

Seinäjoki University of Applied Sciences

RN18 Bachelor of Health Care, Registered Nurse, DP in Nursing, Full-time studies

The purpose of the Degree Programme in Nursing is to train professionals of nursing, whose work is based on evidence-based multi-disciplinary knowledge, extensive nursing and multicultural competence and high ethical standards. Registered Nurses (UAS) are qualified to examine, evaluate and develop their nursing competence, professional work, work community and professional field. They plan, implement and develop nursing in national, international and multicultural contexts.

Registered Nurses (UAS) are licensed to practice professional nursing. The training abides by the directives of the European Council pertaining to the education of nurses responsible for general care. Part of the studies is carried out in Finnish and the practical training takes place in Finnish environments. It is also possible to partly study abroad.

Registered nurses work as independent professionals of nursing in primary health care, specialized medical services, social services and in the private and third sectors. Finnish language skills are required in order to work in Finland as a professional of health care. Registered nurses support, nurse and counsel healthy and ill individuals of all ages, families, groups, and communities. Nurses implement and develop evidence-based nursing to promote and maintain their patients' health, to prevent and cure illness, to ensure rehabilitation and to implement medical care prescribed.

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RN17-1016 BASIC STUDIES COMMON TO ALL IN SEAMK: 23 op

RN17-1017 Building Competence: 13 op

YPOE1A2 Study and Working Life Skills: 2 op

Learning outcomes

Students are able to

- act in the study and operational environment of the university of applied sciences
- develop their own learning and job seeking skills
- identify central regulations and obligations connected with working life and employment contract

Contents

- structure of education at a university of applied sciences
- study orientation in the student's own degree programme
- studying in higher education and statutes regulating it, regulations and rules of Seinäjoki University of Applied Sciences
- Seinäjoki UAS as a work community and learning environment and activities of the student union

Prerequisites

No prerequisites

Evaluation criteria

Pass/fail

- pass: the student reaches the learning objectives and participates the lessons actively
- fail: the student fails to reach the learning objectives of the course

YPOE2A2 Internationalization Skills: 2 op

Learning outcomes

The student is able to

- identify the meaning of multiculturalism in human interaction at home and abroad
- describe the importance of internationality and international competence in his/her studies, working life and in different life situations
- use different opportunities of internationalization in his/her own studies
- assess the effects of international networking, global megatrends and global responsibility

Contents

- International aspects of studies in universities of applied sciences
- Meaning and content of international competence
- Global economics and social development
- Encountering diversity and difference
- Multicultural studying and working environment and crosscultural communication

-
- United Nations Millennium Development Goals and Finland's development political goals
 - Studies and training abroad as part of higher education studies, job seeking abroad

Prerequisites

No prerequisites

Evaluation criteria

Pass/fail

Pass/Fail

Fail: The student does not attain the learning outcomes of the course.

YPOE3A3 Communication Skills: 3 op**Learning outcomes**

Students are able to

- act appropriately in different presentation and group communication situations
- analyse and assess communication skills as part of professional development
- apply and follow the SeAMK instructions of written work

Contents

- analysis of communication styles
- presentation skills and interaction (in service situations)
- group communication skills (conversational skills, giving and receiving feedback, meeting procedures, document standards, minutes of a meeting, memoranda)
- reporting instructions of written work (referencing, correct language, templates, Urkund)

Prerequisites

No prerequisites

Evaluation criteria

Satisfactory (1-2)

- Satisfactory (2-1):

The student is able to communicate in a sender-oriented way. He/she is not able to take the objective, recipient or situation into consideration sufficiently. The structure of the text is disconnected and illogical and argumenting is one-sided and scarce. Illustration is limited and impractical. The student is able to assess his/her communication only from the viewpoint of the sender of the message.

Good (3-4)

- Good (4-3)

The student is able to take the objective, situation and recipient into consideration in most parts. He/she is able to maintain interactive communication and recognise the culturally-bound character of communication to some extent. The structure of the text is mainly clear and consistent and argumenting is versatile and convincing. Illustration is appropriate. The student is able to assess his/her communication realistically for the most part.

Excellent (5)

- Excellent (5)

The student is able to take the objective, situation and recipient into consideration in an excellent and convincing way. He/she can act responsibly and in accordance with agreed procedures. Interaction in communication is skillful. He/she is able to recognise the culture-bound character of

communication. The text is logic, clear, coherent and argumenting is solid, multi-perspective and convincing. He/she is able to illustrate his/her presentation appropriately, effectively and purposefully. The student is able to assess his/her communication in a versatile and realistic way with regard to purpose, recipient and professional field.

BA00BI62 Finnish language 1: 3 op

Learning outcomes

Students know some basic vocabulary, grammar and phrases of the Finnish language. After the course, they are able to tell and write about themselves using simple expressions and to communicate in simple everyday situations. Furthermore, students are acquainted with Finland as a country and also have a better understanding of the Finnish way of life.

Contents

This course provides students with an introduction to Finland and the Finnish language and culture:

- greetings, basic phrases, numbers
- introducing and telling about oneself (name, address, age, country, nationality, language skills), family and housing
- some expressions of time (weekdays, months, seasons, telling time)
- weather
- basic vocabulary (e.g. numbers, time, family, home, weather)
- simple everyday situations, e.g. telling about oneself, shopping and asking prices (Level A1)
- grammar, e.g. personal pronouns, possessive construction, verb conjugation, question and negative sentence, partitive case, genitive, local cases, consonant gradation
- main features of the spoken language and politeness
- basic information about Finland and Finnish culture.

Prerequisites

No prerequisites

Evaluation criteria

Satisfactory (1-2)

1-2

The student knows some vocabulary and polite phrases learnt during the course. He can use simple constructions but mistakes can impede comprehension. The student can communicate in some everyday situations when helped. Other languages strongly influence the pronunciation. The student can tell only a few main facts about the country and its culture.

Good (3-4)

3-4

The student knows the most of the vocabulary and polite phrases learnt during the course. He can use simple constructions almost without mistakes. He manages independently in most everyday situations. The pronunciation is mainly understandable. The student knows detailed facts widely - although some false information might appear - and is therefore relatively well acquainted with the country and its culture.

Excellent (5)

5

The student knows the vocabulary and polite phrases learnt during the course. He can use simple constructions making hardly any mistakes. He manages independently and fluently in everyday

situations. The pronunciation is close to that of a native speaker. The student knows precise and detailed facts and is well acquainted with the country and its culture.

Evaluation criteria**Pass/fail**

Failed

The student doesn't achieve the outcomes of the satisfactory level.

YPOE4A3 Information and Communication Technology: 3 op**Learning outcomes**

- The student is able to use the current office software, different online services and online learning environment.
- The student is able to apply basic IT skills in new hardware and software environments

Contents

- introduction to office software
- word processing
- standard for written work in SeAMK
- document standard
- spreadsheet calculation
- calculation models
- diagrams
- presentation graphics
- content and structure of presentations
- presentation settings
- use of online services
- cloud services
- video conferencing as a tool

Prerequisites

No prerequisites

Evaluation criteria**Satisfactory (1-2)**

The student is able to identify different ways of using the most common office software and online services. The student knows the basic use of office software.

Good (3-4)

The student recognises different ways of using office software and online services and understands their operating principles and use as tools in his/her own work. The student knows how to use office software in different situations.

Excellent (5)

The student recognises different ways of using office software and online services and understands their operating principles. The student is able to apply office software and online services in different situations independently and efficiently.

RN17-1018 Business and Entrepreneurship Competence: 5 op

XX00BE93 Business and Entrepreneurship: 3 op**Learning outcomes**

The student can

- describe the meaning and role of business activities in the society and in his/her field
- explain how entrepreneurship manifests on individual and organisational level
- describe entrepreneurial capabilities and assess his/her own entrepreneurial capabilities
- describe prerequisites of profitable business
- examine analytically the future outlook of business opportunities in his/her field

Contents

- business as part of society and the global environment
- entrepreneurship as pattern of action and as business activities
- basic concepts of business, business logic
- business as a part of a career in one's own field

Prerequisites

None.

Evaluation criteria

Pass/fail

- Active participation and all assignments accepted. Learning outcomes must be achieved for acceptance.

XX00BE94 SeAMK Innovation Week: 2 op**Learning outcomes**

1. Understanding the user-centric problem-solving method and its usability in development tasks
2. Analysing the development task
3. Understanding the customer problem
4. Defining the development task
5. Concepting
6. Getting customer feedback
7. Group work skills

Contents

For day programmes the course is a one-week intensive course. The students will not take part in other SeAMK courses during it. During the SeAMK Innovation week, the students will solve real working life problems in multidisciplinary student teams by means of the design thinking method. In accordance with the method, the students will focus on both customer and business perspectives. The Innovation Week results in a tried-and-tested solution concept. For students in multimodal study programmes, an online course is arranged.

Prerequisites

None.

Evaluation criteria

Pass/fail

A personal learning assignment and group development assignment

RN17-1019 Research and Project Work Skills: 5 op

YPOE1C2 Introduction to Research and Development: 2 op

Learning outcomes

The student is able to

- identify differences in scientific and everyday thinking
- define different approaches to research and basics concepts of research
- present the stages of a research process and reporting (structure)
- explain the importance of critical thinking in research and development work
- give examples of the meaning of research ethics

Contents

- scientific and everyday thinking
- general research ethics
- central research methods
- basic concepts and structure of research
- states of research process and report
- research&development approach to work

Prerequisites

No prerequisites

Evaluation criteria

Pass/fail

- Pass/fail
- Fail: the student does not achieve the learning outcomes of the course.

YPOE2C3 Introduction to Project Work: 3 op

Learning outcomes

The student is able to

- explain the character of project work and determine when the project work model is useful
- present the basic knowledge and skills on the basis of which he/she can participate in project work and project planning
- explain concepts connected with projects, content of a project plan, project time planing and supervising (life circle)
- present tasks connected with the different phases of the project cycle

Contents

- concepts and methods of project work
- project phases and process
- project plan (time, resource and cost planning)
- project organisation and interest groups
- changes, risks and problems in project work
- project communication and reporting
- concluding a project

Prerequisites

No prerequisites

Evaluation criteria

Satisfactory (1-2)

The student can name and can define the central concepts which describe Project and Project management. Student can define basic skills required for working as part of Project team. Student can explain different phases of the project cycle.

Good (3-4)

The student can explain the central concepts which describe Project and Project management. Student can explain well different phases of the project cycle and can define skills required for working as part of Project team. Student has basic Project work skills.

Excellent (5)

The student can name and define very well the central concepts of Project and Project management. Student can explain very well different phases of the project cycle and can define skills required for working as part of Project team. Student has Basic Project work skills.

RN17-1020 BASIC AND PROFESSIONAL STUDIES IN THE DEGREE PROGRAMME IN NURSING: 193 op**RN17-1021 Professional and Communication Competence: 21 op****BA00BO18 Professional interaction and co-operation skills: 2 op****Learning outcomes**

Students know how to encounter multicultural peer students and other people as well as clients, families and community members as experts of their own lives. They encounter multicultural peer students and other people with respect and equality. Students are aware of how the student group functions and how an individual student can influence the atmosphere of the group. Students evaluate and develop their work, assume responsibility for their action and become aware of their interaction and cooperation skills and development needs.

Contents

Self-knowledge, Acting in a multicultural group. Professional behaviour and interaction. Interaction and cooperation skills. Professional and therapeutic interaction. Working in pairs, groups and teams. Networking skills.

Prerequisites

No previous studies required

Further information

Pre-assignment - Who am I?

Evaluation criteria**Satisfactory (1-2)**

1-2

Students recognize strengths and weaknesses in their interaction and co-operation skills, seek to develop their skills and to adapt their action accordingly. Students are able to act in individual interaction and co-operation situations according to instructions. They know how to use a client-centred approach and how to act as members of a team. Students participate in the learning process and share knowledge with their peers. Students know how to work with various actors in a professional manner, observing equality principles. They examine their strengths and development needs in relation to client-centred professional competence.

Good (3-4)

3-4

Students examine strengths and weaknesses in their interaction and co-operation skills, seek to develop their skills and to adapt their action accordingly. Students are competent to act in interaction and co-operation situations, using a client-centred approach. Students actively participate in the learning process and share knowledge with their peers. Students know how to work with various actors and explain the reasons for their actions in a professional manner, observing equality principles. They develop their client-centred professional competence.

Excellent (5)

5

Students assess strengths and weaknesses in their interaction and co-operation skills, develop their skills and adapt their action accordingly. Students are competent to act in interaction and co-operation situations, using a client-centred approach. They are able to contribute to the work of various teams in a client-centred professional manner. Students assume responsibility for the learning process and sharing of knowledge among peers. Students actively work with various actors and explain the reasons for their actions in a professional manner, observing equality principles. They actively develop themselves and their client-centred professional competence.

Evaluation criteria**Pass/fail**

Fail = 0

Students recognize strengths and weaknesses in their interaction and co-operation skills, but do not seek to develop themselves or to adapt their action accordingly. Students are not able to act in a professional manner in interaction and co-operation situations. They are not able to follow instructions to demonstrate client-centred professional competence. Students do not participate in the learning process or share knowledge with their peers. Students do not want to or know how to work with various actors in a professional manner, observing equality principles.

