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Degree Programme in Nursing



STUDY GUIDE 2013-2014

DEGREE PROGRAMME IN NURSING, 210 ects

Structure of the programme

1st year theme: The nurse as a health care professional

Code	Learning the nurse's profession	15 ECTS	Semester
08NURS	Nursing as a profession	5	1-6
01SUO	Asiantuntijaviestintä	4	1, 4
08SWE	Swedish language	3	5
08ENGLANG	English language	3	1

Code	Basic nursing skills	25 ECTS	Semester
08BASE1	Basics of nursing and nursing science	10	1
08BASE2	Basics of medicine 1	5	1
08BASE3	Clinical training 1	10	1-2

Code	Family nursing and chronic diseases	35 ECTS	Semester
08INTER1	Nursing patients with internal and chronic diseases	10	2
08INTER2	Basics of medicine 2	5	2
08INTER3	Clinical training 2	10	3
08INTER4	Clinical training 3	10	5

Code	Family wellbeing and health promotion	15 ECTS	Semester
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08FAM1	Constructors of wellbeing	5 ects	3
08FAM2	Evidence based practice	5 ects	3
08FAM3	Health promotion	5 ects	3

2nd year theme: The nurse as a care expert in multi-professional work

Code	Family nursing in perioperative and acute care	25 ECTS	Semester
08PERI1	Perioperative and acute nursing	10	4
08PERI2	Basics of medicine 3	5	4
08PERI3	Clinical training 4	10	4

Code	Family nursing in children and adolescent	15 ECTS	Semester
08CHILD1	Family Nursing in children and adolescent	5	5
08CHILD2	Clinical training 5	10	5

3rd year theme: The nurse as a health promoter

Code	Family nursing in mental health and substance abuse work	15 ECTS	Semester
08MENT1	Family nursing in mental health and substance abuse work	5	6
08MENT2	Clinical training 6	10	6

4th year theme: The nurse as a developer of nursing practice

Code Leadership and management expertise in social- and health care	25 ECTS	Semester
08LEADER1 Leadership and management	6	7
08LEADER2 Entrepreneurship	4	7
08LEADER3 Clinical training 7	15	7

Code	Expertise in research and development	10 ECTS	Semester
08REDE1	Development methods	4	
08REDE2	Research methods	6	

Code Thesis	15 ECTS	Semester
08THESIS Thesis	15	6, 7

Code	Elective studies	15 ECTS	Semester
08ELEK1	Basics of Finnish language	5	1
08ELEK2	Professional Finnish language 1	5	2
08ELEK3	Professional Finnish language 2	5	3

LEARNING THE NURSE'S PROFESSION 15 ECTS

Objectives

After this module students are more confident and responsible for their own professional development and are aware of their responsibility to develop nursing practice. Students are able to apply the value base and ethical principles of the field in their own activities and take responsibility for their own actions and act in accordance with the agreed procedures. Students have consideration for the others and are capable of listening to others and presenting things in writing, orally and visually using different communication styles. Students are also able to apply group- and teamwork principles and are able to work together with others in a multi-professional and multicultural group.

Competences: Competence in customerships in health care, Decision-making competence; Learning competence, Ethical competence, Working community competence, Internationalization competence

08NURS Nursing as a profession, 5 ects

Learning outcomes

The student is able to:

- define the skill requirements of a nurse's job
- define the key elements of PBL and the learning process
- recognize the stages of professional growth and critically examine their own professional development
- set realistic goals for development

Content

Study skills, problem-based learning, learning psychology, life-long learning, nursing skills, nursing ethics, guidance and teaching in nursing, professional decision-making, evidence-based nursing, personal and nursing care management and development

Mode of completion

Activating teaching
PBL work
Written assignment (portfolio)

Evaluation

Pass / Fail

Learning material

The learning material of the course will be announced at the beginning of the course

01SUO Asiantuntijaviestintä, 4 ects

01SUO Asiantuntijaviestintä (suomenkielisille opiskelijoille)

Toteutetaan Lahden ammattikorkeakoulun yleisen suunnitelman mukaisesti:

01SUOA ASiantuntijaviestintä 3 OP

01PINFO INFORMAATIOLUKUTAITO 1 OP

Katso:

www.lamk.fi/koulutus/opinto-opas/Documents/ops1314-yhteisetopinnot.pdf

tai

<http://www.lamk.fi> , opiskelijalle, opinto-opas, nuorten opinto-opas, yhteiset perusopinnot 14 op

Foreign students: Substitutive course is **Expert Communication 2**

Expert communication 2

Learning outcomes

The student is able to

- use meeting and negotiating skills at work
- understand a job application process
- write a job application
- communicate orally and in writing in everyday situations at work.
- obtain basic competence in information skills and in using the available resources

Contents

Work-related texts. Deepening knowledge of meeting and negotiation skills. Deepening knowledge of phrases and vocabulary related to work communication. Deepening knowledge of Finnish grammar. Basic information skills.

Mode of completion

Active participation in contact lessons, a job application, exam. Information skills test.

Evaluation: 1 - 5

Evaluation criteria

Student is able to

LEVEL 5

- take actively part in work meetings and negotiations
- write a factual and marketing job application
- use fluently common phrases and vocabulary in work situations.

LEVEL 3

- take part in work meetings and negotiations
- write a factual job application
- use common phrases and vocabulary related to work communication.

LEVEL 1

- follow and understand work meetings and negotiations
- write a short job application
- use some phrases and vocabulary related to work communication.

Study material

A material package provided by the lecturer

08SWE Swedish language, 3 ects

08SWE Swedish language (Finnish speaking students)

Toteutetaan Lahden ammattikorkeakoulun yleisen suunnitelman mukaisesti:

Katso:

www.lamk.fi/koulutus/opinto-opas/Documents/ops1314-yhteisetopinnot.pdf
tai

<http://www.lamk.fi> , opiskelijalle, opinto-opas, nuorten opinto-opas, yhteiset perusopinnot 14 op

Foreign students: Substitutive course is **Expert Communication 1**

Expert Communication 1

Learning outcomes

The student is able to:

- understand a work culture in Finland
- use the most common work related phrases and vocabulary
- understand the meaning of the meeting and negotiation skills at work
- write the most common work related texts.

Content

Deepening the Finnish grammar. Writing different kinds of texts at work. Learning and practicing meeting and negotiation skills at work.

Mode of completion

Active participation in contact lessons, oral and written exercises, exam.

Evaluation: 1 - 5

Evaluation criteria

Student is able to:

LEVEL 5

- understand and explain the features of Finnish work culture
- use actively and quite extensively work related vocabulary
- understand extensively the meaning of the meeting and negotiation skills at work.

LEVEL 3

- understand Finnish work culture
- use actively work related phrases and vocabulary
- understand the meaning of meeting and negotiation skills at work.

LEVEL 1

- understand main features of Finnish work culture
- use some work related phrases and vocabulary
- understand some meanings of the meeting and negotiation skills at work.

