge of the different stages of a young person's life
- work with young people in a supportive and enthusiastic manner
- demonstrate knowledge of legislation associated with young people
- demonstrate knowledge and understanding of the social work principles, practices, and methods used with individuals and groups
- understand the role of social work with families

V076 TECHNOLOGICAL APPROACHES TO BUSINESS AND WELLBEING, 15 cr

Description:

After the module student can utilise different technologies in working environment and in service development. She/he can advance the needed changes and improve processes required by the implementation of new technology. Student understands risks related to the use of technology.

Module consist of different projects. The scale of project is 5 ECTS. Module is implemented according to LbD-model in Laurea initiatives and other projects.

Initiatives and projects can be international, national, regional or local ones. Different information and communication solutions are used in the module implementation. Module is partly in english.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

Moduulia ei enää tarjota

01481 Wellbeing/Business/Technology ? Project I, 5 cr**The student is able to:**

Student can utilise different technologies in working environment and in service development. She/he can advance the needed changes and improve processes required by the implementation of new technology. Student understands risks related to the use of technology.

01482 Wellbeing/Business/Technology - Project II, 5 cr**The student is able to:**

Student can utilise different technologies in working environment and in service development. She/he can advance the needed changes and improve processes required by the implementation of new technology. Student understands risks related to the use of technology.

01483 Wellbeing/Business/Technology - Project III, 5 cr**The student is able to:**

Student can utilise different technologies in working environment and in service development. She/he can advance the needed changes and improve processes required by the implementation of new technology. Student understands risks related to the use of technology.

V070 PROJECT MANAGEMENT, 15 cr**Description:**

In this module, the students develop their project management skills.

After completing the module, the students understand the significance of projects in developing business operations. They are able to plan and conceptualise projects. They recognize risks associated with projects. They are able to sell projects and obtain the resources needed to implement them. The students are able to implement, manage and supervise projects. They are able to plan and evaluate projects.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

Hyvinkää: Tero Uusitalo and Taru Tallgren

Tikkurila: Kari Halme

V1464 Marketing project, 5 cr**The student is able to:**

The student is able to:

- understand the purpose of marketing based on the needs of an organization's customers and other stakeholders
- plan, conduct and measure marketing operations with relevant tools and methods.

V1467 Communication project, 5 cr**The student is able to:**

The student is able to:

- promote creatively his/her own language and culture by planning, marketing and organizing an event or short course according to the needs and wishes of a specific target group
- analyze whether the created service could make a real product on the market.

V1465 Financial management project, 5 cr**The student is able to:**

The student is able to:

- understand how financial management refers to handling an organization's financial processes and the main related tasks
- produce information for the needs of internal and external accounting
- analyze economic and financial reports.

V1460 Business Today, 5 cr**The student is able to:**

The student is able to:

- comprehend and analyze contemporary issues of business, finance and management by following media sources on a chosen focus area within business
- understand the current phenomena in the light of relevant theory.

V1462 Working Globally, 5 cr

The student is able to:

The student is able to:

- understand origins and implications of globalized labour market
- understand cultural diversity
- broaden his/her intercultural competences by intercultural communication and multi-cultural team-working.

V107 CREATIVITY AND WELLBEING, 30 cr**Description:**

After completing the module, the student will be able to act according to the principles of social pedagogy. After the module, the student will be able to utilise creative activities in welfare work at different stages of a customer's life and in different customer environments. During the module, the student will develop the ability to combine skill and knowledge in the interfaces between welfare work and art. The module will provide the skill to recognise the needs of both the customer and the work community. The student's reflective skills, understanding of creativity and understanding of group interaction will increase during the module. Student will develop expertise in two of the following creative activities he/she has selected (music, movement and dance, drama or visual art). If they so wish, the student can build competence by specialising in the early childhood education operating environment.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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."