BA00BO20 Ethicality in Nursing: 2 op**Learning outcomes**

Students behave and work according to high-quality ethical principles in studying and working environments. They analyse their ethical values, principles and norms and develop their ethical thinking. Students base their action as nurses on ethical decisions. They know how to observe ethical principles in their action. They observe professional norms and the patient's rights. Students understand the client's rights and involvement in care.

Contents

Ethical development, values, norms and principles. Ethical decision-making in nursing. The nurse's rights and duties. The patient's rights. Ethical principles in nursing.

Prerequisites

No previous studies are required

Evaluation criteria**Satisfactory (1-2)**

1-2

Students are adequately familiar with ethical issues and able to discuss and analyse them, making a difference between evidence-based and everyday knowledge. They know how to seek information

on individual topics and demonstrate an awareness of the knowledge foundation in nursing. Students are able to act as team members and to assess their strengths and development needs.

Good (3-4)

3-4

Students are well familiar with ethical issues and able to discuss and analyse them logically and coherently.

They know how to seek information from various sources and base their arguments on multiple contemporary sources. Students are well prepared to act as team members and to develop themselves.

Excellent (5)

5

Students are very well familiar with ethical issues and able to discuss and analyse them logically and coherently.

They know how to seek information from various sources and critically base their arguments on multiple contemporary sources. As team members, they act in a solution-focused manner, sharing knowledge and developing themselves.

Evaluation criteria**Pass/fail**

Fail=0

Students do not adequately base their arguments on the ethical principles or knowledge foundation of nursing. They are not adequately familiar with the ethical knowledge foundation of nursing and use it narrowly. Students are not adequately prepared for teamwork.

BA00BO22 Finnish language 2: 3 op**Learning outcomes**

Students are more confident in using Finnish. After the course, they are able to tell and write about their daily life by using simple expressions and to communicate in everyday situations, such as ordering food and drinks at a restaurant or telling about their daily lives. Students are also able to use some basic vocabulary of nursing and understand some essential nursing activities in Finnish. They extend their knowledge of the basic vocabulary, grammar and typical structures of the Finnish language. They are further acquainted with the Finnish way of life, Finnish culture and habits.

The target level of the course is A1 on the Common European Framework of Reference for Languages.

Contents

Students are able to communicate in simple everyday situations e.g.:

- ordering food and drinks in restaurant, special diets
- telling about their daily life, hobbies and daily life at work
- asking the way, telling about places and explaining directions in daily life
- simple daily nursing activities at work e.g. pain, measuring blood pressure, fever or blood sugar and filling in forms; expressing politeness and requests (Level A1)
- grammar e.g. adjectives, verb types, partitive case, object, more about consonant gradation, some typical sentence types

Prerequisites

Finnish 1 or equivalent knowledge.

Evaluation criteria**Satisfactory (1-2)**

1-2

The student knows some vocabulary and polite phrases learnt during the course. He can use simple constructions but mistakes can impede comprehension. The student can communicate in some everyday situations when helped. Other languages strongly influence the pronunciation. The student can tell only a few main facts about the country and its culture.

Good (3-4)

3-4

The student knows most of the vocabulary and polite phrases learnt during the course. He can use simple constructions almost without mistakes. He manages independently in most everyday situations. The pronunciation is mainly understandable. The student knows detailed facts widely - although some false information might appear - and is therefore relatively well acquainted with the country and its culture.

Excellent (5)

5

The student knows the vocabulary and polite phrases learnt during the course. He can use simple constructions making hardly any mistakes. He manages independently and fluently in everyday situations. The pronunciation is close to that of a native speaker. The student knows precise and detailed facts and is well acquainted with the country and its culture.

Evaluation criteria**Pass/fail**

Fail

The student does not achieve the satisfactory learning outcomes.

BA00BO24 Finnish language 3: 3 op**Learning outcomes**

Students extend their vocabulary and knowledge of grammar and improve their spoken and written language skills. They also extend their knowledge of nursing vocabulary, nursing science and medical care. After the course, students are able to tell about their work and profession and they can cope with simple everyday situations. Students are able to express their emotions. They can make simple phone calls. Students understand the most common, simple texts and phrases related to their work and they understand the main points in clear, simple messages and announcements. Students understand short texts related to nursing and can find predictable information in them. Students are able to communicate in routine tasks with familiar subjects and they can cope with short conversations. Students can write notes and messages on things related to their everyday needs and their own profession.

The target level of the course is A2 on the Common European Framework of reference.

Contents

Telling about work at the ward and everyday life, e.g. evaluating functional ability, making telephone calls, filling in forms

Portfolio: basic vocabulary related to health promotion, prevention of sickness and rehabilitation.

Portfolio: basic vocabulary of medical care.

Grammar: improving the use of verbs: consonant gradation of verbs, passive voice, past tense.

Prerequisites

Finnish 1-2 or equivalent knowledge.

Evaluation criteria**Satisfactory (1-2)**

1-2

The student knows some vocabulary and polite phrases learnt during the course. He can use simple constructions but mistakes can impede comprehension. The student can communicate in some everyday situations when helped. Other languages strongly influence the pronunciation. The student can tell only a few main facts about the country and its culture.

Good (3-4)

3-4

The student knows most of the vocabulary and polite phrases learnt during the course. He can use simple constructions almost without mistakes. He manages independently in most everyday situations. The pronunciation is mainly understandable. The student knows detailed facts widely - although some false information might appear - and is therefore relatively well acquainted with the country and its culture.

Excellent (5)

5

The student knows the vocabulary and polite phrases learnt during the course. He can use simple constructions making hardly any mistakes. He manages independently and fluently in everyday situations. The pronunciation is close to that of a native speaker. The student knows precise and detailed facts and is well acquainted with the country and its culture.

Evaluation criteria**Pass/fail**

Fail

The student does not achieve the learning outcomes satisfactorily

BA00BO26 Finnish language 4: 3 op**Learning outcomes**

Students extend their knowledge of vocabulary and grammar and strengthen their spoken and written communication skills. After the course, students understand the main points in a clear, slow, standard language speech related to familiar topics dealing with work. They understand texts with everyday, standard language and texts related to the work. Students understand descriptions of wishes and events and they can participate without preparation in a conversation on topics which are familiar and interesting and which deal with topics of everyday life e.g. family, work and current topics. Students can connect expressions in a simple way and describe experiences and occasions, wishes and goals and they are able to argue and explain opinions and plans. Students are able to explain patient cases and describe reactions and they can write coherent text on topics which are familiar and interesting. Students can write patient cases and read and write patient's data under guidance. Portfolio: improve their knowledge on nursing processes and how to write a nursing care plan.

The target level of the course is A2 of the Common European Framework of Reference for Languages.

Contents

Telling about work and everyday life, e.g. at the ward and laboratory; expressions of wishes and dreams.

Portfolio: basic vocabulary related to health promotion, prevention of sickness and rehabilitation.

Portfolio: basic vocabulary of medical care.

Grammar: improving the use of verbs: consonant gradation of verbs, passive voice, past tense, conditional; more word types, sentence types, more spoken language elements of Finnish

Prerequisites

Finnish 1-3 or equivalent knowledge.

Evaluation criteria**Satisfactory (1-2)**

1-2

The student knows some vocabulary and polite phrases learnt during the course. He can use simple constructions but mistakes can impede comprehension. The student can communicate in some everyday situations when helped. Other languages strongly influence the pronunciation. The student can tell only a few main facts about the country and its culture.

Good (3-4)

3-4

The student knows most of the vocabulary and polite phrases learnt during the course. He can use simple constructions almost without mistakes. He manages independently in most everyday situations. The pronunciation is mainly understandable. The student knows detailed facts widely - although some false information might appear - and is therefore relatively well acquainted with the country and its culture.

Excellent (5)

5

The student knows the vocabulary and polite phrases learnt during the course. He can use simple constructions making hardly any mistakes. He manages independently and fluently in everyday situations. The pronunciation is close to that of a native speaker. The student knows precise and detailed facts and is well acquainted with the country and its culture.

Evaluation criteria**Pass/fail**

Fail

The student does not achieve the learning outcomes satisfactorily

BA00BO28 Swedish language: 3 op**Learning outcomes**

Students can introduce themselves and describe their education in the Swedish language. They can interview and present a patient's life situation and condition. Students use nursing vocabulary to describe health and illness and their patients. Students are able to counsel and instruct patients in common nursing situations.

Contents

Nursing vocabulary in Swedish. Reading different types of texts, writing tasks and practising interaction situations in the Swedish language. Health promotion, some common diseases and

patient encounters in different nursing tasks.

Prerequisites

No previous studies required.

Evaluation criteria**Satisfactory (1-2)**

1-2

Students use simple structures and limited vocabulary and their mistakes make it difficult to understand them. They understand slow and clear speech and relatively easy field-related texts. They manage predictable working life situations. Their pronunciation is clearly influenced by other languages.

Good (3-4)

3-4

Students have a satisfactory command of grammatical structures and professional vocabulary. They manage fairly well in common predictable field-related situations. Their pronunciation is understandable.

Excellent (5)

5

Students have an excellent command of grammatical structures and professional vocabulary. They are active and can interact independently and fluently in written and oral field-related situations. Their pronunciation is close to that of a native speaker.

Evaluation criteria**Pass/fail**

Fail

The student does not achieve the learning outcomes satisfactorily

BA00BO30 Professional English language: 3 op**Learning outcomes**

After the study module, students are able to communicate fluently and effectively in English in their studies and in the professional discourse of their own field. They are also able to apply their English skills to the development of their professional competence. They can communicate naturally in multicultural contexts, taking into account the special demands of different communication situations and the cultural and linguistic backgrounds of the participants.

The students are able to acquire, process, and convey information necessary in their own field both orally and in writing, using different sources.

The students form a realistic view of their linguistic and communicative competence and a positive attitude to developing this competence as a part of their professional expertise.

Contents

key interactive communication situations: individual and group communication, client/patient – nurse interaction situations

- health care and nursing key concepts and terminology
- developing learning strategies
- acquisition, processing, application and conveyance of information
- organizations, working environments, tasks, procedures and tools

- education and career planning
- self-assessment of language and communication skills

Evaluation criteria**Satisfactory (1-2)**

1-2

Students manage in routine oral and written communication situations in multi-professional work communities (e.g. e-mail, filling out forms, CV, presenting the workplace). Students are able to give simple instruction to individual clients/groups orally and in writing. They know how to ask for and document clients'/patients' essential information to secure correct care or follow-up. Students understand texts related to their own duties in the health and social field. They make mistakes in grammatical structures, which complicate communication and may cause misunderstanding and require reformulation. Students know basic vocabulary for health and social welfare so that they give the necessary information to the listener or reader. Their pronunciation is understandable, but sometimes inaccurate in special terminology. Students can find the information they are looking for in texts that deal with familiar topics. They use common means to support communication

Good (3-4)

3-4

Students are able to communicate with a multi-professional work community both orally and in writing (e.g. telephone conversations, consultation, oral and written reports, oral presentations). Students know how to give and explain individual client/patient instructions, explain common procedures and examinations, report on patients'/clients' current health/life situations and ask for additional information. Students enter the information onto documents to ensure correct care or follow-up and reply clients'/patients' questions. Students mostly use correct grammatical structures and correct themselves in case of misunderstanding. They know the central vocabulary for health and welfare services well and are rather familiar with special terminology in their own field. They seek to adapt their communication style to the situation at hand. Their pronunciation is rather natural and clear. They know how to scan professional texts to find the main points. They use various means to support communication.

Excellent (5)

5

Students communicate accurately and appropriately both orally and in writing, even in demanding interactive situations in multi-professional and multi-cultural work environments (meetings, care negotiations, feedback discussion). They fluidly and extensively present alternative solutions in counselling situations, taking into consideration clients' cultural background. Students know how to interview clients'/patients in a professional manner, even in challenging, unexpected situations. Students use a wide variety of grammatical structures almost flawlessly. Their vocabulary, including special terminology, is extensive and their pronunciation is clear and natural. They adapt their communication style to the situation at hand. Students are able to scan texts rapidly to evaluate their reliability as sources of information. They effectively use various means to support communication.

Evaluation criteria**Pass/fail**

Fail

The student does not achieve the learning outcomes satisfactorily

BA00B032 Academic English language: 2 op

Learning outcomes

After the study module, students are able to use academic English, both oral and written, accurately and effectively, and with confidence. Students have developed skills required for academic study, including language accuracy, authenticity and avoiding plagiarism, note-taking, essay-writing, preparing and giving presentations considering the multicultural audience background, reporting, critically searching, choosing and using scientific sources, while at the same time developing time management and clear and logical organizational skills.

Contents

Part 1: the writing process (effective reading, finding suitable sources, developing critical approaches to reading, avoiding plagiarism, planning, finding key points and note-making, paraphrasing, summarizing, references, combining sources, organizing paragraphs, introductions and conclusions, re-writing and proof-reading).

Part 2: elements of writing (argument and discussion, cause and effect, cohesion, comparison, examples, numbers, problems and solutions, style, visual information, working in groups).

