

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Physiotherapy, Otaniemi, SFG216SN

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.

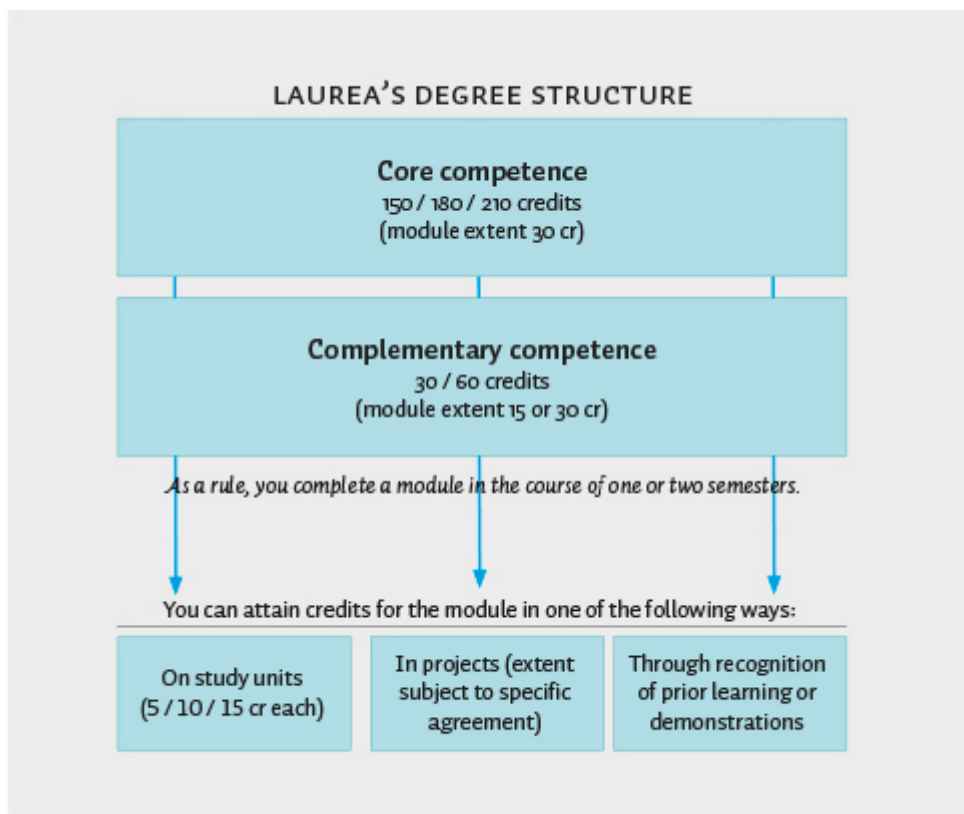
Degree Structure

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	2. year	3. year	4. year
Y	CORE COMPETENCE	67	52	36	
G096	ENCOUNTERING THE CLIENT AND PROVIDING GUIDANCE				
G8241	Physiotherapy and Encountering the Client	5			
G8202	Physiotherapeutic Instruction and Guidance	5			
G8203	Ergonomics and Assistive Technology	5			
G8204	Client Disabilities I	5			
G8205	Swedish in Physiotherapy		5		
00203	Initial Test in Swedish Skills	0			
00634	Oral skills in Swedish		0		
00635	Written skills in Swedish		0		
R0049	Finnish Language and Communication	5			
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
G8207	English in Physiotherapy	5			
00202	Initial Test in English Skills	0			
G097	EXAMINING A CLIENT AND CLINICAL REASONING				
G8206	Development of an Individual's Movement and Mobility	5			
G8242	Basics of Human Body Structure and Functions	5			
G8243	Applying the Structure and Functions of the Human Body	5			
G8210	Client Disabilities II	5			
G8211	A Client's Physiotherapy Examination and Assessment	5			
G8212	Clinical Reasoning in Physiotherapy	5			
G099	COMPETENCE IN THERAPY				
G8236	Methods in Physiotherapy		5		
G8237	Therapeutic Exercise		5		
G8238	Supporting Musculoskeletal Functions		5		
G8239	Supporting Sensory Functions		5		
G8240	Encountering and Guiding the Client (Placement)		10		
G098	APPLYING AND DEVELOPING THERAPY METHODS				
G8233	Application of Therapy Methods (1st Placement)		10		
G8234	Application of Therapy Methods (2nd Placement)			10	
G8235	Developing Physiotherapy (Placement)			10	
R001	EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION				
R0110	Tools for Professional Development	2			
R0111	Career Planning		2		
R0112	Working Life Competences			1	
R0046	Research and Development Methods		5		
G8253	Bspirit	5			
R0045	Thesis			15	