Responsible persons:

Tikkurila: Anne Eskelinen

R0142 Pedagogic Potential of Drama , 10 cr**The student is able to:**

The student

- acquires a command of social pedagogy work models that help build growth, development and inclusion using drama
- is able to plan, guide and evaluate group processes that utilise dramatic methods
- is able to apply the language of drama and theatre by examining and visualising difficult and important social questions
- is capable of being encouraging in drama and social work, of developing methods and influencing in the field of social expertise

R0143 Pedagogic Potential of Visual Art, 10 cr**The student is able to:**

The student

- acquires a command of social pedagogy work models that help build growth, development and inclusion using visual art
- has a command of different visual art practices and the theoretical premises that apply to social services
- is able to understand through their own visual art work the potential of visual work in an individual's life
- is able to create their own vision of the communal, societal and global potential of visual methods

R0144 Pedagogic Potential of Exercise and Dance , 10 cr

The student is able to:

The student

- acquires a command of social pedagogy work models that help build growth, development and inclusion using exercise and dance
- is able to apply and use exercise methods and their theoretical premises in supporting individual and group wellbeing, and in rehabilitation
- is able to plan, guide and evaluate group processes that use exercise and dance methods
- is able to develop their own vision of exercise and dance, including the possibilities for using these and their specific methods in work in this sector
- is capable of encouraging exercise and dance, of developing and influencing the methods of exercise and dance in the field of wellbeing

R0145 Pedagogic Potential of Music , 10 cr

The student is able to:

The student

- acquires a command of social pedagogy work models that help build growth, development and inclusion using music
- are able to apply and use musical methods and their theoretical premises in supporting individual and group wellbeing
- knows how to plan, guide and evaluate musical activities and group processes in order to build growth, development and participation
- is able to understand through their own musical work the potential of music in supporting wellbeing and as a working resource
- is capable of encouraging, developing and influencing musical activities in the field of wellbeing

R0146 Therapeutic Potential of Creative Activities, 10 cr

The student is able to:

Opiskelija

- ymmärtää luovien toimintojen terapeuttisia merkityksiä ja mahdollisuuksia hyvinvoinnin edistäjänä
- osaa hyödyntää omia luovia voimavarojaan asiakastyössä ja työhyvinvoinnin tukena
- osaa soveltaa ja käyttää luovia toimintoja terapeuttisesti hyvinvointialan työssä
- saa valmiuksia terapeuttisten ja kuntouttavien työskentelyprosessien ja -mallien toteuttamiseen
- saa valmiuksia kahteen luovan toiminnan terapeuttiseen osa-alueeseen (psyko- ja sosiodraama, musiikin terapeuttinen käyttö, kuvan terapeuttinen käyttö, liikunnan ja tanssin erityismetodit)

V104 REHABILITATIVE SOCIAL WORK AND METHODOLOGY, 15 cr

Description:

The objective of the study units in this module is to develop professional expertise in customer work methods when working with individuals or groups as well as rehabilitation expertise in the field of social and correctional services. After completing this module, students are able to support and guide various customers and customer groups in a manner that is respectful to customers and in compliance with the ethical principles of field of social and correctional services. Students master rehabilitative processes and the paradigms that guide rehabilitative work. Students are able to advance, improve and plan their knowledge and skill bases of rehabilitative social work. Students advance their expertise in social rehabilitation and their mastery of participatory methods when acting within multidisciplinary networks.

Responsible persons:

Tikkurila: Eeva Järveläinen

V1527 Metodisuus, 5 cr

The student is able to:

- hyödyntää erilaisia sosiaali- ja rikosseuraamusalan teoreettisia lähestymistapoja ja metodisuutta toimiessaan asiakastilanteissa yksilöiden ja ryhmien kanssa eri toimintaympäristöissä
- arvioida omaa toimintaansa ja ottaa vastuuta omasta toiminnastaan ja sen seurauksista
- käyttää ja arvioida erilaisia asiakastyön menetelmiä suunnitelmallisesti ja tavoitteellisesti

V1528 Rehabilitative Social Work, 10 cr

The student is able to:

The student is able to

- respectfully work with various customers and customer groups of social services in the various operating environments of social work
- help prevent exclusion by taking a customer-oriented, activating and rehabilitative approach to their work, and applying participatory and pre-emptive methods
- plan, implement and evaluate actions that promote participation and rehabilitative processes in a multidisciplinary manner in various subject fields, while evaluating the work's influence

V105 REHABILITATION, INTOXICANTS AND MENTAL HEALTH, 15 cr

Description:

After completing the module, students have a command of the core concepts of intoxicant abuse and mental health care, along with the related theoretical, ethical and legal basics. Students are able to evaluate and support a person's life management and social coping skills while finding methods to support the rehabilitation process for reintegration and for influencing the factors that lead to repeat offences. Students are capable of working as a representative of their own field in a multidisciplinary team and in dialogue-based customer work. Students are able to use the methods of substance abuse work and rehabilitative work with an in-depth emphasis on pre-emptive, motivating and rehabilitating approaches.