Part 3: accuracy in writing and writing models (reports, case studies, literature reviews etc.)

Evaluation criteria**Satisfactory (1-2)**

1-2

Students manage in routine oral and written communication situations in multi-professional work communities (e.g. e-mail, filling out forms, CV, presenting the workplace). Students are able to give simple instruction to individual clients/groups orally and in writing. They know how to ask for and document clients'/patients' essential information to secure correct care or follow-up. Students understand texts related to their own duties in the health and social field. They make mistakes in grammatical structures, which complicate communication and may cause misunderstanding and require reformulation. Students know basic vocabulary for health and social welfare so that they give the necessary information to the listener or reader. Their pronunciation is understandable, but sometimes inaccurate in special terminology. Students can find the information they are looking for in texts that deal with familiar topics. They use common means to support communication.

Good (3-4)

3-4

Students are able to communicate with a multi-professional work community both orally and in writing (e.g. telephone conversations, consultation, oral and written reports, oral presentations). Students know how to give and explain individual client/patient instructions, explain common procedures and examinations, report on patients'/clients' current health/life situations and ask for additional information. Students enter the information onto documents to ensure correct care or follow-up and reply clients'/patients' questions. Students mostly use correct grammatical structures and correct themselves in case of misunderstanding. They know the central vocabulary for health and welfare services well and are rather familiar with special terminology in their own field. They seek to adapt their communication style to the situation at hand. Their pronunciation is rather natural and clear. They know how to scan professional texts to find the main points. They use various means to support communication.

Excellent (5)

5

Students communicate accurately and appropriately both orally and in writing, even in demanding interactive situations in multi-professional and multi-cultural work environments (meetings, care negotiations, feedback discussion). They fluidly and extensively present alternative solutions in

counselling situations, taking into consideration clients' cultural background. Students know how to interview clients/patients in a professional manner, even in challenging, unexpected situations. Students use a wide variety of grammatical structures almost flawlessly. Their vocabulary, including special terminology, is extensive and their pronunciation is clear and natural. They adapt their communication style to the situation at hand. Students are able to scan texts rapidly to evaluate their reliability as sources of information. They effectively use various means to support communication.

Evaluation criteria**Pass/fail****Fail**

The student does not achieve the learning outcomes satisfactorily

RN17-1022 Evidence-Based Nursing and Decision-Making: 22 op**BA00BO34 Evidence-based Nursing: 3 op****Learning outcomes**

Students understand the concept and role of evidence-based nursing in health and social services. They understand the role of nurses in evidence-based practice and are committed to their role. Students actively seek and use scientific knowledge in various nursing duties and decision-making and in their Bachelor's Thesis. They understand the importance of uniform practices and act accordingly. Students seek information from health science databases. They know how to define nursing needs and how to plan, implement and evaluate nursing in accordance with the nursing process. Students know how to use nursing scientific knowledge in decision-making and are motivated to pursue evidence-based practice.

Contents

The concept and goals of evidence-based practice. The most important health science databases and sources of summarised information. Defining nursing needs and planning, implementation and evaluation of nursing. Nursing science and its central concepts. Nursing science as a knowledge foundation for nursing practice and education.

Prerequisites

No previous studies are required

Evaluation criteria**Satisfactory (1-2)****1-2**

Students only have a narrow surface understanding of the role of nursing scientific knowledge in decision-making. They use nursing scientific concepts in a limited way, without an understanding of their meaning or connection to the practice of nursing. Students' information seeking skills are limited and they do not know how to seek information from the most important health science databases. Their learning assignments are lacking in relation to the instructions, with limited use of sources and considerable errors in the referencing system. Students' work is unplanned and of poor quality. They present learning assignments in a shallow manner, contributing little information, without visual aids, reading from the paper. When they give feedback to peers, it becomes apparent that they have a limited understanding of the concept of peer feedback, and their questions are comments rather than questions. Students are passive in seminars, with little or no contribution.

Good (3-4)

3-4

Students understand the role of nursing scientific knowledge and use contemporary nursing scientific sources in decision-making. They use nursing scientific concepts and understand their meaning to the practice of nursing. Students know how to seek information from the most important health science databases. They follow instructions given on learning assignments and, when writing references, observe the Seinäjoki UAS guidelines on written assignments. Students work in a deliberate, mostly self-directed manner and in a responsible, planned way. They prepare for and use visual aids in presentations of learning assignments. Students prepare for and provide peer feedback in a constructive way. They actively take part in seminar discussions.

Excellent (5)

5

Students demonstrate interest in and understand the role of nursing scientific knowledge and apply contemporary nursing scientific sources in decision-making. They use nursing scientific concepts extensively, analytically and critically. Students know how to seek information from the most important health science databases. They apply the information extensively and critically. They follow instructions given on learning assignments and, when writing references, observe the Seinäjoki UAS guidelines on written assignments. Students work in a deliberate, self-directed, responsible and planned manner. They carefully prepare for presentations of learning assignments, use visual aids and distinctive and creative solutions. Students prepare for and provide peer feedback in a critical way, suggesting new perspectives to the topic. They actively take part in seminar discussions and widen the perspective on the concept under discussion.

Evaluation criteria**Pass/fail****Fail**

Students demonstrate no understanding of the role of nursing scientific knowledge in decision-making. They do not know nursing scientific concepts, their meaning or connection to the practice of nursing. Students do not know how to seek information from the most important health science databases. Their learning assignments are lacking in relation to the instructions, with major errors in the referencing system. Students' work is unplanned and of poor quality. Their presentations on learning assignments are inadequate or they fail to give the presentations. When they give feedback to peers, it becomes apparent that they have a limited understanding of the concept of peer feedback, or they completely fail to give feedback. Students are passive in seminars, with little or no contribution.

BA00BO36 Research and Development Methods: 3 op**Learning outcomes**

Students are able to contribute to development, innovation and research processes. They critically evaluate and use scientific publications. Students can describe common research, development and analytical methods

Contents

Qualitative and quantitative research methods, action research, inductive and deductive content analysis methods, systematic literature review.

Prerequisites

Evidence-Based Nursing

Evaluation criteria**Satisfactory (1-2)**

1-2

Students

- know research and development methods and use them in R & D processes

Good (3-4)

3-4

Students

- purposefully utilize their research and development competence in R & D processes

Excellent (5)

5

Students

- apply their research and development competence to various assignments, projects, final thesis and to the nursing profession

Evaluation criteria

Pass/fail

Fail = 0

Students

- do not satisfactorily achieve the learning outcomes defined for R & D competence

BA00BO38 Bachelor's Thesis Plan and Information Seeking 2: 6 op

Learning outcomes

Students are able to contribute to development, innovation and research processes. They critically evaluate and use scientific publications in planning their Bachelor's Thesis.

Students know how to search, locate, evaluate and use scholarly information in the Bachelor's Thesis. Students know how to use databases of health sciences. Students know how to use library and information services effectively.

Contents

Choosing the topic, defining the scope and writing a research plan for the Bachelor's Thesis.

Information seeking for the thesis. Databases of health sciences as sources for the Bachelor's Thesis. Instructions for Written work.

Prerequisites

Research and Development Methods

Evaluation criteria

Pass/fail

See Seinäjoki UAS assessment criteria for Bachelor's Thesis

BA00BO40 Bachelor's Thesis Implementation and Report: 10 op

Learning outcomes

Students are able to contribute to development, innovation and research processes. They critically evaluate and use scientific publications in their Bachelor's Thesis. During the process and in Thesis

students use evidence-based knowledge. Students present their Bachelor's Thesis. In the maturity test they analyse and evaluate the methods and contents of their Thesis.

Contents

Implementation of the Bachelor's Thesis. Acting as an opponent to another student's Thesis. Bachelor's Thesis presentation.

Prerequisites

Bachelor's Thesis Plan

Evaluation criteria**Satisfactory (1-2)**

1-2

See Seinäjoki UAS assessment criteria for Bachelor's Thesis

Good (3-4)

3-4

See Seinäjoki UAS assessment criteria for Bachelor's Thesis

Excellent (5)

5

See Seinäjoki UAS assessment criteria for Bachelor's Thesis

Evaluation criteria**Pass/fail**

Fail

See Seinäjoki UAS assessment criteria for Bachelor's Thesis

RN17-1023 Client and Population-Based Health Promotion: 9 op**BA00BO42 Health Promotion in Nursing and Information Seeking 1: 5 op****Learning outcomes**

Students understand principles of health promotion and know how to act according to the values of health promotion. They understand the economic perspective of health promotion. Students are able to apply existing knowledge of the population's health challenges on individual and community level. Students know how to plan, implement and evaluate individual, group and community-level health promotion methods. They are able to prevent risk factors, which might impair the individual's, family's or community's health and ability to function. Students know how to use the client's experiential knowledge in the use of resource-oriented health-promotion methods at individual, family, group and community levels. Students can describe the strategies of important national and international health and social policy programmes from the perspective of health promotion.

Students know how to search, locate, evaluate and use scholarly information in studies and working life. Students know how to use databases of health sciences. Students know how to use library and information services effectively.

Contents

Levels of health promotion (individual, family, community, society) and forms of action (promotion,

prevention). Ethics and principles of health promotion. The role of the client's life history, lifestyle and situation. Family development stages and family health routines. The client's personal, situation-specific and external health factors. Environment and health. Resource and solution-based approach to health promotion. Legislation for the promotion of health and wellbeing, national guidelines and policy programmes; international and national recommendations and strategies.

Library and information services. Information seeking process. Databases of health sciences.

Prerequisites

No previous studies required

Evaluation criteria

Satisfactory (1-2)

1-2

In their report, students satisfactorily/adequately describe the background, purpose and objectives of their practical training placement. They use a limited amount of information. The report contains some professional and research knowledge, which has been linked with a description of the practical health promotion activities in the placement. Students' attitude is satisfactory. Their description is limited as regards the progress of the practical training as a learning experience and its connection to their future profession as nurses. Students make little contribution to group work. Students return the report on time, as agreed and for the most part, write the report according to the Seinäjoki UAS guidelines on written assignments.

Good (3-4)

3-4

In their report, students competently describe the background, purpose and objectives of their practical training placement. They use various sources of professional and research knowledge and are familiar with this knowledge foundation. In the report, the knowledge is competently linked with a description of the practical health promotion activities in the placement. Students are motivated and demonstrate a positive attitude to practical training. They reflect on their learning experience in relation to the progress of the practical training and their future profession as nurses. The report is a clear and coherent whole. In their group, students are responsible and cooperative, contributing to the work equally. Students return the report on time, as agreed and write the report according to the Seinäjoki UAS guidelines on written assignments.

Excellent (5)

In their report, students extensively describe the background, purpose and objectives of their practical training placement. They use various sources of professional and research knowledge and use this knowledge extensively. In the report, students use theoretical knowledge in their arguments, and analytically and critically reflect and apply the knowledge to the practical health promotion activities in the placement. Students are especially motivated and self-directed and demonstrate a positive attitude to practical training. They profoundly reflect on their learning experience in relation to the progress of the practical training and their future profession as nurses. In their group, students are responsible and cooperative, contributing to the work equally. The report is a clear and coherent whole. Students return the report on time, as agreed and write the report according to the Seinäjoki UAS guidelines on written assignments.

Evaluation criteria

Pass/fail

Fail=0

In their report, students do not manage to describe the background, purpose or objectives of their

practical training placement adequately. They have not sought or used theoretical knowledge. Their motivation to undertake practical training is poor. In group work, students do not act in a responsible manner. They do not describe how they have reflected on their learning. Students do not observe the Seinäjoki UAS guidelines on written assignments.

BA00BO44 National and Global Health Promotion: 2 op

Learning outcomes

Students know how to evaluate the health and wellbeing of the population in their native countries and in Finland. They are aware of factors that cause public health problems and future national and global health risks. Students understand how social decision-making and structures are linked with the promotion of health and functional capacity on the national and international levels.

Contents

Health Promotion from the viewpoint of a smoke-free environment. The current health and wellbeing of the population in Finland and in a few other countries. Factors that impair public health and prevention of these factors. Factors that promote or inhibit people's resources. The impact of the individual's or community's socioeconomic status on health. Early detection and prevention of risk factors. Prevention of accidents. Global health risks and preparing for these risks. Health and wellbeing in various countries. Circumcision in the legislation in Finland and from the viewpoint of human rights and self-determination. Globally prevalent diseases in a nutshell.

Prerequisites

No previous studies required

Evaluation criteria

Satisfactory (1-2)

1-2

Students only master part of the concepts related to national and global health, epidemiological research methods and statistics used to describe and control national and global health. To some extent, they are able to read research and to use research knowledge to recognise causes of health differences and the background of prevalent diseases. Students' attitude to the adverse effects of drug and alcohol abuse is professional to some extent, but their knowledge of the recovery methods is still somewhat lacking.

Good (3-4)

3-4

Students partly master the concepts related to national and global health, epidemiological research methods and statistics used to describe and control national and global health. They are able to read research and partly use research knowledge to identify causes of health differences and the background of prevalent diseases. Students' attitude to the adverse effects of drug and alcohol abuse is professional and they can facilitate clients' recovery by means of a motivating method.

