

Seinäjoki University of Applied Sciences

RN21 Bachelor of Health Care, Registered Nurse, DP in Nursing, Full-time studies

The structure of the Degree Programme in Nursing is based on both general and Nurse`s profession-specific competencies. A Registered Nurse (RN) graduating from Seinäjoki UAS has the aptitudes (knowledge, skills and attitude) to act as an expert of nursing in various fields of work in health care, to work in cooperation with the clients, their next-of-kin, as well as in a multi-professional team. Furthermore, a Registered Nurse is able to develop their work and profession in a responsible manner using evidence-based information.

Students deepen and extend their nursing competencies in advanced professional studies during the last semester. This Nursing Degree Programme does not include particular specialization education in a specific area of nursing. The nursing education (210cr) in SeAMK entitles the students to work as licensed Registered Nurses for example in the public sector (primary health care or specialized health care), in the private sector, or in the third sector with various organizations. Registered Nurses may work as experts of nursing in home care, nursing homes, service centres, health centres, outpatient clinics, emergency medical services, emergency clinics, and wards. A Registered Nurse is also competent to work as an entrepreneur, in projects, with different organizations, or in international activities.

After graduation, the Finnish National Supervisory Authority for Welfare and Health (Valvira) will grant, upon application, the graduate the right to practice as a licensed or authorized professional nurse by entering her or him into the Finnish central register of health care professionals. The nursing education in Seinäjoki UAS meets the standards set out in the European Union Directive on the recognition of professional qualifications, which allows for the comparability of the degree and employability as a nurse in the EU countries.

Pedagogical approach:

In DP in Nursing the pedagogical approach follows SeAMK's pedagogical model, which is social constructivism. In this model, students are active in their learning process and they achieve skills for lifelong learning and they enhance their evidence-based knowledge.

Teachers have a role as mentors and they help students to develop their evidence based knowledge, clinical skills and professional attitude, which are required in Registered Nurse's high quality profession, that comes with a grate responsibility of their patients and patients' next-of-kin.

Registered Nurses work as team members and team leaders in multi-professional co-operation. Skills that are needed when working as a team member and team leader are practiced in group works, laboratory skills lessons and in simulations in various learning environments and in close relation to working life.

Group work, laboratory skills and simulations are part of our collaborative learning method where students can learn together and from each other.

In simulations, students give and get feedback in a collegial manner, which helps their professional interaction and growth as experts in Nursing.

Some study modules can happen abroad, during an exchange, according to an individual study plan. In addition, students can complete courses within SeAMKPro multidisciplinary learning environment according to an individual study plan.

Supervised practical training (90cr) consists of work in various fields of nursing or projects. Practical training serves the purpose of integrating theoretical and practical knowledge. The training periods follow the routines of the workplaces, which may involve work in three shifts on any days of the week.

Structure of studies (210 Ects):

- Basic studies common to all in Seinäjoki UAS (20cr)
- Professional studies of Nursing (188cr), from which Final Thesis 15 cr
- Free-choice studies (5-8cr)

The Bachelor's Thesis (15 ects) is implemented in co-operation with the working life and it involves applying evidence-based knowledge of nursing science. The thesis is most commonly carried out in pairs.

In the Degree Programme of Nursing (RN) (210 cr) there is National Competence - exam and in different clinical competence courses clinical competence -exams (competence in clinical nursing, medical nursing, surgical and perioperative nursing, child, adolescent and family nursing, mental health and substance abuse nursing, gerontological nursing, nursing in different service environments and nursing in need of special support).

Nursing students at Seinäjoki UAS have an opportunity to participate in international exchange programmes, and also get credits for international intensive courses organized abroad. RN students can actively get involved in common courses and activities for international degree and exchange students, for example by participating in free choice studies available to all. Co-operation between Finnish and international students is important, as it facilitates familiarization with different cultures and societies and promotes understanding diversity. Parts of the study materials are in English.

Students co-operate with various health and social care organizations, for example during practical training periods and projects, as well as when writing their Bachelor's Thesis.

Students can also co-operate with students of other fields from different faculties during projects, international exchange programmes, SeamkPro multidisciplinary studies, or when writing their Bachelor's Thesis.

The curriculum includes five seams permeating through the studies and extending over them. They are based on SeAMK's reports, studies and strategy, as well as on the national and international recommendations and regulations related to education provided by universities of applied sciences: The Information Search seam strengthens the student's professional and field-specific information search skills throughout the studies. The basis of the nursing education is evidence-based learning, which is one of the central red lines. Information seeking and using are the essential parts in this learning process in the all studies.

The Internationalization seam secures the improvement of the student's international competencies during their studies. The Registered Nurse's profession is international, therefore in the contents of the education there are multiculturalism, the meeting of the people from the different cultures, teaching and learning in the foreign languages, international exchange periods abroad, acting as an international tutor, home internationalization.

The studies corresponding to the Entrepreneurship seam help the student understand the central and growing role of entrepreneurship in society. Acting according to the principles of Entrepreneurship has an important part in the nurse's profession. In the contents of studies there are internal and external Entrepreneurship and also economic thinking, which support the nurse's Entrepreneurship.

During the renewing of the structures of health and social services we have to account the private sector and voluntary organizations as the producers of the services in the contents of the studies.

The Sustainable Development seam makes the student aware of social responsibility and helps them understand the diversity of sustainable development as a working life skill. In the different phases of the education in the connections with different courses students learn about the sustainable development from different point of view.

The seam of Career Guidance helps the student recognize their competencies and own strengths. It also includes working life knowledge, job search skills, and lifelong learning. The model of the career development is implementing clearly in the study courses of Nurse's Profession and career development.

code	name	sum
RN21	Bachelor of Health Care, Registered Nurse, DP in Nursing, Full-time studies	216
RN21-1001	BASIC STUDIES COMMON TO ALL IN SEAMK	20
RN21-1002	Building Competence	10
XX00CG96	Studying at a University of Applied Sciences	2
XX00CG97	Career planning and internationalisation	2
YPOE3A3	Communication Skills	3
YP00CO58	ICT Skills	3
RN21-1003	Business and Entrepreneurship Competence	5
XX00CY41	Basics of Entrepreneurship	3
XX00BE94	SeAMK Innovation Week	2
RN21-1004	Research and Project Work Skills	5
YPOE1C2	Introduction to Research and Development	2
YPOE2C3	Introduction to Project Work	3
RN21-1005	BASIC AND PROFESSIONAL STUDIES IN THE DEGREE PROGRAMME IN NURSING	188
RN21-1006	Registered Nurse's Language Skills	13
BA00CO56	Professional Finnish 1	3
BA00CO72	Professional Finnish 2	3
BA00CO76	Swedish Language	3
BA00CO78	Professional English Language	2
BA00CT95	Academic English Language	2
RN21-1007	Implementing Evidence-Based Knowledge in Nursing	8
BA00CO98	Health and Social Services in Finland	2
BA00CO80	Evidence-Based Nursing and Information Searching	2
BA00CP02	Wellbeing Technologies in Health and Social Services	2
BA00CO82	Research and Development Methods in Nursing Science	2
RN21-1021	Working Life Related Bachelor's Thesis	15
BA00CO84	Bachelor's Thesis Plan and Information Searching	5
BA00CO88	Bachelor's Thesis Implementation and Report	10

RN21-1010	Registered Nurse's Competencies in Medication and Fluid Care	10
BA00CP04	Medication Management and Drug Calculations	4
BA00CP06	Medication and Fluid Care I	2
BA00CT96	Medication and Fluid Care II	2
BA00CP08	Pharmacology	2
RN21-1008	Registered Nurse's Core Competencies Module I	15
BA00CO70	Ethicality in Nursing	2
BA00CO92	Sustainable Development and Global Health	2
BA00CP10	Functions of the Human Body	4
BA00CP16	Diagnostic Examinations in Nursing	2
BA00CP12	Basics of Clinical Nursing	5
RN21-1018	Registered Nurse's Core Competencies Module II	13
BA00CP18	Medical Nursing	3
BA00CU03	Infectious Diseases and Vaccination Skills	2
BA00CP24	Gerontological Nursing	3
BA00CU04	Palliative and End of Life Care	2
BA00CO68	Professional Interaction and Clinical Skills - Simulations	3
RN21-1011	Registered Nurse's Core Competencies Module III	15
BA00CU07	Nursing for Clients with Special Needs	2
BA00CP20	Surgical Nursing	3
BA00CU05	Perioperative Nursing	2
BA00CU06	Gynaecological Nursing and Maternity Health	3
BA00CT97	Acute Care Nursing	2
BA00CO94	Health Education and Patient Counselling - Simulations	3
RN21-1020	Registered Nurse's Core Competencies Module IV	10
BA00CP22	Mental Health and Addiction Nursing	3
BA00CP26	Nursing for Children, Young People and Their Families	3
BA00CP36	Life Crises as Part of Nursing	2
BA00CP14	Professional Interaction in Challenging Situations - Simulations	2
RN21-1019	Registered Nurse's Core Competencies Module V	9
BA00CP28	Nursing in Outpatient Health Care	3
BA00CP30	Critical Care Nursing	2
BA00CP00	Registered Nurse as a Team Leader	2
BA00CP32	Professional Co-operation in Nursing - Simulations	2
RN21-1012	Advanced Nursing	5
BA00CP34	Development of Nursing Expertise	3
BA00CU08	Registered Nurse's Clinical Decision-Making - Simulations	2
RN21-1013	Supervised Clinical Training in Nursing Studies	75
BA00CP40	Professional Career Development	2
BA00CP44	Clinical Training in the Basics of Clinical Nursing	7
BA00CT98	Clinical Training in Gerontological Nursing	6
BA00CP46	Clinical Training in Long Term Nursing	7

BA00CP48	Clinical Training in Short Term Nursing	7
BA00CO90	Clinical Training Promoting Health Individually and Globally	4
BA00CP50	Clinical Training in Mental Health Nursing	6
BA00CU00	Clinical Training in Acute or Short Term Nursing	6
BA00CT99	Clinical Training among Under-Aged Children and Their Families	6
BA00CP52	Clinical Training Advancing Registered Nurse's Competencies	14
BA00CU01	Clinical Training in Free Choice Nursing Environment I	5
BA00CU02	Clinical Training in Free Choice Nursing Environment II	5
RN21-1014	PROFESSIONAL FREE-CHOICE STUDIES	8
RN21-1016	Professional Free- Choice Studies	0
BA00CO96	Finnish Society and Culture	3
BA00CP42	Multi-Field-Project Studies	5
BA00CW42	Ready for Take Off	2
BA00CW08	Perioperative Nursing - Simulations	3
BA00CW40	Human Errors in Nursing - Viewpoints on Patient Safety	2
BA00CW45	Pre-Hospital Emergency Care	2
BA00CW46	Pre-Hospital Emergency Care - Simulations	3

RN21 Bachelor of Health Care, Registered Nurse, DP in Nursing, Full-time studies: 216 op

RN21-1001 BASIC STUDIES COMMON TO ALL IN SEAMK: 20 op

RN21-1002 Building Competence: 10 op

XX00CG96 Studying at a University of Applied Sciences: 2 op

Learning outcomes

Students are able to

- function in a university of applied sciences
- develop their learning, studying and job seeking skills
- use efficiently different learning environments
- learn about their own field of study and employment opportunities in the field
- identify their individual opportunities for internationalisation

Contents

- structure of studies and different ways of conducting studies
- study orientation and Seinäjoki University of Applied Sciences as a work community
- statutes regulating higher education studies, regulations and rules of Seinäjoki University of Applied Sciences
- student union activities
- library services of Seinäjoki University of Applied Sciences
- developing learning and study skills
- social benefits for students and welfare services at Seinäjoki University of Applied Sciences
- career planning and job seeking skills

- relevance of internationalisation skills
- opportunities for further studies

Prerequisites

The student and the study counsellor go through other recommended studies when planning the student's personal curriculum.

Evaluation criteria

Pass/fail

Pass: The student participates in the classes of the course and shows the knowledge and skills listed in the learning outcomes in class and/or by completing the required course assignments.

Fail: The student does not reach the learning outcomes of the course and is not able to show required knowledge and skills.

XX00CG97 Career planning and internationalisation: 2 op

Learning outcomes

Students are able to

- plan their studies in accordance with their own career plans
- develop their job seeking skills in different ways
- identify their own career opportunities
- anticipate the changing needs of working life
- identify the effects of multiculturalism and globalisation on working life and interaction
- function in an international operational environment and make use of international networks
- plan their personal internationalisation in studies and working life

Contents

rules of working life and working life skills

- anticipating the needs of future working life
- career planning and job seeking skills
- goal-oriented planning of studies from the viewpoint of the student's own career plans
- personal internationalisation planning
- opportunities of study and training abroad
- international operational environment and multiculturalism
- international networks

Prerequisites

Course: Studying in an University of Applied Sciences

Evaluation criteria

Pass/fail

Pass: The student participates in the classes of the course and shows the knowledge and skills listed in the learning outcomes in class and/or by completing the required course assignments.

Fail: The student does not reach the learning outcomes of the course and is not able to show required knowledge and skills

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.

YP00CO58 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

Essential nursing interventions (FinCC). The national documentation model for nursing.

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

Essential nursing interventions (FinCC). The national documentation model for nursing.

-student understands the nursing process and is able to plan, implement and evaluate nursing care for patient.

-practices the structure of nursing care plan

-practices to evaluate nursing interventions

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.

RN21-1003 Business and Entrepreneurship Competence: 5 op

XX00CY41 Basics of Entrepreneurship: 3 op

Learning outcomes

The student

- is able to outline the entrepreneurial competences and to reflect on their own goals and strengths in relation to them
- recognizes human cognitive structures in themselves and in interaction with other people
- understands the importance of the tolerance of uncertainty in their actions and interaction
- is able to describe and consider social, cultural and economic value and to perceive their

differences

- recognizes the contextuality of value and the different structures in which it can be created
- is able to analyse different value chains and networks
- is able to describe the importance of entrepreneurship for society and national economy as well as to recognize different manifestations of entrepreneurship in everyday life
- is able to describe the preconditions for profitable business activity
- knows the stages of the establishment of a company
- knows the entrepreneurship opportunities at SeAMK

Contents

- Entrepreneurial competence, self-knowledge and self-efficacy, motivation, human systems of thought, uncertainty tolerance, and processing of disappointments
- Value creation, recognition of value chains and networks in different environments, value creation in different structures, such as companies and associations
- Basic concepts of entrepreneurship and business and earnings logic, economic literacy, risk management
- Stages of the establishment of business activities
- Business plan as a tool for structuring a business idea (for fields of study other than Business)
- Business activities as part of society, entrepreneurship as part of life
- Deepening of the student's entrepreneurial skills at SeAMK (SeAMK Yritystalli, SeAMKPro, SeiES, etc.)

Evaluation criteria

Pass/fail

To pass the course, the student is required to actively participate in it and to pass all the assignments. In the assignments, the student shows they understand the creation of social, cultural and economic value and reflects on their importance in business and society. The student demonstrates they know the basic concepts of business and are able to describe the preconditions for profitable business activity. The student demonstrates they are able to reflect on their own relationship with entrepreneurship and entrepreneurial competence.

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

RN21-1004 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

Pass:

The student demonstrates the competencies defined as the learning goals of the course and acceptably carries out the possible assignments related to the course.

Fail:

The student does not achieve the learning goals of the course and is not able to demonstrate their competencies.

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.

RN21-1005 BASIC AND PROFESSIONAL STUDIES IN THE DEGREE PROGRAMME IN NURSING: 188 op

RN21-1006 Registered Nurse's Language Skills: 13 op

BA00CO56 Professional Finnish 1: 3 op

Learning outcomes

The student is able to communicate fluently in most typical professional situations with patients and colleagues. He/she understands the most common texts related to work and is able to write coherent text on professional topics. The student enhances his/her spoken Finnish skills related to familiar professional topics.

The target level of the course is B2 of the Common European Framework of Reference for Languages.

Contents

interactive communication situations, telling about everyday life at work, e.g. patient information, telephone conversation; pain, medication, measuring, vaccination, nutrition; instructions, forms, reporting, plain Finnish

Grammar: standard vs. spoken Finnish, politeness, ways of persuasion, use of numbers (dates, fraction numbers, spoken language), word and verb types, sentence types, use of passive voice

Prerequisites

B1 level or equivalent knowledge.

Further information

Assessment Methods

- active participation (min. 80% of the lectures)
- written and spoken assignments (incl. Moodle assignments)
- exam (Student has to score a minimum of 50% of the points to pass the exam)

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

1-2 The student is able to communicate both in spoken and written Finnish in routine professional situations. He/she manages everyday working life communication situations if he/she gets help. The student understands some basic professional texts and is able to write texts. However, he/she makes mistakes in grammatical structures, which cause misunderstanding and complicate communication. He/she has some command of basic nursing vocabulary and ways of politeness and persuasive language. Other languages strongly influence the pronunciation, However, the pronunciation is understandable, but sometimes inaccurate in special terminology.