Study material

A material package provided by the lecturer

08ENGLAN English language, 3 ect

Learning outcomes

The student:

- knows the most common English expressions and vocabulary related to the medical and nursing field
- can manage well in everyday written and oral communication situations at work
- communicates successfully with patients and enquires about their needs and condition
- communicates with other medical staff who speak English
- gains understanding of cultural differences in health care
- learns how to give an oral presentation in English on a professional topic

- becomes familiar with different professional English texts, practises summarizing and focusing on the main ideas and leading and facilitating a discussion in a group

Content:

The course covers the following topics:

- education and university studies
- jobs and employment, changes in working life, important qualities and skills
- working in a multi-cultural environment
- vocabulary of the body
- medical terminology and phrases
- diagnostic and medication vocabulary
- hospital wards, a typical day on the ward and in the hospital room
- equipment and instruments that nurses use
- reporting on patient's condition
- patient-nurse communication
- common complaints and diseases

Prerequisites

Advanced level in English

Mode of completion

Regular class attendance

Evaluation

1-5 (course work, word test, leading a discussion group (article assignment), oral presentation, written assignment and final exam)

Study material

A material package provided by the lecturer

BASIC NURSING SKILLS 25 ECTS

Objectives

After this module students are able to plan, implement and evaluate patient's safe basic care in different working environments and settings, and contemplate the family's and family members' importance for the individual's wellbeing and health maintenance. Students are also able to implement safe medication care and benefit from pharmacological information in patients' medical treatment. Students are able to adopt an aseptic method of working in nursing and understand the importance of asepsis as part of the work and patient safety. Students use ethical knowledge in the decision-making process related to patient care.

Competences: Clinical competence; Ethical competence, Working community competence

08BASE1 Basics of Medicine 1, 5 ECTS

Learning outcomes

The student is able to:

- know the basics of human anatomy and physiological functions
- apply microbiological knowledge to nursing

Contents

Anatomy and physiology (4 ects), Microbiology (1 ects)

Modes of completion

Activating teaching

E-learning

Exam

Evaluation

1-5

Learning material

Learning material will be announced at the beginning of the course

08BASE2 Basic of nursing and nursing science, 10 ECTS

Learning outcomes

The student is able to:

- carry out basic nursing skills/acts/interventions in skillslab environment
- reflect on the importance of working according to hygienic and aseptic principles in skillslab environment
- describe nursing science as the foundation for nursing practice
- describe the values, norms, steering documents and legislation governing nursing
- identify the steps of the nursing process and explain nursing documentation
- describe healthy ageing and most common geriatric conditions
- describe end-of-life-care from nursing perspective
- demonstrate an ability to carry out basic first aid skills (First Aid 1)
- describe basic medical terminology and basic concepts of pharmacotherapy
- carry out methods of safe drugadministration
- describe basic pharmacodynamics and pharmacokinetics
- carry out drug calculations without any mistakes
- plan, implement, evaluate and document appropriate care

Course content

Basic nursing skills, aseptic operation, nursing process, nursing plan, nursing documentation, reporting, First Aid 1, end-of-life care, ergonomics in nursing, the psychology of aging, support of functional capacity, nursing patients with memory disorders, philosophical approaches to nursing, nursing science/scientific knowledge, nursing ethics / professional ethics, family nursing, main laws and regulations guiding nursing

Mode of completion

Activate teaching and learning methods

Lectures

PBL-learning

Exercises

E-learning

Exams

Evaluation

1-5

Evaluation criteria

The student is able to:

LEVEL 5

- carry out basic nursing skills/acts/interventions in skillslab environment independently and is able to argue
- reflect on the importance of working according to hygienic and aseptic principles in skillslab environment
- explain nursing science as the foundation for nursing practice
- apply the values, norms, steering documents and legislation governing nursing in variety of case situations
- identify the steps of the nursing process and explain nursing documentation
- explain healthy ageing and most common geriatric conditions and is able to argue
- explain end-of-life-care from nursing perspective and is able to argue
- demonstrate an ability to carry out basic first aid skills (First Aid 1)
- explain basic medical terminology and basic concepts of pharmacotherapy
- explain methods of safe drugadministration and is able to argue
- explain basic pharmacodynamics and pharmacokinetics
- carry out drug calculations without any mistakes

LEVEL 3

- carry out basic nursing skills/acts/interventions in skillslab environment independently
- reflect on the importance of working according to hygienic and aseptic principles in skillslab environment
- explain nursing science as the foundation for nursing practice
- identify the steps of the nursing process and explain nursing documentation
- identify the values, norms, steering documents and legislation governing nursing in variety of case situations
- explain healthy ageing and most common geriatric conditions
- explain end-of-life-care from nursing perspective
- demonstrate an ability to carry out basic first aid skills (First Aid 1)
- explain basic medical terminology and basic concepts of pharmacotherapy
- explain methods of safe drugadministration
- explain basic pharmacodynamics and pharmacokinetics
- carry out drug calculations without any mistakes

LEVEL 1

- carry out basic nursing skills/acts/interventions in skillslab environment

- reflect on the importance of working according to hygienic and aseptic principles in skillslab environment
- explain nursing science as the foundation for nursing practice
- identify the values, norms, steering documents and legislation governing nursing in variety of case situations
- identify the steps of the nursing process and explain nursing documentation
- identify healthy ageing and most common geriatric conditions
- define end-of-life-care from nursing perspective
- demonstrate an ability to carry out basic first aid skills (First Aid 1)
- identify basic medical terminology and basic concepts of pharmacotherapy
- identify methods of safe drugadministration
- identify basic pharmacodynamics and pharmacokinetics
- carry out drug calculations without any mistakes

Litterature and study material

Downie, G., Mackenzie, J. & Williams, A. 2008. Pharmacology and Medicines Management for Nurses. 4. edition.

Snyder, S., Berman, A.J., Kozier, B.J. & Erb, G. 2011. Kozier & Erb's Fundamentals of Nursing. Concepts, Process and Practice. 9.edition. Pearson Education.

www.redcross.fi

www.finlex.fi

www.fimea.fi

08BASE3 Clinical training 1, 10 ect

COMPETENCE AREAS	Clinical training in basic nursing skills Students are able to:
Competence in customerships in health care	<ul style="list-style-type: none"> - act professionally in interaction with patients, customers and families - recognise the customer/patient as a physical, psychological, social and spiritual entity (holistic view of humanity) - observe the nonverbal communication of the patient/customer - recognise the special characteristics of communication with a memory-impaired person and act accordingly in interaction situations - act in customer-, patient- and family-oriented ways when planning and implementing nursing
Competence in health promotion	<ul style="list-style-type: none"> - recognise individual health problems or treatment needs comprehensively in patients/customers - carry out nursing with a rehabilitating approach - plan and carry out age-appropriate activities and stimuli for patients/customers, working ergonomically
Clinical competence	<ul style="list-style-type: none"> - assist in safe basic nursing care - monitor the general state of health, symptoms and basic vital functions of patients/customers - abide by asepsis in nursing work - safely carry out the main examination and treatment procedures under supervision - recognise situations that cause challenging behaviour - provide respectful and holistic terminal care to patients/customers, under supervision - safely use the main disability aids available in supporting patients'/customers' functional ability <p>-provide medical care within the scope of the skills and knowledge obtained on the introductory course (medical care pass), under supervision</p>

Decision-making competence	<ul style="list-style-type: none"> - work according to plan - get acquainted with care plans for customers/patients - justify their actions
Counselling and mentoring competence	<ul style="list-style-type: none"> - support the independence of customers/patients during basic care
Ethical competence	<ul style="list-style-type: none"> - work according to the ethical principles of nursing - work responsibly in accordance with the agreed procedures and instructions - treat customers, patient and colleagues equally - recognise issues related to sustainable development in their work, always bearing ethics in mind
Working community competence	<ul style="list-style-type: none"> - work with others as a member of a work community - work in multidisciplinary teams and, under supervision, utilise the competence of diverse professionals in patient care
Innovation competence	<ul style="list-style-type: none"> - act creatively in various customer and patient situations
Internationalization competence	<ul style="list-style-type: none"> - work under supervision with customers, patients and families of diverse cultural backgrounds
Learning competence	<ul style="list-style-type: none"> - set concrete learning targets - work independently and actively, assuming responsibility for their own learning - take in feedback and make use of it in learning - acquire information on which to base actions - realistically evaluate their own learning and identify their strengths and development needs

Clinical environments

Long-term wards, Healthcare centers, Home-care

Mode of completion

Excursions

Clinical training in hospital environment

Written assignment

Evaluation

Pass/Fail

FAMILY NURSING AND CHRONIC DISEASES 35 ECTS

Objectives

After completing this module students are able to plan, implement and evaluate the treatment of patients having the most common national diseases. Students are able to guide and are committed to both client's / patient's and his family's health maintenance and promotion. Students are also able to recognize the etiology of the most common diseases and disease symptoms and know the typical medical and health science cures. Students acquire and use current evidence-based care and multi-disciplinary information in the individual holistic care process.