Excellent (5)

5

Students master the concepts related to national and global health, epidemiological research methods and statistics used to describe and control national and global health. They are able to read research and use research knowledge to identify causes of health differences and the background of prevalent diseases. Students' attitude to the adverse effects of drug and alcohol abuse is professional and they can facilitate clients' recovery by means of a motivating method.

Evaluation criteria**Pass/fail**

Fail = 0

Students fail to master concepts related to national and global health, epidemiological research methods and statistics used to describe and control national and global health. They are not adequately able to read research and use research knowledge to identify causes of health differences and the background of prevalent diseases. Students' attitude is still lacking as regards the adverse effects of drug and alcohol abuse and the counselling of clients.

BA00BO46 Guidance in Nursing: 2 op**Learning outcomes**

Students are familiar with the background of patient guidance (patient education/counselling). They know how to plan, implement and evaluate a guidance process. Students are able to use various methods and written, visual and online materials in patient guidance.

Contents

The background and principles of patient guidance (patient education/counselling). Conceptions of learning, guidance and teaching processes. Methods and virtual services in patient guidance.

Prerequisites

No previous studies required

Evaluation criteria**Satisfactory (1-2)**

1-2

Students

- have a surface understanding of the concept of patient guidance (patient education/counselling) and of factors that influence the quality of guidance, and they are able to use some guidance methods
- in the written assignment: are able to analyse guidance, but the description is too brief and cursory from the perspective of the profession
- use irrelevant, few or old sources of information
- are not able to combine knowledge
- are able to report their seminar assignment as agreed
- mainly follow the instructions when writing their seminar assignments, but the report does not fully meet the criteria defined in Seinäjoki UAS Guidelines on written assignments
- read their presentation mainly from paper, pay little attention to the audience and they use no visual aids or the aids do not support the presentation
- demonstrate a half-hearted attitude towards patient guidance

Good (3-4)

3-4

Students

- are familiar with the concept of patient guidance (patient education/counselling) and factors that influence the quality of guidance, and they are able to use evidence-based guidance methods
- in the written assignment: are able to analyse guidance in relation to the learning objectives of the course and present connections with the profession
- are able to argue for their choice of information sources and for the use of their expert and empirical knowledge

- report their seminar assignment logically and clearly according to the instructions
- write good Finnish and observe the Seinäjoki UAS Guidelines on written assignments
- give their presentation in a natural manner, pay attention to the audience and use at least one visual aid to support the presentation; partly read from paper
- demonstrate a positive attitude towards patient guidance

Excellent (5)

5

Students

- understand the concept of patient guidance (patient education/counselling) and factors that influence the quality of guidance, and are able to apply evidence-based guidance methods to nursing practice
- in the written assignment: extensively analyse guidance as part of a larger framework of the profession
- seek research information and nursing guidelines on patient guidance
- evaluate the knowledge critically and constructively
- argue for their choice of information sources and for the use of their expert and empirical knowledge
- report their seminar assignment creatively, logically and clearly (using illustrative tables or figures)
- demonstrate independent, critical and creative thinking and expertise in their profession
- write good, clear Finnish and observe the Seinäjoki UAS Guidelines on written assignments
- give their presentation in a natural manner, pay attention to the audience and use several appropriate visual aids to support the presentation
- demonstrate that they are competent and familiar with patient guidance.

Evaluation criteria**Pass/fail**

Fail = 0

Students

- are not familiar with the concept of patient guidance (patient education/counselling) and its role in nursing practice
- do not recognise factors that influence the quality of patient guidance and are unable to name guidance methods
- in the written assignment: analyse guidance but do not relate it with the learning objectives of the course/ instructions, or do not adequately comprehend the concept
- do not observe instructions on reporting the seminar assignment
- are not able to give the presentation

RN17-1024 Quality and Safety in Social and Health Services: 11 op**BA00B048 Finnish Society and Culture: 4 op****Learning outcomes**

The student is familiar with the operation and functions of the most central social institutions in Finnish society

The student is familiar with Finland's constitution and the rights and duties of the person living in Finland

The student knows the court and punishment system in Finland

The student knows the main features of Finland's public administration system

The student perceives the central lines of the historical development of the Finnish society

Contents

The Constitution of Finland
Finnish System of Justice
The Public Administration in Finland
The Development of Finnish Society
Social Institutions in Finland

Prerequisites

No prerequisites

Evaluation criteria**Satisfactory (1-2)**

1-2

The student knows the basic facts for the operation of the Finnish society
The student perceives the basic features of the Finnish society

Good (3-4)

3-4

The student knows the most central features of the Finnish society
The student is able to follow the discussion about the development of the Finnish society and he or she is able to produce views on the central challenges in a Finnish society

Excellent (5)

5

The student knows the operating principles of the Finnish society and he/she is able to analyze the operation of the society critically and constructively
The student is able to participate in the discussion about the properties and the future of the Finnish society
The student understands the significance of his or her own work as a part of the building process of the Finnish society

Evaluation criteria**Pass/fail**

Failed

The student is able to perceive neither the central features of the Finnish society nor his own position as a member of the Finnish society

BA00BO50 Health and Social Services in Finland: 2 op**Learning outcomes**

Students are able to describe the social and health services and the service provision and delivery systems in Finland. Students are familiar with the most important Acts and Decrees that govern the provision of social and health services in Finland.

Contents

The social and health service provision system in Finland, central Acts and Decrees that govern the system

Prerequisites

No prerequisites

Evaluation criteria**Pass/fail**

Fail

The student does not achieve the learning outcomes of the course.

BA00BO52 Management in Health and Social Services: 3 op**Learning outcomes**

Students act with an attitude of self-management. They are aware of their responsibility for the quality of nursing in their own action and in the organization. Students are able to prevent and detect shortcomings in the quality of the nursing process. They are able to evaluate quality throughout the nursing process and understand their responsibility in securing and promoting patient safety.

Contents

Finnish legislation and national quality guidelines and requirements.

Care guidelines, patient classification systems, quality management systems, quality assurance, sectors of patient safety: safe care, safe equipment, safe medication, HaiPro Safety Incident Reporting System

Prerequisites

No previous studies required

Evaluation criteria**Satisfactory (1-2)**

1-2

Students

- as members of the working community and various networks, recognise the role of management
 - analyse the topics of management and quality assurance from a narrow perspective
 - to a limited extent, are able to link the topics with healthcare organizations
 - observe the working life laws and norms to a limited extent in healthcare organizations
- are able to list needs for quality assurance methods

Good (3-4)

3-4

Students

- are able to manage themselves as members of the working community and various networks
 - are capable of discussing management and quality assurance extensively
 - are able to link the topics with healthcare organizations
 - observe working life laws and norms in healthcare organizations
- are able to analyse needs for quality assurance and patient safety in healthcare organizations

Excellent (5)

5

Students

- are able to manage themselves responsibly as members of the working community and various networks
- seek research knowledge on management and quality assurance
- are able to extensively discuss the topics in relation to healthcare organizations
- observe and critically apply working life laws and norms in healthcare organizations

are able to argue for and make conclusions on the needs for quality assurance and patient safety in healthcare organizations

Evaluation criteria**Pass/fail**

Fail = 0

Students

- as members of the working community and various networks, do not recognize the meaning of management
- analyse the topics of management and quality assurance without connecting them with healthcare organizations
- are not able to describe essential laws and norms of working life
- are not able to recognise needs for quality assurance methods in healthcare organizations

BA00BO54 Digitalisation and eHealth in Health and Social Services: 2 op**Learning outcomes**

Students are able to describe what the concepts digitalisation and eHealth involve and use digitalisation and eHealth applications in nursing. Students understand the meanings of digitalisation and eHealth and data security throughout the nursing process.

Contents

Digitalisation and eHealth; the concepts and sectors; data security; central application areas of digitalisation and eHealth.

Evaluation criteria**Pass/fail**

Pass

Students can describe the concept of eHealth. They demonstrate that they know health technology or digital applications used to care for people of all ages throughout the care and service pathway. Students demonstrate that they are familiar with data security. Active classroom/seminar participation and all the assignments delivered.

Fail

Students can not describe the concept of eHealth. They do not know health technology or digital applications and are not familiar with data security. No classroom/seminar participation, no assignments delivered.

RN17-1025 Medication and Fluid Care: 10 op**BA00BO56 Medication Management and Drug Calculations: 4 op****Learning outcomes**

Student becomes familiar with statutes and regulations that concern pharmaceutical care.

Student understand the role of the nurse in drug therapy. Student understand his / her professional responsibility to secure and promote safe drug under supervision.

Student learns the different pharmaceutical dosage forms and routes of administration, and assume responsibility for appropriate handling and storage of medicines.

Student is able to dispense pharmaceutical dosage forms correctly under supervision. Student can

under supervision safely administer intracutaneous, subcutaneous, intramuscular and ventrogluteal injections.

Student knows how to observe the effects of medicines and how to evaluate the effectiveness of drug care. Student knows the adverse drug reactions and drug interactions.

Student knows and learns under supervision, how to plan, implement and evaluate safe drug care in different situations.

Student perform drug calculations correctly.

Student learns the general principles of pharmacology.

Student knows how to use pharmaceutical databases.

Contents

Statutes and regulations that concern pharmaceutical care

- Control of medicines in hospital and community
- The role of the nurse in drug therapy
- The different pharmaceutical dosage forms and routes of administration, and responsibility for appropriate handling and storage of medicines.
- Intracutaneous, subcutaneous, intramuscular and ventrogluteal injections
- Planning, implementing and evaluating safe drug care in different situations
- The effects of medicines, adverse reactions and drug interactions.
- Drug calculations
- The general principles of pharmacology
- Pharmaceutical databases

Prerequisites

No previous studies required

Evaluation criteria

Satisfactory (1-2)

1-2

Students

- have some knowledge of the statutes on pharmaceutical care
- have command of various pharmaceutical dosage forms and of the appropriate and careful handling and storage of medicines.
- understand the role of the registered nurse in planning, implementing and evaluating safe drug care in different situations
- are able to list the general principles of pharmacology
- have a basic idea about the effects of medicines, adverse reactions and drug interactions.
- manage drug calculations correctly
- mostly use pharmaceutical databases unsystematically

Good (3-4)

3-4

Students

- are familiar with the statutes on pharmaceutical care
- have command of various pharmaceutical dosage forms and of the appropriate and careful handling and storage of medicines.
- understand the role of the registered nurse in planning, implementing and evaluating safe drug care in different situations
- know the general principles of pharmacology
- understand the basics about the effects of medicines, adverse reactions and drug interactions.
- manage drug calculations correctly
- mostly use pharmaceutical databases correctly

Excellent (5)

5

Students

- are familiar with the statutes on pharmaceutical care
- have command of various pharmaceutical dosage forms and of the appropriate and careful handling and storage of medicines.
- understand the role of registered nurse in planning, implementing and evaluating safe drug care in different situations
- know and explain the general principles of pharmacology
- know and understand the effects of medicines, adverse reactions and drug interactions.
- manage drug calculations correctly
- use the pharmaceutical databases correctly

Evaluation criteria**Pass/fail**

Fail:

Students

- are not familiar with the statutes on pharmaceutical care
- do not have command of the various pharmaceutical dosage forms or appropriate and careful handling and storage of medicines.
- do not understand the role of the registered nurse in planning, implementing and evaluating safe drug care in different situations
- do not understand the general principles of pharmacology
- do not know or understand effects of medicines, adverse reactions or drug interactions.
- do not manage drug calculations correctly
- can not use the pharmaceutical databases correctly
- patient safety cannot be guaranteed

BA00BO58 Medication and Fluid Care: 3 op**Learning outcomes**

Student understand her / his professional responsibility for securing and promoting the safety of patients receiving drug and fluid care under supervision. They know how to plan, implement and evaluate safe drug and fluid care for various diseases under supervision. Based on a doctor's instructions, they are under supervision able to plan, implement and evaluate intravenous drug and fluid care and blood transfusions for patients of all ages. Students know how to plan, implement and evaluate safe drug and fluid care for different patient groups and for special treatments. Students know the basics of immunization. They know how to observe side and combined effects of medicines and how to evaluate the effectiveness of drug care. They perform drug calculations correctly.

Contents

IV and fluid care. Blood transfusion. IV cannulation. Special features in drug and fluid care of patients of various ages. Drug and fluid care for special treatments. Drug and fluid care for different patient groups. Vaccinations. Effective mechanisms of drugs. Side and combined effects of medicines. Evaluation of the patient's drug care. Action in various risk situations.

Prerequisites

Medication Management and Drug Calculations

Evaluation criteria

Satisfactory (1-2)

1-2

Students know how to seek information about safe drug and fluid care from various sources and use the knowledge to implement drug and fluid care. They demonstrate that they are familiar with the knowledge foundation and core contents of safe drug and fluid care. Students have adequate knowledge so that they can act safely in various situations. They work with a client-centred approach in implementing drug and fluid care. They are able to solve common tasks and problems related to safe drug and fluid care. Students observe the safety and ethical principles defined for drug and fluid care implemented by nurses/public health nurses. They share their drug and fluid care competence with other members of the group. Students evaluate their strengths and development needs in professional development.