Good (3-4)

3-4 The student is able to communicate fluently both in spoken and written Finnish in the most common professional situations. He/she manages usually independently or with little help everyday working life communication situations. The student understands main ideas of professional contents and is able to write mostly coherent and grammatically flawless text. He/she has mostly a good command of nursing vocabulary and is able to use ways of politeness and persuasive language. The pronunciation is mainly understandable.

Excellent (5)

5 The student is able to communicate accurately and fluently both in spoken and written Finnish in the most common professional situations. He/she manages independently everyday working life communication situations. The student understands main ideas of professional contents and is able to write coherent and grammatically flawless text. He/she has a good command of nursing vocabulary and is able to use ways of politeness and persuasive language. The pronunciation is close to that of a native speaker.

Evaluation criteria**Pass/fail**

Failed

The student does not achieve the course outcomes at a satisfactory level.

BA00CO72 Professional Finnish 2: 3 op**Learning outcomes**

The student is able to communicate fluently and accurately in more specific professional situations with patients and colleagues. He/she understands more detailed and complex texts related to work and is able to write coherent texts on specific professional topics. Student enhances his/her spoken Finnish skills related to professional topics both in informal and formal situations.

The target level of the course is B2 of the Common European Framework of Reference for Languages.

Contents

Interactive communication situations, telling about everyday life at work, e.g. medication, pain, patient cases, delicate or sensitive topics; instructions, forms, reporting

Grammar: standard vs. spoken Finnish, ways to make new vocabulary, expressions for the level of certainty, use of participles, complex sentences.

Prerequisites

Professional Finnish 1 or equivalent knowledge.

Further information

Assessment Methods

- active participation (min. 50% to pass the course & min. 80% to get the highest grade)
- written and spoken Moodle assignments
- exam (Student has to score a minimum of 50% of the points to pass the exam)

Evaluation criteria

Satisfactory (1-2)

1-2 The student is able to communicate in routine professional situations in both spoken and written Finnish. He/she manages everyday working life communication situations if he/she gets help. The student understands some basic professional texts and is able to write them. However, he/she makes mistakes in grammatical structures, which cause misunderstanding and complicate communication. He/she has a command of basic nursing vocabulary. Other languages strongly influence the pronunciation, However, his/her pronunciation is understandable, but sometimes inaccurate in special terminology.

Good (3-4)

3-4 The student is able to communicate fluently in most of the detailed or specific professional situations in both spoken and written Finnish. He/she manages usually independently or with little help the specific working life communication situations, both in informal and formal situations. The student understands mostly the main ideas of a complex professional contents and is mostly able to write coherent and grammatically flawless text. He/she has a command of more specific nursing vocabulary. The pronunciation is mainly understandable.

Excellent (5)

5 The student is able to communicate accurately and fluently in more detailed and specific professional situations in both spoken and written Finnish. He/she manages independently more specific working life communication situations, both in informal and formal situations. The student understands the main ideas of a complex professional contents and is able to write coherent and grammatically flawless text. He/she has a good command of more specific nursing vocabulary. The pronunciation is close to that of a native speaker.

Evaluation criteria

Pass/fail

Fail

The student does not achieve the learning outcomes at a satisfactory level.

BA00CO76 Swedish Language: 3 op

Learning outcomes

The student can introduce himself/ herself and describe his/ her education in the Swedish language.

The student can interview and present a patient's life situation and condition. The student uses nursing vocabulary to describe health and illness and patients. The student is 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 prerequisites

Evaluation criteria

Satisfactory (1-2)

1-2

The student uses simple structures and limited vocabulary and mistakes make understanding difficult. The student understands slow and clear speech and relatively easy field-related texts. He /she manages predictable working life situations. The pronunciation is clearly influenced by other languages.

Good (3-4)

3-4

The student has a satisfactory command of grammatical structures and professional vocabulary. The student manages fairly well in common predictable field-related situations. The pronunciation is understandable.

Excellent (5)

5

The student has an excellent command of grammatical structures and professional vocabulary. The student is active and can interact independently and fluently in written and oral field-related situations. The pronunciation is close to that of a native speaker.

Evaluation criteria

Pass/fail

Fail

The student does not achieve the learning outcomes satisfactorily.

BA00CO78 Professional English Language: 2 op

Learning outcomes

After the study module, the student is able to communicate fluently and effectively in English in his/ her studies and in the professional discourse of his/ her own field. The student is also able to apply the English skills to the development of professional competence. The student 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 student is able to acquire, process, and convey information necessary in his/ her own field both orally and in writing, using different sources.

The student forms a realistic view of his/ her linguistic and communicative competence and a positive attitude to developing this competence as a part of the 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

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

Good (3-4)

3-4

The student is 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). The student knows 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. The student enters the information onto documents to ensure correct care or follow-up and reply clients'/patients' questions. The student mostly uses correct grammatical structures and corrects himself/herself in case of misunderstanding. He/ she knows the central vocabulary for health and welfare services well and is rather familiar with special terminology in his/her own field. The student seeks to adapt the communication style to the situation at hand. The pronunciation is rather natural and clear. The student knows how to scan professional texts to find the main points. The student uses various means to support communication.

Excellent (5)

5

The student communicates 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). The student fluidly and extensively presents alternative solutions in counselling situations, taking into consideration the client's cultural background. The student knows how to interview clients/patients in a professional manner, even in challenging, unexpected situations. The student uses a wide variety of grammatical structures almost flawlessly. The vocabulary, including special terminology, is extensive and the pronunciation is clear and natural. The student adapts the communication style to the situation at hand. He/ she is able to scan texts rapidly to evaluate the reliability of the sources of information. The student effectively uses various means to support communication.

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

The student does not achieve the learning outcomes at a satisfactory level.

BA00CT95 Academic English Language: 2 op**Learning outcomes**

After the study module, students are able to use academic English accurately, 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.)

RN21-1007 Implementing Evidence-Based Knowledge in Nursing: 8 op**BA00CO98 Health and Social Services in Finland: 2 op****Learning outcomes**

The student is able to describe the social and health services and the service provision and delivery systems in Finland. The student is 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=0**

The student

- is not able to describe the health and provision system in Finland.
- does not know the most important laws that are securing Finnish health and social care system.
- does not to assignments required for the course.

BA00CO80 Evidence-Based Nursing and Information Searching: 2 op

Learning outcomes

The student understands the concept and role of evidence-based nursing in health and social services. The student understands the role of a nurse in evidence-based practice and is committed to the role. The student actively seeks and uses scientific knowledge in various nursing duties and decision-making and in the Bachelor's Thesis. The student understands the importance of uniform practices and acts accordingly. The student seeks information in health science databases. He/ she knows how to define nursing needs and how to plan, implement and evaluate nursing in accordance with the nursing process. The student knows how to use nursing scientific knowledge in decision-making and is 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 prerequisites

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

1-2

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

Good (3-4)

3-4

The student understands the role of nursing scientific knowledge and uses contemporary nursing scientific sources in decision-making. The student uses nursing scientific concepts and understands their meaning to the practice of nursing. The student knows how to seek information in the most important health science databases. The student follows instructions given on learning assignments and, when writing references, observes the Seinäjoki UAS guidelines on written assignments. The student works in a deliberate, mostly self-directed manner and in a responsible, planned way. He/ she prepares for and uses visual aids in presentations of learning assignments. The student prepares for and provides peer feedback in a constructive way. The student actively takes part in seminar discussions.

Excellent (5)

5

The student demonstrates interest in and understands the role of nursing scientific knowledge and applies contemporary nursing scientific sources in decision-making. The student uses nursing scientific concepts extensively, analytically and critically. The student knows how to seek information

in the most important health science databases. The student applies the information extensively and critically. The student follows instructions given on learning assignments and, when writing references, observes the Seinäjoki UAS guidelines on written assignments. He/ she works in a deliberate, self-directed, responsible and planned manner. The student carefully prepares for presentations of learning assignments, uses visual aids and distinctive and creative solutions. The student prepares for and provides peer feedback in a critical way, suggesting new perspectives to the topic. He/ she actively takes part in seminar discussions and widens the perspective on the concept under discussion.

Evaluation criteria

Pass/fail

Fail

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

BA00CP02 Wellbeing Technologies in Health and Social Services: 2 op

Learning outcomes

The student is able to describe what the concepts eHealth and wellbeing technologies involve. The student is able to understand the main technologies used for wellbeing in health and social services as well as to describe the main current eHealth applications and to evaluate them. The student understands the role of data in wellbeing technologies and its implications in security and ethics.

Contents

- Concepts and taxonomy of eHealth and wellbeing technologies applied for health and social services.
- Introduction to Information and Communication Technologies.
- Role of health and social care professionals and their way of using wellbeing technologies
- Wellbeing solutions for patients and citizens.
- Description of state of art of eHealth technologies. Benefits and challenges.
- Use of data in wellbeing technologies. Electronic Healthcare Records.
- Aspects of security, ethics and regulations to be considered in wellbeing technologies usage and implementation.
- Designing well-being technologies and managing end-users in co-creation activities
- Interaction with actual wellbeing technologies. Principles of evaluating eHealth solutions.

Further information

SeAMK DP in Nursing in-coming exchange students can participate in this course.

Evaluation criteria

Pass/fail

Fail=0

The student cannot describe the concept of eHealth and well being technologies. The student does not know the features of healthcare data and its constraints about security and ethics. The student is

not familiar with the design process of eHealth services and applications. No classroom/seminar participation, no assignments delivered.

BA00CO82 Research and Development Methods in Nursing Science: 2 op

Learning outcomes

The student is able to contribute to development, innovation and research processes. He/ she can critically evaluate and use scientific publications. The student can describe common research, development and analytical methods.

Contents

Research methods in nursing science. 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

The student

- knows research and development methods and uses them in R & D processes

Good (3-4)

3-4

The student

- purposefully utilizes his/her research and development competence in R & D processes

Excellent (5)

5

The student

- applies his/her research and development competence to various assignments, projects, final thesis and to the nursing profession

Evaluation criteria

Pass/fail

Fail = 0

The student

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

RN21-1021 Working Life Related Bachelor's Thesis: 15 op

BA00CO84 Bachelor's Thesis Plan and Information Searching: 5 op

Learning outcomes

The student is able to contribute to development, innovation and research processes in collaboration with working life. He/she can critically evaluate and use scientific publications in planning their Bachelor's Thesis.

Contents

Choosing the topic, defining the scope and writing a research plan for the Bachelor's Thesis. Collaboration with worklife representatives during the planning stage.

Prerequisites

Research and Development Methods

Information Seeking 1

Evaluation criteria

Pass/fail

See the Seinäjoki UAS assessment criteria for Bachelor's Thesis .

BA00CO88 Bachelor's Thesis Implementation and Report: 10 op

Learning outcomes

The student is able to contribute to development, innovation and research processes. The student can critically evaluate and use scientific publications in a Bachelor's Thesis. During the process and in the thesis, the student uses evidence-based knowledge. The student presents his/ her Bachelor's Thesis. In the maturity test, the student can analyse and evaluate the methods and contents of the 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 a Bachelor's Thesis

Good (3-4)

3-4

See Seinäjoki UAS assessment criteria for a Bachelor's Thesis

Excellent (5)

5

See Seinäjoki UAS assessment criteria for a Bachelor's Thesis

Evaluation criteria

Pass/fail

Fail

See Seinäjoki UAS assessment criteria for Bachelor's Thesis

RN21-1010 Registered Nurse's Competencies in Medication and Fluid Care: 10 op

BA00CP04 Medication Management and Drug Calculations: 4 op

Learning outcomes

The student

- becomes familiar with statutes and regulations that concern pharmaceutical care.
- understands the role of the nurse in drug therapy, understands his / her professional responsibility to secure and promote safe drugs under supervision.
- learns the different pharmaceutical dosage forms and routes of administration, and assumes responsibility for appropriate handling and storage of medicines.
- is able to dispense pharmaceutical dosage forms correctly under supervision.
- can, under supervision, safely administer intracutaneous, subcutaneous, intramuscular and ventrogluteal injections.
- knows how to observe the effects of medicines and how to evaluate the effectiveness of drug care.
- knows the adverse drug reactions and drug interactions.
- knows and learns under supervision, how to plan, implement and evaluate safe drug care in different situations.
- performs drug calculations correctly.
- learns the general principles of pharmacology.
- 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
- Different pharmaceutical dosage forms and routes of administration, and responsibility for appropriate handling and storage of medicines. Sustainable development in drug care.
- 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 prerequisites

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

1-2

The student

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

Good (3-4)

3-4

The student

- is familiar with the statutes on pharmaceutical care

- has the command of various pharmaceutical dosage forms and of the appropriate and careful handling and storage of medicines.
- understands the role of the registered nurse in planning, implementing and evaluating safe drug care in different situations
- knows the general principles of pharmacology
- understands the basics about the effects of medicines, adverse reactions and drug interactions.
- manages drug calculations correctly.
- mostly uses pharmaceutical databases correctly.

Excellent (5)

5

The student

- is familiar with the statutes on pharmaceutical care
- has the command of various pharmaceutical dosage forms and of the appropriate and careful handling and storage of medicines.
- understands the role of a registered nurse in planning, implementing and evaluating safe drug care in different situations.
- knows and explains the general principles of pharmacology.
- knows and understands the effects of medicines, adverse reactions and drug interactions.
- manages drug calculations correctly.
- uses the pharmaceutical databases correctly.

Evaluation criteria

Pass/fail

Fail:

The student

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

BA00CP06 Medication and Fluid Care I: 2 op

Learning outcomes

The student understands his/ her professional responsibility for securing and promoting the safety of patients receiving drug and fluid care under supervision. The student knows how to plan, implement and evaluate safe drug and fluid care for various diseases under supervision. Based on a doctor's instructions, the student is able to plan, implement and evaluate intravenous drug and fluid care for patients of all ages. The student is able to assess adult patient's fluid balance and to count it, and knows what influencing factors there are regarding fluid balance. The student knows how to plan, implement and evaluate safe drug and fluid care for different patient groups and for special treatments. The student knows how to observe side and combined effects of medicines and how to evaluate the effectiveness of drug care. The student can perform drug calculations correctly. Sustainable development in medication and fluid care.

Contents

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 adult patient groups. Effective mechanisms of drugs. Side and combined effects of medicines. Evaluation of the patient drug care. Action in various risk situations. Patient safety. Counting infusion rates. The use of infusion automates. Sustainable development in medication and fluid care.

Under supervision the student practices: assessing and counting patient's fluid balance, IV and fluid care, i.v cannulation and starting the infusion and the safe use of 3-way line. Preparing drugs and preparing drug dilutions. Safe use of infusion concentrates. Drug calculations. The student works aseptically in medication and fluid care and works in a manner of sustainable development.

Drug calculations are tested.

Prerequisites

Registered Nurse's Core Competencies Module I

Medication Management and Drug Calculations

Evaluation criteria

Satisfactory (1-2)

1-2

- The student knows how to seek information about safe medication and fluid care from various sources and use the knowledge to implement drug and fluid care.
- The student demonstrates that he/ she is familiar with the knowledge foundation and core contents of safe drug and fluid care.
- The student has adequate knowledge to act safely in various situations that are related to medication and fluid care.
- The student works with a client-centered approach in implementing drug and fluid care.
- Under supervision the student is able to solve common tasks and problems related to safe drug and fluid care.
- Under supervision, the student is able to start infusion.
- Under supervision, the student is able to administer infusion concentrates safely.
- Under supervision, the student is able to make drug dilutions.
- The student observes the safety and ethical principles defined for drug and fluid care implemented by registered nurses.
- The student shares his/ her drug and fluid care competence with other members of the group.

Good (3-4)

3-4

- The student actively seeks information about safe drug and fluid care and explains the reasons for using various sources.
- The student consistently uses the knowledge foundation on safe drug and fluid care.
- The student explains his/ her actions using evidence-based knowledge of safe drug and fluid care.
- The student applies knowledge of professional, safe drug and fluid care to various situations, within the scope of responsibility as a registered nurse.
- The student works with a client-centered approach and with responsibility in implementing safe drug and fluid care.
- Under supervision, the student is able to start infusion.
- Under supervision, the student is able to administer infusion concentrates safely.
- Under supervision, the student is able to make drug dilutions.
- The student knows how to take correct action when implementing safe drug and fluid care in various settings, within the scope of responsibility as a registered nurse.
- The student explains the actions in drug and fluid care using the ethical principles for registered

nurses, and evaluates the safety of the drug and fluid care implemented.

- The student is capable of purposeful action in teams implementing safe drug and fluid care within the registered nurses' scope of responsibility.
- The student develops himself/ herself professionally in safe drug and fluid care.