Competences: Competence in customerships in health care, Competence in health promotion, Clinical competence; Counselling and mentoring competence, Ethical competence

08INTER4 Nursing patients with internal and chronic diseases, 10 ect

Learning outcomes

The student is able to:

- carry out nursing actions concerning patients with medical and chronic diseases in skillslab environment
- plan, implement and evaluate the nursing care in most common internal diseases from a holistic perspective
- explain the electronic nursing documentation model based on Finnish Care Classification (FinCC)
- take part in health promotion work and reflect how the individual patient is able to maintain health
- identify relevant laboratory tests and medical examinations
- identify different types of fluid balance and acid/base balance disorders and relate the treatment to the condition of the individual patient
- carry out methods of safe drug administration in medical nursing
- describe importance of patient safety and how to promote patient safety
- use evidence based information

Course content

Support of client's and his family's well-being through nursing procedures, care and guidance of the most commonly treated customer groups, guiding and supporting client's medication, small nursing procedures, clinical nursing care at home, assessment of care needs, prevention of infectious diseases and vaccination activities

Mode of completion

Active methods of teaching and learning

Lectures

PBL -learning

Exercises

E-learning

Exams

Evaluation

1-5

Evaluation criteria

LEVEL 5

- carry out nursing actions concerning patients with medical and chronic diseases in skillslab environment
- plan, implement and evaluate the nursing care in most common internal diseases from a holistic perspective in variety of case situations
- describe the electronic nursing documentation model based on Finnish Care Classification (FinCC) and is able to argument
- take part in health promotion work and reflect how the individual patient is able to maintain health in skillslab environment
- describe relevant laboratory tests and medical examinations
- describe different types of fluid balance and acid/base balance disorders and relate the treatment to the condition of the individual patient
- carry out methods of safe drug administration in medical nursing in skillslab environment
- describe importance of patient safety and how to promote patient safety
- is able apply evidence based information in variety of case situations

LEVEL 3

- carry out nursing actions concerning patients with medical and chronic diseases in skillslab environment independently and is able to argument
- plan, implement and evaluate the nursing care in most common internal diseases in variety of case situations
- explain the electronic nursing documentation model based on Finnish Care Classification (FinCC)
- take part in health promotion work and reflect how the individual patient is able to maintain health in skillslab environment
- explain relevant laboratory tests and medical examinations
- explain different types of fluid balance and acid/base balance disorders and relate the treatment to the condition of the individual patient
- carry out methods of safe drug administration in medical nursing in skillslab environment
- explain importance of patient safety and how to promote patient safety
- use evidence based information in variety of case situations

LEVEL 1

- carry out nursing actions concerning patients with medical and chronic diseases in skillslab environment
- plan, implement and evaluate the nursing care in most common internal diseases in variety of case situations
- identify the electronic nursing documentation model based on Finnish Care Classification (FinCC)
- take part in health promotion work and reflect how the individual patient is able to maintain health in skillslab environment
- identify relevant laboratory tests and medical examinations
- identify different types of fluid balance and acid/base balance disorders and relate the treatment to the condition of the individual patient
- carry out methods of safe drug administration in medical nursing in skillslab environment
- identify importance of patient safety and how to promote patient safety
- find evidence based information in variety of case situations

Learning material

Downie, G., Mackenzie, J. & Williams, A. 2008. Pharmacology and Medicines Management for Nurses. 4. edition

Snyder, S., Berman, A.J., Kozier, B.J. & Erb, G. 2011. Kozier & Erb's Fundamentals on Nursing. Concepts, Process and Practice. 9. edition. Pearson Education.

Ministry of Social Affairs and Health. 2009. Promoting patient safety together. Finnish Patient Safety Strategy 2009--2013.

08INTER1 Basics of Medicine 2, 5 ects

Learning outcomes

The student is able to:

- explain the basic concepts of public health and epidemiology
- recognize the etiology and prevention of the most common diseases
- present the basics of Finnish health policy
- know the typical pharmacological and health cures and treatments
- explain different medicine groups, the effects and mode of administration of medicine, and know how to apply information about pharmacology in nursing

Contents

Internal medicine and pathology (2 ects), Public Health (1 ects), Pharmacology (2 ects)

Mode of completion

Activating teaching

Exams

Evaluation

1-5

Learning material

Learning material will be announced at the beginning of the course

Downie, G., Mackenzie, J. & Williams, A. 2008. Pharmacology and Medicines Management for Nurses. 4. edition

08INTER2 Clinical training 2, 10 ects

COMPETENCE AREAS	Clinical skills training 2 Students are able to:
Learning competence	- obtain, process and critically evaluate the information needed to treat the long-term ill - demonstrate initiative and independence in improving their own skills and knowledge - evaluate their own competence and determine their strengths and development needs - provide and receive feedback professionally
Competence in customerships in health care	- plan, carry out and evaluate the care of long-term ill patients/customers - describe the health care service system and various treatment processes (care paths) available to patients/customers
Competence in health promotion	- evaluate and recognise the main individual health risks and hazards of long-term ill patients and their families - work according to the principles of rehabilitating nursing - support and encourage individuals and their families to assume responsibility for and commit to maintaining and improving their health

Clinical competence	<ul style="list-style-type: none"> - safely carry out the main health care assistance methods in treating long-term ill patients/customers - correctly conduct medical calculations and provide medical care under supervision - assume responsibility for correctly filling in the medical care pass
Counselling and mentoring competence	<ul style="list-style-type: none"> - assess and fulfil the individual and general guidance needs of long-term ill patients/customers and their families
Ethical competence	<ul style="list-style-type: none"> - work according to the ethical principles of nursing - assume responsibility for their own actions and their consequences, and work responsibly in line with agreed procedures and instructions - adhere to the principles of sustainable development - make health care decisions under supervision, with a basis in ethical principles and evidence-based data, allowing participation of the patients/customers and their families
Innovation competence	<ul style="list-style-type: none"> - carry out creative problem-solving - plan their work and act according to plan
Working community competence	<ul style="list-style-type: none"> - collaborate with colleagues and recognise their roles within a work community - act professionally in workplace communication and interaction situations - provide clear verbal and written information on issues related to the care of long-term ill patients/customers - carry out nursing in line with the operating model of the unit in question (personal liability nursing, module work), and participate in multidisciplinary teams, utilising the knowledge of other experts in providing care for a patient
Internationalization competence	<ul style="list-style-type: none"> - observe and take into account the diverse cultural backgrounds of patients/customers in nursing - take into account the effects and opportunities of internationalisation in the profession