T	COMPLEMENTARY COMPETENCE				
		67	52	36	0

G096 ENCOUNTERING THE CLIENT AND PROVIDING GUIDANCE, 30 cr

Description:

The objective of the module is to develop skills in encountering and providing guidance to physiotherapy clients. After completing the module, students are able to describe the tasks, position and significance of physiotherapy in society, in working life and internationally. They are able to act in a client-oriented and ethical manner while respecting the client. Students identify functional restrictions affecting the client's functional capacity. They have the knowledge to the basics of physiotherapeutic guidance and consultation and apply them in a client-oriented manner and in line with jointly agreed-upon goals in the individual and group situations of physiotherapy.

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: Johanna Leskelä

G8241 Physiotherapy and Encountering the Client, 5 cr

The student is able to:

The student is able to

- describe physiotherapy as a profession and as a science
- evaluate the social significance of physiotherapy, as well as evaluate client-oriented and ethical actions in physiotherapy
- act in a client-oriented manner in the client's different operating environments

G8202 Physiotherapeutic Instruction and Guidance, 5 cr

The student is able to:

The student is able to

- describe the basic principles of the physiotherapeutic instruction and guidance process
- apply various inclusive, activating and virtual methods in a client-oriented way
- evaluate the process together with the client and implement changes if necessary

G8203 Ergonomics and Assistive Technology, 5 cr

The student is able to:

The student is able to

- define ergonomics from the perspective of a physiotherapist, his/her client's activity actions, as well as operational environments
- evaluate his/her client's actions
- design and provide guidance on innovative solutions that will improve his/her client's functioning

G8204 Client Disabilities I, 5 cr

The student is able to:

The student is able to

- describe a client's functional ability and mobility, as well as the body structures, functions of the body and mind and related disabilities that impair functioning for these
- evaluate the significance of functional limitations with regard to an individual's actions and functional ability

G8205 Swedish in Physiotherapy, 5 cr**The student is able to:**

The student is able to

- communicate verbally and in writing in Swedish in his/her field's communication situations and work tasks
- develop his/her interaction and communication skills
- understand the special characteristics of the Nordic operating environment
- utilise material written in Swedish
- achieve at least a B1.2 skills level in Swedish, and receive a degree certificate on having passed the government's language skills requirements

00203 Initial Test in Swedish Skills, 0 cr**Study unit description:**

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00634 Oral skills in Swedish, 0 cr**Study unit description:**

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr**Study unit description:**

This study unit is for evaluating written skills in Swedish.

R0049 Finnish Language and Communication, 5 cr**The student is able to:**

The student is able to:

- use the tools of language planning and language knowledge
- write pragmatic texts
- write online texts
- make different speeches and presentations
- act as an active participant in meetings and negotiations

Study unit description:

The study unit is for those whose language of education is Swedish and who have studied Finnish as a second national language. After passing the study unit, students meet the language skills requirements for Finnish as the

second official language in public administration and the civil service language proficiency certificate will be registered in student's records.

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

G8207 English in Physiotherapy, 5 cr

The student is able to:

The student is able to

- communicate in matters related to his/her field in a professional manner
- write and speak English in a stylistically correct manner with regard to a given situation
- recognise his/her personal developmental needs with regard to communication and language and develop these using a variety of learning techniques
- search for information in his/her field from English publications and databases

00202 Initial Test in English Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

G097 EXAMINING A CLIENT AND CLINICAL REASONING, 30 cr

Description:

The objective of the module is to develop competence required in the client-oriented examination of physiotherapy and in clinical reasoning.

After completing the module, students are able to examine and assess the client's individual functional capacity, body functions and structures, activities and restrictions in functioning. They are able to apply the knowledge obtained in the clinical reasoning in physiotherapy and when setting goals for and planning and evaluating physiotherapy.