Excellent (5)

5

- The student applies concepts and knowledge of safe drug and fluid care competently and extensively.
- The student uses and evaluates evidence-based knowledge of safe drug and fluid care.
- The student applies knowledge of safe drug and fluid care to various situations in drug and fluid care.
- The student is able to evaluate the consequences of his/ her actions in drug and fluid care. - - The student works with a client-centered approach and with responsibility in implementing safe drug and fluid care.
- The student is able to start infusion.
- The student is able to administer infusion concentrates safely.
- The student is able to make drug dilutions.
- The student seeks and applies alternative solutions in decision-making concerning safe drug and fluid care.
- The student evaluates drug and fluid care using professional ethical principles for registered nurses.
- The student is capable of working in multi-professional and/ or multidisciplinary teams implementing safe drug and fluid care within the registered nurses' scope of responsibility.
- The student systematically develops himself/ herself, the profession and work community in safe drug and fluid care.

Evaluation criteria

Pass/fail

Fail=0

- The student is not adequately familiar with the concepts of safe drug and fluid care, or is unable to use them.
- The student uses the knowledge foundation on drug and fluid care only narrowly and has little knowledge of the relevant sources of information.
- The student does not demonstrate adequate skills or knowledge in safe drug and fluid care, and applies knowledge incorrectly.
- The approach to safe drug and fluid care is not adequately client-centered.
- The student does not adequately observe safety and ethical principles for registered nurses when implementing drug and fluid care.
- The student is not prepared to develop himself/ herself in safe drug and fluid care.
- The student has serious problems in drug calculations and his/ her medication administration is not safe for the patient.

BA00CT96 Medication and Fluid Care II: 2 op

Learning outcomes

The student understands his/ her professional responsibility for securing and promoting the safety of patients receiving drug and fluid care. The student knows how to plan, implement and evaluate more complicated drug and fluid care safely. Based on a doctor's instructions, the student is able, under supervision, to plan, implement and evaluate intravenous drug and fluid care and blood transfusions

for patients of all ages. Under supervision, the student practices the safe use of more complicated i.v routes. The student knows how to plan, implement and evaluate safe drug and fluid care for different patient groups and for special treatments. The student knows how to observe side and combined effects of medicines and how to evaluate the effectiveness of drug care. The student can perform more problematic drug calculations and infusion rates correctly. The student performs sustainable development in medication and fluid care.

Contents

IV and fluid care. Safe blood transfusions. 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. Side and combined effects of medicines. Evaluation of the patient's drug care. Actions in various risk situations.

Under supervision, the student practices: drug calculations, blood transfusions, the safe use of Epidural catheter, CVK-line and Port-a-Cath. The student follows aseptic rules in medication and fluid care. The student knows the principles of sustainable development in medication and fluid care. Drug calculations are tested.

Prerequisites

Registered Nurse's Core Competencies Module I and II
Medication Management and drug calculations

Evaluation criteria

Satisfactory (1-2)

1-2

- The student knows how to seek information about safe drug and fluid care from various sources and the student uses the knowledge to implement drug and fluid care.
- The student demonstrates that he/ she is familiar with the knowledge foundation and core contents of safe drug and fluid care.
- Under supervision, the student has adequate knowledge to act safely in blood transfusions.
- The student works with a client-centered approach in implementing drug and fluid care and blood transfusions.
- Under supervision, the student is able to solve common tasks and problems related to safe drug and fluid care when administering medication and fluids into CVK line and into port-a-cath.
- Under supervision, the student is able to explain the use of Epidural catheter.
- The student observes the safety and ethical principles defined for drug and fluid care implemented by registered nurses.
- The student shares his/ her drug and fluid care competence with other members of the group narrowly.
- The student evaluates his/ her strengths and development needs in professional development.

Good (3-4)

- The student actively seeks information about safe drug and fluid care and explains the reasons for using various sources.
- The student consistently uses the knowledge foundation on safe drug and fluid care.
- The student explains his/ her actions using evidence-based knowledge of safe drug and fluid care.
- The student applies knowledge of professional, safe drug and fluid care to various situations, within the scope of responsibility as a registered nurse.
- The student works with a client-centered approach and with responsibility in implementing safe drug and fluid care.
- Under supervision, the student has adequate knowledge to act safely in blood transfusions.
- Under supervision, the student is able to solve common tasks and problems related to safe drug and fluid care when administering medication and fluids into CVK line and into port-a-cath.

- Under supervision, the student is able to explain the use of Epidural catheter.
- The student knows how to take correct action when implementing safe drug and fluid care in various settings, within the scope of responsibility as a registered nurse.
- The student explains the actions in drug and fluid care using the ethical principles for registered nurses, and evaluates the safety of the drug and fluid care implemented.
- The student is capable of purposeful action in teams implementing safe drug and fluid care within the registered nurses' scope of responsibility.
- The student develops himself/ herself professionally in safe drug and fluid care.

Excellent (5)

5

- The student applies concepts and knowledge of safe drug and fluid care competently and extensively.
- The student uses and evaluates evidence-based knowledge of safe drug and fluid care.
- The student applies knowledge of safe drug and fluid care to various situations in drug and fluid care.
- The student is able to evaluate the consequences of his/ her actions in drug and fluid care.
- The student works with a client-centered approach and with responsibility in implementing safe drug and fluid care.
- The student has adequate knowledge to act safely in blood transfusions.
- The student is able to solve common tasks and problems related to safe drug and fluid care when administering medication and fluids into CVK line and into port-a-cath.
- The student is able to explain the use of Epidural catheter.
- The student seeks and applies alternative solutions in decision-making concerning safe drug and fluid care.
- The student evaluates drug and fluid care using professional ethical principles for registered nurses.
- The student is capable of working in multi-professional and/ or multidisciplinary teams implementing safe drug and fluid care within the registered nurses' scope of responsibility.
- The student systematically develops himself/ herself, the profession and work community in safe drug and fluid care.

Evaluation criteria

Pass/fail

Fail=0

- The student is not adequately familiar with the concepts of safe drug and fluid care, or is unable to use them.
- The student uses the knowledge foundation on drug and fluid care only narrowly and has little knowledge of the relevant sources of information.
- The student does not demonstrate adequate skills or knowledge in safe drug and fluid care, and applies knowledge incorrectly.
- The approach to safe drug and fluid care is not adequately client-centered.
- The student does not adequately observe safety and ethical principles for registered nurses when implementing drug and fluid care.
- The student is not familiar with safe blood transfusion.
- The student is not familiar with safe use of CVK line and port-a-cath.
- The student is not familiar with safe use of Epidural catheter.
- The student has problems with drug calculations and patient safety is jeopardized.
- The student is not prepared to develop himself/ herself in safe drug and fluid care.

BA00CP08 Pharmacology: 2 op

Learning outcomes

The student knows various drugs and medicines and uses them appropriately to treat diseases and dysfunctions. The student is familiar with the effective mechanisms of medicines and understands how drugs affect the organism. The student knows 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 prerequisites

Evaluation criteria

Satisfactory (1-2)

1-2

The student is able to

- list various drugs and pharmaceutical products and knows 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

The student is able to

- describe various drugs and pharmaceutical products and knows 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

The student

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

Evaluation criteria

Pass/fail

Fail

The student is unable to achieve the criteria at a satisfactory level.

RN21-1008 Registered Nurse's Core Competencies Module I: 15 op

BA00CO70 Ethicality in Nursing: 2 op

Learning outcomes

The student behaves and works according to high-quality ethical principles in learning and working environments. The student analyses ethical values, principles and norms and develops ethical thinking. The student bases his/ her actions as a nurse on ethical decisions. The student knows how to observe ethical principles in his/ her actions. The student observes professional norms and the patient's rights. The student understands 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 prerequisites

Evaluation criteria

Satisfactory (1-2)

1-2

The student is adequately familiar with ethical issues and able to discuss and analyse them, making a difference between evidence-based and everyday knowledge. The student knows how to seek information on individual topics and demonstrates an awareness of the knowledge foundation in nursing. The student is able to act as a team member and to assess his/ her strengths and development needs.

Good (3-4)

3-4

The student is well familiar with ethical issues and able to discuss and analyse them logically and coherently. The student knows how to seek information from various sources and bases the arguments on multiple contemporary sources. The student is well prepared to act as a team member and to develop himself/ herself.

Excellent (5)

5

The student is very well familiar with ethical issues and able to discuss and analyse them logically and coherently. The student knows how to seek information from various sources and critically base the arguments on multiple contemporary sources. As a team member, the student acts in a solution-focused manner, sharing knowledge and developing himself/ herself.

Evaluation criteria

Pass/fail

Fail=0

The student does not adequately base his/ her arguments on the ethical principles or knowledge foundation of nursing. The student is not adequately familiar with the ethical knowledge foundation of nursing and uses it narrowly. The student is not adequately prepared for teamwork.

BA00CO92 Sustainable Development and Global Health: 2 op

Learning outcomes

The student understands different levels of sustainable development and Sustainable Development Goals (SDG).

The student knows how to evaluate the health and well-being of the population in his/ her native country and in Finland.

The student is aware of factors that cause public health problems and future national and global health risks.

He / she understands how social decision-making, structures and sustainable development are linked with the promotion of health and functional capacity on the national and international levels.

Contents

- Levels of sustainable development (ecological, economic, social and cultural).
- Goals of Agenda 2030.
- Health Promotion from the viewpoint of a smoke-free environment.
- The current health and well-being 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 well-being 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.
- Co-operation with partner universities abroad / lecturers abroad.

Prerequisites

No prerequisites

Further information

DP in Nursing in-coming exchange students can participate in this course.

Evaluation criteria

Pass/fail

Fail = 0

The student

- is not aware of factors that cause public health problems and future national and global health risks.
- does not master concepts related to national and global health, epidemiological research methods and statistics used to describe and control national and global health.
- is not adequately able to read research and use research knowledge to identify causes of health differences and the background of prevalent diseases.

BA00CP10 Functions of the Human Body: 4 op

Learning outcomes

Learning Outcomes:

Anatomy and physiology:

The student is able to

- name and locate the structures of different organ systems in the human body.

- understand the structure, function, regulation and underlying factors of the human body.
- explain the basic functions of the major organs and organ systems.
- explain the principles of regulation of the different organ systems.
- define and use terms and concepts related to anatomy and physiology.
- explain the structure and function of organs and organ systems and their role in the functioning of the human body.

Microbiology and pathology:

The student

- is able to form an understanding of the diagnosis, birth, effects, prevention and treatment of the most common illnesses, and the grading of medical treatment.
- is able to describe the mechanisms of infectious diseases, the body's defense system and the prevention of infectious diseases by getting acquainted with microbes, normal human flora, ways of infecting infectious diseases and microbes that cause infectious diseases.

Contents

Cell and tissues: basic structure and function of cells, tissue types and their properties, the skin

Nervous system: main features of the nervous tissue, structure of the nervous system, nervous regulation

Endocrine system: Principles of endocrine regulation, location and functions of the major endocrine organs/glands, key hormones and their function

The immune system: the basics of the immune system's functions, structure and function

Musculoskeletal system: main features of bone and muscle tissue, large bones of the body, different types of joints and their function, superficial muscles of the body, functions of the musculoskeletal system

Cardiovascular system and blood: structures and function of the circulatory system, blood composition, blood clotting process, the connections of the lymphatic system to blood circulation, role of circulation in temperature control

Respiratory system: structure and function of the respiratory system, relationship between respiration and circulation, oxygen and carbon dioxide transport in the respiratory system, principles of the control mechanisms of breathing

Digestive system: structures and function of the digestive system, nutrients and their digestion

Urinary excretion and fluid balance: structure and function of the urinary system, regulation of fluid balance, involvement of the kidneys and lungs in regulating the acid-base balance of the body

Diagnosis, effects, prevention and treatment of the most common diseases; Stages of medical care; Basic information about microbes; Human normal flora; Infectious methods and factors affecting the onset of infectious disease; Infectious diseases caused by the most common human microbes; System of defense; Prevention of infectious diseases

Prerequisites

No prerequisites

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- is able to use the most relevant terminology of anatomy and physiology.
- is able to name the structures, organs and organ systems of the body and explain the basics of their functioning.
- is able to explain the basics of organ function in the functioning of the human body.
- is able to describe the mechanisms of body regulation in general.

The student

- has an understanding of the diagnosis, birth, effects, prevention and treatment of the most common diseases.
- knows the level of medical care.
- knows the mechanisms of infectious diseases, the body's defense system and the prevention of infectious diseases by getting acquainted with microbes, normal human microbial infections, infectious diseases and infectious microbes.

Good (3-4)

3-4

The student

- can use the terminology of anatomy and physiology appropriately.
- is able to name and explain the structures, organs and organ systems of the body.
- is able to explain the importance of organ systems in the functioning of the human body.
- is able to describe the body's mechanisms of regulation in a versatile manner.

The student

- provides an understanding of the diagnosis, birth, effects, prevention and treatment of the most common diseases.
- describes the stages of medical treatment.
- is able to describe the mechanisms of infectious diseases, the body's defense system and the prevention of infectious diseases by getting acquainted with microbes, normal human microbial infections, infectious diseases and infectious microbes.

Excellent (5)

The student

- can use the terminology of anatomy and physiology appropriately and versatile.
- can describe in detail the structures, organs and organ systems of the body and explain their activities in a comprehensive manner.
- is able to thoroughly explain the role of organ systems in the functioning of the human body and is able to integrate organ system interactions into a whole.
- is able to describe in detail the mechanisms of regulating the body and is able to explain the co-operation of regulatory mechanisms.

The student

- understands the emergence, prevention, diagnosis, effects and treatment of common diseases.
- creates an overall picture of the staging of medical care.
- is able to describe the mechanism of infectious diseases, the body's defense system and the prevention of infectious diseases by studying versatile microbes, normal human microbial infections, infectious diseases and infectious microbes.

Evaluation criteria

Pass/fail

Fail = 0

The student does not achieve the learning outcomes of the course at a satisfactory level.

BA00CP16 Diagnostic Examinations in Nursing: 2 op

Learning outcomes

The student knows the stages of the laboratory process and is able to guide the patient in the most common clinical trials. The student is able to take the ECG most common blood and urine samples. The student is familiar with the basics of analytics, as well as basic clinical chemistry, hematology, physiology and microbiology studies.

The student knows the most important radiation safety issues related to medical radiation use. The student knows how to prepare and guide the patient for the most important radiological examinations: X-ray examinations, ultrasound examinations, MRI examinations and radiological interventions.

Contents

Clinical examinations: Laboratory process, blood and urine sampling, and Point of Care Tests. Basic examinations in clinical chemistry, hematology, physiology and microbiology.

Radiation Safety and Radiological Examinations: X-ray and basic information about biological effects of radiation, radiation safety in Finland and most common radiological examinations.

Evaluation criteria

Satisfactory (1-2)

The student is able to make some use of radiation legislation related to medical radiation use and issues related to radiation protection in nursing.

The student is able to describe briefly how he / she guides the patient in some key radiological examinations.

The student is able to distinguish the most important radiation-damaging examinations from other studies.

The student understands the most important risk factors related to magnetic examinations.

The student knows the role of the nurse in the laboratory process and in obtaining reliable laboratory results.

The student is able to guide the patient to various laboratory tests.

The student knows the basics of analytics.

The student is familiar with clinical chemistry, hematology, microbiology and physiology studies.

The student is able to take different blood and urine samples as well as the EKG- film.

Good (3-4)

3- 4

The student is able to utilize radiation legislation related to medical radiation use and issues related to radiation protection in nursing.

The student is able to describe how he/she prepares and directs the patient in the most important radiological examinations.

The student is able to distinguish radiation-related studies from other studies as a rule, and to understand the risk factors associated with magnetic investigation.

The student understands the role of the nurse in the laboratory process and in obtaining reliable laboratory results and is able to apply the knowledge in practice.

The student is able to guide the patient to various laboratory tests, knowing the reasons for the respective case.

The student knows the basics of different analytics and knows how to apply them in his/her activities.

The student is familiar with key clinical chemistry, hematology, microbiology, and physiology studies and is able to utilize the knowledge to guide the patient.

The student is able to control different types of blood and urine samples and EKG- film and is able to

justify his/her actions.

Excellent (5)

5

The student is able to apply radiation legislation related to medical radiation use and issues related to radiation protection in nursing.

The student can reasonably describe how he / she prepares and guides the patient in all important radiological examinations.

The student can critically justify and distinguish radiation-sensitive studies from other studies.

The student understands the risk factors related to magnetic investigation, partly applying them in nursing.

The student masters the role of the nurse in the laboratory process and in obtaining reliable laboratory results.

Student patient guidance for various laboratory tests is smooth and justified.

The student is able to do high-quality analytics independently.

The student masters the essential clinical chemistry, hematology, microbiology and physiology studies and understands their importance in patient care.

The student is able to control the taking of blood and urine specimens of different grades and the heart film independently, justifying their actions.

Evaluation criteria

Pass/fail

Fail

The student does not master the essential issues of radiation legislation and radiation protection related to nursing.

The student is not able to describe the guidance and preparation of the patient coming to radiological / clinical studies or the description is fundamentally inadequate.

The student is unable to distinguish between radiation-sensitive studies and other studies.

The student does not know the risk factors of magnetic research.

