

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Global Development and Management in Health Care, SYV616SJ

Ylemmät ammattikorkeakoulututkinnot

Laurea's Mission

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

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

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

Competence Development in Master's Studies

Laurea's model of Learning by Developing (LbD) is based on authentic encounters with the world of work. The typical characteristics of LbD include authenticity, partnership, experiential nature, creativity and a research-oriented approach. Learning by Developing combines learning that produces competence with creativity through various research and development projects.

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

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

The learners develop their competence by interacting with their environment and their sector. Resources for competence development include a learning culture that favours creativity and goal-oriented action, expert guidance and instruction, as well as a learning environment that supports competence development. Participatory instruction is used to guide competence. Every teacher is a tutor whose expertise and operating methods support the reinforcement of expertise. The learning environment consists of a competence network, an innovation environment, a platform for developing competence and structures that support learning. When putting together learning environments, empowering people and enabling their enthusiasm and their interaction is stressed to foster creativity.

Rather than focusing on presenting and repeating information and controlling the students' command of it, the teaching strives for a learning process demonstrated as progressive problem-solving, continuous learning and developing and exceeding oneself. The goal is at competence that is useful in knowledge-intensive service organisations where work increasingly is a function of creativity and where a precondition for directing the organisation is an ability to create a responsible, result-oriented management culture that is based on giving space for the individual's creativity. Competence is demonstrated as impact and development competence.

DEGREE STRUCTURE IN EDUCATION LEADING TO A MASTER'S DEGREE

Scope and Extent of the Degree

The scope of the degree is 90 credits of which thesis forms 30 credits. The degree takes on average 1.5-2.5 years to complete. In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

Degree Structure

Master's degree studies at Laurea consists of core competence modules including thesis, and complementary competence modules. The modules comprise competence areas that are part of the degree.

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

ASSESSMENT OF LEARNING AND COMPETENCE

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community.

INTERNATIONAL COMPARABILITY OF THE DEGREE

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. General working life capabilities specified at the national level have been taken into account in the degree contents.

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

CURRICULUM DEVELOPMENT

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

		1. year	2. year
Y	CORE COMPETENCE	40	20
V097	GLOBAL DEVELOPMENT AND MANAGEMENT IN HEALTH CARE		
V1500	Global Health Promotion	5	
V1501	Regulation and Ethical approaches	5	
V1502	International and National Health Policies and Models	5	
V1553	Development and Management in Health Care	10	
V1505	Health Care Communication and Consulting	5	
V098	THESIS		
V1506	Master's thesis	10	20
T	COMPLEMENTARY COMPETENCE	25	5
V102	QUALITY MANAGEMENT IN INFECTION PREVENTION		
V1518	Theoretical Aspects of Global Infection Prevention	5	
V1562	Epidemiology and Biostatistics	5	
V1563	Health Care Evaluation and Infection Prevention Interventions	5	
V116	HEALTH CARE SERVICE DEVELOPMENT		
V1564	Health Economics		5
V1565	Health Care Service Design	5	
V1566	Research Methods in Health Care	5	
R024	OTHER COMPLEMENTARY COMPETENCE		
		65	25

V097 GLOBAL DEVELOPMENT AND MANAGEMENT IN HEALTH CARE, 30 cr

V1500 Global Health Promotion, 5 cr

The student is able to:

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

V1501 Regulation and Ethical approaches, 5 cr

The student is able to:

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

V1502 International and National Health Policies and Models, 5 cr

The student is able to:

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

V1553 Development and Management in Health Care, 10 cr

The student is able to:

- to analyze health care management from different perspectives (human; society; technology)
- develop her/his identity as an innovative health care leader
- manage cross-cultural partnerships; and multidisciplinary networks and teams in public and private consortiums transnationally and internationally
- to lead innovatively transition and multiprofessional development projects

V1505 Health Care Communication and Consulting, 5 cr

The student is able to:

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

V098 THESIS, 30 cr

V1506 Master's thesis, 30 cr

The student is able to:

- plan, carry out and evaluate a health care development project within a given timeframe by applying appropriate methods
- manage and transform work contexts that are complex, unpredictable and require new strategic approaches

- identify and formulate problems and solutions critically, independently and creatively
- use the specialised problem solving skills required in research and innovation in order to develop new procedures and knowledge and to integrate knowledge from different fields
- take responsibility for contributing to professional practice and knowledge
- carry out and manage project tasks, take initiatives, adopt a developmental approach to work and initiate and implement change processes

Contents of the study unit:

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

V102 QUALITY MANAGEMENT IN INFECTION PREVENTION , 15 cr

V1518 Theoretical Aspects of Global Infection Prevention, 5 cr

The student is able to:

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

V1562 Epidemiology and Biostatistics, 5 cr

The student is able to:

- to analyse the pathogenesis of infectious diseases
- to analyse and implement infection surveillance data in infection prevention
- to implement epidemiological tools in infection prevention and outbreak management

V1563 Health Care Evaluation and Infection Prevention Interventions, 5 cr

The student is able to:

- to analyse concepts, principles and policies of health care evaluation
- to implement evidence-based infection prevention measures in health care
- to development efficient, cost-effective and effective infection prevention interventions

V116 HEALTH CARE SERVICE DEVELOPMENT, 15 cr

V1564 Health Economics, 5 cr

The student is able to:

- to implement knowledge about health care costs and health benefits in allocation of health care resources
- to evaluate health economic evidence in safe, efficient and cost-effective practice
- to co-create, implement and assess health care budgets and public procurements

V1565 Health Care Service Design, 5 cr

The student is able to:

- to manage and develop information technology in health care
- to anticipate and develop future patient centered health care services
- to develop and co-create future patient centered, lean health care facilities

V1566 Research Methods in Health Care, 5 cr

The student is able to:

- to apply concepts, designs and methods of qualitative and quantitative research
- to assess qualitative and quantitative research
- to plan, implement and assess qualitative and quantitative project in theory

R024 OTHER COMPLEMENTARY COMPETENCE, 0 cr

Description:

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

Learning process:

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

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