Responsible persons:

Tikkurila: Eeva Järveläinen

V1529 Substance Abuse Work, 5 cr

The student is able to:

The student

- knows the legal and theoretical basics of substance abuse work
- is able to evaluate their own attitude of customers who abuse substances
- has the ability to encounter customers, who abuse substances, and choose methods that support survival and rehabilitation
- can evaluate a customer's use of intoxicants and, if necessary, guide them to substance abuse services

V1530 Mental Health Care, 5 cr

The student is able to:

The student

- knows the core concepts of mental health care and the related legislation
- recognises a psychological crisis and is able to support customers in different phases of the crisis

- recognises the most common mental health issues and is able to encounter persons with psychological symptoms and guide them to appropriate care
- implement pre-emptive and rehabilitative mental health care that also takes the customer's family into account

V1531 Motivational Discussion, 5 cr

The student is able to:

The student is able to

- use motivating discussion methods in rehabilitative customer work and the rehabilitation of criminal offenders

V106 MANAGEMENT AND DEVELOPMENT OF SECURITY IN CORRECTIONAL SERVICES, 15 cr

Description:

In this module, students learn about the systematics of security planning and the statistical modelling of risk management. After completing the module, students are able to manage security administration as a part of organisational development and to visualise security as a part of a larger risk management process. Students learn to evaluate the security risks of their own work organisation and to create a security plan to respond to these risks. Students gain basic knowledge of correctional services and are able to both recognise the risks to personal security in the field and manage them from the perspective of various personnel groups.

Responsible persons:

Tikkurila: Eeva Järveläinen

V1532 Managing and Developing Security in Correctional Services, 15 cr

The student is able to:

The student

- recognises security risks and is able to evaluate the significance of their consequences from the perspective of the operating environment
- uses risk management methods to develop the subject under observation
- understands the significance of the human factors on the realisation of risks and their management
- is able to create a security plan for the organisation and to develop the organisation's security culture in accordance with the security plan
- has a command of the operating models of the security management system in the field of correctional services

0398 MANAGEMENT AND WELLBEING SUPPORTING PROFESSIONAL GROWTH, 30 cr

Description:

The core skill learnt in this module is the development of the individual's skills to support learning and well-being. The skills developed in the module help to improve learners' capacity for lifelong learning.

On completion of the module, students see evidence of improved self-knowledge and have the skills needed for self-management and self-development. They have the knowledge and skill needed to determine their own well-being.

Responsible persons:

Pirjo Nieminen

01528 Growth in groups, 5 cr

The student is able to:

- Students learn to find ways to prevent stress, burnout and depression.

Students learn to notice the link between feelings, thoughts and moods.

Contents of the study unit:

- Hyvä arki, toiminta ja ajankäyttö
- Hyvinvointi, stressi ja ongelmanratkaisu
- Tunteiden ja ajatusten tunnistaminen
- Itsetunto ja ajatusten muuttaminen
- Sosiaaliset suhteet ja taidot
- Hyvä arki ja elämä - ole oman elämäsi tähti

01529 Tame Your Performance Anxiety, 5 cr

The student is able to:

Students are able

- to identify and analyse their performance anxiety
- to use their self-knowledge when reflecting on the causes of their performance anxiety
- to find ways to manage their performance anxiety and boost their confidence
- perform more confidently

Contents of the study unit:

- orientaatiotehtävä aiheeseen
- esiintymisjännitys
- esiintymisjännityksen ilmenemismuodot
- kokemukset esiintymisjännityksestä
- selviytymiskeinoja esiintymisjännitykseen
- esiintymistilanteiden harjoittelu