Patient safety is compromised during the student's activities.

BA00CP12 Basics of Clinical Nursing: 5 op

Learning outcomes

The student is able to assess the resources of patients and their next-of-kin coming from different cultural backgrounds. In addition, the student is able to take this assessment into consideration when planning, implementing and evaluating the nursing care. The student is able to respond to the need of treatment by evidence-based methods of nursing care. Furthermore, the student can evaluate and prioritize the need of treatment by using clinical and physiological measurements and methods. In addition, the student is able to report them based on structured documentation system.

The student is able to act according to the rehabilitation and resource-centered approach when working with patients and their next-of-kin of all ages. The student knows how to use Finnish nutrition recommendations. The student can apply the infection prevention principles, and explain why these principles are important in clinical nursing.

The student understands his/her responsibilities regarding the principles of safety management in different settings and working contexts. The student is able to work towards sustainable

development and is aware of his/her own responsibility when promoting these principles at the workplace.

The student is able to recognize the need for immediate first aid, knows how to act in first aid situations and how to follow them. The student is able to act moderately in the first-aid situation. The student is able to provide first aid in various emergency situations, including emergency aid, and is motivated to maintain his first aid information and skills. The student knows about the plans that have been made to secure health care in co-operation with the general civil protection and civil protection during any exceptional circumstances.

Contents

Prevention of infections and asepsis in nursing. Individual, family and resource-centered nursing, the effect of health and illness on the client's life. Essential first aid and life support skills. Assessment of nursing needs. Monitoring the patient's vital functions by using ABCDE-protocol and NEWS. Practices most common hand skills needed in nursing. Rehabilitation in nursing. Ergonomics. Sustainable development in nursing. Bedside testing. Need and function of nutrition in the organism during nutritional care, guidelines for healthy nutrition to prevent prevalent diseases, challenges in the nutrition of people of different ages. Statutory duties and safety guidelines for health care organizations, e.g. needlestick injuries, safe care environment, accidents.

Activities in different emergency situations. Emergency first aid. Basic Life Support. Operating in exceptional circumstances.

Lecture lessons, first aid exercises

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- searches information required in individual situations in client-centered clinical nursing.
- demonstrates that he/she is able to some extent to use the knowledge base of client-centered clinical nursing.
- makes a difference between everyday knowledge and evidence-based knowledge in client-centered clinical nursing.
- follows instructions, is competent to work in individual client-centered clinical nursing situations.
- demonstrates that he/she knows the ethical principles for registered nurses in client-centered clinical nursing.
- is competent to work as a member of a team and shares some of his/her knowledge in client-centered clinical nursing.
- is able to analyse his/ her strengths and development needs in client-centered clinical nursing.
- participates in first aid lessons and practices.
- demonstrates the basic life support.

Good (3-4)

3-4

The student

- searches various sources for information required in client-centered clinical nursing and actively familiarizes himself/ herself with the knowledge base of client-centered clinical nursing.
- uses and applies evidence-based knowledge in client-centered clinical nursing.
- is competent to implement responsible and safe client-centered clinical nursing.
- at work, in client-centered clinical nursing, observes ethical principles for registered nurses.
- is competent to work as a member of a team, following the principles of client-centered clinical

nursing and sharing knowledge.

- develops himself/herself and his/her competence in client-centered clinical nursing.
- participates in first aid lessons and practices.
- demonstrates the basic life support.

Excellent (5)

5

The student

- searches various sources for information required in client-centered clinical nursing and is able to explain its use in client-centered clinical nursing.
- uses and applies evidence-based knowledge in client-centered clinical nursing.
- is competent to implement responsible and safe client-centered clinical nursing.
- can explain his/her actions in client-centered clinical nursing.
- is able to solve tasks and problems in client-centered clinical nursing.
- can give reasons for his/her actions based on the ethical principles of registered nurses.
- is competent to work as a member of a team and shares his/her knowledge in client-centered clinical nursing.
- systematically develops himself/herself and his/her competence in client-centered clinical nursing.
- participates in first aid lessons and practices.
- demonstrates the basic life support.

Evaluation criteria

Pass/fail

Fail=0

The student

- does not know how to search information required in individual situations in client-centered clinical nursing.
- cannot demonstrate the ability to use the knowledge base of client-centered clinical nursing.
- does not make a difference between everyday knowledge and evidence-based knowledge in client-centered clinical nursing.
- is not competent to work in individual client-centered clinical nursing situations even if instructed.
- cannot demonstrate awareness of the ethical principles for registered nurses in client-centered clinical nursing.
- is not competent to work as a member of a team or to share knowledge in client-centered clinical nursing.
- is unable to analyse his/her strengths or development needs in client-centered clinical nursing.
- does not participate actively in first aid lessons.
- does not demonstrate basic life support.

RN21-1018 Registered Nurse's Core Competencies Module II: 13 op

BA00CP18 Medical Nursing: 3 op

Learning outcomes

The student is capable of working in a multi-professional nursing team, and is able to consider the patient's age, growth and development stage. The student is able to assess the resources of patients and his/her next-of-kin coming from different cultural backgrounds. In addition, the student is able to take this assessment into consideration when planning, implementing and evaluating the nursing care for medical patients. Moreover, the student can plan, implement and evaluate nursing

interventions for patients and their next-of-kin of all ages facing common medical conditions.

The student manages the essential measures and diagnostic examinations needed in clinical nursing as a part of the patient's holistic care. The student knows how to support and promote the health and functioning of patients of various ages and his/her next-of-kin. In addition, the student is able to counsel and support patients of various ages and their next-of-kin in self-care.

Contents

Health promotion, self-care support and rehabilitation in nursing medical patients and their next-of-kin. Nursing interventions (FinCC) in nursing patients with medical conditions. The national documentation model for nursing. The impact of the patient's age, sex, cultural background, growth and development stage and care and service setting on the care of medical patients and their next-of-kin. Assessment of nursing needs and monitoring vital functions of medical patients. Essential examinations and nursing procedures. Nursing, rehabilitation and counselling of patients and their next-of-kin suffering from nationally prevalent diseases. Multi-professionalism in nursing. A safe nursing and work environment. Sustainable development in nursing.

Student practices: The education and guidance of typical medical and neurological patients and their next-of-kin. Nursing interventions and assessing the patient by using ABCDE and NEWS. Cardiac patient care and taking the ECG.

Asthma and COPD, safe oxygen administering, non-invasive nursing interventions for patients with breathing difficulties.

Neurological patient: A patient suffering from stroke (after acute care) rehabilitation, Epilepsy as a chronic disease.

Endocrinology: Diabetic patients: Type I and type II diabetes and medication care for them. Kidney patient: Chronic and acute kidney failure and dialysis care. Rheumatoid arthritis and medical care for it. Oncology patient: hematological cancers, myeloma, care of a patient in chemotherapy, protective isolation, clinical precautions.

Prerequisites

Registered Nurse's Core Competencies Module I

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- uses the knowledge foundation of client-centered clinical nursing narrowly.
- on a satisfactory level, seeks information and uses evidence-based knowledge to explain the actions in client-centered clinical nursing.
- on a satisfactory level, implements his/her competence in client-centered clinical nursing in various nursing situations.
- is capable of client-centered and safe clinical practice based on ethical principles.
- possesses adequate skills in client-centered clinical decision-making.
- is to some extent prepared to develop client-centered clinical nursing.

Good (3-4)

3-4

The student

- competently and extensively uses the concepts and knowledge of client-centered clinical nursing.
- evaluates and critically uses evidence-based knowledge in client-centered clinical nursing
- implements their competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations.

- is capable of client-centered, responsible and safe clinical practice.
- applies alternative solutions to decision-making in client-centered clinical nursing.
- evaluates action and safety in client-centered clinical nursing based on professional ethical principles of nursing.
- acts as an expert of client-centered clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- purposefully develops himself/ herself and the working community in client-centered clinical nursing.

Excellent (5)

5

The student

- demonstrates competence in the nursing scientific knowledge base and competently applies this knowledge to client-centered clinical nursing.
- independently seeks, uses and critically evaluates international evidence-based nursing scientific knowledge in client-centered clinical nursing.
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations.
- assumes responsibility for the patient's/client's care and service process in client-centered clinical nursing.
- creates innovative alternative solutions to decision-making in client-centered clinical nursing.
- develops action and safety based on the professional ethics of nursing in client-centered clinical nursing.
- as an expert of client-centered clinical nursing, develops action in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- develops himself/ herself, the profession and practice in client-centered clinical nursing purposefully, with a career-oriented approach.

Evaluation criteria

Pass/fail

Fail = 0

The student

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

BA00CU03 Infectious Diseases and Vaccination Skills: 2 op

Learning outcomes

The student is capable of working in multi-professional nursing team, and is able to consider the patient's age, growth and development stage. The student is able to assess the resources of patients and his/her next-of-kin coming from different cultural backgrounds. In addition, the student is able to take this assessment in consideration when planning, implementing and evaluating the nursing care. Moreover, the student can plan, implement and evaluate nursing interventions for adult patients and their next-of-kin facing common infection diseases. The student knows the most common infection

medications and is able to administer drugs safely. The student is able to apply the principles of infection control and justify the importance in nursing. The student knows the basics of immunization and is able to justify the need of immunization for patients by using evidence-based information. The student promotes health individually, nationally and globally.

Contents

Health promotion, self-care support and rehabilitation in nursing infectious diseases patients. Nursing interventions in nursing patients with infectious diseases. The national documentation model for nursing. The impact of the patient's age, sex, cultural background, growth and development stage and care and service setting on the care of infectious diseases patients and their next-of-kin. Assessment of nursing needs and monitoring vital functions of infectious diseases patients. Nursing, rehabilitation and counselling of patients suffering from infectious diseases. Multi-professionalism in nursing. The most important physiological, haematological, chemical and microbiological examinations in infectious disease nursing. A safe nursing environment. Common infectious diseases. Vaccinations. Drug calculations are tested.

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- uses the knowledge foundation of client-centered clinical nursing narrowly.
- on a satisfactory level, seeks information and uses evidence-based knowledge to explain the actions in client-centered clinical nursing.
- on a satisfactory level, implements his/her competence in client-centered clinical nursing in various nursing situations.
- is capable of client-centered and safe clinical practice based on ethical principles.
- possesses adequate skills in client-centered clinical decision-making.
- is to some extent prepared to develop client-centered clinical nursing.

Good (3-4)

3-4

The student

- competently and extensively uses the concepts and knowledge of client-centered clinical nursing.
- evaluates and critically uses evidence-based knowledge in client-centered clinical nursing.
- implements their competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various situations.
- is capable of client-centered, responsible and safe clinical practice.
- applies alternative solutions to decision-making in client-centered clinical nursing.
- evaluates action and safety in client-centered clinical nursing based on professional ethical principles of nursing.
- acts as an expert of client-centered clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- purposefully develops himself/ herself and the working community in client-centered clinical nursing.

Excellent (5)

5

The student

- demonstrates competence in the nursing scientific knowledge base and competently applies this knowledge to client-centered clinical nursing.

- independently seeks, uses and critically evaluates international evidence-based nursing scientific knowledge in client-centered clinical nursing.
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations.
- assumes responsibility for the patient's/client's care and service process in client-centered clinical nursing.
- creates innovative alternative solutions to decision-making in client-centered clinical nursing.
- develops action and safety based on the professional ethics of nursing in client-centered clinical nursing.
- as an expert of client-centered clinical nursing, develops action in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- develops himself/ herself, the profession and practice in client-centered clinical nursing purposefully, with a career-oriented approach.

Evaluation criteria

Pass/fail

Fail = 0

The student

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

BA00CP24 Gerontological Nursing: 3 op

Learning outcomes

The student implements 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. The student knows how to assess the resources of patients and their next-of-kin from different cultural backgrounds. The student is able to plan, implement and evaluate nursing interventions for aged patients and their next-of-kin facing common geriatric conditions and age-related changes. The student knows how to plan, implement and evaluate nursing for people with memory disorders. He/she is able to use evidence-based interventions and health technology developed for gerontological nursing to help, support and counsel aged patients and their next-of-kin.

The student can support and promote aged people's and their next-of-kin's health and ability to function. The student knows how to support aged patients and their next-of-kin during life changes. He/ she is able to counsel and support aged patients and their next-of-kin in self-care and rehabilitation. In his/her work, the student can 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. The impact of the patient's age, sex, cultural background, life situation and care and service setting in gerontological nursing. Nursing, rehabilitation and counselling of aged patients and their next-of-kin in different age related conditions. Nutrition and fluid care for aged patient and assessment of nutritional status. Multi-professionalism in gerontological nursing. Supporting aged

patients' and their next-of-kin' s health and ability to function.
A safe nursing environment. Gerontology. Geriatrics.

Prerequisites

Registered Nurse's Core Competencies Module I
Medication management and drug calculations

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- knows how to seek knowledge of gerontological nursing, but has difficulty in applying it into practice.
- demonstrates familiarity with the knowledge base and core content of gerontological nursing, but is unable to give reasons for their actions.
- demonstrates adequate knowledge of gerontological nursing, so that he/she knows how to act in professional situations.
- observes patient safety when nursing gerontological patients/clients

Good (3-4)

3-4

The student

- knows how to seek knowledge of gerontological nursing and is able to explain his/her choice of information sources.
- consistently uses a nursing scientific knowledge base in gerontological nursing.
- bases his/her actions in gerontological nursing on evidence-based knowledge
- applies client-centered professional competence to various gerontological nursing situations.
- uses a client-centered approach in a responsible, ethical manner and observes patient safety in gerontological nursing.

Excellent (5)

5

The student

- competently and extensively uses gerontological nursing concepts and knowledge.
- uses and evaluates evidence-based knowledge in gerontological nursing.
- evaluates the effects of his/her actions in gerontological nursing.
- applies client-centered professional competence to various gerontological nursing situations.
- uses a client-centered approach in a responsible manner in gerontological nursing, observes patient safety and consistently follows ethical principles and laws.

Evaluation criteria

Pass/fail

Fail =0

The student

- is not familiar with or does not know how to adequately use gerontological nursing concepts.
- uses the nursing scientific knowledge base narrowly and is not adequately familiar with sources of information in gerontological nursing.
- does not adequately work with a client-centered approach in a responsible, ethical manner nor observes patient safety in gerontological nursing.
- is not adequately prepared to develop professionally or to contribute to the development of gerontological nursing.

- does not sufficiently observe patient/client safety in gerontological work.

BA00CU04 Palliative and End of Life Care: 2 op

Learning outcomes

The student is capable of working in a multi-professional nursing team, and is able to consider the patient's age, growth and development stage. The student is able to assess the resources of patients and his/her next-of-kin coming from different cultural backgrounds. In addition, the student is able to take this assessment in consideration when planning, implementing and evaluating the nursing in palliative and end-of-life care. The student is familiar with the main concepts of palliative and end-of-life care. The student is also capable to offer mental support for patients in palliative and/or in end-of-life care. The student understands the spirituality and cultural aspects in nursing.

Contents

Ethics and concepts of palliative care. End-of-life nursing. Assessing the need of care for palliative patients and for patients who are in end-of-life care and terminal care. Practicing mental support for patient's next-of-kin. Nursing in respectful ways for patients from different cultures and understanding the cultural differences in end-of-life care. Client-centered care and spirituality in care.

Prerequisites

Registered Nurse's Core Competencies Module I

Further information

SeAMK DP in Nursing in-coming exchange students can participate in this course.

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- uses the knowledge foundation of client-centered clinical nursing narrowly.
- on a satisfactory level, seeks information and uses evidence-based knowledge to explain the actions in client-centered clinical nursing.
- on a satisfactory level, implements his/her competence in client-centered clinical nursing in various nursing situations.
- is capable of client-centered and safe clinical practice based on ethical principles.
- possesses adequate skills in client-centered clinical decision-making.
- is to some extent prepared to develop client-centered clinical nursing.

Good (3-4)

3-4

The student

- competently and extensively uses the concepts and knowledge of client-centered clinical nursing.
- evaluates and critically uses evidence-based knowledge in client-centered clinical nursing.
- implements their competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations.
- is capable of client-centered, responsible and safe clinical practice.
- applies alternative solutions to decision-making in client-centered clinical nursing.
- evaluates action and safety in client-centered clinical nursing based on professional ethical principles of nursing.
- acts as an expert of client-centered clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- purposefully develops himself/ herself and the working community in client-centered clinical

nursing.

Excellent (5)

5

The student

- demonstrates competence in the nursing scientific knowledge base and competently applies this knowledge to client-centered clinical nursing.
- independently seeks, uses and critically evaluates international evidence-based nursing scientific knowledge in client-centered clinical nursing.
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations.
- assumes responsibility for the patient's/client's care and service process in client-centered clinical nursing.
- creates innovative alternative solutions to decision-making in client-centered clinical nursing.
- develops action and safety based on the professional ethics of nursing in client-centered clinical nursing.
- as an expert of client-centered clinical nursing, develops action in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- develops himself/ herself, the profession and practice in client-centered clinical nursing purposefully, with a career-oriented approach.