Clinical environments

Medical wards, healthcare centers, home-care

Mode of completion

Excursions

Clinical training in hospital environment

Written assignment

Evaluation

Pass/Fail

08INTER3 Clinical training 3, 10 ects

COMPETENCE AREAS	Clinical training 3 Students are able to:
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Learning competence	<ul style="list-style-type: none"> - critically evaluate their own competence in relation to the operations of the workplace and to operational management, setting themselves realistic learning targets - obtain, process and critically evaluate the information needed in caring for a patient/customer - critically examine the development needs of the workplace and present and justify their own development ideas
Competence in customerships in health care	<ul style="list-style-type: none"> - plan, carry out and evaluate customer-/patient-oriented nursing - critically evaluate the health care service system and various treatment processes (care paths) available to patients/customers
Competence in health promotion	<ul style="list-style-type: none"> - evaluate and recognise the main individual health risks and hazards affecting patients and their families - carry out and develop nursing according to the principles of rehabilitating nursing - support and encourage individuals, families and groups to assume responsibility for maintaining and promoting their health, resources and functional ability - support the commitment of patients/customers and their families to improving and maintaining health
Clinical competence	<ul style="list-style-type: none"> - safely carry out nursing assistance methods - analyse and evaluate patient safety within the unit - correctly conduct medical calculations and provide medical care
Counselling and mentoring competence	<ul style="list-style-type: none"> - plan, carry out and evaluate individual guidance sessions for patients/customers, families and diverse groups - develop the guidance materials used in caring for and promoting the health of diverse patients/customers and groups - develop materials needed for providing orientation to new employees or students
Ethical competence	<ul style="list-style-type: none"> - work according to the ethical principles of nursing - assume responsibility for their own actions and their consequences, and work responsibly in line with agreed procedures and instructions - be socially influential as representatives of the profession - adhere to the principles of sustainable development - make health care decisions under supervision, with a basis in ethical principles and evidence-based data, allowing participation of the patients/customers and their families
Innovation competence	<ul style="list-style-type: none"> - carry out creative problem-solving and development of work methods - adopt a developmental approach to work and actively develop their own knowledge and skills and the procedures of the workplace - plan their work and act according to plan
Working community competence	<ul style="list-style-type: none"> - work constructively as a member of a work community and promote the wellbeing of the community - act professionally in workplace communication and interaction situations - utilise ITC in professional tasks - create personal professional relationships and cooperate in networks - provide clear verbal and written information on issues related to the care of patients/customers - carry out nursing in line with the operating model of the unit in question, and participate in multidisciplinary teams, utilising the knowledge of other experts in providing care for a patient

Internationalization competence	<ul style="list-style-type: none"> - possess the language skills needed for completing their professional duties and developing in these - act in various situations requiring multicultural competence, promoting tolerance between people - take into account the effects and opportunities of internationalisation in the profession
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Clinical environments

Medical wards, healthcare centers, home-care

Mode of completion

Clinical training in hospital environment

Written assignment

Evaluation

Pass/Fail

FAMILY WELLBEING AND HEALTH PROMOTION 15 ECTS

Objectives

After this module students are able to describe the social- and health care systems in the Nordic countries. Students are also able to describe what is evidence based nursing and develop critical thinking and problem solving skills as well as ethical reflection skills. Students know how to support individuals' and families' health and wellbeing in multi-professional framework, and understand professional responsibility of nurses in health promotion work.

Competences: Competence in customerhips in health care, Competence in health promotion, Counselling and mentoring competence, Ethical competence, Internationalization competence

08FAM1 Constructors of Wellbeing, 5 ects

Learning outcomes

The student is able to:

- compare the structures of social and health care systems in other countries as a constructors of human well-being
- recognise social and health legislations and health policies on Nordic and European countries
- recognise entrepreneurial way of working in multi-disciplinary working environment aiming and promoting health and wellbeing
- access future challenges in social and health care nationally and internationally.

Content

Structure of social and health care system in Finland; social and health care policy in the European Union; social and health care professions and their competences in Finland; multi-professional collaboration; entrepreneurial way of working in social and health care field; changes in a society;

future challenges in the social and health care field in Europe.

Mode of completion

Lecture

E-learning

Group and individual work

Evaluation

Passed/failed

Learning material

Material given by lecturers

08FAM3 Health Promotion, 5 ects

Learning outcomes

The student is able to:

- recognise nursing perspective in Health Promotion
- apply theoretical approaches to Health Promotion (HP) and Disease Prevention (DP)
- apply methods and models in HP and DP with emphasis on empowerment,
- explain the relationship between social development, living conditions, individual health and social conditions
- explain how social and cultural differences influences health
- recognize how to promote the health the welfare of families, and to reduce inequality in health among different families.
- discuss professional ethical challenges in HP and DP
- discuss the reasons and challenges for multidisciplinary cooperation in HP

Content

Health and health promotion theories: Concepts of health, health promotion and empowerment, Theories of Salutogenesis, health pedagogic and motivation. Health promotive nursing and preventive nursing science, Promoting individuals', families' and communities' health: Lifestyle and health, gender and culture, Empowering way to work, Health related communication, health information, Intervention levels (individual, organizational, community) and intervention strategies, Health promotion in diverse population.

Mode of completion

Lectures, Group works, e-learning, Independent studies, Portfolio work

Evaluation

passed/failed

Learning material

Hubley J & Copeman J. 2008. Practical Health Promotion. Polity, UK

Nutbeam H & Harris E. 2004. Theory in a nutshell. A practical guide to health promotion theories 2.ed. McGraw-Hill.

Pérez M, Luquis R. 2008. Cultural competence in health education and health

promotion 1st ed. Jossey Bass Ltd. (E-book)

Piper S, 2009. Health promotion for nurses: theory and practice. Routledge, London

08FAM2 Evidence Based Practice in Nursing, 5 ects

Learning outcomes

The student is able to:

- discuss in order to demonstrate evidence based working in nursing
- explain how nursing science is connected to research, nursing practice and development
- describe how various research methodology is used in nursing research
- reflect on ethical aspects concerning development and research projects
- critically assess how research-based knowledge can be applied to nursing practice, development and research

- analyse how support of health and wellbeing is provided for individuals and families through nursing guidelines

Content

Meaning of nursing science, Nursing concepts, Nursing theories, Development of nursing science, Evidence based practice, Nursing guidelines, Research methods and research ethics in nursing

Mode of completion

Lectures, Group works, Problem based learning, Independent studies, Portfolio work

Evaluation

Passed/failed

Learning material

Kozier, Erb, Berman and Snyderwill 2007, Fundamentals of Nursing, Concepts, Process, and Practice, Prentice Hall (United States)

Macnee Carol, McCabe Susan, 2008, Understanding Nursing Research, Reading And Using Research In Evidence-Based Practice, Lippincott Williams And Wilkins (United States)

Nursing guidelines, Clinical practical guidelines

Current research articles

PERIOPERATIVE AND ACUTE CARE NURSING 25 ECTS

Objectives

Completing this module students are able to identify general basic physiological disorders and observe and care for the acutely ill, surgical and gynecological patients. Students are able to understand the perioperative and gynecological patients' care path and form an overall understanding of the treatment process in different multidisciplinary teams and various care settings. Students also take into consideration the aging patients' specific needs and expectations and try to meet them with nursing procedures in different care settings. Students have expand their gerontological nursing skills and expertise.

