

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing, Lohja, SHF218KA

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. Our mission is to educate, research, develop and innovate. In our activities we apply 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
- 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
- include in your degree studies offered by the offer of Laurea, Haaga-Helia and Metropolia University of Applied Sciences.

The study unit implementation plans specify the objectives, content and implementation form of the studies.

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
	• 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	• models a development project as a whole from the perspective of impact

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 • is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation	• communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally • shares information and takes initiative in disseminating information on the project's progress using various communication channels

	is able to evaluate the impacts and possibilities of internationalisation development	- 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 of people will work better and more efficiently than without management	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	YDINOSAAMINEN	37	62	86	
R029	THE BASICS OF NURSING CARE				
01436	Initial Test in Mathematical Competence	0			
R0187	Client Centered Care and Evidence-based Nursing	10			
R0188	Structure and Functioning of the Human Body	5			
R0202	Professional Development in Practice I	15			
R030	HEALTH PROMOTION AND NURSING OF NON-COMMUNICABLE DISEASES				
R0190	Care of Clients with Chronic Illnesses		10		
R0191	English for Health Care		5		
00202	Initial Test in English Skills	0			
R0192	Professional Development in Practice II		15		
R031	DECISION-MAKING IN CLINICAL NURSING				
R0193	Decision-making in Acute Nursing Care		10		
R0194	Mental Health, Crisis Care and Substance Abuse Nursing		5		
R0195	Professional Development in Practice III		15		
R032	NURSING CARE IN THE PROMOTION OF CLIENT'S PARTICIPATION AND WELL-BEING AT DIFFERENT LIFE STAGES				
R0196	Participation and Well-being at Different Life Stages			10	
R0197	Swedish in Nursing			5	
00634	Oral skills in Swedish			0	
00203	Initial Test in Swedish Skills	0			
00635	Written skills in Swedish			0	
00636	Written skills in Finnish			0	
00637	Oral skills in Finnish			0	
R0049	Finnish Language and Communication			5	
R0198	Professional Development in Practice IV			15	
R033	INNOVATIVE AND EFFECTIVE NURSING				
R0199	Leadership and Quality Management in Nursing			5	
R0200	Innovative Nursing			10	
R0201	Professional Development in Practice V			15	
R001	EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION				
R0180	Career Planning: Tools for Professional Development	2			
R0181	Career Planning: Work Search and Work in the Future		2		
R0182	Career Planning: Working Life Competences			1	
R0183	Project Management and Communication	5			
R0184	Research and Development Methods			5	
R0045	Thesis			15	
T	TÄYDENTÄVÄ OSAAMINEN				

R020	OTHER COMPLEMENTARY COMPETENCES				
		37	62	86	0

R029 THE BASICS OF NURSING CARE, 30 cr

Description:

The core competence in this module is to build an understanding of the main principles and the basic knowledge of the profession. The aim is that students can plan, implement and evaluate evidence-based nursing in their clients' daily activities. Having completed this module, students can apply the principles of holistic care and use their knowledge of health sciences and other related disciplines in caring for the clients. Students have the capacity to analyse their role as nursing professionals and their professional capabilities for team work and functioning in the workplace.

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: Eija Okker-Tikkunen

Porvoo: Riikka Sorri

Lohja: Anne Makkonen

Hyvinkää: Johanna Lehti

Otaniemi: Anna Ojala

01436 Initial Test in Mathematical Competence, 0 cr

The student is able to:

See the study unit description.

Study unit description:

At the beginning of their studies, all students take initial tests in mathematics. The initial test may only be taken once. Student shows in the initial test that she/he has the basic knowledge of the field's mathematical solutions. Students who fail the test must take basic studies in mathematics at the start of their studies. Having passed the basic studies, students obtain credits for inclusion in elective studies.

R0187 Client Centered Care and Evidence-based Nursing , 10 cr

The student is able to:

The students is able to

- describe the main concepts and the operating environments of nursing
- have a professional discussion on the core values in nursing and on the application of the ethical principles of the profession
- explain the importance of the main acts and regulations governing social welfare and health care
- plan, implement and evaluate nursing care and activities of daily living under guidance
- observe and assess changes in vital functions and act accordingly
- realistically evaluate their abilities to form a professional interaction relationship with clients
- document nursing according to the national model under guidance
- apply methods and operational models that promote patient safety and occupational safety in patient care
- apply the basics of safe pharmaceutical care
- implement enteral, parenteral and topical drug administration
- administer first aid

R0188 Structure and Functioning of the Human Body , 5 cr

The student is able to:

The student is able to

- describe the main concepts of anatomy and physiology
- describe the structure and functioning of cells, tissues, organs and organ systems, and explain their significance in the functioning of the human body as a whole
- describe the main concepts of microbiology and pathology, and the classification of diseases
- explain the significance of microbes for human health and the causation of infectious diseases
- explain how different factors affect the causation of diseases and cause changes in the body
- describe the different types of tissue damage, their causation mechanisms and symptoms
- justify the use of basic medical imaging and bioanalytical methods in nursing based on their knowledge of human anatomy and physiology
- explain the general principles of radiation protection

R0202 Professional Development in Practice I , 15 cr

The student is able to:

The Student is able to

- Comply with the values and ethical principles of nursing in the care of clients and in the work community
- form a professional cooperative relationship with clients
- observe changes in the client's vital functions and support vital functions in the daily nursing work
- assess and support clients' resources and functional capacity
- apply evidence-based knowledge in the care of clients
- prepare a care plan and evaluate the care received by the client
- document and give an oral report of the care given to the client
- implement aseptic techniques
- implement enteral, parenteral and topical drug administration under guidance
- prepare clients and give them guidance for the main medical imaging and laboratory examinations
- evaluate results in comparison with reference values and the client's condition, and to specify the care plan based on these results
- apply methods and operational models that promote patient safety and occupational safety in patient care
- act in first-aid situations
- work as a member of the work community and promote the well-being of the community

Contents of the study unit:

Workshops and simulations 10 ECTS

Study unit description:

LEARNING ENVIRONMENTS FOR ACQUIRING PRACTICAL COMPETENCE

- care homes, nursing homes
- inpatient wards in health centres or hospitals providing primary health care units providing services for the disabled
- simulation and workshops
- LbD project focusing on the module's core competence

R030 HEALTH PROMOTION AND NURSING OF NON-COMMUNICABLE DISEASES, 30 cr

Description:

The module's core competence comprises evidence-based health promotion and nursing of patients with long-term/chronic illnesses. Having completed the module, students are able to describe national and global challenges to health and to analyse the ways health can be improved at national and global level. Students are able to plan, implement and evaluate different methods of support and guidance for self-care given to the customer. Students can communicate in English both verbally and in writing.

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: Riikka Ketonen

Porvoo: Irma Latvala

Lohja: Jennymaria Hasselberg

Hyvinkää: Anne Laaksonen

Otaniemi: Pirjo Huikko

R0190 Care of Clients with Chronic Illnesses, 10 cr**The student is able to:**

The Student is able to

- justify the significance of preventing non-communicable diseases and their impact on individuals, family and society
- justify the approaches and methods of health promotion in client-oriented nursing
- plan, implement and evaluate nursing of patients with chronic illnesses and give support for self-care
- explain the main diseases and medical grounds for care in the field of internal medicine
- plan, implement and evaluate client centred guidance, and justify different approaches and guidance methods in health promotion and nursing patients with long-term illnesses
- describe the main national and international recommendations for a healthy lifestyle
- justify the good practices and methods used to assess nutritional status
- describe the main drug classifications, drugs and medicines used in long-term and acute care and their mechanisms
- justify safe vaccination practices

R0191 English for Health Care, 5 cr**The student is able to:**

The students will be able to

- communicate in English both orally and in writing in various working life situations
- take advantage of research information in English
- develop their professional language skills using different learning techniques

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.

R0192 Professional Development in Practice II, 15 cr

The student is able to:

The Student is able to

- apply different health promotion approaches and methods in nursing
- plan, implement and evaluate nursing of patients with long-term illnesses and give support for self-care
- use different guidance methods to support clients' resources in self-care and life-style changes
- apply the main national and international recommendations for a healthy lifestyle from a client-oriented point of view
- justify the medicines and drug groups used by the main client groups and evaluate the effectiveness of medical treatment
- vaccinate safely
- take advantage of digitalisation in health promotion and nursing of patients with long-term illnesses

Study unit description:

LEARNING ENVIRONMENTS FOR ACQUIRING PRACTICAL COMPETENCE

- inpatient wards in health centres and hospital providing primary health care, practices, day hospitals, outpatient clinics
- internal medicine units in specialised medical care
- home care units
- virtual health promotion and guidance environments
- simulation and workshops
- LbD project focusing on the module's core competence

R031 DECISION-MAKING IN CLINICAL NURSING, 30 cr

Description:

The module's core competence comprises decision-making in acute care and care relationships with clients who need mental health support.

The aim of the module is for students to learn to apply evidence-based decision making in nursing both independently and as a member of a multidisciplinary team. Having completed the module, students can plan, implement and evaluate nursing of acutely ill patients using multi-disciplinary expertise and evaluate their own actions, and cooperation with the patients and their significant others.