Evaluation criteria

Pass/fail

Fail = 0

The student

- does not adequately consider or use the knowledge base of client-centered clinical nursing.
- is not adequately able to give reasons for their chosen actions in client-centered clinical nursing.
- is not adequately able to apply his/her knowledge of client-centered clinical nursing.
- is not capable of adequate client-centered and safe clinical practice.
- does not possess adequate decision-making skills for client-centered clinical nursing.
- does not adequately take into consideration safety or ethical principles in client-centered clinical nursing.
- is not prepared to develop client-centered clinical nursing.

BA00CO68 Professional Interaction and Clinical Skills - Simulations: 3 op

Learning outcomes

The student learns to simulate and to use internal entrepreneurship to maintain and develop skills in nursing. The student understands the meaning of simulations while maintaining patient safety and practicing non-technical skills in nursing. While practicing in a nursing team, the student encounters multicultural peer students and other people with respect and equality and gives and takes feedback. The student learns to evaluate his/ her own nursing skills and communication skills and methods. The student evaluates and develops the work, assumes responsibility for his/her actions and becomes aware of the interaction and co-operation skills and development needs of him/ herself. The student practices simulated patient situations also in Finnish and prepares for clinical training.

Contents

In ways of simulations: self-knowledge, working in a multicultural group. Professional behavior and interaction. Interaction and co-operation skills. Working in pairs, groups and teams. Maintaining patient safety and quality of the nursing process. Assessing patient by using ABCDE

and NEWS. The student practices the skills that are needed in nursing and in medication and fluid care.

Prerequisites

Registered Nurse's Core Competencies Module I
Medication management and drug calculations

Further information

SeAMK DP in Nursing in-coming exchange students can take part in these simulations. Simulations are partially in Finnish.

Evaluation criteria

Pass/fail

Fail = 0

- The student is not able to reflect and to recognize strengths and weaknesses in his/ her interaction and co-operation skills, and does not seek to develop himself/ herself or to adapt his/her course of action accordingly.
- The student is not able to act in a professional manner in interaction and co-operation in simulated patient situations.
- The student is not able to follow instructions to demonstrate client-centered professional competence.
- The student does not participate in the learning process nor shares knowledge with the peers.
- The student does not want to or know how to work with various actors in a professional manner, considering equality principles.
- The student has not actively participated in online studies and in simulations.
- The student has not done the required tasks.
- The student does not follow professionalism in simulations.
- The student does not work aseptically in simulations.
- The student takes and/ or gives feedback in an unprofessional manner.
- The student does not participate in discussions in simulations.

RN21-1011 Registered Nurse's Core Competencies Module III: 15 op

BA00CU07 Nursing for Clients with Special Needs: 2 op

Learning outcomes

The student is capable of working in a multi-professional nursing team, and is able to consider the patient's age, growth and development stage. The student is able to assess the resources of patients and his/her next-of-kin coming from different cultural backgrounds. In addition, the student is able to take this assessment in consideration when planning, implementing and evaluating the nursing care for clients with special needs. Moreover, the student can plan, implement and evaluate nursing interventions for patients and their next-of-kin of all ages facing common conditions that are affecting the client's functional capacity.

The student manages the clinical nursing as a part of the patient's holistic care. The student is able to counsel the clients and their next-of-kin with special needs. The student knows how to support and promote the health and functioning of a client with special needs of various ages and his/her next-of-kin. In addition, the student is able to counsel and support clients of various ages and his/her next-of-kin in self-care.

Contents

Health promotion, self-care support and rehabilitation in nursing clients with special needs and their next-of-kin. Nursing interventions (FinCC). The national documentation model for nursing. The impact of the patient's age, sex, cultural background, growth and development stage and care and service setting on the care of clients with special needs and their next-of-kin. Nursing for clients with special needs; Disabled clients and patients, most common disability orders, some most common sensory impairments, autistic spectrum disorder. Rehabilitation and counselling of clients with special needs and his/ her next-of-kin. Multi-professionalism in nursing and collaborating authorities in nursing for clients with special needs.

Prerequisites

Registered Nurse's Core Competencies Module I

Evaluation criteria

Pass/fail

Fail=0

The student

- fails to describe any disabled orders.
- does not adequately appreciate or use the knowledge base of client-centered clinical nursing.
- is not adequately able to give reasons for their chosen actions in client-centered clinical nursing.
- is not adequately able to apply their knowledge of client-centered clinical nursing.
- is not capable of adequate client-centered and safe clinical practice.
- does not possess adequate decision-making skills for client-centered clinical nursing.
- does not adequately take into consideration safety or ethical principles in client-centered clinical nursing.
- is not prepared to develop client-centered clinical nursing.

BA00CP20 Surgical Nursing: 3 op

Learning outcomes

The student is capable of working in a multi-professional team, and is able to consider the patient's age, growth and development stage. The student is able to assess the resources of patients and their next-of-kin coming from different cultural backgrounds. In addition, the student is able to take this assessment into consideration when planning, implementing and evaluating the surgical nursing. Moreover, the student can plan, implement and evaluate nursing interventions for adult patients and their next-of-kin of all ages facing common surgical conditions and situations.

The student can use evidence-based implementations developed for surgical nursing to help, support, and counsel adult patients and their next-of-kin. The student knows how to act aseptically. The student can observe and manage different wounds. The student is competent in common nursing procedures and diagnostic examinations used as part of surgical nursing. The student knows how to support and promote surgical patients' and their next-of-kin's health, self-care, rehabilitation and ability to function. The student is able to manage and support pain patients.

Contents

Pre- and post-operative nursing, rehabilitation and counselling. Assessment of nursing needs and monitoring vital functions of surgical patients with acute and chronic diseases. Pain assessment and control. Essential examinations, nursing procedures and diagnostic examinations in surgical nursing. Wound care. Nursing interventions (FinCC) in surgical nursing. Asepsis in surgical nursing. Health promotion, self-care support and rehabilitation in nursing with surgical patients and their next-of-kin. The national documentation model for nursing. The impact of the patient's age, sex, cultural background, growth and development stage and care and service setting on the care of surgical patients and their next-of-kin. Nursing and counselling of patients and their next-of-kin facing a crisis

up to a surgical disease and operation. Multi-professionalism in the care of surgical patients. A safe nursing environment. Occupational safety. Common surgical diseases. The safe use of common technology in examinations and treatments throughout the care and service pathways for surgical patients.

Prerequisites

Registered Nurse's Core Competencies Module I-II

Medication management and drug calculations

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- uses the knowledge foundation of client-centered clinical nursing with surgical patients narrowly.
- on a satisfactory level, seeks information and uses evidence-based knowledge to explain his/her actions in client-centered clinical nursing with surgical patients.
- on a satisfactory level, implements his/her competence in client-centered clinical nursing in various registered nursing situations.
- is capable of client-centered and safe clinical practice with surgical patients based on ethical principles.
- possesses adequate skills in client-centered clinical decision-making.
- is to some extent prepared to develop client-centered clinical nursing.

Good (3-4)

3-4

The student

- competently and extensively uses the concepts and knowledge of client-centered clinical nursing with surgical patients.
- evaluates and critically uses evidence-based knowledge in client-centered clinical nursing with surgical patients.
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations with surgical patients.
- is capable of client-centered, responsible and safe clinical practice in surgical nursing.
- applies alternative solutions to decision-making in client-centered clinical nursing with surgical patients.
- evaluates action and safety in client-centered clinical nursing based on professional ethical principles of nursing.
- acts as an expert of client-centered clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- purposefully develops himself/herself and the working community in client-centered clinical nursing.

Excellent (5)

The student

- demonstrates competence in the nursing scientific knowledge base and competently applies this knowledge to client-centered clinical nursing with surgical patients.
- independently seeks, uses and critically evaluates international evidence-based nursing scientific knowledge in client-centered clinical nursing with surgical patients.
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations.
- assumes responsibility for the patient's/client's care and service process in client-centered clinical

nursing with surgical patients.

- creates innovative alternative solutions to decision-making in client-centered clinical nursing.
- develops action and safety based on the professional ethics of nursing in client-centered clinical nursing.
- as an expert of client-centered clinical nursing, develops action in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- develops himself/herself, the profession and practice in client-centered clinical nursing purposefully, with a career-oriented approach.

Evaluation criteria

Pass/fail

Fail = 0

The student

- does not adequately consider or use the knowledge base of client-centered clinical nursing with surgical patients.
- is not adequately able to give reasons for his/her chosen actions in client-centered clinical nursing with surgical patients.
- is not adequately able to apply his/her knowledge of client-centered clinical nursing in surgical nursing.
- is not capable of adequate client-centered and safe clinical practice in surgical nursing.
- does not possess adequate decision-making skills for client-centered clinical nursing.
- does not adequately take into consideration safety or ethical principles in client-centered clinical nursing.
- is not prepared to develop client-centered clinical nursing.

BA00CU05 Perioperative Nursing: 2 op

Learning outcomes

The student understands the perioperative process and knows the roles of the perioperative nurse.

The student gets familiar with the perioperative environment and is able to work in a multi-professional group in the care of a perioperative patient.

The student acts aseptically at different stages of perioperative patient care.

The student knows basic anesthesia methods and basic drugs and fluids used in perioperative care.

The student knows the basic monitoring and nursing interventions related to anesthetized patients.

The student is able to support and promote the health, functional capacity, rehabilitation and self-care of perioperative patients and their next-of-kin.

The student knows the pain management in perioperative care.

The student recognizes most typical instruments and surgical methods.

The student knows the use of equipment in the theatres and recovery room and understands the importance of patient safety in perioperative care.

The student understands the principles of sustainable development in perioperative care.

Contents

- perioperative process (pathway of elective and emergency patient, ambulatory patient)
- the roles and tasks of an anesthetic nurse, scrub nurse and circulating nurse
- environment of theatres
- the principles of aseptic care (surgical hand disinfection, use of sterile gown, surgical site skin disinfection, preparing a sterile table, respecting of sterile area)
- anesthesia methods (general anesthesia, spinal – and epidural, local anesthesia)
- observation of anesthetized patient in the theatre and recovery room
- documentation and reporting (Periop documentation, ISBAR)

- drug and fluid care (general anesthesia drugs, local anesthetics, pain medication, infusions)
- pain management methods (epidural, PCA, plexus, VAS)
- main instruments and equipment (diathermia, suction, c-arm)
- interaction and counselling situations with the patient
- patient safety (physical and physiological), nurse's occupational safety (preventing accidents, ergonomic point of view, radiation protection, needle accidents)

Prerequisites

Registered Nurse's Core Competencies Modules I-II

Medication management and drug calculations

Further information

SeAMK DP in Nursing in-coming exchange students can participate in this course.

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- perceives the perioperative process.
- perceives the roles of perioperative nurses and environment in the operating theaters.
- is able to work in a multi-professional team.
- is able to work aseptically.
- perceives different anesthesia methods and the main preparation methods for the patient's anaesthesia.
- is able to guide the patient during the perioperative process.
- knows the infusions and medications used for the patient's anaesthesia.
- perceives the most important surgical instruments and equipment.
- knows the most-used disinfectant and sterilization methods in perioperative nursing.
- knows the importance of written documentation and oral reporting of the patient care.
- knows the importance of patient safety in perioperative care.

Good (3-4)

3-4

The student

- knows the perioperative process.
- knows the roles of a perioperative nurse and the environment in the operating theaters.
- is able to work in a multi-professional team and understands the importance of teamwork.
- knows the importance of aseptics in the work of the operating theaters and is able to act according to the aseptic rules.
- knows different anesthesia methods and the main preparation methods for the patient's anaesthesia.
- is able to guide patients diversely during the perioperative process.
- knows the infusions and medications used in the patient's anaesthesia.
- knows the most important surgical instruments and equipment.
- knows the most-used disinfectant and sterilization methods in perioperative nursing.
- is able to document the main areas of the patient's anaesthesia.
- understands the importance of patient safety and continuity of care during intra-operative care.

Excellent (5)

5

The student

- knows the perioperative process.
- knows the roles of a perioperative nurse and the environment in the operating theaters.
- is able to work in a multi-professional team and knows the importance of teamwork.
- knows the importance of aseptics in the work of the operating theaters and is able to act according to the aseptic rules.
- knows different anesthesia methods and mechanisms and the main preparation methods for the patient's anaesthesia.
- is able to guide different patient groups diversely.
- knows the infusions and medications used in the patient's anaesthesia and knows their action mechanisms.
- knows the most important surgical instruments and equipment and the purpose for their use.
- knows the most-used disinfectant and sterilization methods in perioperative nursing.
- is able to document the main areas of the patient's anaesthesia.
- understands the importance of patient safety and continuity of care during intra-operative care.

Evaluation criteria

Pass/fail

Fail=0

The student

- does not understand the perioperative process.
- does not understand the roles of perioperative nurses and the environment in the operating theaters.
- is not able to work in a multi-professional team.
- is not able to work aseptically.
- does not perceive different anesthesia methods and the main preparation methods for the patient's anaesthesia.
- is not able to guide the patient during the perioperative process.
- does not know the infusions and medications used for the patient's anaesthesia.
- does not perceive the most important surgical instruments and equipment.
- does not know the most-used disinfectant and sterilization methods in perioperative nursing.
- does not know the importance of written documentation and oral reporting of the patient care.
- does not know the importance of patient safety in perioperative care.

BA00CU06 Gynaecological Nursing and Maternity Health: 3 op

Learning outcomes

The student implements multi-professional family nursing care while taking into consideration the patient's individuality, the requirements of ethicality and the care and service setting noticing also the perspectives of sustainability. The student takes into account the resources of patients and families of different cultural backgrounds. In addition, the student is able to take this assessment into consideration when planning, implementing and evaluating gynecological nursing, family planning and maternity care. The student can use evidence-based interventions to help, support and counsel gynecological patients and families planning, expecting and giving birth to a child. Current knowledge of gynecology and obstetrics is used. The student is competent in common nursing procedures and diagnostic examinations used as part of gynecological nursing and maternity care. The student is capable to manage and support pain in different ways. The student knows how to support and promote gynecological patients' and families' health, self-care, rehabilitation and ability to function.

Contents

Health promotion, self-care support and rehabilitation in gynecological nursing and maternity care.

The most important nursing interventions in gynecological nursing, family planning and maternity care. The impact of the patient's age, sexuality and cultural background and care and service setting on gynecological nursing and maternity care. Assessment of nursing needs and monitoring vital functions. Essential examinations, nursing procedures and diagnostic examinations in gynecological nursing and maternity care. Pre-, intra- and post-operative nursing, rehabilitation and counselling. Asepsis and pain control among gynecological and obstetrical patients. Nursing and counselling of patients and families facing a crisis. Multi-professionalism in the care of gynecological and obstetrical patients and family nursing. Counselling of patients and families. A safe nursing environment. Gynecological diseases and some special aspects in obstetrics.

Prerequisites

Registered Nurse's Core Competencies Modules I-II
Medication management and drug calculations

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- uses the knowledge foundation of client-centered clinical nursing narrowly.
- on a satisfactory level, seeks information and uses evidence-based knowledge to explain his/her actions in client-centered clinical nursing.
- on a satisfactory level, implements his/her competence in client-centered clinical nursing in various registered nursing/public health nursing situations.
- is capable of client-centered and safe clinical practice based on ethical principles.
- possesses adequate skills in client-centered clinical decision-making.
- is to some extent prepared to develop client-centered clinical nursing.

Good (3-4)

3-4

The student

- competently and extensively uses the concepts and knowledge of client-centered clinical nursing.
- evaluates and critically uses evidence-based knowledge in client-centered clinical nursing.
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations.
- is capable of client-centered, responsible and safe clinical practice.
- applies alternative solutions to decision-making in client-centered clinical nursing.
- evaluates action and safety in client-centered clinical nursing based on professional ethical principles of registered nursing.
- acts as an expert of client-centered clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- purposefully develops himself/herself and the working community in client-centered clinical nursing.

Excellent (5)

5

The student

- demonstrates competence in the nursing scientific knowledge base and competently applies this knowledge to client-centered clinical nursing.
- independently seeks, uses and critically evaluates international evidence-based nursing scientific knowledge in client-centered clinical nursing.
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations.

- assumes responsibility for the patient's/client's care and service process in client-centered clinical nursing.
- creates innovative alternative solutions for decision-making in client-centered clinical nursing.
- develops action and safety based on the professional ethics of registered nursing in client-centered clinical nursing.
- as an expert of client-centered clinical nursing, develops action in multidisciplinary teams and projects in collaboration with people who represent different cultures.
- develops himself/herself, the profession and practice in client-centered clinical nursing purposefully, with a career-oriented approach.