Competences: Clinical competence; Decision-making competence; Counselling and mentoring competence, Ethical competence, Working community competence

08PERI1 Perioperative and acute nursing, 10 ects

Learning outcomes

The student is able to:

- understand the perioperative, acutely ill and gynecological patient's care path and it's phases in a multi-professional care team
- recognize the characteristics of perioperative and gynecological patient care utilizing family nursing
- recognize and observe patient's normal / disturbances in vital signs and are able to treat under supervision perioperative, acutely ill and gynecological patients utilizing different research information
- operate aseptically in perioperative environment
- work in accordance with patients' and working environment safety and personal safety principles
- implement under supervision patient's pharmacotherapy, fluid therapy and intravenous infusion in various forms
- support and guide perioperative, acutely ill and gynecological patients and their families in accordance with the ethical principles of nursing
- under supervision, take care of the recording of and reporting on patient's treatment at its various stages
- support patients in issues related to sexuality as part of a holistic treatment, rehabilitation and support work
- use knowledge of crisis-psychology in nursing acutely ill patients and are able to reflect on their own feelings in relation to acute care situations.

Content

The specific characteristics of perioperative and gynecological patient's care in different care settings. Nursing care of the acutely ill and intensive care patients in different nursing settings. The phases of perioperative nursing. Aseptic and ethics. Patient safety. Pharmacotherapy and pain treatment. Teamwork in perioperative and gynecological care. Sexuality in different stages of life and sexual health promotion. Post-traumatic stress disorders in adults and children. Helpers' psychological reactions. Psychosocial support.

Mode of completion

Activating lectures

PBL work

E-learning

Exercises

Study visits

Exam

Evaluation

1 - 5

Evaluation criteria

The student is able to:

LEVEL 5

- rationalize the phases of perioperative, acutely and gynecological nursing as a member of a multiprofessional team
- make conclusions when observing patient's normal / disturbances in vital signs
- rationalize aseptic and safe action in perioperative, acute and gynecological nursing
- rationalize the principals of patient's safe pharmacotherapy, fluid therapy and intravenous infusion in various forms
- rationalize the guidance and support of the patient and his family using evidence based theory

LEVEL 3

- explain the phases of perioperative, acute and gynecological nursing as a member of a multiprofessional team
- know the patient's vital signs and general disturbances
- act without supervision aseptically and safely in skills-lab environment
- explain the principals of patient's safe pharmacotherapy, fluid therapy and intravenous infusion in various forms
- guide and support the patient and his family using evidence based theory

LEVEL 1

- know by name the phases of perioperative, acute and gynecological nursing as a member of a multiprofessional team
- recognize the patient's normal / disturbances in vital signs
- act under supervision aseptically and safely in skills-lab environment
- know by name the principals of patient's safe pharmacotherapy, fluid therapy and intravenous infusion in various forms
- know the need of patient's and his family's guidance and support

Learning material

Dorsch, Jerry A. and Dorsch, Susan E. 2008. Understanding anesthesia equipment.

Gonce Morton, Patricia and Fontaine, Dorrie K. 2009. Critical care nursing : a holistic approach.

Hargrove-Huttel, Ray A. 2001. Medical-surgical nursing.

Hatchett, Richard and Thompson, David R. 2007. Cardiac nursing : a comprehensive guide.

Llewellyn - Jones. Elsevier Mosby. Fundamentals of Obstetrics and Gynaecology.

Pudner, Rosie 2010. Nursing the surgical patient.

Actual research articles.

AORN-articles.

08PERI2 Basics of Medicine 3, 5 ects

Learning outcomes

The student is able to:

- use medical information in the care of perioperative, gynecological, and acutely ill patients as well as in the care of pediatric and psychiatric patients

Content

Surgery (1 credit), anesthesiology and intensive medicine (1 ects), gynecology (0.5 ects), pediatrics (1 ects), psychiatry (1 ects), geriatrics (0.5 ects)

Mode of completion

Activating teaching
Seminar
Exam

Evaluation

1-5

Learning material

Will be informed at the beginning of the course

08PERI3 Clinical training 4, 10 ects

COMPETENCE AREAS	Clinical skills training 4 Students are able to:
Learning competence	<ul style="list-style-type: none">- set concrete learning targets and obtain information on which to base their actions- work independently and actively, assuming responsibility for their own learning- give and receive feedback and utilise the feedback received in their learning
Competence in customerships in health care	<ul style="list-style-type: none">- work in a customer-/patient-oriented way in line with a holistic view of humanity, in providing perioperative and emergency care for patients of various ages- recognise functional deficiencies of different types or levels in customers/patients- interact with customers/patients from different cultural and ethnic backgrounds
Competence in health promotion	<ul style="list-style-type: none">- support and activate individuals needing perioperative or emergency care in improving their health, resources and functional ability- apply the principles of rehabilitating nursing in perioperative and emergency care

<p>Clinical competence Under supervision</p>	<ul style="list-style-type: none"> - base their emergency and perioperative care work on theoretical and evidence-based nursing information (research and experiential data) - utilise medical knowledge of the most common perioperative and acute illnesses in nursing - assist in the main perioperative and emergency procedures, mastering use of the necessary tools and equipment - respond for the physical, psychological, mental and social safety of the patient/customer - support the wellbeing and coping ability of patients and their families using nursing methods in emergencies and crises, and recognise the factors and situations that negatively affect their survival - work aseptically and fight infection - monitor the state, symptoms and treatment response of patients in caring for the most common perioperative and acute illnesses - support, maintain and, when necessary, replace a patient's basic vital functions - act in situations of sudden changes in a patient's state and in diverse PPE and PPE-D treatment and operating environments (including anaphylactic shock) - use tools safely for the patient and ergonomically - alleviate the pain and suffering of customers/patients using diverse methods, including in terminal care - act in diverse incidents and emergencies according to valid guidelines and instructions <p>Competence areas in medical care, under supervision:</p> <ul style="list-style-type: none"> - master the pharmacology and medical calculations on which medical care is based - safely and correctly implement a medical care process prescribed by a doctor (this includes preparations, procedures and monitoring related to peripheral and central medication, hydration, nutrition and blood transfusions, as well as monitoring of related fluid balance) - perform cannulation and corking and removal of peripheral or central venous cannula - look after a patient's infusion port - prepare and use infusion catheters and spray and pain pumps - guide and advise customers/patients in medical care - record medical care data on customers/patients - recognise the risks related to the medical care process and familiarise themselves with data on medication anomalies in order to improve medical care (HaiPro) - dispose of medical waste and injection/transfusion equipment safely and environmentally
<p>Counselling and mentoring competence Under supervision</p>	<ul style="list-style-type: none"> - teach and guide diverse customers/patients and their families - guide and support patients/customers in self-care and control of health problems - guide and teach other students and staff - use and produce appropriate guidance materials and make use of electronic patient guidance methods
<p>Ethical competence</p>	<ul style="list-style-type: none"> - assume responsibility for their own actions and their consequences - work according to the profession's ethical principles
<p>Decision-making competence Under supervision</p>	<ul style="list-style-type: none"> - assume responsibility for determining care needs and plan, carry out and evaluate nursing in collaboration with the customer/patient and their family - draw logical conclusions concerning the state of health, symptoms and responses to treatment of the customer/patient in both predicted and unpredicted situations - prioritise the customer/patient's care needs - document nursing procedures in patient documents and data in accordance with data protection regulations

Working community competence	<ul style="list-style-type: none"> - participate in multidisciplinary work communities as a student member - conduct various communication and interaction situations within perioperative and emergency care - use the information systems available in the workplace
Internationalization competence	<ul style="list-style-type: none"> - communicate understandably in the languages required in the field (Finnish, Swedish, English) - carry out multicultural cooperation in the workplace - make use of international publications in the field

Clinical environments

Surgical wards, acute units in hospitals

Mode of completion

Clinical training in hospital environment

Written assignment

Evaluation

Pass/Fail

FAMILY NURSING IN CHILDREN AND ADOLESCENT 15 ECTS

Objectives

After this module students are able to apply family nursing approaches when meeting and treating patients / clients and their families, and respect and appreciate different families in different life situations while helping them. Students are able to plan, implement and evaluate children, youth and family care and support and promote the wellbeing of families.

