

Lahti University of Applied Sciences

Degree Programme in Nursing

Study Guide 2014-2015

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Degree Programme in Nursing



DEGREE PROGRAMME IN NURSING, 210 ECTS

CODE	MODULE AND COURSES	ECTS	1	2	3	4	YEAR
	Basics of Good Care	30					1
08NHYPE1	Competence in Customer-orientated Work	5	x				
08NHYPE2A	Professional identity 1	5	x				
08NHYPE2B	Competence in Evidence Based Nursing						
08NHYPE3	Clinical Competence in Good Nursing Care	5	x				
08NHYPE4	Medical Competence 1	5	x				
08NHYPE5	Clinical Practice 1	10	x				
08NHYPS	Good Care in Longterm illnesses	30					1
08NHYPS1	Competence in Chronic Nursing Care	5	x				
	Competence in Mental Health and Substance Abuse Work						
08NHYPS2A	Professional identity 2	1	x				
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08NHYPS3	Competence in Health Promotion	5	x				

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08NHYP55	Clinical Practice 2	10	x					
08NHAKU	Good Care in Acute Care	30						
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08NHAKU2B	Competence in Acute Care Competence in Critical Thinking and Problem Solving	4						
08NHAKU3	Competence in Guiding and Encountering	5						
08NHAKU4	Medical Competence 3	5						
08NHAKU5	Clinical Practice 3	10						
08NELVA	Good nursing care in Different life stages	30						
08NELVA1	Competence in Family Nursing	5						
01RUO	Swedish (for Finnish-speaking students)	3						
01RUOS	Swedish Language Written Skills	1,5						
01RUOK	Swedish Language Oral Skills	1,5						
08ELVA1B	Professional Finnish Language (for English-speaking students)	3						
08NELVA1A	Family Nursing Care	2						

08NELVA2A	Competence in Children and Adolescent Care Professional identity 4	1					
08NELVA2B	Competence in Children and Adolescent Care	4					
08NELVA3	Competence in Elderly People's Care	5					
08NELVA4	Clinical Practice 4	15					
08NHYP A	Development of Welfare services	15					
08NJOHTA1A	Professional identity 5	1					
08NJOHTA1B	Leadership, supervision and the Workplace Organisation	4					
08NTUKE	Research and Methodology Competence	5					
08NOTYR	Take Hold Entrepreneuria I Competence	5					
08NAHAR	CLINICAL PRACTICE	30					
08NAHAR5	Clinical Practice 5	15					
08NAHAR6	Clinical Practice 6	15					
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08NOPN2	Final Project Expertise Competence 2	5					
08NOPN3	Final Project Expertise Competence 3	5					
08NYYTÄYD	COMPLEMENTARY STUDIES	30					
08NYYMU	COMPLEMENTARY PROFESSIONAL STUDIES	15					
08NTÄÖP	Complementary Professional Studies	15					
08NAVAP	ELECTIVE STUDIES	15					

THE CORE COMPETENCE 180 ECTS

BASIC STUDIES 30 ECTS

Competence in Customer-orientated Work 5 ECTS

01NSUO Communicating Your Expertise 4 ECTS

01NSUOA Professional Communication (Finnish) 3 ECTS

01NINVER Information Literacy and E-learning Skills 1 ECTS

08NHYPE1A Professional identity 1 ECTS credits

Learning outcomes

Students will be able to

- evaluate and interpret the meanings of different types of messages and develop their communication skills
- apply oral and written communication skills in real-world customer service situations in an appropriate manner and using dialogue
- apply team work skills in meetings and negotiations
- design and produce accurate text for customer contexts and scientific articles.
- define good care and name some of the principles of professional interaction
- describe characteristics specific to the social and health care service system and the health care customer relationship
- recognise their personal strengths and weaknesses and their significance in terms of the nurse's professional identity
- apply the principles of group and team work

Contents

Workplace text types, learning texts, scientific articles, group work methods, meetings and negotiations, speech, oral reporting, the nurse's professional identity, professional growth and development, customer-orientation, professional and care-related interaction, information literacy

Modes of delivery

Active learning

Online assignments

Article

Assignments

Portfolio

Usage and grammar test

Assessment

T1 - K5

Course assessment criteria

Students will be able to

LEVEL 5

- produce factual article-style text to the standards of source-critical scientific text
- design instructions and reports for different target groups
- integrate different methods of group work in meetings and negotiations
- interpret the communications of different types of customers and draw conclusions for action
- apply field-specific information in oral presentations.
- provide a reasoned account of the concept of good care and name some of the principles of professional interaction
- describe, with breadth and depth, the characteristics specific to the social and health care service system and name the characteristics of the health care customer relationship
- recognise and reflect on their personal strengths and weaknesses and their links with the nurse's professional identity
- apply the principles of group and team work in group activities in a fluent and constructive manner

LEVEL 3

- produce factual essay text with source criticism
- produce instructions and reports
- appraise the use of different group work methods in meetings and negotiations
- interpret the communications of different types of customers
- design an oral presentation.
- define, with breadth, the concept of good care and name some of the principles of professional interaction
- describe a broad range of the characteristics specific to the social and health care service system and name some of the characteristics of the health care customer relationship
- recognise a number of personal strengths and weaknesses and their links with the nurse's professional identity
- apply some the principles of group and team work in group activities

LEVEL 1

- produce professional text
- identify different types of instructions and reports
- define the structure of meetings and negotiations
- compare the communications of different types of customers
- describe professional situations of their chosen field verbally.
- define good care and name some of the principles of professional interaction

- describe the main characteristics specific to the social and health care service system and name some of the characteristics of the health care customer relationship
- recognise some of their personal strengths and weaknesses and their links with the nurse's professional identity
- apply a few of the principles of group and team work in group activities

Learning materials

Kauppinen, A., Nummi, J. & Savola, T. 2010. Tekniikan viestintä. Helsinki: Edita Prima,

Laine, A., Ruishalme, O., Salervo, P. & Siven, T. 2012. Opi ja ohjaa sosiaali- ja terveysalalla. Sanoma Pro Oy.

Mattila, H., Ruusunen, T., Uola, K. 2006. Viestinnän työkaluja AMK-opiskelijalle. Helsinki: WSOY,

Niemi, T., Nietosvuori, L. & Virikko, H. 2006. Hyvinvointialan viestintä. Helsinki: Edita Prima,

Roivas, M. & Karjalainen, A.-L. 2013. Sosiaali- ja terveysalan viestintä. Helsinki: Edita,

Ropponen- Mäkisälo, M. 2012. Vuorovaikutustaidot sosiaali -ja terveysalalla. Sanoma Pro Oy.

Online course materials

08NHYPE2 Competence in Evidence Based Nursing 5 ECTS

Learning outcomes

Students will be able to

- describe nursing sciences as a scientific discipline and explain the concept of evidence-based practice
- retrieve information from common health science databases
- name the main laws and regulations governing health care and the ethical guidelines
- explain the decision-making process in nursing and the Finnish Care Classification (FinCC 3.0)
- recognise the effects of ageing and memory disorders on a person's health and everyday coping capacity• describe good end-of-life care
- name indicators of good mental health and characteristics specific to the care of disabled people
- describe the role of cultural background in encountering and interacting with customers

Contents

Nursing science as a scientific discipline, the concept of evidence-based practice, national and international nursing guidelines and recommendations, legislation governing health care, the values and ethical principles of nursing, sustainability, the decision-making process in nursing, Finnish Care Classification (FinCC- 3.0), ageing, memory disorders, end-of-life care, mental health, disability, patient safety and security, individuals and families from different cultures as customers

Modes of delivery

Active learning

Independent work

Online learning

Exam

Assessment

T1 - K5

Course assessment criteria

Students will be able to:

LEVEL 5

- provide a comprehensive and reasoned account of nursing science as a scientific discipline and explain the concept of evidence-based practice
- retrieve a range of information from common health science databases

- explain the main laws and regulations governing health care and the ethical guidelines
- explain the decision-making process in nursing and the Finnish Care Classification (FinCC 3.0)
- explain, with reasons, the effects of ageing and memory disorders on a person's health and everyday coping capacity
- explain, with reason, good end-of-life care
- explain, with reasons, the indicators of good mental health and characteristics specific to the care of disabled people
- explain, with reasons, the role of cultural background in encountering and interacting with customers

LEVEL 3

- explain nursing science as a scientific discipline and explain the concept of evidence-based practice in a reasoned manner
- retrieve information from common health science databases
- name the main laws and regulations governing health care and the ethical guidelines
- define the decision-making process in nursing and explain the Finnish Care Classification (FinCC 3.0)
- explain the effects of ageing and memory disorders on a person's health and everyday coping capacity
- explain good end-of-life care
- explain the indicators of good mental health and characteristics specific to the care of disabled people
- explain the role of cultural background in encountering and interacting with customers

LEVEL 1

- describe nursing science as a discipline and explain the concept of evidence-based practice
- retrieve information from some health science databases
- name some of the main laws and regulations governing health care and the ethical guidelines
- define the decision-making process in nursing and explain the Finnish Care Classification (FinCC 3.0)
- recognise the effects of ageing and memory disorders on a person's health and everyday coping capacity
- describe good end-of-life care
- name indicators of good mental health and characteristics specific to the care of disabled people
- give a few examples of the role of cultural background in encountering and interacting with customers

Learning materials

Abdelhamid, P., Juntunen, A. & Koskinen, L. 2010. Monikulttuurinen hoitotyö. Sanoma Pro Oy.

Grönlund, E. & Huhtinen, A. 2011. Kuolevan hyvä hoito. Publishing Oy.

Leino-Kilpi, H., Välimäki, M. 2012. Etiikka hoitotyössä. Sanoma Pro Oy.

Sairaanhoitajan eettiset pelisäännöt. Hoitotyön vuosikirja 2012. Fioca Oy.

Heikkinen H., Kannel V., Latvala, E. 2004. Saattohoito. Haaste moniammatilliselle yhteistyölle. WS Bookwell Oy.

www.finlex.fi (laws and regulations governing health care)

Liljamo, P., Kinnunen, U-M, Ensio, A. 2012. FinCC-luokituskokonaisuuden käyttöopas - SHTaL 3.0, SHToL 3.0, SHTuL 1.0. THL. Available at: <https://www.julkari.fi/handle/10024/90804>

? 2013. Johda näyttö käyttöön hoitotyössä. Fioca Oy.

Sarajärvi, A., Mattila, L-R & Rekola, L. 2011. Näyttöön perustuva toiminta: Avain hoitotyön kehittämiseen. Sanoma Pro Oy.

Erikson, K., Isola, A., Kyngäs, H., Salanterä, S. & Leino-Kilpi, H. 2012. Hoitotiede. Sanoma Pro Oy.