Evaluation criteria

Pass/fail

Fail = 0

The student

- does not adequately appreciate or use the knowledge base of client-centered clinical nursing.
- is not adequately able to give reasons for the chosen actions in client-centered clinical nursing.
- is not adequately able to apply into practice his/her knowledge of client-centered clinical nursing.
- is not capable of adequate client-centered and safe clinical practice.
- does not possess adequate decision-making skills for client-centered clinical nursing.
- does not adequately take into consideration safety or ethical principles in client-centered clinical nursing.

BA00CT97 Acute Care Nursing: 2 op

Learning outcomes

The student will apply legislation, ethical guidelines and principles in nursing in acute care. The student is competent in identifying needs of patients and their next-of-kin and in planning, implementing, evaluating and documenting acute care. The student knows the principles of health promotion in acute care. The student is able to assess patient's need of care in acute situations, as well as safely administers drugs and fluids. The student knows the structure of the service provision system, the collaborative actors and typical service pathways for various client groups in acute care. The student is familiar to give oral and written reports and to consult. The student is competent in dealing with a patient and his/ her next-of-kin in various life situations. The student utilizes information and nursing technology and equipment. The student is able to maintain patient safety and work safety in acute care nursing and learns how sustainable development is taken into account in acute care nursing.

Contents

Care and service provision system for acutely ill patients, main concepts and different care situations for medical, surgical, cardiac, respiratory and neurological acute patients.

The student practices: Triage in in-hospital acute care. Assessment of the patient's status by using cABCDEF-protocol, monitoring the patient, planning and implementation of the care. Securing patient's vital functions. Reporting and consulting by using ISBAR-protocol. Nursing interventions, medication and fluid care and most common laboratory and radiation examinations for medical, cardiac, respiratory and neurological acute patients. Non-invasive ventilation care in emergency and in intensive care. Advanced Life Support (ALS) and the student knows how to follow in-hospital resuscitation protocol. Defibrillable rhythms. Fast sinus and atrial arrhythmia and the medical care. The care of a cardiac patient who suffers from ischemia. Care of a patient with cardiogenic shock. Respiratory failure: Pulmonary embolism and obstructive shock. Acute Pneumonia causing breathing difficulties.

Neurological patient: The student knows the care of an acute stroke patient and the care of a patient with seizures. Neurological status and Glasgow Coma Scale. Written documentation and oral report, ISBAR.

Patient's and his/ her next-of-kin's health education and guidance.

Drug calculations are tested.

Prerequisites

Registered Nurse's Core Competencies Module I-II

Medication management and drug calculations

Medication and fluid care I

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- is able to describe some elements in the care and service provision system for acutely ill patients, including collaboration between authorities.
- under supervision, recognizes changes and problems in vital functions and knows how to carry out nursing interventions to help patients in most common acute situations.
- under supervision, is competent to plan and carry out safely intravenous fluid and drug care for acutely ill patients.
- under supervision, is competent to use nursing technology, to give reports, and to consult team members in acute care.
- under supervision, documents the acute care.
- under supervision, is competent to encounter acutely ill patients and their next-of-kin.
- under supervision, knows how to counsel and promote health for acutely ill patients and their next-of-kin.

Good (3-4)

The student

- is competent to describe the care and service provision system for acutely ill patients, including collaboration between authorities.
- recognizes changes and problems in vital functions and knows how to carry out nursing interventions to help patients in most common acute situations.
- under supervision, is competent to plan and carry out safely intravenous fluid and drug care of acutely ill patients and to evaluate the effectiveness of the care.
- under supervision, is competent to use nursing technology, to give reports, and to consult team members in acute care.
- is competent to document acute care.
- is competent to encounter acutely and critically ill patients and their next-of-kin professionally.
- knows how to counsel acutely ill patients and how to promote health for acutely ill patients and their next-of-kin.

Excellent (5)

The student

- is competent to describe the structure of the care and service provision system for acutely ill patients, including collaboration between authorities.
- is competent to follow nursing protocols and recognizes independently the changes and problems in vital functions and implements appropriate nursing interventions.
- knows how to carry out nursing interventions to help patients in most common acute situations and independently evaluates the effectiveness of the care.

- is competent to plan and carry out safely intravenous fluid and drug care for acutely ill patients and to evaluate the effectiveness of the care.
- is competent to use nursing technology, to give reports and to consult team members in acute care.
- is competent to document acute care.
- is competent to encounter acutely ill patients and their next-of-kin professionally with empathy.
- is competent to counsel acutely ill patients and knows how to promote health for acutely ill patients and their next-of-kin.

Evaluation criteria

Pass/fail

The student

- is not able to describe the structure of the care and service provision system for acutely ill patients or the collaboration between authorities.
- does not know how to meet basic needs of acutely ill patients.
- skills and knowledge of acute nursing are poor and patient safety and/ or work safety is jeopardized.
- does not recognize changes in patient's vital functions.
- does not fully observe asepsis.
- repeatedly makes mistakes in drug and fluid care.
- does not respect confidentiality.
- collaboration skills are poor.

BA00CO94 Health Education and Patient Counselling - Simulations: 3 op

Learning outcomes

The student deepens simulation skills and uses internal entrepreneurship to maintain and develop skills in nursing. The student learns the principles of life-long learning and uses the skills before and after simulations. In holistic care, the student simulates in his/ her team and observes skills that are needed in health education and patient counselling. The student follows nursing ethics in nursing situations and is able to document nursing interventions. The student is familiar with the background of patient guidance (patient education/ counselling). The student knows how to plan, implement and evaluate a guidance process in various nursing situations. The student is able to use various methods and written, visual and online materials in patient guidance and practices them in simulated patient situations.

The student practices simulated patient situations also in Finnish, and prepares for clinical training.

Contents

In ways of simulations: Ethical principles and professional health education, patient counselling in interaction and co-operation with the nursing team of a patient. The student reflects on his/ her own and others' nursing skills, skills in health education and patient counselling. The student uses effective education and health promotion methods and is able to use evidence-based knowledge while practicing in simulated patient situations. The students knows the concepts of learning, guidance and teaching processes of a patient and his/ her next-of-kin. The student uses the health technology and virtual services in patient guidance.

Prerequisites

Registered Nurse's Core Competencies Module I-II

Medication management and drug calculations

Medication and Fluid Care I

Further information

SeAMK DP in Nursing in-coming exchange students can take part in these simulations.

Simulations are partially in Finnish.

Evaluation criteria

Pass/fail

Fail = 0

The student

- is not familiar with the concept of patient guidance (patient education/ counselling) and its role in nursing practice.
- does not recognize factors that influence the quality of patient guidance and is unable to name guidance methods.
- analyses guidance but does not relate it to the learning objectives of the course/ instructions, nor adequately comprehends the concepts.
- The student has not actively participated in online studies and in simulations.
- The student has not done the required tasks.
- The student does not follow professionalism in simulations.
- The student does not work aseptically in simulations.
- The student takes and/ or gives feedback in an unprofessional manner.
- The student does not participate in discussions in simulations.

RN21-1020 Registered Nurse's Core Competencies Module IV: 10 op

BA00CP22 Mental Health and Addiction Nursing: 3 op

Learning outcomes

The student knows how to act as a part of a multi-professional team in mental health and addiction nursing in a client-centred manner. The student is able to take into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. The student knows the basics of the mental health and addiction services in Finland and is familiar with Mental Health Act. The student knows the concept of positive mental health and can describe factors associated with it. The student knows how to support and promote health and ability to function for patients with mental health and addiction problems and their next-of-kin. The student knows how to assess the resources of mental health patients, of people with addiction problems and of families from different cultural backgrounds. The student plans, implements and evaluates interventions for common psychiatric disorders, mental health problems and addiction problems. He/ she uses evidence-based interventions to help, support and counsel mental health patients, people with addiction problems and family members of all ages. He/ she is able to counsel and support patients and families of all ages in self-care and recovery. The student can use current knowledge of psychiatry and addiction medicine.

Contents

Positive mental health, service user involvement and experts by experience. Client-centredness and recovery in mental health and addiction nursing. Protective and threatening factors associated with mental and addiction problems, the stress-vulnerability model. Mental health and addiction services in Finland, Mental Health Act. Nursing process, therapeutic relationship, evidence-based psychosocial interventions, pharmacological therapy in mental health and addiction nursing. Multi-professionalism in mental health and addiction nursing. Common psychiatric disorders, substance abuse, dependency and addictive disorders. Self-harm and suicidal behaviour. 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.

Prerequisites

Registered Nurse's Core Competencies Modules I-III
Registered Nurse's Competencies in Medication and Fluid Care

Clinical training in the basics of clinical nursing
Clinical training in gerontological nursing

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- uses the knowledge foundation of client-centered clinical nursing narrowly
- on a satisfactory level, seeks information and uses evidence-based knowledge to explain his/her actions in client-centered clinical nursing
- on a satisfactory level, implements his/her competence in client-centered clinical nursing in various nursing/public health nursing situations
- is capable of client-centered and safe clinical practice based on ethical principles
- possesses adequate skills in client-centered clinical decision-making
- is to some extent prepared to develop client-centered clinical nursing

Good (3-4)

3-4

The student

- competently and extensively uses the concepts and knowledge of client-centered clinical nursing
- evaluates and critically uses evidence-based knowledge in client-centered clinical nursing
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations
- is capable of client-centered, responsible and safe clinical practice
- applies alternative solutions to decision-making in client-centered clinical nursing
- evaluates action and safety in client-centered clinical nursing based on professional ethical principles of nursing
- acts as an expert of client-centered clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develops himself/ herself and the working community in client-centered clinical nursing

Excellent (5)

5

The student

- demonstrates competence in the nursing scientific knowledge base and competently applies this knowledge to client-centered clinical nursing
- independently seeks, uses and critically evaluates international evidence-based nursing scientific knowledge in client-centered clinical nursing
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations
- assumes responsibility for the patient's/client's care and service process in client-centered clinical nursing
- creates innovative alternative solutions for decision-making in client-centered clinical nursing
- develops action and safety based on the professional ethics of nursing in client-centered clinical nursing
- as an expert of client-centered clinical nursing, develops action in multidisciplinary teams and projects in collaboration with people who represent different cultures

- develops himself/herself, the profession and practice in client-centered clinical nursing purposefully, with a career-oriented approach

Evaluation criteria

Pass/fail

Fail = 0

The student

- does not adequately appreciate or use the knowledge base of client-centered clinical nursing
- is not adequately able to give reasons for his/her chosen actions in client-centered clinical nursing
- is not adequately able to put into practice his/her knowledge of client-centered clinical nursing
- is not capable of adequate client-centered and safe clinical practice
- does not possess adequate decision-making skills for client-centered clinical nursing
- does not adequately take into consideration safety or ethical principles in client-centered clinical nursing
- is not prepared to develop client-centered clinical nursing

BA00CP26 Nursing for Children, Young People and Their Families: 3 op

Learning outcomes

The student implements multi-professional family nursing care while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. The student knows how to assess the resources of patients and families. The student is able to plan, implement and evaluate nursing interventions for children, young people and family members in terms of common health, health problems and diseases. The student can use evidence-based interventions to help, support and counsel families as well as children and young people. He/she supports and promotes children's, young people's and families' health and ability to function. The student knows how to support children, young people and families during health problems. The student is able to counsel and support children, young people and family members in self-care and rehabilitation. The student knows how to encounter disabled children, young people and their families. In his/her work, current knowledge of paediatrics is used.

Contents

Health promotion and self-care support in pediatric nursing. Analyzing the growth and development of the child and young people and supporting them and counselling parenting. Supporting early interaction. Planning, implementation and evaluation of the most important nursing interventions for nursing children, young people and their families. Ethicality in 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 multi-professional welfare services. Assessment of nursing needs, monitoring of patients, essential examinations and nursing procedures as well as diagnostic examinations in pediatric nursing. Counselling of children, young people and families in case of health problems. A safe nursing environment. Paediatrics.

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Registered Nurse's Competencies in Medication and Fluid Care

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- uses the knowledge foundation of client-centered clinical nursing narrowly
- on a satisfactory level, seeks information and uses evidence-based knowledge to explain his/her actions in client-centered clinical nursing
- on a satisfactory level, implements his/her competence in client-centered clinical nursing in various registered nursing/public health nursing situations
- is capable of client-centered and safe clinical practice based on ethical principles
- possesses adequate skills in client-centered clinical decision-making
- is to some extent prepared to develop client-centered clinical nursing

Good (3-4)

3-4

The student

- competently and extensively uses the concepts and knowledge of client-centered clinical nursing
- evaluates and critically uses evidence-based knowledge in client-centered clinical nursing
- implements his/her competence in centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations
- is capable of client-centered, responsible and safe clinical practice
- evaluates action and safety in centered clinical nursing based on professional ethical principles of registered nursing
- purposefully develops himself/herself and the working community in client-centered clinical nursing

Excellent (5)

5

The student

- demonstrates competence in the nursing scientific knowledge base and competently applies this knowledge to client-centered clinical nursing
- is capable of decision-making in various client-centered clinical nursing situations
- assumes responsibility for the patient's/client's care in client-centered clinical nursing
- develops action and safety based on the professional ethics of registered nursing in client-centered clinical nursing
- as an expert of client-centered clinical nursing, participates in multidisciplinary teams and projects in collaboration with other professionals
- develops himself/herself, the profession and practice in client-centered clinical nursing purposefully

Evaluation criteria**Pass/fail**

Fail = 0

The student

- does not adequately appreciate or use the knowledge base of client-centered clinical nursing
- is not adequately able to give reasons for the chosen actions in client-centered clinical nursing
- is not adequately able to apply to practice his/her knowledge of client-centered clinical nursing
- is not capable of adequate client-centered and safe clinical practice
- does not possess adequate decision-making skills for client-centered clinical nursing
- does not adequately take into consideration safety or ethical principles in client-centered clinical nursing

BA00CP36 Life Crises as Part of Nursing: 2 op

Learning outcomes

The student understands the stages of the crisis and is able to support patients and family members in crisis situations. The student knows the collaborative actors in crisis situations. The student understands how to maintain physical and mental safety and how to maintain and promote his/her own mental well-being in nursing. The student is able to reflect and develop skills that are needed in crisis work as well as in work related health.

Contents

Patient's view: Stages of the crisis and nursing interventions for patients who have faced a life crisis situation. Violence in close relationships (not just in families or in intimate partnership). Documentation and legislation. Ethics in close relationship violence situations. Abuse of children or aged person and nursing interventions and collaborative actors. Child protection services, statement of concern about aged person care. Crisis situations in various nursing environments.

Coping in nursing work: Main concepts: physical and mental work health and work safety. Promoting psychological resources. The use of work supervision, debriefing and defusing, PTSD, emotional burn out, surrogate traumatization, individual's and group's resilience and its meaning in work related coping. Individuals own and working community's responsibility in promoting work related health and effective methods to maintain work related health.

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Registered Nurse's Competencies in Medication and Fluid Care

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Evaluation criteria

Pass/fail

Fail=0

- The student does not participate actively in lessons (min. 80%).
- The student does not participate in discussions.
- The student does not search information of the course topics.
- In the assignment the student does not reflect the main concepts of the course.
- The student does not make assignments for the course.
- The student does not achieve the learning objectives of the course.
- In the assignment the student does not follow SeAMK instructions for written work.

BA00CP14 Professional Interaction in Challenging Situations - Simulations: 2 op

Learning outcomes

The student's simulation skills are on the level that the student is competent and uses internal entrepreneurship efficiently to maintain and develop skills in nursing. The student understands the life-long learning as part of the work in social and health care field. The student simulates in multi-professional team and observes skills that are needed in challenging situations among patients/ clients, who have problems with mental health and/ or substance abuse. The student simulates the family related nursing and care of pediatric patients/ clients and young children as patients/ clients. Child protective services. The student practices patient counselling in crisis situations. The student follows legislation and ethics and is able to document nursing/ care interventions in social and health care sector.

Contents

Practicing in ways of simulations: Ethical principals and professional health education for mental health patients/ clients and in addiction nursing as well as in nursing for children, young people and their families. Ethics in life crises. The student reflects his/ her own and others' nursing skills in mental health nursing, in addiction nursing and in nursing for children, young people and their families, as well as in life crises.

The student understands the life crisis as part of nursing and is able to reflect his/ her work related coping and coping methods for others. The student is able to use evidence based knowledge while practicing in simulated patient situations.

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Registered Nurse's Competencies in Medication and Fluid Care

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Further information

SeAMK DP in Nursing in-coming exchange students can take part in simulations.

These simulations are open also for social work students.

Evaluation criteria

Pass/fail

Failed=0

- The student does not recognize the immediate need of mental health patient or in addiction nursing.
- The student is unable to use any nursing/ care interventions in simulated patient situations.
- The student is unable to assess the patient in simulated nursing situations.
- The student has not actively participated in online studies and in simulations.
- The student has not done the required tasks.
- The student does not follow professionalism in simulations.
- The student does not work aseptically in simulations.
- The student takes and/ or gives feedback in an unprofessional manner.
- The student does not participate in discussions in simulations.