Good (3-4)

3-4

Students actively seek information about safe drug and fluid care and explain why they use various sources. They consistently use the knowledge foundation on safe drug and fluid care. They explain their action using evidence-based knowledge of safe drug and fluid care. Students apply their knowledge of professional, safe drug and fluid care to various situations, within their scope of responsibility as nurses/public health nurses. They work with a client-centred approach and with responsibility in implementing safe drug and fluid care. Students know how to take correct action when implementing safe drug and fluid care in various settings, within their scope of responsibility as nurses/public health nurses. Students explain their actions in drug and fluid care using the ethical principles for nurses/public health nurses, and evaluate the safety of the drug and fluid care implemented. They are capable of purposeful action in teams implementing safe drug and fluid care within the nurses'/public health nurses' scope of responsibility. Students develop themselves professionally in safe drug and fluid care.

Excellent (5)

5

Students apply concepts and knowledge of safe drug and fluid care competently and extensively. They use and evaluate evidence-based knowledge of safe drug and fluid care. Students apply their knowledge of safe drug and fluid care to various situations in drug and fluid care. They are able to evaluate the consequences of their actions in drug and fluid care. They work with a client-centred approach and with responsibility in implementing safe drug and fluid care. Students seek and apply alternative solutions in decision-making concerning safe drug and fluid care. They evaluate drug and fluid care using professional ethical principles for nurses/public health nurses. Students are capable of working in multiprofessional and/or multidisciplinary teams implementing safe drug and fluid care within the nurses'/public health nurses' scope of responsibility. Students systematically develop themselves, their profession and work community in safe drug and fluid care.

Evaluation criteria**Pass/fail**

Fail=0

Students are not adequately familiar with the concepts of safe drug and fluid care, or unable to use them. They use the knowledge foundation on drug and fluid care only narrowly and have little knowledge of the relevant sources of information. Students do not demonstrate adequate skills or knowledge in safe drug and fluid care, and apply their knowledge incorrectly. Their approach to safe drug and fluid care is not adequately client-centred. Students do not adequately observe safety and ethical principles for nurses/public health nurses when implementing drug and fluid care. They are

not prepared to develop themselves in safe drug and fluid care.

BA00BO60 Pharmacology: 3 op

Learning outcomes

Students know various drugs and medicines and use them appropriately to treat diseases and dysfunction. Students are familiar with the effective mechanisms of medicines and understand how drugs affect the organism. Students know the central features, uses and side and combined effects of common drugs.

Contents

Drugs and medicines. Appropriate use of medicines. Effective mechanisms of medicines. Medicines for different purposes. Side and combined effects.

Prerequisites

No previous studies required

Evaluation criteria

Satisfactory (1-2)

1-2

Students

- list various drugs and pharmaceutical products and know how to use them on a satisfactory level to treat various illnesses and disorders
- name the effective mechanisms of various medicines and understand the impact of various drugs on the human organism
- describe the primary features of the more common drugs, their uses, side effects and combined effects

Good (3-4)

3-4

Students

- describe various drugs and pharmaceutical products and know how to use them well to treat various illnesses and disorders
- describe the effective mechanisms of various medicines and understand the impact of various drugs on the human organism
- describe the primary features of the more common drugs, their uses, side effects and combined effects

Excellent (5)

5

Students

- know various drugs and pharmaceutical products and know how to use them appropriately to treat various illnesses and disorders
- are familiar with the effective mechanisms of various medicines and understand the impact of various drugs on the human organism
- are familiar with the primary features of the more common drugs, their uses, side effects and combined effects

Evaluation criteria

Pass/fail

Students

- are not able to achieve the criteria on a satisfactory level

RN17-1026 Client-Centred Clinical Competence: 39 op

BA00B062 Basics of Clinical Nursing 1: 4 op

Learning outcomes

Students understand the structure, function and regulation of the human organism and the underlying factors. Students can apply the principles of preventing infections and explain why this is important in clinical nursing. They are able to describe how infections occur, how the body immune system works and how infectious diseases can be prevented. Students have knowledge of microbes, normal body flora, routes of infection and microbes that cause infections. Students are able to describe the integrated health care. They have an overview of the diagnostics, onset, effects, prevention and treatment of common diseases. They know how to act in common first aid and life support situations.

Contents

Human anatomy and physiology 1. Basics of microbiology and pathology. Prevention of infections. Essential first aid and life support skills.

Prerequisites

No previous studies required

Evaluation criteria

Satisfactory (1-2)

1-2

Students

- use the knowledge foundation of client-centred clinical nursing narrowly
- on a satisfactory level, seek information and use evidence-based knowledge to explain their actions in client-centred clinical nursing
- on a satisfactory level, implement their competence in client-centred clinical nursing in various nursing/public health nursing situations
- are capable of client-centred and safe clinical practice based on ethical principles
- possess adequate skills in client-centered clinical decision-making
- are to some extent prepared to develop client-centred clinical nursing

Good (3-4)

3-4

Students

- competently and extensively use the concepts and knowledge of client-centred clinical nursing
- evaluate and critically use evidence-based knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- are capable of client-centred, responsible and safe clinical practice
- apply alternative solutions to decision-making in client-centred clinical nursing
- evaluate action and safety in client-centred clinical nursing based on professional ethical principles of nursing/public health nursing
- act as experts of client-centred clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures

-
- purposefully develop themselves and their working community in client-centred clinical nursing

Excellent (5)

5

Students

- demonstrate competence in the nursing scientific knowledge base and competently apply this knowledge to client-centred clinical nursing
- independently seek, use and critically evaluate evidence-based nursing scientific knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- assume responsibility for the patient's/client's care and service process in client-centred clinical nursing
- create innovative alternative solutions to decision-making in client-centred clinical nursing
- develop action and safety based on the professional ethics of nursing/public health nursing in client-centred clinical nursing
- as experts of client-centred clinical nursing, develop action in multidisciplinary teams and projects in collaboration with people who represent different cultures
- develop themselves, their profession and practice in client-centred clinical nursing purposefully, with a career-oriented approach

Evaluation criteria**Pass/fail**

Fail = 0

Students

- do not adequately appreciate or use the knowledge base of client-centred clinical nursing
- are not adequately able to give reasons for their chosen actions in client-centred clinical nursing
- are not adequately able to apply to practice their knowledge of client-centred clinical nursing
- are not capable of adequate client-centred and safe clinical practice
- do not possess adequate decision-making skills for client-centred clinical nursing
- do not adequately take into consideration safety or ethical principles in client-centred clinical nursing
- are not prepared to develop client-centred clinical nursing

BA00B064 Basics of Clinical Nursing 2: 6 op**Learning outcomes**

Students are able to respond to needs for care by evidence-based nursing interventions and they know how to store the data using uniform structured documentation and relevant classifications. Students assess needs for care using appropriate clinical and physiological tools or instruments. Students take an ethical, rehabilitation and resource-centred approach to their work with patients and family members of all ages. Students implement Finnish nutritional guidelines. They understand the principles of patient safety and sustainable development and are aware of their own responsibility in promoting these principles at the workplace. Students know the phases of the laboratory process, are competent to take blood ja urine samples and know the basic principles of point-of-care testing. Students know the central examinations in clinical chemistry and haematology.

Contents

Human anatomy and physiology 2. Prevention of infections and asepsis in nursing. Individual, family and resource-centred nursing, the effect of health and illness on the client's life. Assessment of nursing needs. Monitoring the patient's vital functions. Essential nursing interventions. Principles of

documentation and (FinCC). The national documentation model for nursing. ePatient recording system. End-of-life nursing. Rehabilitation in nursing. Ergonomics. Spirituality and cultural aspects in nursing. Sustainable development in nursing. Laboratory process. Blood- and urine sampling and point-of-care testing. Examinations of clinical chemistry and haematology. Need and function of nutrients in the organism during nutritional care, guidelines for healthy nutrition to prevent prevalent diseases, challenges in nutrition of people of different ages. Statutory duties and safety guidelines for health care organizations. Safe care environment. Patient safety.

Prerequisites

Basics of Clinical Nursing 1

Evaluation criteria**Satisfactory (1-2)**

1-2

Students

- seek information required in individual situations in client-centred clinical nursing
- demonstrate that they are to some extent able to use the knowledge base of client-centred clinical nursing
- make a difference between everyday knowledge and evidence-based knowledge in client-centred clinical nursing
- following instructions, are competent to work in individual client-centred clinical nursing situations
- demonstrate that they know the ethical principles for nurses/public health nurses in client-centred clinical nursing
- are competent to work as members of a team and share some of their knowledge in client-centred clinical nursing
- are able to analyse their strengths and development needs in client-centred clinical nursing

Good (3-4)

3-4

Students

- seek various sources for information required in client-centred clinical nursing and actively familiarize themselves with the knowledge base of client-centred clinical nursing
- use and apply evidence-based knowledge in client-centred clinical nursing
- are competent to implement responsible and safe client-centred clinical nursing
- in their work in client-centred clinical nursing, observe ethical principles for nurses/public health nurses
- are competent to work as members of a team, following the principles of client-centred clinical nursing and sharing their knowledge
- develop themselves and their competence in client-centred clinical nursing

Excellent (5)

5

Students

- seek various sources for information required in client-centred clinical nursing and are able to explain their use in client-centred clinical nursing
- use and apply evidence-based knowledge in client-centred clinical nursing
- are competent to implement responsible and safe client-centred clinical nursing
- can explain their actions in client-centred clinical nursing
- are able to solve tasks and problems in client-centred clinical nursing
- can give reasons for their actions based on the ethical principles of nurses/public health nurses

- are competent to work as members of a team and share their knowledge in client-centred clinical nursing
- systematically develop themselves and their competence in client-centred clinical nursing

Evaluation criteria

Pass/fail

Fail=0

Students

- do not know how to seek information required in individual situations in client-centred clinical nursing
- cannot demonstrate ability to use the knowledge base of client-centred clinical nursing
- do not make a difference between everyday knowledge and evidence-based knowledge in client-centred clinical nursing
- are not competent to work in individual client-centred clinical nursing situations even if instructed
- cannot demonstrate awareness of the ethical principles for nurses/public health nurses in client-centred clinical nursing
- are not competent to work as members of a team or to share their knowledge in client-centred clinical nursing
- are unable to analyse their strengths or developments needs in client-centred clinical nursing

BA00BO66 Medical Nursing: 6 op

Learning outcomes

Students implement under supervision multi-professional nursing care for medically ill patients while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. Students know under supervision how to assess the resources of patients and families from different cultural backgrounds and know how to support them in the planning, implementation and evaluation of nursing care. Students plan, implement and evaluate under supervision nursing interventions for medically ill patients and family members of all ages facing common medical conditions and end of life. Students use evidence-based interventions developed for medical conditions, infectious diseases to help, support and counsel patients and family members of all ages. Students practice in common nursing procedures and diagnostic examinations used as part of medically ill patients' total care. Students know under supervision how to support and promote medically ill patients' and families' health and ability to function. They are under supervision able to help and support patients and family members of all ages in palliative and end-of-life nursing situations. Students are under supervision able to counsel and support patients and families of all ages in self-care. They are under supervision able to counsel patients before and after clinical examinations. Students observe the principles of fighting infections and are able to explain why this is important in the care of medically ill patients. Students are using current evidence-based knowledge of internal medicine and infectious diseases.

Contents

Health promotion, self-care support and rehabilitation in nursing medically ill patients and their families. Nursing interventions (FinCC) in nursing patients with medical conditions, infectious diseases. The national documentation model for nursing, Effica- platform. The impact of the patient's age, sex, cultural background, growth and development stage and care and service setting on the care of medically ill patients and their families. Assessment of nursing needs and monitoring vital functions in medically ill patients. Essential examinations and nursing procedures for medically ill patients. Nursing, rehabilitation and counselling of patients and families suffering from nationally prevalent diseases. Nursing, rehabilitation and counselling of patients and families suffering from common neurological diseases. Nursing, rehabilitation and counselling of patients and families

suffering from common infectious diseases. Palliative nursing. End-of-life nursing. Multiprofessionalism in the care of medically ill patients. The most important physiological and microbiological examinations. A safe nursing environment. Common medical conditions, infectious diseases.