National and international nursing guidelines and recommendations

The Ministry of the Environment: http://www.ym.fi/fi-FI/Ymparisto/Kestava_kehitys/Mita_on_kestava_kehitys

Lirtuaaliampk, Kestävän kehityksen perusteet: <http://www2.amk.fi/digma.fi/>

08NHYPE3 Clinical Competence in Good Nursing Care 5 ECTS

Learning outcomes

Students will be able to:

- define the principles of aseptic technique and infection prevention in nursing
- recognise changes in vital functions and deliver nursing interventions in a skills lab environment
- deliver first aid in situations involving common illnesses and accidents

- name some of the principles of safe pharmacotherapy and deliver them in a skills lab environment
- basics of dosage calculation required for the delivery of pharmacotherapy

Contents

Infection prevention and aseptic technique, the monitoring of vital functions, First Aid 1, safe pharmacotherapy (routes of administration, pharmacotherapy in a hospital and at home, pharmacotherapy guidance), dosage calculation

Modes of delivery

Active learning, lectures

Assignments / skills lab practice

Online learning

Examinations

Simulation

Assessment

T1 - K5

Course assessment criteria

Students will be able to:

LEVEL 5

- provide a comprehensive and reasoned description of the principles of aseptic technique and infection prevention in nursing determine changes in vital functions and deliver a range of nursing interventions in a skills lab environment and provide justification
- deliver first aid in situations involving common illnesses and accidents in a skills lab environment and provide comprehensive reasoning for their actions
- name a range of the principles of safe pharmacotherapy and deliver them in a skills lab environment with justification
- basics of dosage calculation required for the delivery of pharmacotherapy

LEVEL 3

- provide a comprehensive description of the principles of aseptic technique and infection prevention in nursing
- determine changes in vital functions and deliver nursing interventions in a skills lab environment and provide justification
- deliver first aid in situations involving common illnesses and accidents in a skills lab environment and provide justification for their actions name a range of the principles of safe pharmacotherapy and deliver them in a skills lab environment
- basics of dosage calculation required for the delivery of pharmacotherapy

LEVEL 1

- name a few of the principles of aseptic technique and infection prevention in nursing
- recognise typical changes in vital functions and deliver nursing interventions in a skills lab environment
- deliver first aid in situations involving common illnesses and accidents in a skills lab environment and provide justification for some of the actions name a few of the principles of safe pharmacotherapy and deliver them in a skills lab environment
- basics of dosage calculation required for the delivery of pharmacotherapy

Learning materials

Anttila, V.-J., Hellsten, S., Rantala, A., Syrjälä, H. & Vuonto, R. (toim) 2010. Hoitoon liittyvien infektioiden torjunta. The Association of Finnish Local and Regional Authorities.

Grönlund, E. & Huhtinen, A. 2011. Kuolevan hyvä hoito. Publishing Oy.

Iivanainen, A. & Syväoja, P. 2013. Hoida ja kirjaa. Sanoma Pro Oy, Helsinki.

Korte, H. & Myllyrinne, K. 2012. Ensiapu. Suomen Punainen Risti.

Saano, S. & Taam-Ukkonen, M. 2013. Lääkehoidon käsikirja. Sanoma Pro Oy. Helsinki.

Westergård, A., Rautava-Nurmi, H., Henttonen, T., Ojala, M. & Vuorinen, S. 2013. Hoitotyön taidot ja toiminnot. Sanoma Pro Oy.

<http://www.punainenristi.fi/> (first aid) www.stakes.fi/apuvalineet (functional capacity support/assistive equipment) www.terveysportti.fi (Nursing databases, Current Care guidelines) www.ttl.fi (ergonomics/patient transfers)

08HYPE4 Medical Competence 1 5 ECTS

08NHYPE4A Microbiologi 1 ECTS credits

08NHYPE4B Anatomy and Physiology 4 ECTS credit

Learning outcomes

Students will be able to:

- explain the basics of human anatomy and physiology
- describe common pathogenic microbes, routes and mechanisms of transmission and infection risk factors
- describe the methods of infection prevention and precautions in nursing

Contents

Anatomy and physiology, the cell, tissue, skin, urine secretion, the digestive and endocrine system, the nervous system, brain, senses, the circulatory and respiratory systems, the defence mechanisms of blood and organs, the musculoskeletal system

Microbiology: the main microbe groups, routes and mechanisms of transmission, body defence mechanisms, common precautions, preventing the spread of infection, common sampling methods

Modes of delivery

Active learning

Online learning

Exam

Assessment

T1 - K5

Course assessment criteria

Students will be able to:

LEVEL 5

- provide a comprehensive and reasoned account of the basics of human anatomy and physiology
- provide a comprehensive and reasoned description of common pathogenic microbes, routes and mechanisms of transmission and infection risk factors
- provide a broad and reasoned description of the methods of infection prevention and precautions in nursing

LEVEL 3

- explain, with reasons, the main aspects of human anatomy and physiology
- describe common pathogenic microbes, routes and mechanisms of transmission and infection risk factors
- describe common methods of infection prevention and precautions in nursing

LEVEL 1

15.9.2014

- explain the main aspects of human anatomy and the basics of physiology
- describe some of the most common pathogenic microbes, routes and mechanisms of transmission and infection risk factors
- describe some of the methods of infection prevention and precautions in nursing

Learning materials

Leppäluoto, J., Kettunen, R. & Rintamäki, H. 2013. Anatomia ja fysiologia. Sanoma Pro Oy.

Bjälle, J., Haug, E., Sand, O., Sjaastad, O. & Toverud, K. 2012. Ihminen, Fysiologia ja Anatomia. Sanoma Pro Oy.

Huovinen, P., Hedman, K., Heikkinen, T., Järvinen, A., Meri, S. & Vaara, M. (eds.) 2010. Mikrobiologia - Mikrobiologia, immunologia ja infektiosairaudet. Duodecim.

Hellsten, S. (ed.) 2005. Kliininen mikrobiologia terveydenhuollossa. The Association of Finnish Local and Regional Authorities.

Karhumäki, E., Jonsson, A. & Saros, M. 2010. Mikrobit hoitotyön haasteena. Sanoma Pro Oy.

Optional:

Öystein, V., Sjaastad, O., Toverud, K., Sand, O., Bjälle, J. 2003. Ihminen, Fysiologian ja anatomian työkirja.

08NHYPE4A Mikrobiologi 1 ECTS

08NHYPE4B Anatomy and Physiology 4 ECTS

08NHYPE5 Clinical Practice 1 10 ECTS

Learning outcomes

COMPETENCIES / COMPETENCE AREAS	<i>BASIC NURSING SKILLS PRACTICE, Practice 1 Students will be able to:</i>
CRM competence in nursing practice	<ul style="list-style-type: none"> • engage in professional interaction with customers and their families • interact with the customer as an active operator in the care, and support the role of families • identify specific communication-related aspects (e.g. patients with memory disorders or disabilities)
Health promotion skills and competence	<p>Health promotion skills</p> <ul style="list-style-type: none"> • take into account issues related to ergonomics • design and deliver suitable activities and stimulation for customers of different age groups
Clinical competence	<ul style="list-style-type: none"> • monitor the customer's vital functions and condition • comply with the principles of infection prevention • under supervision, deliver nursing interventions • under supervision, deliver symptom-based and humane care for a terminally ill patient and support his or her family • under supervision, deliver nutritional therapy for a customer • under supervision, use main types of assistive equipment safely • under supervision, deliver safe pharmacotherapy (pharmacotherapy passport)

Decision-making competence	<ul style="list-style-type: none"> under supervision, determine the patient's need for care, and plan, implement and evaluate the care (FinCC classification) under supervision, communicate verbally on matters related to the customer's care and document the care
Guidance and instructional competencies	<ul style="list-style-type: none"> under supervision, design, implement and evaluate customer-oriented good guidance in care situations
Ethical competence	<ul style="list-style-type: none"> act in accordance with the values and ethical guidelines of nursing treat customers equally and fairly take into account sustainability aspects in their practice
Workplace competence	<ul style="list-style-type: none"> act as a member of a workplace community under supervision, utilise the competencies of different professional groups in the customer care
Innovation competence	<ul style="list-style-type: none"> use creativity in different care situations
International competence	<ul style="list-style-type: none"> under supervision, meet customers from different cultures as individuals
Learning skills	<ul style="list-style-type: none"> set concrete objectives to guide the learning process take initiative and responsibility for their actions receive and give feedback source information on which to base their actions appraise their competencies and development

Clinical practice settings

3 ECTS credits in workshop and simulations settings, 3 ECTS credits in different personal customer contact settings (e.g. an ageing customer, developmentally or physically disabled customer) and 4 ECTS credits in different social and health care settings where basic nursing skills can be practised. Suitable settings include patient and care wards of health centres and regional hospitals, nursing homes, care wards of private or public nursing homes or residential care homes, patients' homes, disabled care units.

Mode of delivery

Clinical practice, a written assignment

Assessment:

Pass/Fail

PROFESSIONAL STUDIES 105 ECTS

Good Care in Longterm Illnesses 30 ECTS

Module objectives

By the end of this module, you will be familiar with the concept of good nursing care of patients with chronic illnesses. You will be able to deliver good clinical care for patients with common chronic illnesses, recognise the boundaries of your personal competencies and vocational area of

responsibility, and understand the nurse's contribution in evidence-based practice. You will have grasped the principles of evidence-based, customer-oriented guidance of patients/customers, of supporting the customer's active role, and the use of an empowering work approach in a good care process. You will be able to recognise risks related to patient safety and different risk management approaches, identify risks related to health, work capacity and impairments, health promotion methods and good care of patients/customers as part of the continuity of care.

Competencies: Customer-oriented approach, ethical and professional nursing practice, evidence-based practice and decision-making, guidance and instructional competencies, promotion of health and functional capacity, the operational environment in social and health care, the quality and safety of social and health services, ethical competence, workplace competence and international competence

08NHYPS1 Competence in Chronic Nursing Care 5 ECTS

Learning outcomes

Students will be able to

- recognise the risk factors of common chronic diseases and conditions and the associated symptoms and care, using evidence-based knowledge
- deliver safe pharmacotherapy and have command of dosage calculation within a skills workshop and simulation setting.
- carry out the main types of examination and care procedures related to the care of a chronic patient/customer within a skills workshop and simulation setting
- explain the roles of a multidisciplinary team and families in the care of chronically ill patients/customers
- provide a reasoned explanation of the role of the patient's/customer's self-management and health promotion, taking into account the rehabilitative nursing approach

Contents:

Chronic care, main types of examination procedures and nursing interventions, characteristics specific to pharmacotherapy for chronic conditions.

Modes of delivery

Active learning

Skill workshops and simulation exercises

Online learning

Seminars

Demonstration / exams

Assessment

T1 - K5

Course assessment criteria

Students will be able to:

LEVEL 5

- recognise a comprehensive range of the risk factors of common chronic diseases and conditions and the associated symptoms and care, using a diverse range of evidence-based knowledge
- deliver, with justification, safe pharmacotherapy and faultless performance of dosage calculation
- carry out a diverse range of examination and care procedures related to the care of a chronic patient/customer within a skills workshop and simulation setting
- provide a comprehensive and reasoned account of the roles of a multidisciplinary team and families in the care of chronically ill patients/customers
- provide a comprehensive and reasoned account of the role of the patient's/customer's self-management and health promotion, taking into account the rehabilitative nursing approach

LEVEL 3

- explain common risk factors of chronic diseases and conditions and the associated symptoms and care, using an essential range of evidence-based knowledge

- deliver safe pharmacotherapy and faultless performance of dosage calculation
- carry out essential examination and care procedures related to the care of a chronic patient/customer within a skills workshop and simulation setting
- explain the roles of the main types of professional teams and of the families in the care of chronically ill patients/customers
- justify, in broad terms, the importance of the patient's/customer's self-management and health promotion, taking into account the rehabilitative nursing approach

LEVEL 1

- explain typical risk factors of chronic diseases and conditions and the associated symptoms and care, using relevant evidence-based knowledge
- deliver safe pharmacotherapy and faultless performance of dosage calculation
- carry out typical examination and care procedures related to the care of a chronic patient/customer within a skills workshop and simulation setting
- explain the roles of a multidisciplinary team and families in the care of chronically ill patients/customers
- explain the role of the patient's/customer's self-management and health promotion, taking into account the rehabilitative nursing approach

Learning materials Exam materials:

Primary exam textbook: Ahonen, O., Blek-Vehkaluoto, M., Ekola, S., Partamies, S., Sulosaari, V. & Uski-Tallqvist, T. Kliininen hoitotyö. Sisätauteja, kirurgisia sairauksia ja syöpätauteja sairastavan hoito. Sanoma Pro. 2012

Alternatively: Holmia, I., Murtonen, I., Myllymäki, H. & Valtonen, K. 2006. Sisätautien, kirurgisten sairauksien ja syöpätautien hoitotyö. WSOY, Helsinki or

Iivanainen, A., Jauhiainen, M. & Pikkarainen, P. 2010. Sairauksien hoitaminen -terveyttä edistäen. Tammi, Helsinki.