RN21-1019 Registered Nurse's Core Competencies Module V: 9 op

BA00CP28 Nursing in Outpatient Health Care: 3 op

Learning outcomes

The student understands the legislation and care pathways in outpatient nursing. The student implements multi-professional practice and outpatient nursing while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting. The student knows how to assess the resources of patients and their next-of-kin from different cultural backgrounds. The student is able to plan, implement and evaluate practice, need of care and outpatient nursing. The student can use evidence-based interventions developed for practice and outpatient nursing to help, support and counsel patients and in consultation situations. The student can observe asepsis and knows how to monitor patients in practice and outpatient nursing. The student is competent in common nursing procedures and diagnostic examinations used as part of patients' total care. The student knows how to support and promote health, ability to function and self-care in patients and next-of-kin of all ages in practices and in outpatient clinics and

is able to use health technology and digital guidance methods as part of the care.

Contents

Assessing the need of care, health promotion, self-care support and rehabilitation in nursing in out-patient clinics. The national documentation model for nursing. Assessment of nursing needs and monitoring vital functions of patients in nursing in out-patient clinics. The use of health technology as part of nursing. Asepsis in out-patient nursing. Multi-professionalism in out-patient nursing. Assessing the need of care in practice, on the phone and digitally online. Assessing the need of care in most common medical, neurological, surgical, ear, nose and throat diseases and infectious diseases. Secures the continuity of care. Counselling of patients and their next-of-kin. A safe nursing environment and occupational safety. The student follows sustainable development while working.

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Registered Nurse's Medication and Fluid Care Competencies

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- uses the knowledge foundation of client-centered clinical nursing narrowly
- on a satisfactory level, seeks information and uses evidence-based knowledge to explain his/her actions in client-centered clinical nursing
- on a satisfactory level, implements his/her competence in client-centered clinical nursing in various nursing situations
- is capable of client-centered and safe clinical practice based on ethical principles
- possesses adequate skills in client-centered clinical decision-making
- is to some extent prepared to develop client-centered clinical nursing

Good (3-4)

3-4

The student

- competently and extensively uses the concepts and knowledge of client-centered clinical nursing
- evaluates and critically uses evidence-based knowledge in client-centered clinical nursing
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and are capable of independent decision-making in various client-centered clinical nursing situations
- is capable of client-centered, responsible and safe clinical practice
- applies alternative solutions to decision-making in client-centered clinical nursing
- evaluates action and safety in client-centered clinical nursing based on professional ethical principles of nursing
- acts as an expert of client-centered clinical nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develops himself/herself and the working community in client-centered clinical nursing

Excellent (5)

5

The student

- demonstrates competence in the nursing scientific knowledge base and competently applies this

knowledge to client-centered clinical nursing

- independently seeks, uses and critically evaluates international evidence-based nursing scientific knowledge in client-centered clinical nursing
- implements his/her competence in client-centered clinical nursing in an anticipatory manner and is capable of independent decision-making in various client-centered clinical nursing situations
- assumes responsibility for the patient's/client's care and service process in client-centered clinical nursing
- creates innovative alternative solutions in decision-making in client-centered clinical nursing
- develops action and safety based on the professional ethics of nursing in client-centered clinical nursing
- as an expert of client-centered clinical nursing, develops action in multidisciplinary teams and projects in collaboration with people who represent different cultures
- develops himself/herself, the profession and practice in client-centered clinical nursing purposefully, with a career-oriented approach

Evaluation criteria

Pass/fail

Fail=0

The student

- does not adequately appreciate or use the knowledge base of client-centered clinical nursing
- is not adequately able to give reasons for the chosen action in client-centered clinical nursing
- is not adequately able to apply his/her knowledge of client-centered clinical nursing
- is not capable of adequate client-centered and safe clinical practice
- does not possess adequate decision-making skills for client-centered clinical nursing
- does not adequately take into consideration safety or ethical principles in client-centered clinical nursing
- the student does not participate in lab skills and in simulations

BA00CP30 Critical Care Nursing: 2 op

Learning outcomes

The student applies legislation, ethical guidelines and principles in critical care. The student knows the structure of the service provision system, the collaborating authorities and typical service pathways for various client groups in critical care. The student knows the principals in health promotion in critical care. The student becomes competent in identifying the needs of patients and their next-of-kin, as well as in planning, implementing, evaluating and documenting critical care. The student is able to assess patient's need of care in emergency but also in intensive care. The student safely administers drugs and fluids and follows fluid balance and nutritional status of patients in intensive care. The student is familiar to give oral and written reports and to consult. The student also becomes competent in dealing with patient and his/ her next-of-kin in various life situations and supports the patient and his/ her next-of kin in crisis. The student becomes familiar with the principles of patient-oriented, resource-based and multi-professional nursing of patients and their next-of-kin. The student utilizes information and nursing technology and equipment. The student is able to maintain patient safety and work safety in critical care nursing. The student works in a manner of sustainable development.

Contents

Care and service provision system for critically ill adult patients, ICU as care environment, main concepts and different care situations for most common medical, surgical, cardiac, respiratory and neurological critically ill patients.

Student practices: Basic care for adult patients in Intensive Care Unit. Emergency and intensive care for trauma patient. Invasive ventilation care in emergency and in intensive care. Assessment of critically ill patients by using cABCDE protocol, monitoring critically ill patients, planning and implementation of nursing care. Securing patient's vital functions in critical care. Reporting and consulting by using ISBAR-protocol.

Nursing interventions: medication and fluid care, nutrition and most common laboratory and radiation examinations for critically ill medical, surgical and respiratory patients. Blood gas analyzes. Care of a septic shock patient. Care of a hypovolemic shock patient. The care of the patient in most common drug intoxications. Student understands the meaning of multi-professional co-operation in emergency and in critical care. The work of a trauma-team and MET. Written and oral information and documentation in nursing for critically ill patients. Sustainable development in critical care nursing.

Drug calculations are tested

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Registered Nurse's Medication and Fluid Care Competencies

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Clinical training in long term nursing

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- is able to describe some elements in the care and service provision system for critically ill patients, including collaboration between authorities.
- under supervision, recognizes changes and problems in vital functions and knows how to carry out nursing interventions to help patients in most common critical care situations.
- under supervision, is competent to plan and carry out safely intravenous fluid and drug care for critically ill patients.
- under supervision, is competent to apply nursing technology and to give reports and to consult team members in critical care.
- under supervision, documents the critical care.
- under supervision, is competent to encounter critically ill patients and their next-of-kin.
- under supervision, knows how to counsel and how to promote health for critically ill patients and their next-of-kin.

Good (3-4)

3-4

The student

- is able to describe the care and service provision system for critically ill patients, including collaboration between authorities.
- recognizes changes and problems in vital functions and knows how to carry out nursing interventions to help patients in most common critical situations.
- is competent to plan and carry out safely intravenous fluid and drug care for critically ill patients and to evaluate the effectiveness of the care.
- is competent to apply nursing technology and to give reports, as well as to consult team members in critical care.
- is competent to document critical care.

- is competent to encounter critically ill patients and their next-of-kin professionally and works empathically.
- knows how to counsel critically ill patients and how to promote health for critically ill patients and their next-of-kin.

Excellent (5)

5

The student

- is able to describe the structure of the care and service provision system for critically ill patients, including collaboration between authorities.
- is competent to follow nursing protocols and recognizes independently the changes and problems in vital functions and implements appropriate nursing interventions.
- knows how to carry out nursing interventions to help patients in most common critical situations and independently evaluates the effectiveness of the care.
- is competent to plan and carry out safely intravenous fluid and drug care for critically ill patients and to evaluate the effectiveness of the care.
- is competent to apply nursing technology, give reports, and consult team members in critical care.
- is competent to document critical care.
- is competent to encounter critically ill patients and their next-of-kin professionally and uses empathy to support them.
- is competent to counsel critically ill patients and knows how to promote health for critically ill patients and their next-of-kin.
- is competent to support the patient and his/her next-of-kin in crisis situations.

Evaluation criteria

Pass/fail

Fail = 0

The student

- is not able to describe the structure of the care and service provision system for critically ill patients or the collaboration between authorities.
- does not know how to meet basic needs of critically ill patients.
- skills and knowledge of critical care nursing are lacking and patient safety and/ or work safety is jeopardized.
- does not recognize changes in patient's vital functions.
- does not know any nursing interventions to promote care of critically ill patients.
- does not fully observe asepsis.
- repeatedly makes mistakes in drug and fluid care.
- avoids nursing and learning situations.
- does not respect confidentiality.
- collaboration skills are poor.

BA00CP00 Registered Nurse as a Team Leader: 2 op

Learning outcomes

The student knows the meaning of a team leader in nursing. The student practices leading skills and employee skills that are needed in nursing. Professional communication in nursing between the team members. The student is able to give and get constructive feedback of his/ her actions in nursing.

The student acts with an attitude of self-management. The student is aware of the responsibility for the quality of nursing in his/her own actions and in the organization. The student is able to prevent

and detect shortcomings in the quality of the nursing process and understands the meaning of communication in it. The student is able to evaluate quality throughout the nursing process and understand the responsibility in securing and promoting patient safety.

Contents

Team leading and working as a team member. Qualities of effective team leader. Employee skills.

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, Safety Incident Reporting System

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Registered Nurse's Medication and Fluid Care Competencies

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Clinical training in long term nursing

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- as a member of the working community and various networks, recognizes the role of a team.
- analyzes the topics of team management and quality assurance from a narrow perspective.
- to a limited extent, is able to link the topics to healthcare organizations.
- observes the working life laws and norms to a limited extent in healthcare organizations.
- is able to list needs for quality assurance methods.

Good (3-4)

3-4

The student

- is able to manage himself/ herself as a member of the working community and various teams.
- is capable of discussing management and quality assurance extensively.
- is able to link the topics to healthcare organizations.
- observes working life laws and norms in healthcare organizations.
- is able to analyze needs for quality assurance and patient safety in healthcare organizations.

Excellent (5)

5

The student

- is able to manage himself/ herself responsibly as a member of the working community and various networks.
- has good skills as an employee.
- seeks research knowledge on management and quality assurance.
- is able to extensively discuss the topics in relation to healthcare organizations.
- observes and critically applies working life laws and norms in healthcare organizations.
- is 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

The student

- as a member of the working community and various networks, does not recognize the meaning of management.
- analyzes the topics of management and quality assurance without connecting them with healthcare organizations.
- is not able to describe essential laws and norms of working life.
- is not able to recognize needs for quality assurance methods in healthcare organizations.

BA00CP32 Professional Co-operation in Nursing - Simulations: 2 op**Learning outcomes**

The student simulation skills are on the level that the student is competent to simulate in multi-professional teams and uses internal entrepreneurship efficiently to maintain and develop skills in nursing for him/ herself as well as for student colleagues. The student observes skills that are needed in professional co-operation in challenging nursing care situations and in health promotion of critically ill patients. The student follows nursing ethics.

The student practices the skills that are needed in working life as a member of a team as well as practices the skills that are needed in critical care nursing. The student is able to administer safe medication and drug care and is able to follow nursing protocols as well as demonstrates the documentation, reporting and consultation skills she/ he has gained while studying nursing. The student maintains patient safety and works in ways of sustainable development. The student is able to differentiate levels of medical care and specialties of medical field.

Contents

Practicing in ways of simulation: Ethical principals and legislation in nursing. Professional co-operation in nursing and multi-professionalism in nursing. Patient safety and reporting of hazards and close-call situations. Documentation, reporting and consultation in nursing. Team work in challenging nursing situations and in critical care. Team leading, employee skills and noticing positive actions. Reflection of personal and others' nursing and communication skills.

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Registered Nurse's Medication and Fluid Care Competencies

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Clinical training in long term nursing

Further information

The student has a possibility to do this course as part of clinical training in exchange.

The student must contact the student counselor and discuss about this possibility.

Please note that if this course is attached as part of exchange, it is possible that in these clinical training environments may also be under-aged patients. Therefore, the student must show criminal record certificate before starting this training.

The criminal record certification is shown to Head of DP in Nursing two weeks before training starts.

SeAMK DP in Nursing in-coming exchange students can take part in these simulations.

Evaluation criteria**Pass/fail**

Fail=0

- The student has not actively participated in online studies and in simulations.
- The student has not done the required tasks.
- The student does not follow professionalism in simulations.
- The student does not work aseptically in simulations.
- The student takes and/ or gives feedback in an unprofessional manner.
- The student does not participate in discussions in simulations.

RN21-1012 Advanced Nursing: 5 op**BA00CP34 Development of Nursing Expertise: 3 op****Learning outcomes**

The student understands that the promotion of health and functional capacity are both the starting point and the goal of the work. To prepare himself/ herself for future requirements in nursing, he/she evaluates and develops holistic clinical nursing competences as well as teaching and counselling competences. The student knows how to work in multi-disciplinary and multi-professional settings in health and social services, paying attention to current development strategies. The student is able to act and prioritize in nursing situations, which involve multiple simultaneous problems. The student is able to work as an expert of nursing in multi-disciplinary and multi-professional work groups, teams and networks. The student knows how to manage work groups and teams. The student applies e-Health, health technology and digital services while ensuring data security and patient safety. The student evaluates and develops the quality of nursing.

Contents

Deepening expertise in evidence-based clinical nursing, guidance 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 e-Health, health technology and digital services in nursing.

Student participates in national registered nurse's exam

Drug calculations are tested

Prerequisites

The student must have passed all Modules in Registered Nurse's core competencies

Clinical trainings

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

1-2

The student

- uses the nursing scientific database
- uses evidence-based knowledge to explain his/ her actions
- is capable of solving tasks and problems in nursing
- is capable of professional, ethical and safe nursing practice
- acts as an expert of nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- is able to develop himself/ herself professionally

Good (3-4)

3-4

The student

- competently and extensively uses nursing scientific concepts and evidence-based nursing
- evaluates and critically uses evidence-based knowledge in the development of nursing
- is capable of client-centered, responsible and safe nursing practice
- applies alternative solutions to decision-making in nursing
- evaluates nursing actions and safety in relation to the principles of professional ethics
- acts as an expert of nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develops himself/ herself, the working community and the nursing practice

Excellent (5)

5

The student

- demonstrates that he/ she masters the nursing scientific knowledge base and applies it as an expert to develop evidence-based nursing
- independently seeks and critically evaluates international evidence-based knowledge
- anticipates needs and applies the professional competence and is capable of independent decision-making in various nursing situations and settings
- takes into account the the client's/patient's entire care and service process
- creates innovative and alternative solutions in decision-making in nursing to develop evidence-based nursing
- develops nursing practice, ethics and safety
- develops the work as an expert of nursing in multidisciplinary teams and projects in collaboration with people who represent different cultures
- purposefully develops himself/ herself, the profession, working community and the nursing practice with a career-oriented approach

Evaluation criteria**Pass/fail**

Fail =0

The student

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

BA00CU08 Registered Nurse's Clinical Decision-Making - Simulations: 2 op**Learning outcomes**

The student's simulation skills are on the level that the student is competent to simulate in more complicated patient simulations, works in a role of a registered nurse and uses internal entrepreneurship efficiently to maintain and develop nursing skills for the whole group and for clinical decision-making. The student is familiar with life-long learning process. The student deepens his/ her competence in various nursing situations. The student is competent in clinical decision-making and

in critical thinking. The student uses evidence-based information in clinical reasoning. The student is competent to work as a registered nurse as part of a nursing team, but also as part of a multi-professional team. The student reflects in a professional manner and supports peers. The student understands his/ her own responsibility in patient safety, nursing, ethics and in sustainable development.

Contents

In ways of simulations: The student practices effective communication methods, working in ethical dilemmas, reporting and consulting. Documentation in nursing. The student reflects and shares his/ her knowledge in multi-professional groups. The student maintains patient safety and, if jeopardized, the student has skills to notice it and to address it. Student gives and gets constructive feedback. The student recognizes the situations where she/ he has to make clinical decisions and is able to reflect on them. The student understands the influence of clinical decision-making on patient care. Simulated patient scenarios from various nursing fields. Advancing nursing studies and nursing specialties.

Prerequisites

Registered Nurse's Core Competencies Modules I-V
Registered Nurse's Competencies in Medication and Fluid Care

Further information

Please note that if this course is attached as part of exchange, it is possible that in these clinical training environments may also be under-aged patients. Therefore, the student must show criminal record certificate before starting this training.

The criminal record certification is shown to Head of DP in Nursing two weeks before training starts.

SeAMK DP in Nursing in-coming exchange students can take part in these simulations.

Evaluation criteria

Pass/fail

Failed = 0

- The student does not follow nursing ethics.
- The student does not show sufficient competencies in nursing.
- The student does not use evidence based information or does not know how to search for it.
- The student has not actively participated in online studies and in simulations.
- The student has not done the required tasks.
- The student does not follow professionalism in simulations.
- The student does not work aseptically in simulations.
- The student takes and/ or gives feedback in an unprofessional manner.
- The student does not participate in discussions in simulations.