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: Tapani Risto

G8206 Development of an Individual's Movement and Mobility, 5 cr

The student is able to:

The student is able to

- describe the stages of human growth and development
- observe the psychomotor development of a child
- analyse an individual's movements and mobility
- draw conclusions about a child's activity and functional ability

G8242 Basics of Human Body Structure and Functions, 5 cr

The student is able to:

The student is able to

- describe the basic structure and functions of the human body
- apply information on the anatomy of the musculoskeletal system as well as basic physiology in his/her work as a professional

G8243 Applying the Structure and Functions of the Human Body, 5 cr

The student is able to:

The student is able to

- describe the basic structure and functions of the nervous system
- describe the human body's structure and functions from the perspective of biomechanics and exercise physiology
- evaluate the impact of exercise on the human body's regulatory systems and physical capacity
- apply information on the measurement of a client's physical capacity and assessment of the client's ability to take part in exercise

G8210 Client Disabilities II, 5 cr

The student is able to:

The student is able to

- describe a client's functional ability and mobility, as well as the body structures, functions of the body and mind and related disabilities that impair functioning for these
- evaluate the significance of functional limitations with regard to an individual's actions and functional ability

G8211 A Client's Physiotherapy Examination and Assessment, 5 cr

The student is able to:

The student is able to

- examine and assess his/her client's movements, mobility and functioning in an appropriate manner
- use physiotherapy examination and assessment methods based on observation, interviewing, palpation and measurement
- document the information he/she obtains

G8212 Clinical Reasoning in Physiotherapy, 5 cr

The student is able to:

The student is able to

- apply the information gained during the examination of a client and the assessment of his/her functional capacity in clinical reasoning in physiotherapy
- use the skills he/she has gained to make a physiotherapeutic diagnosis for his/her client and draw up the goals and a plan for physiotherapy
- evaluate physiotherapy that has been undergone by the client

G099 COMPETENCE IN THERAPY, 30 cr

Description:

The objective of the module is the development of a client-oriented competence in physiotherapy. After completing the module, students are able to combine information obtained through different research and therapy methods and to plan and to provide goal-oriented physiotherapy. They are able to assess the suitability and effects of different therapy methods for different clients. Where necessary, students have the capacity to reassess their chosen therapy methods.

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: Kati Nykänen

G8236 Methods in Physiotherapy, 5 cr

The student is able to:

The student is able to

- describe the different methods of physiotherapy (Physicaltherapy, massage, mobilisation and stabilisation of soft tissue and joints) that can improve the functional capacity of his/her client
- select and use appropriate physiotherapy methods in a safe and justified manner
- assess the suitability and effectiveness of these methods

G8237 Therapeutic Exercise, 5 cr

The student is able to:

The student is able to

- describe the basic principles of progressive therapeutic exercise
- Use therapeutic exercise methods in a justified, client-oriented and safe way in order to prevent and repair damage related to bodily function and structures, disabilities and restrictions to participation
- evaluate the suitability and effectiveness of the client's goal-oriented therapeutic exercise

G8238 Supporting Musculoskeletal Functions, 5 cr

The student is able to:

The student is able to

- describe the impact of the most common musculoskeletal diseases and functional limitations on an individual's mobility and functioning
- apply his/her knowledge of clinical reasoning and differential diagnostics in the design and implementation of client-oriented physiotherapy
- evaluate the suitability and effectiveness of physiotherapy

G8239 Supporting Sensory Functions, 5 cr

The student is able to:

The student is able to

- describe the impact of disorders or defects in sensory functions on the client's functional ability and mobility
- apply his/her expertise in physiotherapy and improve the client's functioning functional ability and mobility taking into account the disorders of the central and peripheral nervous systems and the client's resources
- evaluate the client's functional capacity and changes to this as well as the effectiveness of physiotherapy

G8240 Encountering and Guiding the Client (Placement), 10 cr

The student is able to:

The student is able to

- perform basic first aid procedures (EA 1+2)
- encounter different types of clients and create a therapy relationship that respects the client
- assess and guide the client in constructive dialogue while considering the client's functional abilities as well as his/her own role as a physiotherapist
- work in different physiotherapy environments and justify his/her own actions
- develop the activities of different groups and individuals in an appropriate and goal-oriented manner using the methods of guidance and counselling in physiotherapy

G098 APPLYING AND DEVELOPING THERAPY METHODS , 30 cr

Description:

The objective of the module is to develop competence in applying and developing the methods of physiotherapy. After completing the module, students are able to act and to provide physiotherapy in different environments and networks. When acting in work communities, students apply their knowledge in genuine situations accounting for the work and operating culture of their environment. They critically observe the opportunities of their field in promoting the client's functional capacity and create new practices in physiotherapy.