Ernvall, S., Pulli, A., Salonen, M-L., Nurminen, M-L. & Kaukkila, S. 2008. Lääkelaskenta. WSOY, Helsinki

Current articles, research reports and other literature, Current Care and other guidelines

08NHYP2A Professional identity 1 ECTS

08NHYP2B Competence in Mental Health and Substance Abuse Work 4 ECTS

Learning outcomes

Students will be able to

- recognise the role of their own personality in the care relationship, reflect on their thought processes and see supervision as a support function of their professional practice
- identify and describe characteristics specific to the care relationship in mental health and substance abuse treatment
- plan, deliver and, through the use of documentation, evaluate mental health and substance abuse nursing care from the point of view of structured documentation, using evidence-based knowledge
- recognise the impact of changes at the individual, family, community and society level on a person's mental health and substance abuse
- name acts governing social and health care, the service system and health policy programmes and understand the role of ethical guidelines
- recognise the role of safe pharmacotherapy as part of the holistic care of a patient, taking into account the special requirements of mental health and substance abuse nursing care
- describe the role of a team, multidisciplinary approach and network-based practice in the holistic care of a patient
- apply the main ideas of clinical psychology in mental health practice
- name the most common mental health disorders, drugs used in their treatment including their purposes, and recognise the side effects of drugs

Contents

Legislation, health policies and the service system in mental health and substance abuse nursing care; Ethics, patients' right to self-determination and patient safety, The care relationship, Reflective practice, self-reflection and dialogue skills, Safe pharmacotherapy, Family and networks in mental health and substance abuse practice, Supervision, coping in the workplace and occupational well-being; Evidence-based good nursing care in mental health and substance abuse treatment

Modes of delivery

Active learning

Applied PBL sessions

Assignments

Written report

Online learning

Seminars

Assessment

T1-K5

Course assessment criteria

Students will be able to

LEVEL 5

- display understanding of and describe the role of their own personality in the care relationship and see reflective practice and supervision as support functions of their professional practice.
- provide a comprehensive and reasoned account of the characteristics specific to the care relationship in mental health and substance abuse nursing care.
- plan, deliver and, through the use of documentation, evaluate mental health and substance abuse work from the point of view of structured documentation using a range of evidence-based knowledge
- compare the impacts of changes at the individual, family, community and society level on a person's mental health and substance abuse
- name an increasing range of acts governing social and health care, the service system and health policy programmes and understand the role of ethical guidelines
- provide a reasoned explanation of the role of safe pharmacotherapy as part of the holistic care of a patient, taking into account the special requirements of mental health and substance abuse work
- provide a comprehensive and reasoned account of the roles of a team, multidisciplinary approach and network-based practice in the holistic care of a patient
- name a range of different mental health disorders, drugs used in their treatment and their purpose of use, and recognise a range of drug side effects
- apply, with justification, a wide range of main ideas of clinical psychology in mental health practice

LEVEL 3

- recognise the role of their own personality in the care relationship and see reflective practice and supervision as support functions of their practice.
- describe a range of characteristics specific to the care relationship in mental health and substance abuse treatment.
- plan, deliver and, through the use of documentation, evaluate mental health and substance abuse work from the point of view of structured documentation using a limited range of evidence-based knowledge
- explain the impacts of changes at the individual, family, community and society level on a person's mental health and substance abuse
- name the main acts governing social and health care, the service system and health policy programmes and understand the role of ethical guidelines
- explain some of the main aspects of safe pharmacotherapy as part of the holistic care of a patient, taking into account the special requirements of mental health and substance abuse work
- describe a wide range of the roles of a team, multidisciplinary approach and network-based practice in the holistic care of a patient
- name all of the most common mental health disorders, drugs used in their treatment including their purposes, and recognise some of the common side effects of drugs
- apply a wide range of main ideas of clinical psychology in mental health practice

LEVEL 1

- recognise the role of their own personality in the care relationship and see reflective practice and supervision as support functions of their practice.
- describe the key characteristics specific to the care relationship in mental health and substance abuse treatment.

- plan, deliver and, through the use of documentation, evaluate mental health and substance abuse nursing care from the point of view of structured documentation, using a narrow range of evidence-based knowledge
- state the impacts of changes at the individual, family, community and society level on a person's mental health and substance abuse
- name a limited range of acts governing social and health care, the service system and health policy programmes and understand the role of ethical guidelines
- state a few aspects of safe pharmacotherapy as part of the holistic care of a patient, taking into account the special requirements of mental health and substance abuse nursing care
- describe some of the roles of a team, multidisciplinary approach and network-based practice in the holistic care of a patient
- name the most common mental health disorders, drugs used in their treatment including their purposes, and recognise some of the common side effects of drugs
- apply some of the main ideas of clinical psychology in mental health nursing care

Learning materials

Friis, L., Eirola, R. & Mannonen, M. 2004. Lasten ja nuorten mielenterveystyö. WSOY, Helsinki.

Havio, M., Inkinen, M. & Partanen, A. 2008. Päihdehoitotyö. Tammi, Helsinki.

Holmberg, J., Hirschovits, T., Kylmänen, P. & Agge, E. 2009. Tämä potilas kuuluu meille. Sairaanhoidaja tekee mielenterveys- ja päihdehoitotyötä.

The Finnish Nurses Association. Helsinki.

Hyvönen, S. 2004. Moniulotteista ja moni ammatillista yhteistyötä muutosten keskellä - tutkimusperusterveydenhuollon mielenterveystyöstä. Doctoral dissertation. University of Tampere School of Health Sciences. Acta Electronica Universitatis Tamperensis 373. Inkinen, M. 2000. Päihdehoitotyö. Tammi, Helsinki.

Kuhanen, C., Oittinen, P., Kanerva, A., Seuri, T. & Schubert C. 2010. Mielenterveyshoitotyö. WSOYpro Oy, Helsinki.

Saarelainen, R., Stengård, E. & Vuori-Kemilä, A. 2000. Mielenterveys- ja päihdetyötä ja kumppanuutta. WSOY, Porvoo. Vilen, M., Leppämäki, P. & Ekström, L. 2008. Vuorovaikutuksellinen tukeminen. WSOY, Helsinki.

www.finlex.fi. (The Mental Health Act and Decree, Päihdehuoltolaki (act on the prevention and treatment of substance abuse))

www.mielenterveysseura.fi www.paihdelinkki.fi www.stakes.fi

08NHYP3 Competence in Health Promotion 5 ECTS

08NENG English Language 3 ECTS

Learning outcomes

The course corresponds to Level B2 of the Common European Framework of Reference: "Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and independent disadvantages of various options." (The description sets out the level of proficiency, but it is based on objectives on standard language. The description should be applied as appropriate for the field in question.)

Contents

Professional communication (oral and written)

- conversational skills and oral presentation
- description of educational background
- job application documents
- field-specific literature and basic vocabulary
- use of online sources
- grammatical structures as needed within context

Knowledge of cultures, 'learning to learn' and learning strategies are overarching themes in all topics.

Prerequisites

Upper secondary education Level A/B English or equivalent is required. All students are required to sit a written entry-level test before taking foreign language courses (excluding students who have earned the M, E or L grade in the matriculation examination in the language in question). Students who fail the test will be advised to supplement their language skills.

Modes of delivery

In-class learning

Oral and written exam

Alternatively, students can sit a demonstration exam to demonstrate the required proficiency. The demonstration exam is comprised of oral and written components and requires command of the basic vocational vocabulary of the degree programme.

Assessment

Assessment T1-K5

Learning materials

Programme-specific materials.

08NHYP3A Health Promotion 2 ECTS**Learning outcomes**

Students will be able to

- explain the principles, levels and modes of action in health promotion, and key methods
- explain the needed changes of a customer/patient and name methods for achieving the goals
- name some of the basic concepts and models of rehabilitation and justify the rehabilitative nursing approach in different settings

Contents: outpatient health care, rehabilitative nursing, health promotion methods, health and sustainability

Modes of delivery

Active learning and independent study

Skill workshops/simulation

Online learning

Skills demonstration / exams / seminars

Assessment

T1 - K 5

Course assessment criteria

Students will be able to

LEVEL 5

- explain the principles, levels and modes of action in health promotion and key methods in a reasoned manner
- explain the needed changes of a customer/patient in a reasoned manner and name a range of methods for achieving the goals
- name and explain a range of the basic concepts and models of rehabilitation, and state and justify the different roles of a rehabilitative nursing approach in different settings

LEVEL 3

- explain key principles, levels and modes of action in health promotion and its methods
- explain the needed changes of a customer/patient and name methods for achieving the goals
- name a range of the basic concepts and models of rehabilitation and justify the role of a rehabilitative nursing approach in different settings

LEVEL 1

- explain some of the principles, levels and modes of action in health promotion and its key methods
- explain some of the needed changes of a customer/patient and name key methods for achieving the goals
- name key concepts and models of rehabilitation and justify some of the roles of a rehabilitative nursing approach in different settings

Learning materials

Järvikoski, A & Härkäpää, K. 2011. Kuntoutuksen perusteet. WSOYpro

Pietilä, A-M (toim) 2010. Terveyden edistäminen. Teorioista toimintaan. WSOYpro Vänskä, K, Laitinen-Väänänen, S, Mäkelä, J, Kettunen, T. 2011. Onnistuuko ohjaus? Sosiaali- ja terveysalan ohjaustyössä kehittyminen. Edita Publishing Oy.