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: Hellevi Pelto-Huikko ja Reija Korhonen;

Porvoo: Outi Kukkola

Lohja; Anu Elorinne

Hyvinkää: Birgit Lifländer

Otaniemi: Pia Lahtinen ja Kaija Marttila

R0193 Decision-making in Acute Nursing Care , 10 cr

The student is able to:

The Student is able to

- analyse the basis of decision-making in a multidisciplinary team in clinical nursing
- describe nurses' responsibilities and obligations in assessing the need for and urgency of care
- make decisions by using methods of clinical examination of the patient, care need assessment, digital decision aids and consultation
- recognise changes that threat vital functions and plan, implement and evaluate clinical nursing procedures that support vital functions
- explain the main illnesses and injuries in the field of surgery and the medical grounds for care
- describe the different fields of anaesthesiology and the different anaesthesia forms
- plan, implement and evaluate perioperative nursing
- justify the practices and medicines used in advanced life support
- plan, implement and evaluate administration of intravenous medication, infusions and nutrition

R0194 Mental Health, Crisis Care and Substance Abuse Nursing, 5 cr

The student is able to:

The Student is able to

- explain the main psychiatric disorders and the medical grounds for care
- explain the mechanisms of the most common intoxicants
- explain the operating principles of mental health and substance abuse nursing
- to support clients who are experiencing an acute crisis and are acutely ill
- plan, maintain and evaluate professional interaction in care relationship with mental health or substance abuse clients and their significant others
- plan, implement and evaluate pharmacological therapies for mental health and substance abuse patients

R0195 Professional Development in Practice III, 15 cr

The student is able to:

The Student is able to

- analyse the basis of decision-making in daily care
- use methods of clinical examination and care need assessment of the patient to identify pathological changes in vital functions as early as possible
- propose solutions to help acutely ill mental health or substance abuse clients as a member of a multidisciplinary team
- plan, implement and evaluate nursing care when clients' vital functions are threatened
- plan, implement and evaluate nursing care of surgery patients
- build a care relationship with clients who need psychological support and/or suffer from a mental health disorder and their significant others
- build a care relationship with substance abuse clients and significant others
- justify the pharmacotherapy used by the main client groups and evaluate their effectiveness
- administer intravenous medication and infusions safely

Study unit description:

LEARNING ENVIRONMENTS FOR ACQUIRING PRACTICAL COMPETENCE

- anaesthesia and surgical wards, surgical inpatient wards, surgical outpatient clinics, day surgery units
- gynaecological inpatient wards and outpatient clinics
- emergency clinics and emergency care units
- units providing services for sick children and adolescents
- mental health and substance abuse care units
- hospital at home
- simulation and workshops

LbD project focusing on the module's core competence

R032 NURSING CARE IN THE PROMOTION OF CLIENT'S PARTICIPATION AND WELL-BEING AT DIFFERENT LIFE STAGES, 30 cr

Description:

The core content of the module is evidence-based nursing that promotes clients' participation and well-being at different stages of life. Having completed the module, students can plan, implement and evaluate nursing care of patients at different life stages while taking into consideration the needs arising from the clients' age and cultural background. Students can coordinate the overall care of clients by using shared expertise, and multidisciplinary cooperation and networks. Students will develop a motivation to provide culturally sensitive care.

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: Ei ole vielä

Porvoo: Ann-Marie Suvisaari ja Riikka Sorri

Lohja: Anna Sievers

Hyvinkää: Pirkko Rimpilä-Vanninen

Otaniemi: Irene Kontkanen

R0196 Participation and Well-being at Different Life Stages , 10 cr

The student is able to:

The student is able to

- describe the growth and developmental stages of clients of different ages and transition phases in families
- describe the normal course of pregnancy and giving birth as well as medical grounds for care given during them
- describe the main illnesses in children, adolescents and the elderly as well as the medical grounds for treatment
- plan, implement and evaluate nursing of children, families, people of working age and the elderly
- identify factors that safeguard the health and well-being of clients or increase their vulnerability of different ages and their significant others
- promote the interaction, participation and rehabilitation of vulnerable and multicultural clients and their significant others in the care process
- evaluate the social (services) and health care service processes of vulnerable client groups and provide guidance on the use of services for these clients
- plan, implement and evaluate group guidance on health and well-being
- analyse special needs related to multicultural client relationships and immigration in social welfare and health care
- recognise social security benefits and possibilities available to clients of different ages and their significant others

R0197 Swedish in Nursing, 5 cr

The student is able to:

The student is able to

- communicate in Swedish both orally and in writing at least on competence level B1-2 of the European Framework of Reference for Languages and the civil service language proficiency certificate will be registered in their records.
- improve their interaction, communications and reporting skills in Swedish.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

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.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

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.