Prerequisites

Basics of Clinical Nursing 1 and 2

Evaluation criteria**Satisfactory (1-2)**

1-2

Students

- use the knowledge foundation of client-centred clinical nursing narrowly
- on a satisfactory level, seek information and use evidence-based knowledge to explain their actions in client-centred clinical nursing
- on a satisfactory level, implement their competence in client-centred clinical nursing in various nursing/public health nursing situations
- are capable of client-centred and safe clinical practice based on ethical principles
- possess adequate skills in client-centered clinical decision-making
- are to some extent prepared to develop client-centred clinical nursing

Good (3-4)

3-4

Students

- competently and extensively use the concepts and knowledge of client-centred clinical nursing
- evaluate and critically use evidence-based knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- are capable of client-centred, responsible and safe clinical practice
- apply alternative solutions to decision-making in client-centred clinical nursing
- evaluate action and safety in client-centred clinical nursing based on professional ethical principles of nursing/public health nursing
- act as experts of client-centred clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develop themselves and their working community in client-centred clinical nursing

Excellent (5)

5

Students

- demonstrate competence in the nursing scientific knowledge base and competently apply this knowledge to client-centred clinical nursing
- independently seek, use and critically evaluate international evidence-based nursing scientific knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- assume responsibility for the patient's/client's care and service process in client-centred clinical nursing
- create innovative alternative solutions to decision-making in client-centred clinical nursing
- develop action and safety based on the professional ethics of nursing/public health nursing in client-centred clinical nursing
- as experts of client-centred clinical nursing, develop action in multidisciplinary teams and projects in

collaboration with people who represent different cultures

- develop themselves, their profession and practice in client-centred clinical nursing purposefully, with a career-oriented approach

Evaluation criteria

Pass/fail

Fail = 0

Students

- do not adequately appreciate or use the knowledge base of client-centred clinical nursing
- are not adequately able to give reasons for their chosen actions in client-centred clinical nursing
- are not adequately able to apply to practice their knowledge of client-centred clinical nursing
- are not capable of adequate client-centred and safe clinical practice
- do not possess adequate decision-making skills for client-centred clinical nursing
- do not adequately take into consideration safety or ethical principles in client-centred clinical nursing
- are not prepared to develop client-centred clinical nursing

BA00B068 Surgical Nursing and Health Technology: 7 op

Learning outcomes

Students implement under supervision multi-professional nursing care for surgically ill patients while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. Under supervision students know how to assess the resources of patients and families from different cultural backgrounds and know how to support them in the planning, implementation and evaluation of nursing care. Under supervision students plan, implement and evaluate nursing interventions for surgically ill patients and family members of all ages facing common surgical procedures. Students use evidence-based interventions developed for surgical, perioperative and gynaecological nursing to help, support and counsel patients and family members of all ages. Students observe the principles of pain alleviation and asepsis throughout the care of surgical patients. They know how to monitor and care for different wounds. Students are under supervision improving in common nursing procedures and diagnostic examinations used as part of surgical, perioperative and gynaecological patients' total care. Students improve their knowledge how to support and promote surgically ill patients' and families' health, self-care, rehabilitation and ability to function. Under supervision they are able to help and support disabled and injured patients and the patients' families. Students are under supervision able to help and support pain patients of all ages and alleviate their pain. Students are under supervision able to counsel patients before and after common radiological examinations. In their work, students use current surgical, anaesthesiological and gynaecological knowledge. Students use technology and digital services throughout the care and service pathways. They are aware of their responsibility and ensure patient safety.

Contents

Health promotion, self-care support and rehabilitation in nursing with surgical, perioperative or gynaecological patients and their families. Nursing interventions (FinCC) in surgical, perioperative and gynaecological nursing. The national documentation model for nursing. Efficacy. The impact of the patient's age, sex, cultural background, growth and development stage and care and service setting on the care of acutely ill patients and their families. Assessment of nursing needs and monitoring vital functions in surgical, perioperative or gynaecological patients. Essential examinations, nursing procedures and diagnostic examinations in surgical, perioperative and gynaecological nursing. Pre, intra and postoperative nursing, rehabilitation and counselling. Asepsis in surgical, perioperative or gynaecological nursing. Pain control. Nursing, rehabilitation and counselling of disabled and injured patients. Multiprofessionalism in the care of surgical, perioperative or gynaecological patients.

Radiation safety and radiological examinations. A safe nursing environment. The safe use of common technology in examinations and treatments throughout the care and service pathways for patients of all ages. Surgery, anaesthesiology and gynaecological diseases.

Prerequisites

Basics of Clinical Nursing 1 and 2.

Evaluation criteria**Satisfactory (1-2)**

1-2

Students

- use the knowledge foundation of client-centred clinical nursing narrowly
- on a satisfactory level, seek information and use evidence-based knowledge to explain their actions in client-centred clinical nursing
- on a satisfactory level, implement their competence in client-centred clinical nursing in various nursing/public health nursing situations
- are capable of client-centred and safe clinical practice based on ethical principles
- possess adequate skills in client-centered clinical decision-making
- are to some extent prepared to develop client-centred clinical nursing

Good (3-4)

3-4

Students

- competently and extensively use the concepts and knowledge of client-centred clinical nursing
- evaluate and critically use evidence-based knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- are capable of client-centred, responsible and safe clinical practice
- apply alternative solutions to decision-making in client-centred clinical nursing
- evaluate action and safety in client-centred clinical nursing based on professional ethical principles of nursing/public health nursing
- act as experts of client-centred clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develop themselves and their working community in client-centred clinical nursing

Excellent (5)

5

Students

- demonstrate competence in the nursing scientific knowledge base and competently apply this knowledge to client-centred clinical nursing
- independently seek, use and critically evaluate international evidence-based nursing scientific knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- assume responsibility for the patient's/client's care and service process in client-centred clinical nursing
- create innovative alternative solutions to decision-making in client-centred clinical nursing
- develop action and safety based on the professional ethics of nursing/public health nursing in client-centred clinical nursing
- as experts of client-centred clinical nursing, develop action in multidisciplinary teams and projects in collaboration with people who represent different cultures

- develop themselves, their profession and practice in client-centred clinical nursing purposefully, with a career-oriented approach

Evaluation criteria

Pass/fail

Fail = 0

Students

- do not adequately appreciate or use the knowledge base of client-centred clinical nursing
- are not adequately able to give reasons for their chosen actions in client-centred clinical nursing
- are not adequately able to apply to practice their knowledge of client-centred clinical nursing
- are not capable of adequate client-centred and safe clinical practice
- do not possess adequate decision-making skills for client-centred clinical nursing
- do not adequately take into consideration safety or ethical principles in client-centred clinical nursing
- are not prepared to develop client-centred clinical nursing

BA00BO70 Mental Health Nursing and Addiction Nursing: 4 op

Learning outcomes

Students are able to implement multi-professional mental health nursing and nursing of people with addiction problems while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. Students know how to assess the resources of mental health patients, of people with addiction problems and of families from different cultural backgrounds and know how to support them in the planning, implementation and evaluation of nursing care. Students plan, implement and evaluate interventions for common psychiatric disorders, mental health problems and addictions. They use evidence-based interventions to help, support and counsel mental health patients, people with addictions and family members of all ages. Students know how to support and promote mental health patients', drug and alcohol abusers' and their families' health and ability to function. They are able to support mental health patients and family members of all ages in crisis situations. Students know how to encounter violence in patients and families. They are able to counsel and support patients and families of all ages in self-care and rehabilitation. Students make use of current knowledge of psychiatry and addiction medicine.

Contents

Health promotion, supporting self-care and rehabilitation in mental health nursing and addiction nursing. Essential nursing interventions (FinCC) in mental health nursing and addiction nursing. The national documentation model. Efficacy. The impact of the client's age, sex, cultural background, growth and development stage and the impact of the care or service environment and ethicality on mental health nursing and addiction nursing. Nursing, rehabilitation and counselling for mental health problems and alcohol and drug addictions. Nursing, rehabilitation and counselling of patients and families in crisis. Multiprofessionalism in mental health nursing and addiction nursing. Self-care counselling for mental health patients, patients with addictions and their families. Safe care environment. Occupational safety. Supervision of work. Psychiatry and addiction medicine.

Prerequisites

Professional interaction and co-operation skills

Evaluation criteria

Satisfactory (1-2)

1-2

Students

-
- use the knowledge foundation of client-centred clinical nursing narrowly
 - on a satisfactory level, seek information and use evidence-based knowledge to explain their actions in client-centred clinical nursing
 - on a satisfactory level, implement their competence in client-centred clinical nursing in various nursing/public health nursing situations
 - are capable of client-centred and safe clinical practice based on ethical principles
 - possess adequate skills in client-centered clinical decision-making
 - are to some extent prepared to develop client-centred clinical nursing

Good (3-4)

3-4

Students

- competently and extensively use the concepts and knowledge of client-centred clinical nursing
- evaluate and critically use evidence-based knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- are capable of client-centred, responsible and safe clinical practice
- apply alternative solutions to decision-making in client-centred clinical nursing
- evaluate action and safety in client-centred clinical nursing based on professional ethical principles of nursing/public health nursing
- act as experts of client-centred clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develop themselves and their working community in client-centred clinical nursing

Excellent (5)

5

Students

- demonstrate competence in the nursing scientific knowledge base and competently apply this knowledge to client-centred clinical nursing
- independently seek, use and critically evaluate international evidence-based nursing scientific knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- assume responsibility for the patient's/client's care and service process in client-centred clinical nursing
- create innovative alternative solutions to decision-making in client-centred clinical nursing
- develop action and safety based on the professional ethics of nursing/public health nursing in client-centred clinical nursing
- as experts of client-centred clinical nursing, develop action in multidisciplinary teams and projects in collaboration with people who represent different cultures
- develop themselves, their profession and practice in client-centred clinical nursing purposefully, with a career-oriented approach

Evaluation criteria**Pass/fail**

Fail = 0

Students

- do not adequately appreciate or use the knowledge base of client-centred clinical nursing
- are not adequately able to give reasons for their chosen actions in client-centred clinical nursing
- are not adequately able to apply to practice their knowledge of client-centred clinical nursing

- are not capable of adequate client-centred and safe clinical practice
- do not possess adequate decision-making skills for client-centred clinical nursing
- do not adequately take into consideration safety or ethical principles in client-centred clinical nursing
- are not prepared to develop client-centred clinical nursing

BA00B072 Gerontological Nursing: 3 op

Learning outcomes

Students implement multi-professional gerontological nursing care while taking into consideration the patient's age, life situation, the requirements of ethicality and the care and service setting. Students know how to assess the resources of patients and families from different cultural backgrounds and know how to support them in the planning, implementation and evaluation of nursing care. Students plan, implement and evaluate nursing interventions for aged patients and family members facing common geriatric conditions and age-related changes. Students know how to plan, implement and evaluate nursing for people with memory disorders. They use evidence-based interventions developed for gerontological nursing to help, support and counsel aged patients and family members. Students are able to help and support aged patients and families during terminal care. They support and promote aged people's and family members' health and ability to function. Students know how to support aged patients and families during crisis and change. They are able to counsel and support aged patients and family members in self-care and rehabilitation. In their work, students use current gerontological and geriatric knowledge.

Contents

Health promotion, self-care support and rehabilitation in gerontological nursing. The most important nursing interventions (FinCC) in gerontological nursing. The national documentation model for nursing. Efficacy. The impact of the patient's age, sex, cultural background, life situation and care and service setting on gerontological nursing. Nursing, rehabilitation and counselling of aged patients and their families. Nursing, rehabilitation and counselling of dementia patients and their families. End-of-life care. Terminal care. Multiprofessionalism in gerontological nursing. Supporting aged patients' and their family members' health and ability to function.

A safe nursing environment. Supervision of work. Gerontology. Geriatrics.

Prerequisites

Basics of Clinical Nursing 1 and 2

Evaluation criteria

Satisfactory (1-2)

1-2

Students

- know how to seek knowledge of gerontological nursing, but have difficulty in applying it to practice
- demonstrate that they are familiar with the knowledge base and core content of gerontological nursing, but are unable to give reasons for their actions
- demonstrate that they have adequate knowledge of gerontological nursing, so that they know how to act in professional situations
- observe patient safety when nursing gerontological patients/clients

Good (3-4)

3-4

Students

- know how to seek knowledge of gerontological nursing and are able to explain their choice of information sources

- consistently use a nursing scientific knowledge base in gerontological nursing
- base their action in gerontological nursing on evidence-based knowledge
- apply client-centred professional competence to various gerontological nursing situations
- work with a client-centred approach in a responsible, ethical manner and observe patient safety in gerontological nursing

Excellent (5)

5

Students

- competently and extensively use gerontological nursing concepts and knowledge
- use and evaluate evidence-based knowledge in gerontological nursing
- evaluate the effects of their actions in gerontological nursing
- apply client-centred professional competence to various gerontological nursing situations
- work with a client-centred approach in a responsible manner in gerontological nursing, observe patient safety and consistently follow ethical principles and laws.

Evaluation criteria**Pass/fail**

Fail =0

Students

- are not familiar with or do not know how to adequately use gerontological nursing concepts
- use the nursing scientific knowledge base narrowly and are not adequately familiar with sources of information in gerontological nursing
- do not adequately work with a client-centred approach in a responsible, ethical manner or observe patient safety in gerontological nursing
- are not adequately prepared to develop professionally or to contribute to the development of gerontological nursing
- do not sufficiently observe patient/client safety in gerontological work.

BA00B074 Maternity Health and Paediatric Nursing: 4 op**Learning outcomes**

Students implement multi-professional maternity health and pediatric nursing care while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. Students know how to assess the resources of patients and families from different cultural backgrounds and how to support them considering their individual needs. Students plan, implement and evaluate nursing interventions for families planning, expecting and giving birth to a child as well as children, young people and family members facing common health and mental health changes, problems and diseases. Students use evidence-based interventions to help, support and counsel families planning, expecting and giving birth to a child as well as children, young people and their families. They support and promote children's, young people's and families' health and ability to function. Students know how to support children, young people and families during crisis and change. They are able to counsel and support children, young people and family members in self-care, rehabilitation and family nursing. Students know how to encounter disabled children, young people and their families. In their work, they use current knowledge of paediatrics and obstetrics.