Competences: Clinical competence; Health promotion competence; Counselling and mentoring competence, Ethical competence

08CHILD1 Family Nursing in Children and Adolescent, 5 ects

Learning outcomes

The student is able to:

- support the well-being of a family waiting for a baby and a family with a newborn as well as the early interaction between a newborn and his family with different nursing means and taking into account the family's own principles.
- recognize and guide families on pregnancy, childbirth and newborn-related health promotion issues and health problems.
- assist in emergency childbirth
- identify the child's age-related stages of development and can use children and young people's nursing methods and procedures in accordance with the specific needs of the family
- carry out safe children and young people's pharmacotherapy and fluid therapy and recognize the pain of children of different ages and cure it effectively
- prepare children and their family for the most common treatments and examinations
- monitor a child's condition, interpret the findings and care for the child in collaboration with the family and with other professionals
- act in accordance with the legislation for underage patients and know the forms of financial aids related to family development stages and child illness and disability

Content

Pregnancy and childbirth, early interaction, family counseling and parenting support, children and young people's nursing, implementation of pharmacotherapy and fluid therapy, pain relief, child abuse.

Mode of completion

Activating teaching
PBL work
Exercises
Exam

Evaluation

1-5

Evaluation criteria

To be informed at the beginning of the course

Learning material

Glasper, A. & Richardson, J. 2006. ed. A Textbook of Children's and Young People's Nursing. Edinburgh : Churchill Livingstone.

Hands on Scotland: <http://www.handsonscotland.co.uk/index.html>

Ivanoff, P., Risku, A., Kitinoja, H., Vuori, A. & Palo, R., 2007. Hoidatko minua? Lapsen, nuoren ja perheenhoitotyö. WSOY, Helsinki.

08CHILD2 Clinical training 5, 10 ects

COMPETENCE AREAS	Clinical training 5 Students are able to:
Competence in customerships in health care	- apply the approaches of family nursing to caring for customers/patients and their families
Competence in health promotion	- evaluate the resources and health issues and risks of an individual and a family - support the health, resources and functional ability of an individual or a family based on evidence - apply the principles of rehabilitating nursing to caring for an individual, a family or a community
Clinical competence	- describe problems related to mental health and substance abuse from diverse points of view - use nursing methods to assist patients/customers and their families in problems related to mental health and substance abuse - plan, carry out and evaluate the care of children, adolescents and families - safely carry out medical care of children - recognise specialist medical care questions related to mental health care
Decision-making competence	- evaluate nursing decisions based on evidence, in collaboration with patients and their families - record nursing procedures in patient documents and patient data, according to data protection principles
Counselling and mentoring competence	- guide patients and their families in self-care and health maintenance using various group and individual guidance methods - develop their skills in guiding the medical care of patients and their families in order to promote commitment to health and treatment
Ethical competence	- evaluate their own actions based on the ethical principles of nursing
Working community competence	- analyse their actions as members of a work community or project team - describe nursing expertise within a multidisciplinary team
Innovation competence	- combine different problem-solving and work methods in situations requiring development
Internationalization competence	- evaluate their own work with customers, patients and families of diverse cultural backgrounds - improve cooperation in a multicultural operating environment

Clinical environments

Childrens' wards and other suitable places where children and adolescents are taken care

Mode of completion

Clinical training in hospital environment

Written assignment

Evaluation

Pass/Fail

FAMILY NURSING IN MENTAL HEALTH AND SUBSTANCE ABUSE WORK 15 ECTS

Objectives

After this module students are able to apply family nursing approaches when meeting and treating patients / clients and their families, and respect and appreciate different families in different life situations while helping them. Students are also able to examine mental health and substance abuse problems from different perspectives and - help patients / clients and their families with their mental health and substance abuse-related problems.

Competences: Competence in customer service in health care, Competence in health promotion, Clinical competence; Decision-making competence; Counselling and mentoring competence; Ethical competence, Working community competence

08MENT1 Family nursing in mental health and substance abuse work, 5 ects

Learning outcomes

The student is able to:

- understand the Finnish mental health and substance abuse care system and its related laws as well as the cultural specificity of mental health and substance abuse work
- meet a patient whose mental health is fragile, life is in crisis or who has problems caused by his different dependencies
- speak about the patient's and his loved ones' difficulties and understand the importance of confidentiality in treatment and cooperation relations
- prevent and recognize situations endangering mental health and through nursing help patients / clients and their families to apply the key ideas of clinical psychology to mental health care

Content

Mental health, crisis and substance abuse care.

Mode of completion

Activating teaching
PBL work
Exercises
Written assignment
e-learning

Evaluation

1-5

Evaluation criteria

To be informed at the beginning of the course

Learning Material

Recommendations for the quality of mental health and addiction services, treatment programmes, and current care guidelines

Topical articles and research on mental health nursing specified at the beginning of course

08MENT2 Clinical training 6, 10 ects

COMPETENCE AREAS	Clinical training 6 Students are able to:
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Competence in customerships in health care	<ul style="list-style-type: none"> - apply the approaches of family nursing to caring for customers/patients and their families
Competence in health promotion	<ul style="list-style-type: none"> - evaluate the resources and health issues and risks of an individual and a family - support the health, resources and functional ability of an individual or a family based on evidence - apply the principles of rehabilitating nursing to caring for an individual, a family or a community
Clinical competence	<ul style="list-style-type: none"> - describe problems related to mental health and substance abuse from diverse points of view - use nursing methods to assist patients/customers and their families in problems related to mental health and substance abuse - plan, carry out and evaluate the care of children, adolescents and families - safely carry out medical care of children - recognise specialist medical care questions related to mental health care
Decision-making competence	<ul style="list-style-type: none"> - evaluate nursing decisions based on evidence, in collaboration with patients and their families - record nursing procedures in patient documents and patient data, according to data protection principles
Counselling and mentoring competence	<ul style="list-style-type: none"> - guide patients and their families in self-care and health maintenance using various group and individual guidance methods - develop their skills in guiding the medical care of patients and their families in order to promote commitment to health and treatment
Ethical competence	<ul style="list-style-type: none"> - evaluate their own actions based on the ethical principles of nursing
Working community competence	<ul style="list-style-type: none"> - analyse their actions as members of a work community or project team - describe nursing expertise within a multidisciplinary team
Innovation competence	<ul style="list-style-type: none"> - combine different problem-solving and work methods in situations requiring development
Internationalization competence	<ul style="list-style-type: none"> - evaluate their own work with customers, patients and families of diverse cultural backgrounds - improve cooperation in a multicultural operating environment

Clinical environments

Mental health and/or substance abuse placement

Mode of completion

Clinical training

Written assignment

Evaluation

Pass/Fail

LEADERSHIP AND MANAGEMENT EXPERTISE IN SOCIAL- AND HEALTH CARE 25 ECTS

Objectives

After this module students are able to view the socio-economic links of health care organizations and entrepreneurship as part of them. Students are able to assess the leadership and quality activities of organizations. Students are also able to develop the work and the working community.