WHO: Health and Sustainable Development. Key Health Trends: http://www.who.int/mediacentre/events/HSD_Plaq_02.2_Gb_def1.pdf

Other materials tba

08NHYP4 Medical Competence 2 5 ECTS

08NHYP4A Public Health 0.5 ECTS credits

08NHYP4B Internal Medicine and Pathology 1.5 ECTS credits

08NHYP4C Psychiatry 1 ECTS credit

08NHYP4D Pharmacology 2 ECTS credits

Learning outcomes

Students will be able to:

- explain basic concepts of public health and epidemiology
- recognise factors affecting public health and well-being and those of different demographics, their health-related issues and needs based on scientific research data
- recognise social and health care measures and the opportunities of national health policies in responding to the health needs of the public and different demographics
- recognise aspects of the etiology and prevention of main types of endemic diseases
- describe common pharmacological and health science-based forms of treatment
- name different groups of drugs, their effects and routes of administration• apply pharmacological knowledge in patient care

Contents

Public health, internal medicine, pathology and psychiatry: most common endemic diseases and their impact on an individual's health and everyday functional capacity, the basics of internal medicine and pathology, cardiovascular diseases, the basics of pulmonary diseases, cerebrovascular diseases and diabetes,

Pharmacology: Pharmacokinetics and pharmacodynamics and other variables, side effects and co-effects, drug safety and compliance, key drug groups

Modes of delivery

Active learning

Assessment

Public Health pass/fail

Internal Medicine and Pathology: T1 - K5

Psychiatry T1 - K5

Pharmacology: T1 - K5

Course assessment criteria

Students will be able to:

LEVEL 5

- explain the basic concepts of public health and epidemiology in a thorough and reasoned manner
- recognise a range of factors affecting public health and well-being and that of different demographics, their health-related issues and needs based on scientific research data
- recognise a range of social and health care measures and the opportunities of national health policies in responding to the health needs of the public and different demographics
- demonstrate extensive knowledge and provide reasoning for the etiology and prevention of main types of endemic diseases
- describe a range of pharmacological and health science-based forms of treatment
- name an extensive range of different drug groups, their effects and routes of administration• apply a range of pharmacological knowledge in patient care

LEVEL 3

- broadly explain the basic concepts of public health and epidemiology
- recognise key factors affecting public health and well-being and those of different demographics, their health-related issues and needs based on scientific research data
- recognise key social and health care measures and the opportunities of national health policies in responding to the health needs of the public and different demographics
- demonstrate extensive knowledge of the etiology and prevention of main types of endemic diseases
- describe a range of pharmacological and health science-based forms of treatment
- name main groups of drugs, their effects and routes of administration• apply essential pharmacological knowledge in patient care

LEVEL 1

- explain key concepts of public health and epidemiology
- recognise some factors affecting public health and well-being and those of different demographics, their health-related issues and needs based on scientific research data
- recognise some social and health care measures and the opportunities of national health policies in responding to the health needs of the public and different demographics
- recognise aspects of the etiology and prevention of main types of endemic diseases
- describe a few pharmacological and health science-based forms of treatment
- name a few drug groups, their effects and routes of administration
- apply a few aspects of pharmacological knowledge in patient care

Learning materials

Holmström, P. & Vauhkonen, I. (eds.) 2006. Sisätaudit. WSOY, Helsinki.

Huovinen, P. 2010. Mikrobiologia. Mikrobiologia, immunologia ja infektiosairaudet, kirja 1. Duodecim. Kauhanen et al. , J. 2007. Kansanterveystiede, WSOY, Helsinki. Kumpusalo, Ahto, Eskola, Keinänen- Kiukaanniemi, Kosunen, Kunnamo & Lohi (eds.) 2005. Yleislääketiede. Duodecim.

Nurminen, M-L. 2011. Lääkehoito. WSOYpro Oy, Helsinki.

Saano,S. & Taam-Ukkonen,M.2013. Lääkehoidon käsikirja. SanomaPro, Helsinki.

08NYPS5 Clinical Practice 2 10 ECTS

Learning outcomes / Students will be able to

COMPETENCIES / COMPETENCE AREAS	CLINICAL PRACTICE 2
CRM competence in nursing practice	<p>Students will be able to:</p> <ul style="list-style-type: none"> • interact with patients, customers and families in a respectful and professional manner (non-verbal and verbal communication) • consider the patient/customer and his or her family in an individual and holistic manner as part of the care process • describe aspects of the health care service system and different treatment paths of patients/customers and, under supervision, refer patients/customers to different service systems • take patient safety into account in their practice
Health promotion skills and competence	<ul style="list-style-type: none"> • under supervision, design, deliver and appraise the individual good care of patients, customers and families • identify the personal resources of the patient/customer and apply a rehabilitative approach at the individual level • recognise their role in the health promotion of patients/customers/families and support and activate them professionally towards health promotion and maintenance and commitment to care
Clinical competence	<ul style="list-style-type: none"> • under supervision, apply the principles of the examination and care of chronic illnesses from the nursing point-of-view • under supervision, execute the main types of examination and care procedures using appropriate technical and aseptic techniques • have command of dosage calculation and deliver safe pharmacotherapy under supervision • take responsibility for filling in the medication passport according to the instructions
Decision-making competence	<ul style="list-style-type: none"> • describe the care process model underlying decision-making • under supervision, make decisions related to care and justify their actions based on the nursing knowledge base (ethical principles, evidence-based knowledge) • produce clear and concise verbal and written communications on key aspects of patient/customer health care • log care procedures in accordance with the national model using the care process model / clinical care classification system

Guidance and instructional competencies	<ul style="list-style-type: none"> • evaluate the essential individual guidance needs of customers/patients and families • design and deliver guidance with an individual approach and utilising different methods
Ethical competence	<ul style="list-style-type: none"> • practice in accordance with the ethical principles of nursing • take responsibility for their actions and their consequences and act in a responsible manner according to jointly agreed practices and guidelines • take into account sustainability aspects in their practice with due regard for ethics and patient safety • encounter and treat patients/customers/families in a fair and equal manner regardless of life circumstances and personal background
Workplace competence	<ul style="list-style-type: none"> • act as a member of a workplace community and engage in work-related communication and interaction in a professional manner • deliver care in accordance with the unit-specific operational model(primary nursing, module-based practice) • work in multidisciplinary teams and utilise the competencies of different professional groups in patient care • under supervision, plan their tasks and work systematically
International competence	<ul style="list-style-type: none"> • interact with customers, patients and families from different cultural backgrounds • work in a multicultural workplace community
Innovation competence	<ul style="list-style-type: none"> • recognise the role of creativity in different customer and patient care situations • use their creativity in different problem-solving situations and in the development of work methods
Learning skills	<ul style="list-style-type: none"> • source and utilise current evidence-based nursing data and multidisciplinary data from databases • take initiative, work with a proactive approach and assume responsibility for their own learning • realistically evaluate their own learning and define their personal strengths and development needs • receive and give feedback in a professional manner and utilize feedback in their practice

Clinical practice settings

Supervised clinical practice is carried out in different types of health care settings, e.g.:

- medical and surgical wards, pulmonary diseases inpatient wards, neurological wards- surgical wards
- different types of rehabilitative mental health units

Modes of delivery

Clinical practice and a related assignment, simulation

Pass/Fail

Good Care in Acute Care 30 ECTS

Module objectives

In this module, you will familiarise yourself with the concept of good acute care. By the end of this module, you will be able to plan, deliver and appraise good nursing care of patients with an acute illness and/or in perioperative nursing in different practice settings. You will be able to interact with patients and their families with a holistic approach in demanding care situations. In addition, you will be able to apply evidence-based knowledge, such as instructions on patient care and examination, clinical guidelines and best practices, in nursing situations requiring problem-solving and decision-making skills. You will be equipped to provide safe care with due regard for patient safety and security as well as occupational safety and health. You will be able to work in multidisciplinary teams and analyse your actions and those of the team.

Competencies

Clinical nursing practice, customer-oriented approach, ethical and professional nursing practice, leadership and entrepreneurship, evidence-based practice and decision-making, guidance and instructional competencies, promotion of health and functional capacity, the operational environment in social and health care, the quality and safety of social and health services, ethical competence, and workplace skills and competence.

08NHAKU1 Competence in Acute Care 5 ECTS

Learning outcomes

Students will be able to

- define the stages of the care process of patients with a physical and/or psychological acute condition analyse factors related to patient safety and security in the nursing care of acute patients
- monitor the vital functions in acute patients and recognise the most common types of abnormalities apply the principles of safe pharmacological, fluid, nutrition and pain therapies in acute nursing care
- provide guidance and support to acute patients and their families with a customer-oriented approach throughout the different stages of the care process
- apply evidence-based knowledge in the planning, delivery and appraisal of nursing care with acute patients identify patients in crisis and apply the basic principles of psychological intervention in the patient's care

Contents

Characteristics specific to acute nursing care in different care settings, good patient care in acute illness, aseptic and ethical practice, patient safety and security, pharmacological, fluid, nutrition and pain therapies, acute mental health nursing, psychological intervention

Modes of delivery

Interactive lectures

PBL sessions

Online learning

Skills workshops/simulation

Educational visit

Exam

Assessment

1 - 5

Students will be able to:

15.9.2014

LEVEL 5

- provide a comprehensive and reasoned account of the stages of the care process of patients with an acute physical or psychological condition analyse, with breadth, factors related to patient safety and security in nursing practice with acute patients
- monitor a range of the vital functions of acute patients and recognise the most common types of abnormalities
- apply and justify a range of the principles of safe pharmacological, fluid, nutrition and pain therapies in acute nursing care
- provide a range of guidance and support to acute patients and their families with a customer-oriented approach in different stages of the care process
- apply and justify a range of evidence-based knowledge in the planning, delivery and appraisal of acute nursing care
- identify a range of characteristics typical with patients experiencing a crisis and apply, with justification, the basic principles of psychological intervention in the patient's care

LEVEL 3

- provide a comprehensive account of the stages of the care process of patients with an acute physical and/or psychological condition analyse key factors related to patient safety and security in nursing practice with acute patients
- monitor the primary vital functions of acute patients and recognise the most common types of abnormalities.
- apply a range of the principles of safe pharmacological, fluid, nutrition and pain therapies in acute nursing care
- provide guidance and support to acute patients and their families with a customer-oriented approach in different stages of the care process apply a range of evidence-based knowledge in the planning, delivery and appraisal of acute nursing care
- identify some the characteristics typical with patients experiencing a crisis and apply, with justification, a range of the basic principles of psychological intervention in the patient's care

LEVEL 1

- define some of the key stages of the care process of patients who have an acute physical and/or psychological condition analyse some of the factors related to patient safety and security in acute nursing care
- monitor some of the vital functions of acute patients and recognise certain abnormalities.
- apply key principles of safe pharmacological, fluid, nutrition and pain therapies in acute nursing care
- provide guidance and support to acute patients and their families throughout the different stages of the care process apply some aspects of evidence-based knowledge in the planning, delivery and appraisal of acute nursing care
- identify some of the characteristics typical with patients experiencing a crisis and apply some of the principles of psychological intervention in the patient's care

Prerequisites

Principles of good nursing care, 30 ECTS credits

Good chronic care, 30 ECTS credits

Learning materials

Ahonen, O., Blek-Vehkaluoto, M., Ekola, S., Partamies, S., Sulosaari, V & Uski-Tallqvist, T. 2012. Kliininen hoitotyö. Sisätauteja, kirurgisia sairauksia ja syöpätauteja sairastavan hoito. Helsinki: Sanoma Pro Oy.

Iivanainen, A., Jauhiainen, M. & Pikkarainen, P. 2012. Sairauksien hoitaminen terveyttä edistäen. Tammi: Helsinki.

Ilola, T., Hoikka, A., Heikkilä, K., Honkanen, R. & Katomaa, J. 2013. Anestesiahoitotyön käsikirja. 1. painos. Helsinki: Kustannusosakeyhtiö Duodecim Oy.