01530 Improving Your Study Skills and Finding Your Strengths, 5 cr

The student is able to:

- The aim is to increase motivation to study.
- This involves examination of students' own study habits and their development.
- The objective is for students to learn to recognise their own ways of learning, be able to assess their own learning and studies, and learn to identify barriers to, and the resources available for, their studies

Contents of the study unit:

- laatia tavoitteita ja aikatauluja opiskeluunsa
- hyödyntää erilaisia oppimistekniikoita opiskelussaan
- tarkastella omaa opiskelumotivaatiotansa ja parantaa sitä
- käyttää omia voimavarojaan ja tunnistaa stressin varoitusmerkkejä
- havainnoida tunteiden, asenteiden ja ilmapiiirin vaikutusta opiskeluunsa
- tarkastella itseään oppijana
- suunnitella ja jäsentää omaan elämäänsä kokonaisuutena tasapainoisemmaksi

01531 Ups and Downs in a Relationship, 5 cr

The student is able to:

Students are able both to develop their professionalism in relationships and their relationship skills. Those who achieve a pass in the course

- are aware of the key issues that relate to starting, maintaining and terminating relationships and the relevant solutions.
- are able to apply the theory, practice exercises, face-to-face instruction, and assignments covered during the course, as well as the discussions connected with these, in their own relationships and professional work.

Contents of the study unit:

Omien taustojen merkitys parisuhteelle, parisuhteen vaiheet, roolimallit, tunteiden tunnistaminen, ristiriitojen käsittely, pariviestintä, yksinäisyyden ja kumppaniin kohdistuvien toiveiden käsittely, seksuaalisuus sekä pettymysten ja eron selvittelykeinot.

Etukäteis- ja välitehtävissä käytettävä kirjallinen materiaali:

Pruuki, Timoria & Väättäinen: Pari suhteessa. Tunne itsesi, uskalla rakastaa (Otava, Keuruu 2013).

Luukkala, Jouni: Kukoistava parisuhde - parisuhteen psykologia (Duodecim 2015)

Kallio, Maaret & Kontula, Osmo: Happy End - Seksuaalisesti vireät pitkät parisuhteet (WSOY 2015)

Ammatilliseen reflektointiin käytetään materiaaleja mm. osoitteessa

<http://www.city.fi/blogit/suhdeklintikka>

01535 Developing of Stress Coping Skills, 5 cr

The student is able to:

Students are able to

- identify the different factors that cause stress
- use their own self-knowledge when reflecting on the causes of stress
- assess their own solutions for stress management
- employ various stress management techniques and remedies
- develop theoretical knowledge and skills in the area of stress management

Contents of the study unit:

- rentoutumis ja mindfulness – harjoituksia
- eri stressitekijöiden ja -tilanteiden tarkastelua
- stressin vaikutukset kehossa ja mielessä
- stressiä lieventävien keinojen kartoittaminen ja löytäminen
- ratkaisu- ja voimavarakeskeisten harjoitusten tekeminen

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

V111 ENTERPRISE SYSTEMS SUPPORTING BUSINESS PROCESSES, 15 cr

Description:

Studies in the module produce knowledge of business process management based on enterprise systems. Students can also choose studies concentrating on IT Governance and enterprise architecture.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

Tikkurila: Eeva Haikonen

V1546 Enterprise Systems, 5 cr

The student is able to:

The student is able to

- utilize enterprise system software in business process management
- integrate business processes and enterprise systems

V1547 Enterprise Architecture and IT Governance, 5 cr

The student is able to:

The student is able to

- utilize enterprise architecture models and IT Governance best practices as a tool for business and IT management
- describe different areas of enterprise architecture
- describe the importance of enterprise architecture in developing company business management
- choose an appropriate approach to the development of business and IT systems

R027 GUIDANCE AND EXPERTISE TRAINING, 15 cr

Description:

Expertise is born via guidance activities in the Guidance and expertise module.

Completing this module provides the student with varied expertise in guiding different people in different situations. The student will know how to support the development of both competence and identity, and to advise on the use of different tools. They know which actions promote a sense of community.

Learning process:

Competence as defined in this module can be developed by, for example, taking part in student union activities during study units. The working language can be either Finnish or English.