Contents

Health promotion, self-care support and rehabilitation in maternity health and pediatric nursing. The most important nursing interventions (FinCC) for families planning, expecting and giving birth to a

child and for nursing children, young people and their families. The national documentation model for nursing. Efficacy. The impact of the patient's age, sex, cultural background, growth and development stage, ethnicity and care and service setting on maternity health and pediatric nursing. Nursing, rehabilitation and counselling of children, young people and their families. Nursing, rehabilitation and counselling of disabled children and young people and their families. Children, young people and their families as clients of child welfare services. Assessment of nursing needs, monitoring of patients, essential examinations and nursing procedures as well as diagnostic examinations in maternity health and pediatric nursing. Multiprofessionalism in maternity health, pediatric and family nursing. Counselling of children, young people and families. A safe nursing environment. Paediatrics. Obstetrics.

Prerequisites

Medical Nursing. Surgical Nursing and Health Technology in Nursing.

Evaluation criteria**Satisfactory (1-2)**

1-2

Students

- use the knowledge foundation of client-centred clinical nursing narrowly
- on a satisfactory level, seek information and use evidence-based knowledge to explain their actions in client-centred clinical nursing
- on a satisfactory level, implement their competence in client-centred clinical nursing in various nursing/public health nursing situations
- are capable of client-centred and safe clinical practice based on ethical principles
- possess adequate skills in client-centered clinical decision-making
- are to some extent prepared to develop client-centred clinical nursing

Good (3-4)

3-4

Students

- competently and extensively use the concepts and knowledge of client-centred clinical nursing
- evaluate and critically use evidence-based knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- are capable of client-centred, responsible and safe clinical practice
- apply alternative solutions to decision-making in client-centred clinical nursing
- evaluate action and safety in client-centred clinical nursing based on professional ethical principles of nursing/public health nursing
- act as experts of client-centred clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develop themselves and their working community in client-centred clinical nursing

Excellent (5)

5

Students

- demonstrate competence in the nursing scientific knowledge base and competently apply this knowledge to client-centred clinical nursing
- independently seek, use and critically evaluate international evidence-based nursing scientific knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations

- assume responsibility for the patient's/client's care and service process in client-centred clinical nursing
- create innovative alternative solutions to decision-making in client-centred clinical nursing
- develop action and safety based on the professional ethics of nursing/public health nursing in client-centred clinical nursing
- as experts of client-centred clinical nursing, develop action in multidisciplinary teams and projects in collaboration with people who represent different cultures
- develop themselves, their profession and practice in client-centred clinical nursing purposefully, with a career-oriented approach

Evaluation criteria

Pass/fail

Fail = 0

Students

- do not adequately appreciate or use the knowledge base of client-centred clinical nursing
- are not adequately able to give reasons for their chosen actions in client-centred clinical nursing
- are not adequately able to apply to practice their knowledge of client-centred clinical nursing
- are not capable of adequate client-centred and safe clinical practice
- do not possess adequate decision-making skills for client-centred clinical nursing
- do not adequately take into consideration safety or ethical principles in client-centred clinical nursing

BA00BO76 Nursing in Out-Patient Clinics: 2 op

Learning outcomes

Students implement multi-professional nursing in nursing of out-patient clinics while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. Students know how to assess the resources of patients and families from different cultural backgrounds and know how to support them in the planning, implementation and evaluation of nursing care. Students plan, implement and evaluate nursing in nursing of out-patient clinics. Students use evidence-based interventions developed for nursing in out-patient clinics to help, support and counsel patients. Students observe asepsis in nursing of out-patient clinics. They know how to monitor patients in nursing of out-patient clinics. Students are competent in common nursing procedures and diagnostic examinations used as part of patients' total care. Students know how to support and promote health, ability to function and self-care in patients and family members of all ages in nursing of out-patient clinics. Students are able to support patients and family members in crisis situations. Students are able to counsel and support patients and families of all ages in self-care and rehabilitation. They know how to counsel patients before and after common examinations.

Contents

Health promotion, self-care support and rehabilitation in nursing at out-patient clinics. The most important nursing interventions (FinCC) at out-patient clinics. The national documentation model for nursing. Efficacy. The impact of the patient's age, sex, cultural background, growth and development stage and care and service setting on nursing at out-patient clinics. Assessment of nursing needs and monitoring vital functions of patients in nursing at out-patient clinics. Essential examinations, nursing procedures and diagnostic examinations at out-patient clinics. Asepsis in out-patient nursing. Nursing care and counselling of patients and families in crisis. Multiprofessionalism in out-patient nursing. Counselling of patients and families. A safe nursing environment. Occupational safety.

Prerequisites

Medical Nursing. Surgical Nursing and Health Technology

Evaluation criteria**Satisfactory (1-2)**

1-2

Students

- use the knowledge foundation of client-centred clinical nursing narrowly
- on a satisfactory level, seek information and use evidence-based knowledge to explain their actions in client-centred clinical nursing
- on a satisfactory level, implement their competence in client-centred clinical nursing in various nursing/public health nursing situations
- are capable of client-centred and safe clinical practice based on ethical principles
- possess adequate skills in client-centered clinical decision-making
- are to some extent prepared to develop client-centred clinical nursing

Good (3-4)

3-4

Students

- competently and extensively use the concepts and knowledge of client-centred clinical nursing
- evaluate and critically use evidence-based knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- are capable of client-centred, responsible and safe clinical practice
- apply alternative solutions to decision-making in client-centred clinical nursing
- evaluate action and safety in client-centred clinical nursing based on professional ethical principles of nursing/public health nursing
- act as experts of client-centred clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develop themselves and their working community in client-centred clinical nursing

Excellent (5)

5

Students

- demonstrate competence in the nursing scientific knowledge base and competently apply this knowledge to client-centred clinical nursing
- independently seek, use and critically evaluate international evidence-based nursing scientific knowledge in client-centred clinical nursing
- implement their competence in client-centred clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centred clinical nursing situations
- assume responsibility for the patient's/client's care and service process in client-centred clinical nursing
- create innovative alternative solutions to decision-making in client-centred clinical nursing
- develop action and safety based on the professional ethics of nursing/public health nursing in client-centred clinical nursing
- as experts of client-centred clinical nursing, develop action in multidisciplinary teams and projects in collaboration with people who represent different cultures
- develop themselves, their profession and practice in client-centred clinical nursing purposefully, with a career-oriented approach

Evaluation criteria**Pass/fail**

Fail = 0

Students

- do not adequately appreciate or use the knowledge base of client-centred clinical nursing
- are not adequately able to give reasons for their chosen actions in client-centred clinical nursing
- are not adequately able to apply to practice their knowledge of client-centred clinical nursing
- are not capable of adequate client-centred and safe clinical practice
- do not possess adequate decision-making skills for client-centred clinical nursing
- do not adequately take into consideration safety or ethical principles in client-centred clinical nursing

BA00B078 Nursing in Acute and Critical Situations: 3 op

Learning outcomes

Under supervision, students will be competent in identifying needs of patients and their families and in planning, implementing, evaluating and documenting nursing care. Students will learn the structure of the service provision system, the collaborating authorities and typical service pathways for various client groups in acute and critical nursing situations. Students will learn to give oral reports under supervision. They will also be competent in dealing with patients in various life situations. Students will become familiar with the principles of patient-oriented, resource-based and multi-professional nursing of patients and their families. Students will utilize information and nursing technology and equipment. They will apply ethical guidelines and principles to nursing in acute and critical situations.

Students will be competent in identifying and assessing changes and disorders in patients' basic vital functions and, under supervision, in initiating appropriate nursing interventions. Students will, under supervision, be able to recognize the individual rehabilitation needs of patients and to support patients during the rehabilitation process. Under supervision, students will be competent in preparing patients for treatment and monitoring and caring for them during and after treatment. Students will follow asepsis in acute and critical nursing situations. Under supervision, they will be able to implement common treatments, procedures and examinations. Under supervision, they will be able to implement intravenous fluid, drug and nutritional care and blood transfusions. Students will recognize pain and learn to plan, implement and evaluate pain control under supervision.

Students will follow the principle of promoting and supporting the health and resources of the patient. Students will know the main factors that influence the health and illness of patients. They will also know what occupational health principles pertaining to physical and mental safety are important in the maintenance and promotion of their own wellbeing at work.

Under supervision, students will be competent to apply research and evidence-based knowledge to counsel patients in issues pertaining to health and illness. Students will, under supervision, be able to plan, implement and evaluate counselling situations.

Contents

System of care and services for acutely and critically ill patients, main concepts and different care settings. Acutely and critically ill patient; assessment of the patient's status, planning and implementation of nursing care. Triage in emergency clinics and disasters. Securing patient's vital functions in acute and critical situations. Nursing intensive care patients on a ventilator. Nursing cardiac patients in CCU. Written and oral information and documentation in acute and critical nursing situations.

Prerequisites

Medical Nursing. Surgical Nursing and Health Technology.

Evaluation criteria

Satisfactory (1-2)

1-2

Students

- are able to describe some elements in the care and service provision system for acutely and critically ill patients, including collaboration between authorities
- under supervision, recognise changes and problems in vital functions and know how to carry out nursing interventions to help patients with respiratory or cardiac failure
- under supervision, are competent to plan and carry out safely intravenous fluid and drug care of acutely and critically ill patients
- under supervision, are competent to apply nursing technology and to give reports
- under supervision, are competent to encounter acutely and critically ill patients and their families
- under supervision, know how to counsel acutely and critically ill patients

Good (3-4)

3-4

Students

- are able to describe the care and service provision system for acutely and critically ill patients, including collaboration between authorities
- recognise changes and problems in vital functions and know how to carry out nursing interventions to help patients with respiratory or cardiac failure
- under supervision, are competent to plan and carry out safely intravenous fluid and drug care of acutely and critically ill patients and to evaluate the effectiveness of the care
- under supervision, are competent to apply nursing technology and to give reports
- are competent to encounter acutely and critically ill patients and their families professionally
- know how to counsel acutely and critically ill patients

Excellent (5)

5

Students

- are able to describe the structure of the care and service provision system for acute and critically ill patients, including collaboration between authorities
- recognise changes and problems in vital functions and implement appropriate nursing interventions
- know how to carry out nursing interventions to help patients with respiratory or cardiac failure and evaluate the effectiveness of the care
- are competent to plan and carry out safely intravenous fluid and drug care for acutely or critically ill patients and to evaluate the effectiveness of the care
- are competent to apply nursing technology and to give reports
- are competent to encounter acutely and critically ill patients and their families professionally
- know how to counsel acutely and critically ill patients

Evaluation criteria**Pass/fail**

Fail = 0

Students

- are not able to describe the structure of the care and service provision system for acute and critically ill patients or the collaboration between authorities
- do not know how to meet basic needs of acutely and critically ill patients
- their skills and knowledge of emergency nursing are lacking and patient safety is jeopardised
- do not recognise changes in patient's vital functions
- do not fully observe asepsis
- jeopardise their own and the patient's safety

- repeatedly make mistakes in drug and fluid care
- avoid nursing and learning situations
- do not seek contact with patients
- despite feedback, dress and behave inappropriately
- do not respect confidentiality
- their collaboration skills are lacking
- their study motivation is lacking

RN17-1027 Advanced Nursing: 6 op

BA00B080 Development of Nursing Expertise: 6 op

Learning outcomes

Students understand that the promotion of health and functional capacity are both the starting point and the goal of their work. To prepare themselves for future requirements in nursing, they evaluate and develop their evidence-based holistic clinical nursing competence as well as teaching and counselling competence. Students know how to work in multi-disciplinary, multi-cultural and multi-professional settings in health and social services, paying attention to current development strategies. They are able to act and prioritise in nursing situations, which involve multiple simultaneous problems. Students are able to work as experts of nursing in multi-disciplinary, multicultural and multi-professional work groups, teams and networks. They know how to manage work groups and teams. Students apply eHealth, health technology and digital services while ensuring data security and patient safety. Students evaluate and develop the quality of nursing.

Contents

Deepening expertise in evidence-based clinical nursing, teaching and counselling. Developing the quality and safety of multi-disciplinary, multi-cultural and multi-professional health and social services. Future development strategies for health and social services and for the management of the services. The challenge of eHealth, health technology and digitalisation in nursing.