Students apply entrepreneurial approach to work in the work community and know how to plan and organize activities. Students are examining cultural differences in the workplace and acknowledge the influence of values and attitudes on professional work. Students are able to co-operate with people of different cultures.

Competences: Competence in customerships in health care, Decision-making competence; Ethical competence, Working community competence, Innovation competence, Internationalization competence

08LEADER1 Leadership and Management, 6 ects

Learning outcomes

The student is able to:

- describe the most common leadership models and human resource management principles
- act as a team member and a member of various multi-professional development working groups, or as a leader in cooperation with various professional groups
- launch development projects and promote the quality and effectiveness of nursing through evidence-based activities
- analyze multicultural workplace activities and promote human rights and tolerance in nursing
- critically examine factors related to well-being at work and are able to promote it themselves
- critically examine the impact of social and health policy and guidelines on their work and know how social and health care financing and decision-making system works

Content

Leadership models and organization activities, multicultural work communities, wellbeing at work, quality of knowledge and effectiveness, evidence-based nursing, national guidelines in social and health care, conditions of employment and the related legislation; social challenges, changes and influences, the nurse as a developer of nursing profession

Mode of completion

Activating teaching

PBL work

Co-operative project work and exam

or, alternatively, e-learning

Evaluation

1-5

Evaluation criteria

To be informed at the beginning of the course

Learning material

The literature for the exam will be agreed on at the beginning of the course

08LEADER2 Entrepreneurship, 4 ects

Entrepreneurship studies may be completed in three different ways:

1) Participation in the course **Otetta osamiseen** at the faculty of social and health care

Learning outcomes

Student is able to:

- understand entrepreneurship as a life strategy
- use entrepreneurial approach to work as part of his/her professional expertise
- understand the basics of establishing an enterprise and the related legislation
- distinguish between different forms of enterprise, and in particular the cooperative business form and its legislation
- find the necessary knowledge for the establishment of a coop

I part 2 ECTS

Learning outcomes

Student is able to:

- understand entrepreneurship and entrepreneurial approach to work in social and health care
- recognize the importance of their own knowledge management in entrepreneurship and entrepreneurial approach to work
- understand the importance of commodification in entrepreneurship
- become familiar with the activities of the student coop Cecon

II part 2 ECTS

Learning Outcomes

Student is able to:

- use business know-how as part of their own actions and work
- understand the significance of commodification, marketing, cost accounting and economics as part of business know-how
- make a business plan

Content

Community and operational work practices which support entrepreneurial approach to work, cooperative and other forms of entrepreneurship, basic business concepts, business idea, making a business plan

Mode of completion

- activating classroom teaching and participation in community work practices
- different assignments
- making a business plan

Evaluation: 1- 5

Study Material

Agreed in the beginning of the course.

2) Participation in an **online course**

One way to complete the Entrepreneurship studies is to participate in an online course.

Learning outcomes

Student is able to:

- understand entrepreneurship as a life strategy
- analyze the individual and general opportunities and obstacles of entrepreneurship
- develop his/her skills for working with a business idea and its evaluation as well as making a business plan

Mode of completion

- participation in the opening meeting (recommended),
- exercises and assignments in Moodle
- active participation in the online discussions related to the topics of the course
- making a business plan
- online exam

Evaluation1- 5

3) Participation in the student activities of **the coop Hype****Learning outcomes**

Student is able to:

- understand the entrepreneurship as a life strategy
- analyze the individual and general opportunities and obstacles of entrepreneurship
- develop his/her skills for working with a business idea and its evaluation as well as making a business plan

Modes of completion

- making a business plan of their own cooperative activities
 - active participation in the cooperative management, in different development projects or active in the work toward an accepted business plan
- The coops may be joined at any time by contacting the supervisors.

Evaluation: 1 to 5

Accreditation of prior learning

Students also have the opportunity to be given credit and recognition of studies in entrepreneurship that were completed earlier if they are so much that the course objectives are met.

08LEADER3 Clinical training 7, 15 ects

COMPETENCE AREAS	Clinical training 7 Students are able to:
Learning competence	<ul style="list-style-type: none"> - critically evaluate their own competence in relation to the operations of the workplace and to operational management - obtain and apply knowledge related to managing and developing the unit
Competence in customerships in health care	<ul style="list-style-type: none"> - plan, carry out and evaluate care for a customer/patient from the point of view of unit management - critically evaluate the health care service system and various treatment processes (care paths) available to patients/customers

Competence in health promotion	<ul style="list-style-type: none"> - assess and develop the health-promoting and rehabilitating actions carried out in patient care - examine factors related to occupational welfare and recognise their own roles as promoters of wellbeing in the workplace
Clinical competence	<ul style="list-style-type: none"> - safely implement nursing assistance methods, assuming responsibility and making overall decisions on care for the customer/patient - safely conduct medical care and examine the procedures of the workplace in order to ensure safety -act in sudden first aid situations within the unit and in diverse circumstances (FA2)
Counselling and mentoring competence	<ul style="list-style-type: none"> - develop the guidance materials and practices used in caring for patients/customers - develop materials needed for providing orientation to new employees or students
Ethical competence	<ul style="list-style-type: none"> - work according to the ethical principles of nursing, assuming responsibility for their own actions and their consequences and complying with agreed procedures and instructions - be socially influential based on ethical values - adhere to the principles of sustainable development - make health care decisions under supervision, with a basis in ethical principles and evidence-based data, allowing participation of the patients/customers and their families
Innovation competence	<ul style="list-style-type: none"> - carry out creative problem-solving and development of work methods - adopt a developmental approach to work and actively develop their own knowledge and skills and the procedures of the workplace - plan their work and demonstrate decision-making ability and planning in their actions - find and utilise up-to-date evidence-based nursing and multidisciplinary research data from diverse databases, for use in providing personal care to patients/customers and their families
Working community competence	<ul style="list-style-type: none"> - work constructively as members of a work community and as team leaders - act professionally in workplace communication and interaction situations - utilise ITC in professional tasks - create personal professional relationships and cooperate in networks - provide clear verbal and written information on issues related to the care of patients/customers - carry out nursing in line with the operating model of the unit in question, and participate in multidisciplinary teams, utilising the knowledge of other experts in providing care for a patient
Internationalization competence	<ul style="list-style-type: none"> - possess the language skills needed for completing their professional duties and developing in these - conduct multicultural cooperation and improve the tolerance of the workplace - take into account the effects and opportunities of internationalisation in the profession

Clinical environments

Clinical placement according to your own choice.

Mode of completion

Excursions

Clinical training

Written assignment

Evaluation

Pass/Fail

EXPERTISE IN RESEARCH AND DEVELOPMENT 10 ECTS

Learning outcomes

After completing this module students are able to know the basics of development and research methods, and acquire and process information related to research and development activities. Students are also able to carry out a qualitative and quantitative research process. Students prepare for working on a Bachelor's thesis as an assignment by working life or a project partner. Students know the basics of explorative writing and they comply with good scientific practices and avoid their violation. Students act as experts in working life research and development activities.