Responsible persons:

Teija Laamanen

R0155 International Activities, 5 cr

The student is able to:

The student is able to

- take into account the special characteristics of international activities
- form international networks

- act in an international environment with people from different cultures

R0156 Callidus Tutoring, 5 cr

The student is able to:

The student is able to

- provide guidance to other students in their areas of strength
- encourage and motivate the students they provide guidance to
- develop their own interaction skills

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.

R025 SOCIAL IMPACTOR, 15 cr

Description:

The Social Impactor module is part of the core competence of all students while actively taking part in student union activities. Students acquire a command of the module's areas of expertise while e.g. organising events, taking part in student union activities on campus and taking part in the active development of the student union's communications in networks and social media.

The focus of the module is in improving the student's knowledge and skill base, which support acting as an influencer in different situations and operative levels. Completing the module demonstrates the student's ability to carry initiatives onward and to act as an influencer and with responsibility in different operating environments.

The student will be able to:

Personal development

After completing this module the student

- is able to distinguish between a strategic and operative approach
- understands the effects of laws and other provisions that regulate activities
- is able to delegate assignments and monitor the progress
- has a command of time management
- is able to assess the strengths of his/her actions and expertise and the areas which need to be developed
- has a command of different digital tools
- is able to work in a collaborative manner within different electronic platforms

Event management

After completing this module the student

- is able to organise events and functions
- is able to draw up an overall approach and realise this
- is able to draw up a safety plan
- has a command of budgeting and human resources
- is able to coordinate and realise marketing for an event
- is able to manage quickly shifting situations and react to these

Customer service competence

After completing this module the student

- has an understanding of what fantastic customer service is
- has an understanding of different types of people
- wants to act in a constructive manner that promotes community

Stakeholder work

After completing this module the student

- is able to interact with stakeholders in the course of his/her work
- understands the significance of different types of networks

Communication, interaction and decision-making

After completing this module the student

- is able to organise an efficient meeting and make it happen successfully
- is able to advocate activities and business through communication
- understands the requirements of a constructive and open communication culture
- is able to report on his/her own work in an agreed upon manner
- pays attention to changes and is able to react to these when necessary

Working of the Board of Directors

After completing this module the student

- takes part in advocacy work
- realises business cooperation
- understands the significance of having a competence in management
- is adept at project management and working as a member of a project team
- has an understanding of strategic planning

Learning process:

Competence as defined in this module can be developed by, for example, taking part in organising student union activities. The working language can be either Finnish or English. Competence is recognised as described above with a portfolio and it will be recorded as a project. The scope will be agreed on a case by case basis.

Responsible persons:

Teija Laamanen

R026 MANAGEMENT AND LEADERSHIP OF THE FUTURE, 15 cr

Description:

The Management and Leadership of the Future module focuses on development of management competence and leadership in practice.

Completing the module demonstrates the student's ability to act in a management role over both issues and people. The student will be able to use his/her management skills to contribute to an organisation's goals and to implement appropriate management communication. In management she/he will be able to make use of expertise related to quality work, safety evaluation and HR management.

The student will be able to:

Command of self-leadership

After completing this module the student

- is able to act as a motivator and organiser
- has a clear understanding of him/herself and is able to head and manage his/her own work
- is able to develop him/herself and his/her expertise throughout his/her work
- is able to act as an example to other actors
- participate in the mentoring programme

Strategic management

After completing this module the student

- act as a responsible leader
- is able to build an organisation's vision
- is able to follow the news cycle and trends related to his/her work and to react to these when necessary
- is prepared for fast changes and is able to react to these
- understands the strategic results and consequences of his/her actions
- is able to set targets and measure the results of his/her work

Personnel management

After completing this module the student

- understands his/her responsibility as a leader (when necessary)
- is able to head a team and produce results
- is able to motivate, encourage and support his/her team

- knows how to work in challenging situations that require interaction

Safety and quality management

After completing this module the student

- has a command of quality assurance principles
- acts in positions where safety is promoted
- understands responsibilities related to personal data and confidentiality

Communication and influencing society

After completing this module the student

- takes part in proactive advocacy work
- knows how to communicate effectively in advocacy work
- knows how to work in different communication forums

Learning process:

Competence as defined in this module can be developed by, for example, taking part in organising student union activities. Students acquire a command of the module's areas of expertise while e.g. acting as chair of the student union or as head of a large project entity or association. The working language can be either Finnish or English. Competence is recognised as described above with a portfolio and it will be recorded as a project. The scope will be agreed on a case by case basis.