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: Heikki Penttilä

G8233 Application of Therapy Methods (1st Placement), 10 cr

The student is able to:

The student is able to

- encounter different types of clients and create a therapy relationship that respects the client
- evaluate the client and through constructive dialogue provide guidance, while taking into account the client's functional capacity as well as the his/her professional role as a physiotherapist
- work in different physiotherapy environments and justify his/her own actions
- develop activities for different client groups and individuals in an appropriate and goal-oriented manner using the therapy, guidance and counselling methods in physiotherapy

G8234 Application of Therapy Methods (2nd Placement), 10 cr**The student is able to:**

The student is able to

- evaluate the client and through constructive dialogue provide instruction, while taking into account the client's functional capacity as well as his/her professional role as a physiotherapist
- develop activities for different client groups and individuals in an appropriate and goal-oriented manner using the therapy, guidance and counselling methods in physiotherapy
- work in multidisciplinary rehabilitation networks
- evaluate and justify reform and development of physiotherapy services

G8235 Developing Physiotherapy (Placement), 10 cr**The student is able to:**

The student is able to

- evaluate the client and through constructive dialogue provide guidance, while taking into account the client's functional impairments and capacity as well as his/her own professional role as a physiotherapist
- evaluate and justify national and international reform and development of physiotherapy services
- critically evaluate his/her own professional actions and actively develop himself/herself, his/her own work and field of expertise by using investigative and developmental approaches
- use his/her economical, administrative and management skills in his/her own physiotherapy work

R001 EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION, 30 cr**Description:**

The objective of the module is to develop the students' abilities to study individually and in teams, to prepare to carry out research and development work, and to support career development and the creation of a work identity.

At the beginning of their studies students acquire familiarity with the tools required in higher education and the operating methods of development-based learning. After completing the module, students are able to work responsibly both independently and as team members. They are able to assess and develop themselves as learners and are capable of identifying development targets in the workplace.

Students are able to plan, implement and evaluate a project in cooperation with different networks in the workplace. They are able to employ appropriate research methods and the methods of development activities and project work. Students are able to identify creative and innovative solutions for the challenges of workplace development.

Students are able to report the results of their development work using a style of writing characteristic of research. Students are able to plan their studies, development and career with an eye on the development prospects of their own field.

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: (liiko) Kimmo Kuitunen (sote, sh) Minna Pulli ja Eila Marttila (sosiaaliala) Kaarina Marjanen

Kerava: Minna-Kaisa Lehtilinna

Leppävaara: Birgit Aurela

Lohja:(sote) Eliisa Kukkola (liiko kevät 2015) Taina Lackman

Otaniemi: Hannamari Talasma, Marjaana Marmo

Porvoo: Maija-Leena Kukkonen

Tikkurila: Hanna Väättäjä (moduulivastaava monialaisessa tiimissä), Tikkurila (liiko): Marilla Kortesalmi, Tikkurila (kauneus): Nina Lahtinen, Tikkurila (tiko): Eeva Haikonen, Tikkurila (terveys) Kirsi Ronkainen

R0110 Tools for Professional Development, 2 cr

The student is able to:

The student is able to

- plan his/her own studies and professional development from the perspective of working life
- use different learning methods and tools successfully to support studies
- act independently and as a member of a team

R0111 Career Planning, 2 cr

The student is able to:

The student is able to

- reflect, evaluate and develop himself/herself as an expert
- describe his/her competences by using a portfolio and job application documents
- recognize existing opportunities in the international labour market
- identify the characteristics of working life and different work cultures
- network with other actors in the field

R0112 Working Life Competences, 1 cr

The student is able to:

The student is able to

- apply for a job using a portfolio amongst other things
- prepare him/herself for a job interview and present his/her strengths as an applicant
- apply his/her knowledge of employee rights and responsibilities for his/her employment

R0046 Research and Development Methods , 5 cr

The student is able to:

The student is able to

- choose the proper methods for development project and give reasons for these choices
- collect empirical data and analyse it
- interpret empirical results
- make conclusions based on empirical results
- recognizes the ethical point of view of the research and development work
- evaluate the reliability and validity of research

G8253 Bspirit, 5 cr**The student is able to:**

The student is able to

- make use of dialogue to the progression of his/her intellectual growth and professional skills
- adopt the principles of team-based learning to advance his or her learning
- act in an entrepreneurial way when planning and implementing his/her own studies
- perform in cross-cultural and pluralist networks and groups
- plan and implement an inspiring practical project in multiprofessional cooperation

R0045 Thesis, 15 cr**The student is able to:**

The student is able to

- present justified suggestions for development in relation to working life
- conceptualize phenomena related to working life based on research results
- use proper research and development methods in order to produce new knowledge
- act in development projects cooperatively and in a responsible manner with working life and other partners
- evaluate his/her own activities and solutions critically
- understand concepts in an extensive scale and present topics logically and based on arguments