R0198 Professional Development in Practice IV, 15 cr

The student is able to:

The student is able to

- plan, implement and evaluate nursing of patients at different life stages

- assess the need for services and care of vulnerable and multicultural patients
- apply client-centred working methods to improve the inclusion, well-being and rehabilitation of clients
- work in a multidisciplinary team and network taking advantage of shared expertise

Study unit description:

LEARNING ENVIRONMENTS FOR ACQUIRING PRACTICAL COMPETENCE

- In addition to the learning environments in prior work placements, there are also special environments in which the objectives can be achieved:
- Home care units and hospital at home
- Nursing clinics
- Paediatric and adolescent units (e.g. family centres, child welfare clinics, school and student healthcare, wards and outpatient clinics for children and adolescents)
- maternity units (e.g. labour wards, maternity outpatient clinics, prenatal clinics)
- Organisations providing special support for children, adolescents and families (e.g. special education schools, child protection)
- Placements in the third sector and voluntary work
- Simulation and workshops
- LbD project focusing on the module's core competence

R033 INNOVATIVE AND EFFECTIVE NURSING, 30 cr

Description:

The core of this module comprises assessment and development of the operating environment of social services and health care, and acquiring basic knowledge of entrepreneurship in the area of well-being. The aim of the module is for the students to learn the core competences to act as team leaders, influencers and developers in their fields, and also as producers of welfare services. Having completed the module, students are able to critically evaluate the importance and effectiveness of their actions and the operation of their team and work community as part of the healthcare service system and networks now and in future. Students will acquire their competences to develop and innovate new services, products and work processes.

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: Ei ole vielä

Porvoo: Erja Annola ja Ann-Marie Suvisaari

Lohja: Liisa Ranta

Hyvinkää: Terhi Hautaviita ja Sanna Pirinen

Otaniemi: Sari Haapa

R0199 Leadership and Quality Management in Nursing, 5 cr

The student is able to:

The student is able to

- justify the main national and international health policy guidelines in the changing social and health care environments
- analyse good practices in an innovative organisation, well-functioning work community and management

- evaluate the implementation of quality management, cost efficiency and patient safety as well as factors affecting their implementation
- propose ways to improve the quality, cost efficiency and patient safety in social welfare and healthcare services
- lead and coordinate their own actions and the operation of their team

R0200 Innovative Nursing, 10 cr

The student is able to:

The student is able to

- assess the effectiveness of services promoting health and well-being and the need for reform from the individual's and society's perspective
- plan, implement and evaluate the multidisciplinary community and network of experts as part of an innovation project
- use applicable research, project and service design methods in innovation projects
- evaluate the results, process and outcome of an innovation project in relation to set goals
- recognise the special features of entrepreneurship in social and health care services and its significance in the service system
- produce and describe a new product, service or business idea

R0201 Professional Development in Practice V, 15 cr

The student is able to:

The Student is able to

- analyse patient care, the service given and working practices in the work community in terms of effectiveness of care, safety, operative quality and cost effectiveness
- develop continuously their expertise and competence and actively make these available to the work community
- manage their own activities and make proposals for improving the functioning of the team
- promote goal-oriented work, well-being of the community, and the team spirit using good community skills
- act professionally and work effectively in the work community and innovation projects

Study unit description:

LEARNING ENVIRONMENTS FOR ACQUIRING PRACTICAL COMPETENCE

- In addition to the above mentioned learning environments, work placements in development environments are also supported, e.g. by integrating them into theses.
- Students choose the environment for their placement according to their personal interests and career preferences.

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 Lehtilinnä

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 Kortessalmi, Tikkurila (kauneus): Nina Lahtinen, Tikkurila (tiko): Eeva Haikonen, Tikkurila (terveys) Kirsi Ronkainen

R0180 Career Planning: 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 career planning and working life
- use different learning methods and tools successfully to support studies
- assess his/her learning abilities and her/his role in a team

R0181 Career Planning: Work Search and Work in the Future, 2 cr

The student is able to:

The student is able to

- develop him/herself as an expert of his/her professional field and to plan his/her career
- describe his/her competences by using a portfolio and job application documents
- recognize existing career opportunities in the internationalizing labour market
- network with other actors in the field and understands his/her network and the possibilities of network co-operation

R0182 Career Planning: Working Life Competences, 1 cr

The student is able to:

The student is able to

- describe the meaning of his/her general working life competences in the world of work
- apply for a job using a portfolio amongst other things
- apply his/her knowledge of employee rights and responsibilities for his/her employment

R0183 Project Management and Communication, 5 cr

The student is able to:

The student is able to

- plan, implement and evaluate a practical project in multidisciplinary cooperation
- work in an appropriate way in multicultural organisations and networks
- acquire and use information to support development, and use ICT tools
- communicate appropriately and in a goal-oriented way in the communication and documenting situations required by the project

R0184 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 and 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
- apply the principles of research communication orally and in writing
- draw up and interpret research and development reports

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

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