Prerequisites

The student must have passed all courses in the module Client-Centred Clinical Competence

Evaluation criteria

Satisfactory (1-2)

1-2

Students

- competently use the nursing scientific database
- use evidence-based knowledge to explain their action
- are capable of solving tasks and problems in nursing
- are capable of professional, ethical and safe nursing practice
- act as experts of nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- are able to develop themselves professionally

Good (3-4)

3-4

Students

- competently and extensively use nursing scientific concepts and evidence-based nursing
- evaluate and critically use evidence-based knowledge in the development nursing

- are capable of client-centred, responsible and safe nursing practice
- apply alternative solutions to decision-making in nursing
- evaluate nursing actions and safety in relation to the principles of professional ethics
- act as experts of nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develop themselves and their working community and the nursing practice

Excellent (5)

5

Students

- demonstrate that they master the nursing scientific knowledge base and apply it as experts to develop evidence-based nursing
- independently seek and critically evaluate international evidence-based knowledge
- anticipate needs and apply their professional competence and are capable of independent decision-making in various nursing situations and settings
- take into account the the client's/patient's entire care and service process
- create innovative and alternative solutions in decision-making in nursing to develop evidence-based nursing
- develop nursing practice, ethics and safety
- develop the work as experts of nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develop themselves, their profession, working community and the nursing practice with a career-oriented approach

Evaluation criteria**Pass/fail**

Fail =0

Students

- do not adequately appreciate or use the nursing scientific knowledge base
- cannot adequately explain their nursing actions
- are not adequately capable of applying their professional competence to nursing practice
- do not adequately follow a client-centred approach or observe patient safety
- are not adequately capable of professional decision-making
- do not take into account safety and ethical principles of the profession
- do not adequately contribute to the development of nursing

RN17-1028 Practical Training in Clinical Nursing: 75 op**BA00B082 Finnish Working life 1: 3 op****Learning outcomes**

Students become familiar with the values, regulations and principles of working life in Finland.

Contents

Main values, regulations and principles in Finnish working life. Practical training in an enterprise.

Prerequisites

No previous studies required.

Evaluation criteria**Pass/fail**

Fail

The student does not achieve the learning outcomes of the course

BA00BO84 Finnish Working life 2: 3 op

Learning outcomes

Students expand their knowledge and experiences of Finnish working life by training in an enterprise in the health care and social work sector.

Contents

Main values, regulations and principles of Finnish working life, training in an enterprise in the health care and social work sector.

Prerequisites

Finnish working life 1

Evaluation criteria

Pass/fail

Fail

The student does not achieve the learning outcomes of the course.

BA00BO86 Professional Career Development 1: 2 op

Learning outcomes

During their studies, students become aware of what their profession and responsibility involve. They evaluate their development into nurses and define development goals for their career. They know how to share and use their nursing competence and expertise when working in pairs, teams and networks.

Contents

The nursing profession and competence. Professional growth and development during the second year of the studies.

Prerequisites

Finnish working life 1 and 2

Evaluation criteria

Pass/fail

Fail

Students do not achieve the learning outcomes of the course.

BA00BO88 Professional Career Development 2: 2 op

Learning outcomes

Students expand their understanding of the profession and responsibility. They evaluate their development into nurses and define development goals for their career. They share and use their nursing competence and expertise when working in pairs, teams and networks.

Contents

The nursing profession and competence. Professional growth and development during the third year of the studies.

Prerequisites

Professional career development 1

Evaluation criteria**Pass/fail**

Fail

Students do not achieve the learning outcomes of the course.

BA00BO90 Professional Career Development 3: 2 op**Learning outcomes**

Students deepen their understanding of the profession and responsibility. They evaluate critically their development into nurses and define development goals for their career. They actively share and use their nursing competence and expertise when working in pairs, teams and networks.

Contents

The nurse's profession and competence. Professional growth and development during the third and fourth study year.

Prerequisites

Professional career development 1 and 2.

Evaluation criteria**Pass/fail**

Fail

Students do not achieve the learning outcomes of the course.

BA00BO92 Practical training in Clinical Nursing 1: 13 op**Learning outcomes**

Students know how to use nursing interventions to respond to their patients' nursing needs and how to implement structured documentation using uniform classification. Students know how to apply the principles of preventing infections and explain why this is important in clinical nursing. Students know how to assess resources of patients and families from different cultural backgrounds and support them in planning, implementation and evaluation of nursing care. They know how to act in common first aid and life support situations. Students know how to plan, implement and evaluate evidence-based nursing interventions. Students take a rehabilitation and resource-centred approach to their work with patients and family members of all ages. Students assess needs for care using appropriate clinical and physiological tools or instruments, prioritise their findings and enter them onto the structured documentation system. Students know how to plan, implement and evaluate patients' drug care. Students implement Finnish nutritional guidelines. They understand the principles of safety management and sustainable development and are aware of their own responsibility in promoting these principles at the workplace. Students evaluate their professional competence critically from the perspectives of strengths and development needs.

Contents

Practical training in settings which allow students to practise basic client-centred clinical nursing. Writing and presenting an assignment. eDrug Care Certificate. Competence test.

Prerequisites

Finnish working life 1 and 2

Evaluation criteria**Pass/fail**

Fail=0

Students

- do not know how to seek information required in individual situations in client-centred clinical nursing
- cannot demonstrate ability to use the knowledge base of client-centred clinical nursing
- do not make a difference between everyday knowledge and evidence-based knowledge in client-centred clinical nursing
- are not competent to work in individual client-centred clinical nursing situations even if instructed
- cannot demonstrate awareness of the ethical principles for nurses/public health nurses in client-centred clinical nursing
- are not competent to work as members of a team or to share their knowledge in client-centred clinical nursing
- are unable to analyse their strengths or developments needs in client-centred clinical nursing

BA00BO94 Practical training in Clinical Nursing 2: 13 op**Learning outcomes**

Students implement multi-professional nursing care for chronically ill and aged patients while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. Students know how to assess the resources of patients and families from different cultural backgrounds and know how to support them in the planning, implementation and evaluation of nursing care. Students plan, implement and evaluate nursing interventions for chronically ill and aged patients and their family members facing common health changes and/or problems and/or crises medical conditions and/or disability and end of life. Students are competent in documentation and oral reporting.

They use evidence-based interventions developed for medical conditions, infectious diseases, gerontological and dementia nursing care to help, support and counsel patients and family members. Students are competent in common nursing procedures and diagnostic examinations used as part of chronically ill and aged patients' total care. Students know how to safely plan, implement and evaluate drug and fluid care and blood transfusions for adult and aged patients. Students know how to implement nutritional care. They know how to support and promote chronically ill and aged patients' and families' health and ability to function. Students are able to help and support patients and family members in palliative and end-of-life nursing situations. Students are able to counsel and support patients and families in self-care and rehabilitation. They counsel patients before and after clinical examinations. Students observe asepsis and are able to explain why this is important in the care of chronically ill and aged patients.

Contents

Practical training in settings which allow students to practise nursing chronically ill or aged patients. eDrug Care Certificate. Writing and presentation of an assignment. Competence test.

Prerequisites

Practical training in Clinical Nursing 1

Evaluation criteria**Pass/fail**

Fail =0

Students

- are not adequately interested and competent in using the knowledge base of client-centred clinical nursing
- cannot adequately explain their actions in client-centred clinical nursing
- are not adequately able to apply their professional competence to client-centred clinical nursing
- do not adequately use a client-centred approach or observe patient safety in client-centred clinical nursing
- are not adequately capable of professional decision-making
- do not adequately take into account safety or the ethical principles of the profession
- are not adequately prepared to contribute to the development of client-centred clinical nursing
- are not adequately familiar with or do not know how to use gerontological nursing concepts
- use the nursing scientific knowledge base narrowly and are not adequately familiar with sources of information in gerontological nursing

BA00B096 Practical training in Clinical Nursing 3: 12 op

Learning outcomes

Students implement multi-professional nursing care for surgical, perioperative, gynaecological patients or patients in out-patient clinics while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. Students know how to assess the resources of patients and families from different cultural backgrounds and know how to support them in the planning, implementation and evaluation of nursing care. Students plan, implement and evaluate nursing interventions for nursing of out-patient clinics or surgical, perioperative and/or gynaecological patients and family members facing common health changes and/or problems and/or crises. Students are competent in nursing documentation and oral reporting.

Students use evidence-based nursing interventions to help, support and counsel patients in out-patient clinics, surgical, perioperative or gynaecological patients and family members. Students are competent in common clinical nursing procedures and diagnostic examinations used as part of nursing of out-patient clinics or surgical, perioperative or gynaecological patients' total care. They know how to plan, implement and evaluate drug and fluid care and blood transfusions for adult patients. Students are able to implement nutritional care. Students know how to support and promote patients of out-patient clinics or surgical, perioperative or gynaecological patients' and families' health and ability to function and rehabilitation. They can help and support patients and family members through palliative and end-of-life nursing. Students know how to counsel and support patients and family members in self-care. Students know how to counsel patients before and after common clinical and radiological examinations. They observe asepsis and are able to explain why this is important in the care of nursing in out-patient clinics or surgical, perioperative or gynaecological patients.

Contents

Practical training in placements, which allow students to practise nursing of out-patient clinics or in surgical, perioperative or gynaecological nursing. eDrug Care Certificate. Writing and presenting an assignment. Competence test.

Prerequisites

Practical training in Clinical Nursing 1

Evaluation criteria

Pass/fail

Fail =0

Students

- are not adequately interested and competent in using the knowledge base of client-centred clinical nursing
- cannot adequately explain their actions in client-centred clinical nursing
- are not adequately able to apply their professional competence to client-centred clinical nursing
- do not adequately use a client-centred approach or observe patient safety in client-centred clinical nursing
- are not adequately capable of professional decision-making
- do not adequately take into account safety or the ethical principles of the profession
- are not adequately prepared to contribute to the development of client-centred clinical nursing

BA00BO98 Practical training in Clinical Nursing 4: 12 op

Learning outcomes

Students are able to implement multi-professional mental health or pediatric nursing while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. Students know how to assess the resources of mental health or pediatric patients and families from different cultural backgrounds and know how to support them in the planning, implementation and evaluation of nursing care. Students plan, implement and evaluate interventions for mental health or pediatric clients/patients and their families, who face common health changes and/or problems and/or crises. Students are competent in documentation and oral reporting. They use evidence-based interventions to help, support and counsel mental health or pediatric clients/ patients and family members. Students know how to plan and safely implement and evaluate drug care for adult mental health or pediatric clients/patients. Students know how to support and promote mental health or pediatric patients' and families' health and ability to function. They are able to counsel and support patients and families in self-care.

Students are able to describe project work in the context of developing nursing practice. They know how projects proceed through stages and they are able to draw up project plans and reports. Students present their plan and/or report in a seminar or in a cooperation in a working life setting.

Contents

Practical training in mental health nursing settings or practical training in placements which allow students to practise nursing children, adolescents and families. Electronic Drug Care Certificate. Assignments. Project assignment.

Prerequisites

Previous practical training periods.

Evaluation criteria

Pass/fail

Fail =0

Students

- are not adequately interested and competent in using the knowledge base of client-centred clinical nursing
- cannot adequately explain their actions in client-centred clinical nursing
- are not adequately able to apply their professional competence to client-centred clinical nursing
- do not adequately use a client-centred approach or observe patient safety in client-centred clinical nursing
- are not adequately capable of professional decision-making
- do not adequately take into account safety or the ethical principles of the profession
- are not adequately prepared to contribute to the development of client-centred clinical nursing

BA00BP00 Practical training in Clinical Nursing 5: 13 op

Learning outcomes

Students understand that a client-centred approach, nursing ethics and professionalism form the foundation of their work. They base their action and decisions on evidence. Students understand how the promotion of health and functional capacity are both the starting point and the goal of their work. They evaluate and develop clinical nursing, teaching and counselling from the perspective of future competence requirements. Students are able to act and prioritise in nursing situations, which involve multiple simultaneous problems. They know how to work in multidisciplinary, multi-cultural and multiprofessional health and social services, while taking into account current development strategies in the setting. Students know how to act as experts in multidisciplinary, multi-cultural and multiprofessional work groups, teams and networks. They are able to manage work groups and teams. Students make use of eHealth, health technology and digital services in nursing. They promote data security and patient safety. Students are able to evaluate and develop the quality of nursing.

Contents

Practical training in settings which allow the student to practise advanced nursing expertise. The eDrug Care Certificate. Assignments.

Prerequisites

Previous practical training periods.

Evaluation criteria

Pass/fail

Fail

Students demonstrate no understanding of the role of nursing scientific knowledge in decision-making. They do not know nursing scientific concepts, their meaning or connection to the practice of nursing. Students do not know how to seek information from the most important health science databases. Their learning assignments are lacking in relation to the instructions, with major errors in the referencing system. Students' work is unplanned and of poor quality. Their presentations on learning assignments are inadequate or they fail to give the presentations. When they give feedback to peers, it becomes apparent that they have a limited understanding of the concept of peer feedback, or they completely fail to give feedback. Students are passive in seminars, with little or no contribution.

RN17-1029 FREE-CHOICE STUDIES: 6 op

BD00BU06 Sexual Health: 3 op

Learning outcomes

Students become familiar with sexuality and its concepts, principles and national and international recommendations and programmes. Students consider their own sexuality and become familiar with the models of the sexual health.

Contents

Sexual health

Plan of action 2014-2020 in Sexual and Reproductive Health

Levels of sexual encounter

Laws of sexual health/ sexual crimes

Dimensions of sexuality
Gender and encounter of sexual orientation and diversity
Sexual rights
Sexuality during the life cycle

Evaluation criteria

Pass/fail

The student achieve the outcomes of the studies.