Competences: Competence in customerhips in health care, Decision-making competence; Learning competence, Ethical competence, Innovation competence

08REDE1 Development Methods, 4 ects

Learning Outcomes

The student is able to:

- carry out their thesis process
- work in collaboration with working life representatives and project partners
- comply with good scientific practices and avoid their violation
- acquire the necessary information for their research and development activities and critically evaluate the sources
- report on the thesis according to the basic principles of explorative and research writing

Content

08KEME1 Professional expertise in working life research and development activities, 2 credits

Bachelor's thesis as part of the research and development skills

Bachelor's thesis as a development project

Bachelor's thesis as an assignment from working life- and project partners

various theses (qualitative, quantitative, functional)

thesis supervision

the ethical guidelines of research and development activities and avoiding their violation

08KEME2 Information skills for research and development activities, 1 credit

sources and structure of information

efficient information search methods, information search process, searching strategies

source criticism and data evaluation

08KEME3: Explorative Writing 1 credit

writing scientific texts

source criticism and listing the sources

text structure

oral reporting

Mode of completion

activating teaching

e-learning

different assignments

Evaluation

Pass / Fail

Learning material

Thesis Guidelines of Lahti University of Applied Sciences

08REDE2 Research methods, 6 ECTS

Learning Objectives

The student is able to:

- recognize qualitative and quantitative research layout
- collect and process qualitative and quantitative research data
- analyze qualitative and quantitative research data

- discuss the results and draw conclusions
- apply a research-oriented approach to development projects

Content

08TUME1 Qualitative and quantitative research process 2 credit

the researched object/topic and its scope and demarcation
objectives, tasks and problems of the research
preparation of the research plan and development plan

08TUME2 Qualitative and quantitative research data collection and processing 2 credits

data collection methods and amount of data (interview, observation, other materials, a questionnaire, webropol), different data analytical methods

08TUME3 Qualitative and quantitative research analysis and interpretation 2 credits

processing of the material (transcripts, encoding)
the basics of qualitative analysis (content analysis)
the basics of statistical analysis (SPSS)
interpretation of the results and conclusions
reliability and significance of the study and its results

Mode of completion

activating teaching
e-learning
assignments
exercises

Evaluation

Pass / Fail

Learning material

Polit, D.F., Beck, C.T. & Hungler, B.P. 2001. Essentials of nursing research: methods, appraisal and utilization. 5. ed. Philadelphia:Lippincott.

Current study material

08THESIS BACHELOR'S THESIS, 15 ECTS

Learning outcomes

The student is able to:

- review working life activities, projects, services and products in accordance with the principles of research and development knowledge
- brainstorm, prepare, implement, evaluate and publish a thesis and report on it in accordance with the principles of their professional knowledge base, information search and explorative writing skills
- demonstrate their expertise in working life research and development activities in health care
- understand the new information, activity, service or product acquired as a result of the thesis and their immediately benefit and importance for working life or the project

Content

Brainstorming and preparation phase 3 credits

Implementation phase 7 credits

Evaluation and publication phase 5 credits

- brainstorming, preparation, implementation, evaluation, publication and utilization of the results of the thesis in working life/project
- application of research and development skills
- application of information skills
- application of written and oral reporting skills

Mode of completion

independent or pair work
steering group work
seminar work and presentations (planning and publishing seminars)
reporting on the thesis
maturity test; assessment: pass / fail
other publishing activities agreed upon separately

Evaluation

1-5

Learning material

Thesis Guidelines of Lahti University of Applied Sciences

Material related to the topic of the thesis, data base, previous studies and research and development methods

Elective studies 15 ects

Elective studies are studies which you can choose according to your professional interests and needs.

For foreign students Finnish language courses are recommended.

Basics of Finnish language, 5 ects

Learning outcomes

The student is able to

- tell about her-/himself and her/his family in Finnish
- read and understand simple Finnish texts
- recognize some basic vocabulary of nursing
- write simple phrases in Finnish
- recognize some characteristics of Finnish culture and way of life.

Contents

The alphabet, numbers, days, months, time, greetings. Pronunciation. Food and drink vocabulary. Questions. Introducing and telling about yourself. Family and living. Asking the way. Getting to know each other. Some basic words of nursing.

Grammar: Basic key concepts of Finnish grammar: principles of the verb conjugation and present tense, negative form, personal and possessive pronouns, the degree of variation, vocal harmony, partitive case, local cases, adjectives. Speaking, listening and writing exercises.

Mode of completion

Active participation in contact lessons, completion of homework, demonstration of oral skills, test.

Evaluation: 1 - 5.

Evaluation criteria

The student is able to:

LEVEL 5

- use actively Finnish vocabulary he/she has learnt and understands short discussions in Finnish
- write short texts in Finnish
- understand aspects of Finnish culture, habits and way of life.

LEVEL 3

- use some basic Finnish vocabulary and understands some sentences of spoken Finnish
- understand some aspects of Finnish culture and way of life.

LEVEL 1

- use some Finnish words and understands some words of spoken Finnish
- understand some features of Finnish culture.

Learning material

Current material to be informed at the beginning of the course.

Professional Finnish language 1, 5 ECTS

Learning outcomes

The student is able to

- tell about his/her work and profession in Finnish
- understand slowly and clearly spoken Finnish when the topic and the vocabulary are connected with his/her own life and experiences
- use basic nursing vocabulary used in medical care in hospitals and health centers
- describe simple routine tasks in Finnish
- write short notes and messages in Finnish.

Content

Communications in everyday situations. Basic vocabulary of nursing and medical care. Professions and work. Parts of the body. Health and sickness. Clothes. Telephoning.

Grammar: Verbs, imperative, past tense, cases, object in practise. Spoken, listening and writing exercises.

Mode of completion

Active participation in contact lessons, completion of homework, a short essay, demonstration of oral skills, exam.

Evaluation: 1 - 5.

Evaluation criteria

The student is able to:

LEVEL 5

- use actively basic nursing vocabulary
- tell fluently about his/her work and profession
- write accurately short messages and notes.

LEVEL 3

- use some basic nursing vocabulary
- tell shortly about his/her work and profession
- write understandably short messages and notes

LEVEL 1

- use some words of basic nursing vocabulary
- tell some features of his/her work
- write understandably very short messages

Learning material

Current material to be informed at the beginning of the course.

Professional Finnish language 2, 5 ect

Learning outcomes

The student is able to

- explain and describe patient cases in standard language
- participate in workplace communication, when the topic is familiar
- make short texts related to the work
- read and write patient data under guidance.

Content

Work-related texts. Extend knowledge of the vocabulary of nursing. Strengthen spoken and written communication skills.

Grammar: Extend knowledge of grammar, conditional, consideration for a sentence, participle.

Mode of completion

Active participation in contact lessons, report, memo. Spoken, listening and writing exercises. Exam.

Evaluation: 1 - 5

Evaluation criteria

The student is able to:

LEVEL 5

- take actively part in the work conversations with familiar topics
- explain fluently also complex patient cases when the vocabulary is familiar.
- write short reports and memos.

LEVEL 3

- take part in the work conversations with familiar topics
- explain patient cases when the vocabulary is familiar
- write understandably short reports and memos.

LEVEL 1

- follow the work conversations with familiar topics
- explain short patient cases when the vocabulary is very familiar
- write rather understandably short reports and memos.

Learning material

Current material to be informed at the beginning of the course.