Lukkari, L., Kinnunen, T. & Korte, R. Lukkari, L., Kinnunen, T. & Korte, R. 2013. Perioperatiivinen hoito. WSOY, Porvoo. Perioperatiivinen hoito. WSOY, Porvoo.

Tengvall, E. 2010. Leikkaus- ja anestesiahoitajan ammatillinen pätevyys Kyselytutkimus leikkaus- ja anestesiahoitajille, anestesiologeille ja kirurgeille. Professional competence of perioperative and anesthetist nurse : A questionnaire research to perioperative and anesthetist nurses, anesthesiologists and surgeons. Itä-Suomen yliopisto, Terveystieteiden tiedekunta / Hoitotieteen laitos Väitöskirja

Carita Kuhanen, Pirkko Oittinen, Anne Kanerva, Tarja Seuri, Carla Schubert. 2013. Mielenterveyshoitotyö. Helsinki : Sanoma Pro,

Professional journals: Sprium, Pinsetti and AORN.

National and international recommendations and models for nursing.

Research reports related to the topic.

08NHAKU2A Professional identity 3, 1 ECTS

08NHAKU2B Competence in acute care Competence in Critical Thinking and Problem Solving, 4 ECTS

Learning outcomes

Students will be able to

- describe the characteristics specific to acute care in surgical, intensive care, accident and emergency, paramedical and intensified care settings analyse the link between critical thinking and acute care in different acute care settings
- analyse different acute care situations and draw up a care plan for an acute patient
- draw conclusions about the status of an acute patient and propose appropriate nursing interventions for the patient's care

Contents

Characteristics specific to acute care in different operational environments, the monitoring of vital functions, abnormalities in vital functions, supporting vital functions, the ABCDE bundle, resuscitation, acute mental health problems, critical thinking and decision-making, patient safety and security, evidence-based practice, crisis psychology, sustainability

Modes of delivery

Interactive lectures

Skills workshops and simulation exercises

Group work

Online learning

Exam

Assessment

T1 - K5

Course assessment criteria

Students will be able to

LEVEL 5

- provide a comprehensive account of the characteristics specific to acute care in surgical, intensive care, accident and emergency, paramedical and intensified care settings
- analyse, with reasons, and reflect on the link between critical thinking and acute care in different acute care settings
- analyse a range of different acute care situations and draw up a care plan for patients with acute conditions and complications
- draw a range of conclusions about the status of an acute patient and provide reasoning, and propose and justify a number of appropriate nursing interventions for the patient's care

LEVEL 3

- describe the main characteristics specific to acute care in surgical, intensive care, accident and emergency, paramedical and intensified care settings
- analyse, with reasons, the link between critical thinking and acute care in different acute care settings
- analyse a range of common acute care situations and draw up a care plan for patients with typical acute conditions and complications
- draw a number of conclusions about the status of an acute patient and provide reasoning, and propose a number of appropriate nursing interventions for the patient's care

LEVEL 1

- describe some of the characteristics specific to acute care in surgical, intensive care, accident and emergency, paramedical and intensified care settings
- analyse the link between critical thinking and acute care in typical acute care settings
- analyse typical acute care situations and draw up a care plan for a typical acute patient
- draw some conclusions about the status of an acute patient and propose some nursing interventions for the patient's care

Learning materials

Alahuhta, S., Ala-Kokko, T., Kiviluoma, K., Perttilä, J., Ruokonen, E. & Silvast, T. (ed.) 2013. Peruselintoimintojen häiriöt ja niiden hoito. Helsinki: Kustannusosakeyhtiö Duodecim Oy.

Castren, M. Aalto, S., Rantala, E., Sopenan, P. & Westerlund, A. et al. 2010. Ensihoidosta päivystyspoliklinikalle. Porvoo: WSOYpro oY..

Heikkilä, J. & Mäkijärvi, M. 2013. EKG. Duodecim.

Kaarlola, A., Larmila, M., Lungren - Laine, H., Pyykkö, A., Rantalainen, T., & Castren- Ritmala, M. 2010. Teho- ja valvontahoitotyön opas. Helsinki: Kustannusosakeyhtiö Duodecim Oy.

Kuisma, Holmström, Porthan (eds.) 2008. Ensihoito. Tammi

Mustajoki, M., Alila, A., Matilainen, E., Pellikka, M. & Rasimus, M. (eds.) 2013. Sairaanhoidajan käsikirja. 8. painos. Helsinki: Kustannusosakeyhtiö Duodecim Oy.

Mäkijärvi, M., Harjola, V-P., Päivä, H., Valli, J. & Vaula, E. 2014. Akuuttihoito-opas. 18. uudistettu painos. Helsinki: Kustannusosakeyhtiö Duodecim Oy.

Pölonen, P., Ala-Kokko, T., Helveranta, K., Jäntti, H. & Kokko, A. (eds.). 2013. Akuuttihoiton laitteet. Helsinki: Kustannusosakeyhtiö Duodecim Oy.

Silvast, T., Castren, M., Kurola, J., Lund, V. & Martikainen, M. 2013. Ensihoito-opas. 6. uudistettu painos. Helsinki: Kustannusosakeyhtiö Duodecim Oy.

Ruokonen, E., Kouvula, I., Parviainen, I. & Perttilä, J. (eds.) 2011. Akuuttihoiton lääkkeet. 2. uudistettu painos. Helsinki: Kustannusosakeyhtiö Duodecim Oy.

Current Care Guidelines and Clinical Guidelines, regional care models

Articles and research reports related to the topic.

08NHAKU3 Competence in Guiding and Encountering 5 ECTS

Learning outcomes

Students will be able to

- use different guidance methods as a professional tool in different stages of patients' treatment paths
- apply the principles of patient interaction and guidance in different electronic communication environments (e.g. mobile devices, social media) explain the underlying basis of patients' commitment to care and self-management and the associated support methods
- use a range of evidence-based nursing recommendations and models in different stages of patient care
- analyse the opportunities of multidisciplinary collaboration in the guidance of patients and their families
- assess their personal development challenges related to professional interaction and guidance skills

Contents

Customer-oriented guidance, guidance methods, motivational and empowering discussion, commitment to care, dialogue, electronic guidance platforms, guidance of patients and their families in acute care, evidence-based nursing recommendations and models in different stages of care guidance, multidisciplinary collaboration

Modes of delivery

Active learning

Simulation exercises

Online learning

Seminar

Exam

Assessment

T1 - K5

Course assessment criteria

Students will be able to

LEVEL 5

- use, with justification, a range of guidance methods as a professional tool in different stages of patients' treatment paths
- apply, diversely and with reasons, the principles of patient interaction and guidance in different electronic communication environments (e.g. mobile devices, social media)
- provide a comprehensive and reasoned account of the underlying basis of patients' commitment to care and self-management and the associated support methods
- critically apply a range of evidence-based nursing recommendations and models in different stages of patient care
- analyse, with breadth, and reflect on the opportunities of multidisciplinary collaboration in the guidance of patients and their families
- assess, reason and reflect on their personal development challenges related to professional interaction and guidance skills

LEVEL 3

- use the main types of guidance methods as a professional tool in different stages of patients' treatment paths
- broadly apply the principles of patient interaction and guidance in different electronic communication environments (e.g. mobile devices, social media)
- explain the main aspects of the underlying basis of patients' commitment to care and self-management and the associated support methods
- use a range of evidence-based nursing recommendations and models in different stages of patient care
- analyse, with breadth, the opportunities of multidisciplinary collaboration in the guidance of patients and their families
- articulate a broad assessment of their personal development challenges related to professional interaction and guidance skills

LEVEL 1

- use some guidance methods as a professional tool in different stages of patients' treatment paths
- apply, in a narrow range, the principles of patient interaction and guidance in different electronic communication environments (e.g. mobile devices, social media)
- explain some of the underlying basis of patients' commitment to care and self-management and the associated support methods
- use evidence-based nursing recommendations and models in different stages of patient care
- analyse some of opportunities of multidisciplinary collaboration in the guidance of patients and their families
- evaluate some personal development challenges related to professional interaction and guidance skills

Learning materials

Kyngäs, H., Kääriäinen, M., Poskiparta, M., Johansson K., Hirvonen, E., Renfors, T. 2007. Ohjaaminen hoitotyössä. Helsinki: WSOY.

Kääriäinen, M. 2008. Potilasohjauksen laatu. Hypoteettisen mallin kehittäminen. Väitöskirja. Oulun yliopisto Verkko-osoite <http://herkules oulu.fi/isbn9789514284984/isbn9789514284984.pdf>

Mönkkönen, K. 2007. Vuorovaikutus. Dialoginen asiakastyö. Helsinki: Edita.

Vilen, M., Leppämäki, P. & Ekström, L. 2008. Vuorovaikutuksellinen tukeminen. Helsinki: WSOY.

Vänskä K, Laitinen-Väänänen S, Kettunen T. & Mäkelä J. 2011. Onnistuuko ohjaus? Sosiaali- ja terveysalan ohjaustyössä kehittyminen. Helsinki: Edita.

Ästedt-Kurki P. & Jussila A-L. 2008. Kohti perheen hyvää hoitamista. Helsinki: WSOY.

Clinical guidelines

National and regional models for nursing practice

08NHAKU4 Medical Competence 3 5 ECTS

08NHAKU4A Surgery 1 ECTS credits

08NHAKU4B Anaesthesiology and Intensive Care 1 ECTS credits

08NHAKU4C Pediatrics 1 ECTS credits

08NHAKU4D Gynaecology and Obstetrics 0.5 ECTS credits

08NHAKU4E Geriatrics 1 ECTS credit

08NHAKU4F Infectious Diseases 0.5 ECTS credits

Learning outcomes

Students will be able to

- utilise scientific medical knowledge in perioperative and acute patient care and in gynaecological, pediatric and geriatric care.

Contents

Surgical specialties: examination and treatment methods, surgery, orthopaedics, gastroenterology, thorax and vascular surgery, trauma surgery, plastic surgery, urology, neurosurgery and general anaesthesia, topical anaesthesia, perioperative fluid therapy, recognition of intensive care needs, basics of radiation safety, anaesthesiology and emergency medicine, psychiatry, paediatrics, gynaecology and obstetrics, geriatrics and infectious diseases.

Modes of delivery

Active learning

Online learning

Exam

Assessment

1 – 5

Learning materials

TBA at the start of the module.