Responsible persons:

Teija Laamanen

R020 OTHER COMPLEMENTARY COMPETENCES, 15 cr

Description:

The aim of the studies offered in this module is to develop student's basic knowledge and skills. The studies will give basic abilities for the student to be able to manage on his/her studies in his/her field of studies. The student will conduct the appropriate studies from this module according to the initial tests or his/her needs. After completing the studies the student will have gained basic knowledge and skills to develop his/her skills to apply these competences.

Also 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. Please note that in some education forms projects are the primary way of gathering credits.

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.

Responsible persons:

Hyvinkää, sote: Terhi Hautaviita

Lohja, sote: Anu Elorinne

Porvoo: Erja Annola

Tikkurila: Marja Vellonen

01542 Relationship violence seminar - how to recognise and speak out, 2 cr

V1442 Critical Care Nursing, 5 cr

The student is able to:

Opiskelija osaa..

01467 Perioperative nursing - Simulation method , 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

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 antaa tukena toimivaa tunnistamaan liiallisen kuormituksen vaarat ja antaa työkaluja vaarojen välttämiseksi.

Study unit description:

Aloitusluennolla 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.

V1245 Developing of Stress Coping Skills, 3 cr

01309 Growth in groups, 1.5 cr

The student is able to:

Tavoitteena on lisätä tietoisuutta omista mielialoista ja taitoja vaikuttaa niihin. Kurssilla opiskellaan työkirjan tehtävien avulla toimintojen, ajatusten, ongelmanratkaisutaitojen ja sosiaalisten suhteiden vaikutusta mielialaan. Kurssilla rakennetaan oma työkalupakki masennuksen, stressin ja uupumuksen ehkäisemiseksi ja lievittämiseksi.

Contents of the study unit:

Tutustuminen ja ryhmäytyminen
Hyvä arki, toiminta ja ajankäyttö
Hyvinvointi, stressi ja ongelmienratkaisu
Tunteiden ja ajatusten tunnistaminen
Itsetunto ja ajatusten muuttaminen
Sosiaaliset suhteet ja taidot
Hyvä arki ja hyvä elämä – ole oman elämäsi tähti

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 sektioilla
- synnytysvuodeosasto
- imetys lapsettomuushoidot

01492 Inner Entrepreneur, 5 cr**The student is able to:**

Analysoida erilaisia tapoja työllistää itsensä

Myydä ideansa ja työpanoksensa

Toimia sisäisenä yrittäjänä

Contents of the study unit:

Oman osaamisen ja vahvuuksien tunnistaminen

Erilaisten työurien ja mahdollisuuksien kartoittaminen

Sisäisen yrittäjyyden tunnistaminen

01480 Introduction to Pharmacology for Social and Early Childhood Professionals , 5 cr**The student is able to:**

Osaa lääkehoidon perusteet ja ymmärtää lääkehoidon turvallisen toteutuksen eri antoreiteillä ja lääkehoidon arvioinnin merkityksen

Osaa lääkehuoltoa koskevista säädöksistä sosionomin vastuualueen

Osaa toteuttaa asiakkaalle sosionomin työkuvaan kuuluvaa lääkehoitoa

Osaa toimia eettisten ohjeiden mukaisesti ja pohtia toimintansa

Tietää ja osaa aseptiikan ja infektioiden torjunnan periaatteet ja toimia aseptisesti

Tunnistaa työturvallisuutta edistäviä ja uhkaavia tekijöitä

Toimia tietosuojan ja -turvan edellyttämällä tavalla

Antaa ensiapua ja tuntee terveydenhuollon järjestelmän

Contents of the study unit:

Sydän- ja verisuonitautien lääkehoito, kipulääkitys & PKV- lääkkeet, masennuslääkitys ja muita psyykelääkkeitä, lääkkeiden ja alkoholin yhteis- ja väärinkäyttö, astma ja allergialääkkeet, raskauden aikainen lääkkeidenkäyttö

V1355 Ups and downs in a relationship, 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.