08NHAKU5 Clinical Practice 3 10 ECTS

Learning outcomes

COMPETENCIES / COMPETENCE AREAS	CLINICAL PRACTICE 3 Students will be able to:
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Learning skills	<ul style="list-style-type: none"> • set concrete objectives for the learning process and build knowledge to underpin their clinical practice • take initiative, work with a proactive approach and assume responsibility for their own learning • receive and give feedback and utilise it in the learning process
CRM competence in nursing practice	<ul style="list-style-type: none"> • work with a customer/patient-oriented approach based on a holistic concept of personhood with different age groups in acute nursing care • identify different types and levels of functional deficiencies in customers/patients • interact with customers/patients from different cultural and ethnic backgrounds
Health promotion skills and competence	<ul style="list-style-type: none"> • support and activate acute patients and their families in the promotion of health, personal resources and functional capacity • apply the principles of rehabilitative nursing in acute care
Clinical competence Under supervision	<ul style="list-style-type: none"> • utilise theoretical and evidence-based knowledge of nursing sciences in acute care (scientific and empirical knowledge) • utilise the medical knowledge base of common acute illnesses in nursing practice • assist in typical examination and care procedures of acute patients and use equipment and machines in a safe manner • take responsibility for the physical, psychological, mental and social safety and security of customers/patients • comply with radiation safety guidelines in a workplace • support the well-being and mental capacity of patients and their families through care-related measures in acute situations and crises, and identify factors and situations which can impact the customer's/patient's ability to cope • adhere to the principles of aseptic technique and infection prevention

	<ul style="list-style-type: none"> • monitor the patient's status, symptoms and effectiveness of treatment in the treatment of common perioperative and acute conditions • support, maintain and restore the patient's vital functions • operate in situations involving sudden changes in the customer's/patient's condition and in different PPE and PPE-D treatment and operating environments (including anaphylactic reaction) • use assistive equipment taking into account patient safety and ergonomics • reduce the customer's/patient's pain and suffering in different situations and using different methods, including in end-of-life care • act in compliance with applicable procedures and guidelines related to emergencies and exceptional circumstances • Pharmacotherapy competence areas under supervision: • demonstrate command of the pharmacological basis of pharmacotherapy and dosage calculations • implement, in a safe and correct manner, the pharmacotherapy process as prescribed by the physician. This also includes the preparation, delivery and monitoring of peripheral and central pharmacological, fluid and nutrition therapies and blood transfusions as well as fluid balance monitoring in these contexts • insert a cannula and a mandrel (or another similar cannulacapping method) and remove peripheral and central vein cannula • maintain a patient's infusion port • prepare and use infusion calculators, syringe pumps and pain management pumps • instruct and advice customers/patients in pharmacotherapy • log information related to the customer's/patient's pharmacotherapy • identify risk factors in pharmacotherapy and examine data on medication incidents in the development of pharmacotherapy • (HaiPro) • dispose of pharmacological waste, administration and transfusion supplies in a safe and ecological manner
<p>Guidance and instructional competencies</p> <p>Under supervision</p>	<ul style="list-style-type: none"> • instruct and guide different types of customers/patients, their families and carers • instruct and guide customers/patients in self-treatment and health management • instruct and guide other students and staff • use and produce basic guidance materials and utilise electronic patient guidance applications
<p>Ethical competence</p>	<ul style="list-style-type: none"> • take responsibility for their actions and their consequences • act in accordance with the ethical principles of nursing

Decision-making competence Under supervision	<ul style="list-style-type: none"> determine care requirements and plan, implement and evaluate the care together with patients/customers and their families draw logical conclusions about the condition and symptoms of the customer/patient, the effectiveness of treatment, both in preplanned and unprecedented situations prioritise the care requirements of customers/patients document the care in compliance with data protection and security requirements applicable to patient documents and medical histories
Workplace skills and competence	<ul style="list-style-type: none"> practice in a multidisciplinary workplace as a student member interact and communicate in different situations in acute nursing practice operate and utilise the workplace IT systems analyse the sustainability practices of the workplace
International competence	<ul style="list-style-type: none"> communicate intelligibly in languages required in their chosen field(Finnish, Swedish, English) promote multicultural cooperation in the workplace organisation make use of international publications in their chosen field

Clinical practice settings

Supervised clinical practice is carried out in different types of health care settings:

- medical and surgical wards, ophthalmology and ENT units, basic health care outpatient clinics, surgical units, enhanced monitoring units, intensive care units, paramedical settings, accident and emergency, and acute and rehabilitation units in mental health care

Prerequisites

Successful completion of the following courses/modules: Medicine 1, Dosage Calculation, Acute Care 5 ECTS credits

Modes of delivery

Clinical practice, written report

Assessment

Pass/fail

Good Nursing Care in Different Life Stages 30 ECTS

Module objectives

In this module, students explore the topic of good nursing care in different life stages. By the end of this module, you should have the necessary theoretical knowledge and skills in family nursing care to interact with and care for different types of patients/customers and their families. The courses of this module are integrated around the life span approach, and you will learn to examine the life circumstances of individuals and families from this perspective. On successful completion of this module, you will be able to design, deliver and appraise good nursing care of children, young people and families and support the well-being of families with young children. In addition, you will be able to examine the characteristics specific to the nursing care of the elderly and respond with appropriate care in different settings, drawing from evidence-based knowledge. The module includes Swedish language studies which will enable you to interact with Swedish-speaking customers of different ages.

Competencies: learning skills, ethical competence, workplace competence, innovation competence and international competence.

08NELVA1 Competence in Family Nursing 8 ECTS

01NRUO Ruotsin kieli 3 op

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

08ELVA1B Professional Finnish language 3 ECTS

08NELVA1A Family Nursing Care 2 ECTS

Learning outcomes

Students will be able to

- apply family nursing methods and describe the principles of personal resource-oriented guidance and care

- identify the different stages of the family life span and apply the knowledge base of life span psychology and developmental psychology in nursing practice
- evaluate phenomena related to multiculturalism in families

Contents

Family nursing methods, the stages of family development, the life span of a human being, developmental psychology, support for parenthood, relationship support, multicultural families as customers

Modes of delivery

Home exam

Seminar

Assessment

T1-K5

Course assessment criteria

Students will be able to

LEVEL 5

- apply and provide reasoning for a range of family nursing methods and describe with breadth the principles of personal resource-oriented guidance and care
- provide a comprehensive and reasoned account of the different stages of the family life span and apply a range of knowledge of life span psychology and developmental psychology in nursing practice
- evaluate phenomena related to multiculturalism in families in a critical and reasoned manner

LEVEL 3

- apply primary methods of family nursing care and describe key principles of resource-oriented guidance and care
- identify an extensive range of the stages of family development and apply knowledge of life span psychology and developmental psychology in nursing practice
- evaluate common phenomena related to multiculturalism in families in a reasoned manner

LEVEL 1

- apply some methods of family nursing care and describe some of the principles of personal resource-oriented guidance and care
- identify some of the stages of family development and apply some aspects of life span psychology and developmental psychology in nursing practice
- evaluate some phenomena related to multiculturalism in families

Learning materials

Compulsory source material for the home exam:

Abdelhamid P, Juntunen A, Koskinen L. 2010. Monikulttuurinen hoitotyö, WSOY, Hki.

Asted-Kurki, P., Jussila, L. Koponen, L., Lehto, P., Maijala, H., Paavilainen, R., Potinkara, H. 2008. Kohti perheen hyvää hoitamista. WSOY

Kronqvist, E.-L. & Pulkkinen, M.-L. 2007. Kehityopsykologia. Matkalla muutokseen. Helsinki, WSOY.

In addition, find one Swedish-language research article on the topic of family nursing.

08NELVA2A Professional Identity 4, 1 ECTS

08NELVA2B Competence in Children and Adolescent Care, 4 ECTS

Learning outcomes

Students will be able to

- use current research data in conjunction with the course contents
- apply knowledge of child and adolescent development in nursing practice
- investigate, with accuracy, changes in a child's condition: monitor the child's condition, interpret the observations and provide care in cooperation with the child's family and other professionals
- deliver safe pharmacological and fluid therapy
- apply evidence-based knowledge in the recognition and treatment of a child's pain
- act in accordance with laws regarding the legal status of minors as patients
- recognise child abuse and interact with the child and his or her family
- provide guidance and support to families caring for a sick child, drawing from evidence-based knowledge

Contents

Child and adolescent growth and development, key nursing interventions for children and adolescents, special aspects of children's pharmacological and fluid therapies, pain recognition and management, nursing care for critically ill children and their families, financial support services for families caring for severely ill children

Prerequisites

Principles of good nursing care

Good chronic care

Modes of delivery

- lecture
- learning assignments
- skills workshop
- simulation
- exam

Assessment

T1-K5

Professional development (learning skills)

- guidance in choices related to the degree programme
- support for professional development

Course assessment criteria

Students will be able to

LEVEL 5

- use a range of current research data in conjunction with the course contents
- adapt children's nursing interventions to children's development stages and the individual needs of families
- draw accurate and justified conclusions about a child's condition and apply different nursing interventions in order to deliver holistic care
- design and justify a range of safe pharmacological and fluid therapies for children
- apply and justify methods of recognising and treating pain in children

- comply with legislation related to minors as patients and present financial support methods related to a child's illness
- define child abuse and apply nursing interventions in the care of an abused child and his or her family
- apply, with justification, evidence-based knowledge in maintaining and supporting the personal resources of severely ill children and their families

LEVEL 3

- use key areas of current research data in conjunction with the course contents
- identify children's development stages and families' needs and choose appropriate nursing interventions
- draw accurate conclusions about a child's condition and apply common nursing interventions
- design and justify safe pharmacological and fluid therapies for children
- apply key areas of evidence-based knowledge in recognising pain in children and choosing appropriate interventions
- comply with legislation related to minors as patients and present some areas of financial support methods related to a child's illness
- name the forms of abuse and propose appropriate actions
- apply evidence-based knowledge in maintaining and supporting the personal resources of severely ill children and their families

LEVEL 1

- use some current research data in conjunction with the course contents
- identify some of children's development stages and families' needs and choose appropriate nursing interventions
- draw accurate conclusions about a child's condition and apply some interventions
- design safe pharmacological and fluid therapies for children
- apply, with a narrow range, evidence-based knowledge in recognising pain in children and choosing appropriate interventions
- comply with legislation related to minors as patients and present at least one financial support method related to a child's illness
- list the signs of child abuse and propose some actions
- use current knowledge in maintaining and supporting the personal resources of severely ill children and their families

Learning materials

Aaltonen, M. ym.2003. Nuoren aika. Helsinki. WSOY.

Aho, A. 2010. Isän suru lapsen kuoleman jälkeen. University of Tampere. Acta Electronica Universitatis Tamperensis 998. Doctoral dissertation.

Haavisto, A. 2013. Cognitive and behavioral outcome after solid transplantation in childhood. Doctoral dissertation. University of Helsinki. Faculty of Behavioural Sciences.

Hopia, H. 2006. Somaattisesti pitkäaikaissairaana lapsen perheen terveyden edistäminen. Toimintatutkimus lastenosastolla. University of Tampere.

Acta Electronica Universitatis Tamperensis vol. 526. Doctoral dissertation.

Ivanoff,P, Risku, A., Kitinoja.H., Vuori, A. & Palo,R. 2006. Hoidatko minua? Lapsen, nuoren ja perheen hoitotyö. Helsinki. WSOY.

Lasten kaltoinkohtelun tunnistaminen ja siihen puuttuminen. 2008. Clinical practice guidelines. The Nursing Research Foundation. www.hotus.fi

Leikki-ikäisen lapsen emotionaalinen tuki päiväkirurgisessa hoitotyössä. 2009. Clinical practice guidelines. The Nursing Research Foundation. www.hotus.fi

Maijala, A. 2004. Poikkeavaa lasta odottavan perheen ja hoitavan henkilön välinen vuorovaikutus. Acta Universitatis Tamperensis vol. 993. Doctoral dissertation.

Ojanen, T. ym. 2013. Lapsen aika. Helsinki. WSOY.

Storvik-Sydänmaa, S. & Talvensaasi, H. 2013. Lapsen ja nuoren hoitotyö. Helsinki. Sanoma Pro.