R0075 Basic Studies in Chemistry, 5 cr

The student is able to:

The student

- has the basic knowledge of the field's chemical solutions.

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

V1282 "Development Project on Street Violence Offenders", 3 cr

V0132 Responsible Leadership in a Work Community, 10 cr

The student is able to:

- act responsibly and in a target-oriented way in working in or leading an organisation
- assume responsibility for their own and for others' occupational welfare as employees or managers
- identify an organisation's ethical values and work accordingly in multicultural communities, and critically evaluate their own and an organisation's actions
- use the tools and methods of applied R&D and creative methods in an organisation's development and quality work
- apply labour legislation to practical situations at work
- understand the basic principles of the financial management of organisations
- assess their own skills as employees and entrepreneurial characteristics
- develop as professionals and responsible members of a work community

Professional growth path and annual theme:

Students are able to:

- work responsibly in the role of employees, taking responsibility for their own and for the community's well-being

Contents of the study unit:

- organisational culture and values
- strategic management, organisational development and quality work
- HR management and well-being at work
- self-management, employee skills
- mentoring
- financial administration, labour legislation, contracts and health and safety

Professional growth path and annual theme:

- career planning
- careers and jobs in correctional services

Study unit description:

The competence gained in this study unit relates to participating in a work community and to the mastery and responsible use of the main management tools in diverse workplace situations. Competence is based on an understanding of the major issues in the operating structures, targets and profitability of work groups and organisations. The perspective is ethical responsibility in being an employee or a manager. The study unit covers the possibilities of mentoring as a support for professional growth.

Professional growth path and annual theme:

The professional growth theme is Deepening Competence and it is linked to the third-year study unit Responsible Leadership in a Work Community. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings.

E9937 The Internet Economy, Business Models and Strategies, 5 cr**The student is able to:**

The student is able to

- understand the characteristics of information and why it is very much different to a physical world
- look at businesses from a network perspective
- identify business opportunities of the internet
- apply an understanding of the information society to build new markets
- work at the intersection of business and information technology

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.

V1255 Ethical questions in nursing practice , 5 cr**The student is able to:**

Opiskelija hahmottaa omia arvojaan, päämääriään ja tavoitteitaan sairaanhoitajan eettisen osaamisen sisällöistä käsin. Opiskelija kehittää omaa eettistä ajatteluaan ja pyrkii etsimään aktiivisesti perusteltuja ratkaisuja käytännöllisiin eettisiin ongelmatilanteisiin eri asiakasryhmien kanssa. Opiskelija harjoittelee eettistä ajattelutapaa laajentaen sitä työyhteisön tasolle sairaanhoitajan eettisten ohjeiden hengessä.

Contents of the study unit:

Sairaanhoitajan eettiset ohjeet käytännössä. Keskeiset etiikan teoriat: seurausetiikka, velvollisuusetiikka ja hyve-etiikka. Eettisesti hyvä hoitotyö. Eettinen ongelmanratkaisu käytännön hoitotyössä. Hoitotyön etiikka eri

toimintaympäristöissä: mielenterveys- ja päihdetyö, lasten- ja nuorten hoitotyö, lasta odottavan perheen hoitotyö, aikuisten hoitotyö, työyhteisön eettiset ongelmat.

Opintojakson sisältö rakentuu käytännön eettisten ongelmatilanteiden ympärille sekä opintojaksolle osallistuvien opiskelijoiden esille tuomien näkökohtien pohtimiseen ja tarkasteluun.

A9446 Programming with Optional Languages, 5 cr

The student is able to:

The student is able to:

- program with at least two new programming languages
- compare the features of different programming languages

V1551 Child Protection and Children as Victims of Domestic Violence, 5 cr

The student is able to:

The student is able to

- recognise signs of violence in the home and family and its various forms
- understand the child's perspective in violence in the home and family
- understand child welfare services' methods of helping
- recognise the methods of helping children

V1261 First Aid, 1 cr