Current articles

08NELVA3 Competence in Elderly People's Care 5 ECTS

Learning outcomes

15.9.2014

35

Students will be able to

- explain the main effects of ageing on a person's health and everyday functional ability and the key challenges of gerontological and geriatric nursing and at-home nursing care
- assess, support and promote the functional capacity (physical, mental, cognitive and social) of elderly customers and their families in different environments, utilising a wide range of functional capacity support tools (e.g. gerontechnology, artistic and cultural activities)
- evaluate the characteristics of geriatric pharmacotherapy and main types of drugs, and apply knowledge in delivering safe pharmacotherapy for ageing patients
- respond to special ageing-related issues (accidents, chronic illness, nutrition, loneliness, depression, suicide, mental and physical abuse, addictions, sexuality) drawing from evidence-based knowledge
- evaluate characteristics specific to encountering death with older people from different cultures, patients with severe dementia and ageing disabled people, and the associated end-of-life care
- design a multidisciplinary rehabilitation process for an elderly patient and utilise the rehabilitation service system

Contents

The life stage and living environment of elderly people, the effects of ageing on a person's health and everyday functional capacity, evaluation, support and promotion through diverse methods of the health and functional capacity of elderly patients and their families, special aspects of geriatric pharmacotherapy, the service and rehabilitation system of elderly people, the qualitative development of health-promoting services designed for the elderly, nursing challenges in the health promotion of elderly customers (accidents, nutrition, loneliness and togetherness, addictions, sexuality, depression, suicide, mental and physical abuse), the Act on Care Services for the Elderly, the rehabilitation process, carers support

Modes of delivery

Active learning

Assignments

Investigative learning: a written output and seminar presentation

Assessment

T1 - K5

Course assessment criteria

Students will be able to

LEVEL 5

- provide a reasoned account of the effects and key challenges of ageing-related changes in the context of gerontological and geriatric nursing and at-home nursing care
- provide a reasoned appraisal of the different assessment and support methods in the holistic promotion of older people's functional capacity and health in different environments
- provide a reasoned account of the special aspects of geriatric pharmacotherapy and apply, with justification, knowledge in the development of safe pharmacotherapy for ageing patients
- design justified solutions to ageing-related issues (accidents, chronic illness, nutrition, loneliness, depression, suicide, mental and physical abuse, addictions, sexuality) drawing from evidence-based knowledge
- evaluate and justify approaches to encountering death with older people from different cultures, patients with severe dementia and ageing disabled people and the associated end-of-life care
- design justified solutions for the multidisciplinary rehabilitation process of an elderly patient and utilise the rehabilitation service system

LEVEL 3

- explain the effects and key challenges of ageing-related changes in the context of gerontological nursing and at-home nursing care
- evaluate different assessment and support methods in the holistic promotion of older people's functional capacity and health in different environments
- evaluate the special aspects of geriatric pharmacotherapy and contribute to the development of safe pharmacotherapy for ageing patients

- design solutions for ageing-related issues (accidents, nutrition, loneliness, depression, suicide, mental and physical abuse, addictions, sexuality) drawing from evidence-based knowledge
- evaluate approaches to encountering death with older people from different cultures, patients with dementia and ageing disabled people, and the associated end-of-life care
- design solutions for the multidisciplinary rehabilitation process of an elderly patient and explain the rehabilitation service system

LEVEL 1

- comment on the effects and key challenges of ageing-related changes in the context of gerontological nursing and at-home nursing care
- evaluate different assessment and support methods in the holistic promotion of older people's functional capacity and health in different environments
- evaluate the special aspects of geriatric pharmacotherapy and propose actions for the development of safe pharmacotherapy for ageing patients
- name solutions for ageing-related issues (accidents, nutrition, loneliness, depression, suicide, mental and physical abuse, addictions, sexuality) drawing from evidence-based knowledge
- evaluate approaches to encountering death with older people from different cultures and patients with severe dementia, and the associated end-of-life care
- design basic solutions for the multidisciplinary rehabilitation process of an elderly patient and describe the rehabilitation service system

Learning materials

Aalto K ja Gothoni R. 2009. Ihmisen lähellä. Hengellisyys hoitotyössä. Kirjapaja, Helsinki.

Grönlund E ja Huhtinen A. 2011. Kuolevan hyvä hoito, Edita, Helsinki

Haapola I, Karisto A ja Fogelholm M (eds.). 2013. Vanhuusikä muutoksessa, Ikihyvä Päijät- Häme - tutkimuksen tuloksia 2002-2012. . Päijät-Hämeen sosiaali- ja terveysyhtymän julkaisuja 72/2013. Päijät-Hämeen sosiaali- ja terveydenhuollon kuntayhtymä

Heikkinen H, Kannel V ja Latvala E. 2004. Saattohoito, haaste moniammatilliselle yhteistyölle. Wsoy, Porvoo

Heikkinen, E. et al. 2002. Vanhuuden voimavarat. Tammi, Vammala.

Hägg, T. et al. 2007. Hoitotyö kotona. Wsoy.

Järvikoski A & Härkäpää K. 2011. Kuntoutuksen perusteet. WSOYpro, Helsinki

Karisto, a. et al. 2004. Kotiruokaa, kotikatua, kaukomatkailua. Tutkimus ikääntyvien elämäntyyleistä. Plmenia kustannus.

Kettunen R, Kähäri- Wiik K, Vuori- Kemilä A, Ihalainen J. 2002. Kuntoutumisen mahdollisuudet

Kivelä S-L. 2004. Vanhusten lääkehoito. Tammi

Kivelä S-L, Rähä I. 2007. Iäkkäiden lääkehoito: Kapseli 35. Helsinki: National Agency for Medicines, Social Insurance Institution

Kurki, L. 2007. Innostava vanhuus. Oy FINN LECTURA Ab, Anjalankoski

Lyyra T, Pikkarainen A, Tiikainen P. (eds.) 2007. Vanheneminen ja terveys. Edita, Tampere.

Noppari, E. et al. (eds.) 2005. Laatus vanhustyöhön. Tammer-paino, Tampere.

Näslind- Ylispaangar A. 2012. Vanhuksen terveyden, hyvinvoinnin ja hyvän elämän edistäminen. Edita, Helsinki.

Marin, M. & Hakonen, S. (eds.) 2003. Seniori- ja vanhustyö arjen kulttuurissa. PS-kustannus, Juva

Raitanen, T-L, Hänninen, T, Pajunen, H & Suutama, T. 2004. Geropsykologia. Vanhenemisen ja vanhuuden psykologia. WSOY, Porvoo

Vallejo Medina, A, Vehviläinen, S, Haukka, U-M, Pyykkö, V & Kivelä, S-L. 2006. Vanhustenhoito. WSOY, Porvoo

Voutilainen P, Tikkanen P (eds.) 2009. Gerontologinen hoitotyö, WSOY

Databases, current Finnish and English-language articles. National guidelines

08NELVA4 Clinical Practice 4 15 ECTS

Learning outcomes

Students will be able to:

Competencies/competence areas	Children's and young people's nursing care / Family nursing care / Elderly nursing care Students will be able to:
CRM competence in nursing practice	<ul style="list-style-type: none"> • apply different approaches of family nursing in the care of patients/customers of different ages and their families • provide care to children of different ages and support their development based on developmental level and age • apply different approaches of gerontological nursing in the care of elderly patients/customers and their families
Health promotion skills and competence	<ul style="list-style-type: none"> • assess the mental resources of customers of different ages and their families, and health issues and threats • support the health, mental resources and functional capacity of patients of different ages and their families based on evidence • apply the principles of rehabilitative nursing in the care of customers of different ages, their families and communities • support, under supervision, the growth and development of parent/infant interaction
Clinical competence	<ul style="list-style-type: none"> • monitor children's vital functions and condition and understand the meaning of changes observed • identify and treat pain with children of different ages • design, deliver and appraise nursing care for children, adolescents / elderly people / families • safely administer pharmacotherapy to children / elderly people
Decision-making competence	<ul style="list-style-type: none"> • evaluate decisions in nursing care using evidence-based knowledge in cooperation with the patient and his/her family • document the care in compliance with the data protection and security requirements applicable to patient documents and medical histories • act in accordance with laws regarding the legal status of minors as patients • act in accordance with the Child Welfare Act in decision-making
Guidance and instructional competencies	<ul style="list-style-type: none"> • provide guidance to patients/customers of different ages and their families in self-management and health promotion/maintenance, using different one-to-one and group guidance methods • develop skills related to the medical guidance of patients/customers of different ages and their families in order to promote their health and commitment to care
Ethical competence	<ul style="list-style-type: none"> • evaluate their practice from the point of view of ethical nursing guidelines • treat and interact with customers and their families with fairness, equality and respect

Workplace skills and competence	<ul style="list-style-type: none"> analyse their practice as a primary nurse describe nursing expertise as a part of a multidisciplinary team act, under supervision, as part of an expert network delivering care to customers and families
Innovation competence	<ul style="list-style-type: none"> combine different problem-solving and work methods in situations requiring development design solutions to the individual issues of customers of different ages design health promotion solutions for people of different ages as part of a multidisciplinary rehabilitation process
International competence	<ul style="list-style-type: none"> evaluate their interaction with customers, patients and families coming from different cultural backgrounds develop cooperation in a multicultural workplace community

Clinical practice settings

Supervised clinical practice is carried out in different types of health care settings, e.g.:

children and youth care units

elderly care units

medical and surgical wards, pulmonary diseases inpatient wards, neurological wards

acute and rehabilitation units in mental health and substance abuse nursing care

Modes of delivery

Clinical practice, written report, simulation

Assessment

Pass/Fail

Development of Welfare Services 15 ECTS

Module objectives

In this module, students are introduced to tools of well-being services development. On successful completion of this module, you will be able to describe the contents and methods of well-being services development and the entrepreneurial approach. You will be able to apply research and development methodology towards the renewal and regeneration of well-being services in professional practice. You will also be able to apply the principles of ethical and sustainable development in well-being services development.

Competencies: customer-oriented approach, leadership and entrepreneurship, workplace skills and competence, evidence-based practice and decision-making, the operational environment in social and health care, the quality and safety of social and health services, ethical competence and research & development competence

08NJOHTA1A Professional Identity 5, 1 ECTS

08NJOHTA1B Leadership, Supervision and The Workplace Organisation 4 ECTS

Learning outcomes

Students will be able to

- explain the role of normative and information-based guidance in the delivery of social and health care services,
- analyse the management styles and methods of their immediate supervisors

- critically evaluate their own roles in the workplace operation,
- appraise the applicability of quality management tools in workplace development.

Contents

The social and health care operational environment, management and leadership in workplace organisations, as an employee in a workplace organisation, the development of work practices and the workplace community, service design, sustainable working

Prerequisites

The course is available to students who have at least 100 credits in their transcript or at least 3 years of work experience in social and health care at the time of registration.

Modes of delivery

Active learning

Group work

Written assignment/s

Online learning

Exam

Assessment

T1-K 5

Course assessment criteria

Students will be able to:

LEVEL 5

- provide a reasoned account of the role of normative and information-based guidance in the delivery of social and health care services
- make reasoned choices of appropriate quality management tools for operational development
- give a comprehensive and reasoned appraisal of the management styles and methods of their immediate supervisors in workplace operations
- provide a reasoned and critical assessment of their own roles in the workplace operation and development

LEVEL 3

- explain the role of normative and information-based guidance in the delivery of social and health care services
- select appropriate quality tools for operational development
- evaluate main aspects of the management styles and methods of their immediate supervisors in workplace operations
- provide a reasoned assessment of their own roles in the workplace operation and development

LEVEL 1

- recognise the role of normative and information-based guidance in the delivery of social and health care services
- name appropriate quality tools for operational development
- evaluate some aspects of the management styles and methods of their immediate supervisors in workplace operations
- provide a reasoned assessment of their own roles in the workplace operation

Learning materials

Learning materials include current electronic publications, articles and research reports.

Työterveyslaitos: Kestävän työelämän kehittäminen Suomessa -hanke: http://www.ttl.fi/fi/tutkimus/hankkeet/kestava_tyolama/Sivut/default.aspx
15.9.2014

08NTUKE Research and Methodology Competence 5 ects

08NTUKE1 Expert Communication 0,5 ECTS

08NTUKE2 Research and Methodology Competence 4,5 ECTS

Learning outcomes

Students will be able to

- apply a scientific approach in a development activity
- draw up a viable final project plan
- comply with the principles of reliability and ethics in research and development
- write scientific, well argued text that meets the grammatical requirements of factual text
- appraise text, including source criticism, and cite sources according to instructions

Contents

Ethical questions and reliability, development work, literature review, qualitative research, Lahti UAS final project guidelines, collecting and processing research data, investigative writing

Modes of delivery

Information lectures, online learning and learning assignments.

Assessment

Pass / Fail

Level 5

Students will be able to

- apply, in depth and with expertise, a scientific approach in a development activity
- draw up a viable final project plan designed to renew real-life practice
- systematically comply with the principles of reliability and ethics in research and development

Level 3

Students will be able to

- apply a scientific approach in a development activity with a diverse range
- draw up a viable and well argued final project plan
- comply with the principles of reliability and ethics in research and development

Level 1

Students will be able to

- apply a scientific approach in a development activity
- draw up a viable final project plan
- recognise the principles of reliability and ethics in research and development

Prerequisites

- Expert communication

- A sufficient amount of professional studies completed

Learning materials

Salonen, K. 2013. Näkökulmia tutkimukselliseen ja toiminnalliseen opinnäytetyöhön. Opas opiskelijoille, opettajille ja TKI-henkilöstölle. Turun ammattikorkeakoulun puheenvuoroja 72, raportteja ja tutkimuksia. <http://julkaisut.turkuamk.fi/isbn9789522163738.pdf>

Hirsjärvi, S., Remes, P. & Sajavaara, P. 2013. Tutki ja kirjoita. 15.-17. painos. Helsinki: Tammi.

Kniivilä, S., Lindblom-Yläne, S. & Mäntynen, A. 2007. Tiede ja teksti: tehoa ja taitoa tutkielman kirjoittamiseen. Helsinki: WSOY.

08NOTYR Take Hold - Entrepreneurial Competence 5 ECTS

Learning outcomes

Students will be able to

- describe the basics of inner, self-oriented and external entrepreneurship
- evaluate entrepreneurship as a life strategy
- explain characteristics specific to entrepreneurship in social and health care
- draw up a business plan and appraise the plan and its potential for success- describe the basic process of productization of well-being services.

Contents

Entrepreneurship in social and health care, the business plan, business idea and its meaning, financial planning, marketing and branding, productization and service development

Mode of delivery and assessment

Alternative modes of delivery:

1. In-class course
2. Online course: Compulsory information session for all participants at the start of the course. Completed and assessed in the same way as their-class course but in an online environment.

Course assignments: Learning assignments, a business plan, business visit and reporting, a service development assignment in cooperation with a business, a reflective journal.

3. Participation in a student cooperative company: Active participation in a practice company, student's own business or the student cooperative company.
4. Participation in a project aimed at entrepreneurial development.

Assessment

T1 - K5

Learning materials

Materials posted on Reppu and other materials as agreed, e.g. at the start of the course.

CLINICAL PRACTICE 30 ECTS

08NAHAR5 Clinical Practice 5 15 ECTS

Learning outcomes

Students will be able to

COMPETENCIES / COMPETENCE AREAS	CLINICAL PRACTICE 5 Students will be able to:
Learning skills	<ul style="list-style-type: none"> • critically appraise their personal competencies compared with the operations and operational management of the workplace • retrieve information related to the management and development of the workplace and use it to examine the workplace operation
CRM competence in nursing practice	<ul style="list-style-type: none"> • examine customer-oriented practice from the point of view of workplace management • involve the patient/customer and the family in the decision-making process
Competence in health promotion	<ul style="list-style-type: none"> • examine factors related to workplace well-being and identify their personal roles in its promotion
Clinical competence	<ul style="list-style-type: none"> • design, deliver and appraise care in a safe manner • make decisions related to the customer's/patient's care with a customer-oriented approach • deliver safe pharmacotherapy and examine the practices of the workplace with the aim of promoting safe pharmacotherapy
Guidance and instructional competencies	<ul style="list-style-type: none"> • develop guidance materials and practices needed in the care of the patient/customer • develop orientation materials for new employees or students
Ethical competence	<ul style="list-style-type: none"> • practice in accordance with the ethical guidelines of nursing and appraise the ethical practices of the workplace • apply the principles of sustainability • obtain, utilise and make decisions on care based on evidence-based knowledge
Innovation competence	<ul style="list-style-type: none"> • engage in creative problem-solving • apply a progressive work approach and demonstrate proactivity in the development of personal skills and knowledge and the workplace organisation • plan their work and demonstrate decision-making ability and systematic approach in their practice

Workplace competence	<ul style="list-style-type: none"> act as members of the workplace community in a constructive manner and act as team leaders communicate and interact in a professional manner in a workplace setting utilise ICT in their practice build personal workplace contacts and engage in networks deliver care in accordance with the operating model of the workplace, work in multidisciplinary teams and utilise the competencies of different professional groups in patient care
International competence	<ul style="list-style-type: none"> demonstrate language proficiency required in professional practice and development in their chosen field promote multicultural cooperation and develop the workplace to promote tolerance take into account the effects and opportunities of internationalisation in their field

Clinical practice settings

Supervised clinical practice is carried out in different types of health care settings, e.g.:

- medical and surgical wards and outpatient clinics, pulmonary diseases inpatient wards, neurological wards, in practice nursing and at-home nursing care in a range of acute care units, such as surgical departments, accident and emergency, intensive care units, paramedical care, monitoring units
- acute and rehabilitation units in mental health and substance abuse nursing care

Mode of delivery

Clinical practice, written report

Assessment

Pass/Fail

08NAHAR6 Clinical Practice 6 15 ECTS

Learning outcomes

Students will be able to

COMPETENCIES / COMPETENCE AREAS	<p>CLINICAL PRACTICE 6</p> <p>Students will be able to:</p>
Learning skills	<ul style="list-style-type: none"> critically appraise their competencies compared with the operations and operational development of the workplace acquire, process and critically evaluate information critically examine the development needs of the workplace and present development ideas with reason

CRM competence in nursing practice	<ul style="list-style-type: none"> • design, implement and evaluate a customer's/patient's good care • critically examine the health care service system and different care processes (paths) of patients/customers
Health promotion skills and competence	<ul style="list-style-type: none"> • evaluate and identify essential health issues and threats of individual customers/patients and families • deliver care in accordance with the principles of rehabilitative nursing • support and activate individuals, families and groups in maintaining and promoting their health, personal resources and functional abilities • support the commitment of patients/customers and families towards health promotion and maintenance
Clinical competence	<ul style="list-style-type: none"> • deliver nursing interventions in a safe manner • carry out accurate dosage calculation and deliver safe pharmacotherapy
Guidance and instructional competencies	<ul style="list-style-type: none"> • evaluate and deliver individual essential guidance needs of customers/patients and families • develop guidance materials needed in the care of the patient/customer • develop orientation materials for new employees or students
Ethical competence	<ul style="list-style-type: none"> • practice in accordance with the ethical principles of nursing • take responsibility for their actions and their consequences and act in a responsible manner according to jointly agreed practices and guidelines • manage socially impactful activities, drawing from personal competence and ethical values • apply the principles of sustainability • acknowledge different operators in their work • make decisions related to care on the basis of ethical principles and evidence-based knowledge, taking into account the involvement of the patient/customer and family in the decision-making

Innovation competence	<ul style="list-style-type: none"> engage in creative problem-solving and the innovated development of work methods and services apply a progressive and innovative work approach and demonstrate proactivity in the development of personal skills and knowledge and the workplace organisation plan and work systematically source current evidence-based information from different databases related to health care and multidisciplinary fields and apply the data in the individual care of patients/customers and families
Workplace skills and competence	<ul style="list-style-type: none"> contribute and participate as a member of a workplace organisation and promote its welfare communicate and interact in a professional manner in a workplace setting utilise and develop ICT solutions in their practice build personal workplace contacts and engage in networks produce clear verbal and written communications on key aspects of patient/customer health care deliver care in accordance with the operating model of the workplace (primary nursing, module-based practice), and work in multidisciplinary teams and utilise the competencies of different professional groups in patient care
International competence	<ul style="list-style-type: none"> demonstrate language proficiency required in professional practice and development in their chosen field work in a multicultural workplace community and promote tolerance take into account the effects and opportunities of internationalisation in their field

Clinical practice settings

Supervised clinical practice is carried out in different types of health care settings, e.g.:

- medical and surgical wards and outpatient clinics, pulmonary diseases inpatient wards, neurological wards, in practice nursing and at-home nursing care in a range of acute care units, such as surgical departments, accident and emergency, intensive care units, paramedical care, monitoring units
- acute and rehabilitation units in mental health and substance abuse nursing care

Mode of delivery

Clinical practice, written report

Assessment

Pass/Fail

FINAL PROJECT 15 ECTS

08NOPN1 Final Project Expertise Competence 1, 5 ECTS credits (planning of the final project)

08NOPN2 Final Project Expertise Competence 2, 5 ECTS credits (execution of the final project)

08NOPN3 Final Project Expertise Competence 3, 5 ECTS credits (publication of the final project; the maturity test)

Learning outcomes

Students will be able to

- critically evaluate workplace development needs and use appropriate development methods in the development of their field

- plan, execute, evaluate and publish a final project and produce a report in accordance with the principles of investigative writing of their field
- apply and utilise the outputs of the final project (knowledge, service, product) in the operational development of a workplace

Contents

Idea and planning stage 5 ECTS credits

Implementation stage, 5 ECTS

Evaluation and publication stage, 5 ECTS

Formulating an idea for the final project, planning, implementation, evaluation, publication and utilization in a workplace/project, applying research and development competence, applying information literacy competence, applying oral and written reporting

Mode of delivery

Working independently or in pairs

Project supervision group

Seminar work and presentations (planning and publication seminars)

Writing the thesis report

Maturity test, assessment: Pass/Fail

Other publishing activity as agreed

Assessment

1-5, Lahti University of Applied Sciences, Thesis Evaluation Criteria, see separate instructions

Learning materials

Lahti University of Applied Sciences Thesis Instructions

Materials on the thesis topic, knowledge base, existing research, and the research and development method

COMPLEMENTARY STUDIES 30 ECTS

08NYYMU COMPLEMENTARY PROFESSIONAL STUDIES 15 ECTS

08NTÄOP Complementary Professional Studies 15 ECTS

08NAVAP ELECTIVE STUDIES 15 ECTS