RN21-1013 Supervised Clinical Training in Nursing Studies: 75 op

BA00CP40 Professional Career Development: 2 op

Learning outcomes

During the studies, the student becomes aware of what a nurses's profession and responsibility involve. He/she evaluates his/ her development into a nurse and defines development goals for his/ her career. He/ she knows how to share and use the nursing competence and expertise when working in pairs, teams and networks. The student asks for career guidance and searches more information about registered nurse's career possibilities.

Contents

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

The student reflects on his/ her competencies in student groups and with DP in Nursing Alumnus.

The student participates in mentoring program.

The student grows professionally in close relation to working life and reflects on his/ her own professional growth. Career development and career guidance in nursing.

Prerequisites

Registered Nurse's Core Competencies Modules I-II

Clinical training in the basics of clinical nursing

Evaluation criteria**Pass/fail**

Fail=0

- The student does not achieve the learning outcomes of the course.
- The student does not make a mentoring plan for him/ herself.
- The student does not participate in discussions in lessons.
- The student does not actively search for career possibilities in nursing.
- The student does not participate in working life related reflection.
- The student does not complete written assignments.

BA00CP44 Clinical Training in the Basics of Clinical Nursing: 7 op**Learning outcomes**

The student

- is able to use nursing interventions to respond to the patients' nursing needs and to implement structured documentation using structured classification.
- is able to apply the principles of preventing infections and explain why this is important in clinical nursing.
- is able to assess resources of patients and next-of-kin from different cultural backgrounds and support them in planning, implementation and evaluation of nursing care.
- knows how to act in common first aid and life support situations.
- is able to plan, implement and evaluate evidence-based nursing interventions.
- takes a rehabilitation and resource-centered approach to his/her work with patients and family members of all ages.
- can assess needs for care using appropriate clinical and physiological tools or instruments, prioritize the findings and enter them into the structured documentation system.
- is able to plan, implement and evaluate patients' drug care.
- can implement Finnish nutritional guidelines.
- understands the principles of safety management and sustainable development, and is aware of his/her responsibility in promoting these principles at the workplace.
- can evaluate his/her professional competence critically from the perspectives of strengths and development needs.

Contents

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

Evaluation criteria**Pass/fail**

Fail=0

The student

- does not know how to seek information required in individual situations in client-centered clinical nursing.
- cannot demonstrate the ability to use the knowledge base of client-centered clinical nursing.
- does not make a difference between everyday knowledge and evidence-based knowledge in client-centered clinical nursing.
- is not competent to work in individual client-centered clinical nursing situations even though instructed.
- cannot demonstrate awareness of the ethical principles for registered nurses in client-centered clinical nursing.
- is not competent to work as a member of a team or to share his/her knowledge in client-centered clinical nursing.
- is unable to analyze his/her strengths or development needs in client-centered clinical nursing.
- does not follow Finnish working life rules.

BA00CT98 Clinical Training in Gerontological Nursing: 6 op

Learning outcomes

The student

- implements multi-professional nursing care for aged patients while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting.
- knows how to assess the resources of patients and next-of-kin from different cultural backgrounds and knows how to support them in the planning, implementation and evaluation of nursing care.
- plans, implements and evaluates nursing interventions for aged patients and their next-of-kin facing common health changes and/or problems and/or crises medical conditions and/or disability and end of life.
- is competent in documentation and practices oral reporting.
- uses evidence-based interventions developed for medical conditions, infectious diseases, gerontological and dementia nursing care to help, support and counsel patients and their next-of-kin.
- is competent in common nursing procedures and diagnostic examinations used as part of aged patients' total care.
- knows how to safely plan, implement and evaluate drug and fluid care for adult and aged patients.
- knows how to implement nutritional care.
- knows how to support and promote aged patients' and their next-of-kin health and ability to function.
- is able to help and support patients and their next-of-kin in palliative and end-of-life nursing situations.
- is able to counsel and support patients and their next-of-kin in self-care and rehabilitation.
- is able to counsel patients before and after clinical examinations.
- observes asepsis and is able to explain why this is important in the care of aged patients.

Contents

Practical training in clinical nursing environment where it is possible to practice the care, rehabilitation and medical conditions of aged patients/ clients. The student takes into consideration the nursing process of an aged patient/ client and utilizes his/ her theoretical and evidence based knowledge.

Prerequisites

Registered Nurse's Core Competencies Modules I-II

Medication management and drug calculations
Medication and fluid care I

Clinical training in the basics of clinical nursing

Evaluation criteria

Pass/fail

Fail =0

The student

- is not adequately interested and competent in using the knowledge base of client-centered clinical nursing.
- cannot adequately explain his/her actions in client-centered clinical nursing.
- is not adequately able to apply the professional competence to client-centered clinical nursing.
- does not adequately use a client-centered approach or observe patient safety in client-centered clinical nursing.
- is not adequately capable of professional decision-making.
- does not adequately take into account the safety or the ethical principles of the profession.
- is not adequately prepared to contribute to the development of client-centered clinical nursing.
- is not adequately familiar with or does not know how to use gerontological nursing concepts.
- uses the nursing scientific knowledge base narrowly and is not adequately familiar with sources of information in gerontological nursing.
- does not follow Finnish working life rules.

BA00CP46 Clinical Training in Long Term Nursing: 7 op

Learning outcomes

The student

- implements multi-professional nursing care for long term 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.
- knows how to assess the resources of patients and their next-of-kin from different cultural backgrounds and knows how to support them in the planning, implementation and evaluation of nursing care.
- plans, implements and evaluates nursing interventions for long term ill and aged patients and their next-of-kin facing common health changes and/or problems and/or crises medical conditions and/or disability and end of life.
- is competent in documentation and oral reporting.
- uses evidence-based interventions developed for medical conditions, infectious diseases to help, support and counsel patients and their next-of-kin.
- is competent in common nursing procedures and diagnostic examinations used as part of long term ill patients' comprehensive care.
- knows how to safely plan, implement and evaluate drug and fluid care and blood transfusions for adult and aged patients.
- knows how to implement nutritional care.
- knows how to support and promote long term ill and aged patients' and their next-of-kin's health and ability to function.
- is able to help and support patients and their next-of-kin in palliative and end-of-life nursing situations.
- is able to counsel and support patients and their next-of-kin in self-care and rehabilitation.
- is able to counsel patients before and after clinical examinations.

- observes asepsis and is able to explain why this is important in the care of long term ill patients.

Contents

Practical training in settings which allow students to practice nursing among long term ill patients. eDrug Care Certificate. Writing and presentation of an assignment.

Prerequisites

Registered Nurse's Core Competencies Modules I-II

Medication management and drug calculations

Medication and fluid care I

Clinical training in basics of clinical nursing

Evaluation criteria

Pass/fail

Fail =0

The student

- is not adequately interested and competent in using the knowledge base of client-centered clinical nursing.
- cannot adequately explain his/her actions in client-centered clinical nursing.
- is not adequately able to apply the professional competence to client-centered clinical nursing.
- does not adequately use a client-centered approach or observe patient safety in client-centered clinical nursing.
- is not adequately capable of professional decision-making.
- does not adequately take into account safety or the ethical principles of the profession.
- is not adequately prepared to contribute to the development of client-centered clinical nursing.
- is not adequately familiar with or does not know how to use gerontological and medical nursing concepts.
- uses the nursing scientific knowledge base narrowly and is not adequately familiar with sources of information in gerontological or in medical nursing.
- does not follow Finnish working life rules.

BA00CP48 Clinical Training in Short Term Nursing: 7 op

Learning outcomes

The student

- implements multi-professional nursing care for medical, 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.
- knows how to assess the resources of patients and their next-of-kin from different cultural backgrounds and how to support them in the planning, implementation and evaluation of nursing care.
- plans, implements and evaluates nursing interventions for nursing of out-patient clinics or surgical, perioperative and/or gynaecological patients and their next-of-kin facing common health changes and/or problems.
- is competent in nursing documentation and practices oral reporting.
- uses evidence-based nursing interventions to help, support and counsel patients in outpatient clinics, surgical, perioperative or gynaecological nursing environments.
- is competent in common clinical nursing procedures and diagnostic examinations used as part of nursing in outpatient clinics or surgical, perioperative or gynaecological patients' comprehensive care.

- knows how to plan, implement and evaluate drug and fluid care and blood transfusions for adult patients.
- is able to implement nutritional care.
- knows how to support and promote patients in out-patient care or surgical, perioperative or gynaecological patients' and their next-of-kin's health and ability to function and rehabilitation.
- knows how to counsel and support patients and their next-of-kin in self-care.
- knows how to counsel patients before and after common clinical and radiological examinations.
- observes asepsis and is able to explain why this is important in the care of nursing in outpatient clinics or surgical, perioperative or gynaecological patients.

Contents

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

Prerequisites

Registered Nurse's Core Competencies Modules I-II

Medication management and drug calculations

Medication and fluid care I

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Evaluation criteria

Pass/fail

Fail =0

The student

- is not adequately interested and competent in using the knowledge base of client-centered clinical nursing.
- cannot adequately explain his/ her actions in client-centered clinical nursing.
- is not adequately able to apply the professional competence to client-centered clinical nursing.
- does not adequately use a client-centered approach or observe patient safety in client-centered clinical nursing.
- is not adequately capable of professional decision-making.
- does not adequately take into account safety or the ethical principles of the profession.
- is not adequately prepared to contribute to the development of client-centered clinical nursing.
- does not follow Finnish working life rules.

BA00CO90 Clinical Training Promoting Health Individually and Globally: 4 op

Learning outcomes

The student understands the principles of health promotion and knows how to act according to the values of health promotion. The student understands the economic perspective of health promotion. The student is able to apply existing knowledge of the population's health challenges at both individual and community levels. The student knows how to plan, implement and evaluate individual, group and community-level health promotion methods. The student is able to prevent risk factors, which might impair the individual's, family's or community's health and ability to function. The student can describe the strategies of important national and international health and social policy programmes from the perspective of health promotion.

Contents

Practical training in clinical nursing environment which allows students to practice levels of health

promotion (individual, family, community, society) and forms of action (promotion, prevention). Ethics and principles of health promotion. The student understands the role of client's life history, lifestyle and situation in care. The student is able to provide health education and guidance in different levels of health promotion. The student uses his/ her knowledge of sustainable development according to the environment and public health. Resource and solution-based approach to health promotion. Legislation for the promotion of health and well-being, national guidelines and policy programmes; international and national recommendations and strategies.

Prerequisites

Registered Nurse's Core Competencies Modules I-III
Medication management and drug calculations
Medication and fluid care I

Clinical training in the basics of clinical nursing
Clinical training in gerontological nursing

Further information

The student can do this training in the second year after completing project studies.
The student has a possibility to do this training abroad as part of student exchange.

Please note that if this course is attached as part of exchange, it is possible that in these clinical training environments may also be under-aged patients. Therefore, the student must show criminal record certificate before starting this training.

The criminal record certification is shown to Head of DP in Nursing two weeks before training starts.

SeAMK DP in Nursing in-coming exchange students can take part in this practical training.

Evaluation criteria

Pass/fail

Fail=0

- In the report, the student does not manage to describe the background, purpose or objectives of the practical training placement adequately.
- The student has not sought or used theoretical knowledge.
- The motivation to undertake practical training is poor. Within the group, the student does not act in a responsible manner.
- The student does not describe how he/ she has reflected on the learning. The student does not comply with the Seinäjoki UAS guidelines on written assignments.

The student

- does not know how to seek information required in individual situations in client-centered clinical nursing.
- cannot demonstrate the ability to use the knowledge base of client-centered clinical nursing.
- does not make a difference between everyday knowledge and evidence-based knowledge in client-centered clinical nursing.
- is not competent to work in individual client-centered clinical nursing situations even though instructed.
- cannot demonstrate awareness of the ethical principles for registered nurses in client-centered clinical nursing.
- is not competent to work as a member of a team or to share his/her knowledge in client-centered clinical nursing.
- is unable to analyze his/her strengths or development needs in client-centered clinical nursing.
- does not follow Finnish working life rules.

BA00CP50 Clinical Training in Mental Health Nursing: 6 op

Learning outcomes

The student

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

Contents

Practical training in clinical nursing environment that allows training in mental health nursing settings. Electronic Drug Care Certificate. Assignments.

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Medication management and drug calculations

Medication and fluid care I

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Clinical training in long term nursing

Further information

It is possible that in these clinical training environments may also be under-aged patients. Therefore, the student must show criminal record certificate before starting this training.

The criminal record certification is shown to Head of DP in Nursing two weeks before training starts.

Evaluation criteria

Pass/fail

Fail =0

The student

- is not adequately interested and competent in using the knowledge base of client-centered clinical nursing.
- cannot adequately explain his/ her actions in client-centered clinical nursing.
- is not adequately able to apply the professional competence to client-centered clinical nursing.
- does not adequately use a client-centered approach or observe patient safety in client-centered clinical nursing.
- is not adequately capable of professional decision-making.
- does not adequately take into account safety or the ethical principles of the profession.
- is not adequately prepared to contribute to the development of client-centered clinical nursing.
- does not follow Finnish working life rules.
- does not participate in evaluation discussion

BA00CU00 Clinical Training in Acute or Short Term Nursing: 6 op

Learning outcomes

The student

- implements multi-professional nursing care for medical, surgical, perioperative, gynaecological patients or patients in out-patient clinics or in acute care settings while taking into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting.
- knows how to assess the resources of patients and their next-of-kin from different cultural backgrounds and how to support them in the planning, implementation and evaluation of nursing care.
- plans, implements and evaluates nursing interventions for nursing of acute care settings, out-patient clinics or medical, surgical, perioperative and/or gynaecological patients and their next-of-kin facing common health changes and/or problems.
- is competent in nursing documentation and oral reporting.
- is competent in clinical examinations.
- is competent in using nursing protocols that support the care of the patient.
- uses evidence-based nursing interventions to help, support and counsel patients in acute care, outpatient clinics, medical, surgical, perioperative or gynaecological patients and their next-of-kin.
- is competent in common clinical nursing procedures and diagnostic examinations used as part of nursing in acute care, outpatient clinics or nursing of surgical, perioperative or gynaecological patients' comprehensive care.
- knows how to plan, implement and evaluate drug and fluid care and blood transfusions for adult patients in acute care or in out-patient care as well as in medical, surgical, perioperative or gynaecological care settings.
- is able to implement nutritional care.
- knows how to support and promote patients of out-patient clinics or surgical, perioperative or gynaecological patients' and their next-of-kin's health and ability to function and rehabilitation.
- knows how to counsel and support patients and their next-of-kin in self-care and in health education.
- knows how to counsel patients before and after common clinical and radiological examinations.
- observes asepsis and is able to explain why this is important in the care of nursing in acute care, outpatient clinics or medical, surgical, perioperative or gynaecological patients.

Contents

Practical training in clinical nursing placements, which allow students to practice nursing of acute care, out-patient clinics or in medical, surgical, perioperative or gynaecological nursing. eDrug Care Certificate. Writing and presenting an assignment.

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Medication management and drug calculations

Medication and fluid care I-II

Pharmacology

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Clinical training in long term nursing

Further information

It is possible that in these clinical training environments may also be under-aged patients. Therefore,

the student must show criminal record certificate before starting this training.

The criminal record certification is shown to Head of DP in Nursing two weeks before training starts.

Evaluation criteria

Pass/fail

Fail =0

The student

- is not adequately interested and competent in using the knowledge base of client-centred clinical nursing
- cannot adequately explain his/ her actions in client-centred clinical nursing
- is not adequately able to apply the professional competence to client-centred clinical nursing
- does not adequately use a client-centred approach or observe patient safety in client-centred clinical nursing
- is not adequately capable of professional decision-making
- does not adequately take into account safety or the ethical principles of the profession
- is not adequately prepared to contribute to the development of client-centred clinical nursing
- does not follow Finnish working life rules

BA00CT99 Clinical Training among Under-Aged Children and Their Families: 6 op

Learning outcomes

The student

- is able to implement multi-professional nursing among under-aged children and their families. The student is able to take into consideration the patient's age, growth and development stage, the requirements of ethicality and the care and service setting.
- knows how to assess the resources of children as patients and families from different cultural backgrounds and how to support them in the planning, implementation and evaluation of nursing care.
- plans, implements and evaluates interventions for under-aged children and their families, who face common health changes and/or problems and/or crises.
- is competent in documentation and oral reporting.
- uses evidence-based interventions to help, support and counsel under-aged clients/ patients and family members.
- knows how to plan and safely implement and evaluate drug care for under-aged clients/patients.
- knows how to support and promote under-aged patients' and families' health and ability to function.
- is able to counsel and support patients and families in self-care.

Contents

Practical training in clinical nursing environments in different settings where it is possible to take care of under-aged children and their families. The student uses evidence based knowledge and practices clinical skills in nursing. Electronic Drug Care Certificate. Assignments.

Prerequisites

Registered Nurse's Core Competencies Modules I-III

Medication management and drug calculations

Medication and fluid care I-II

Clinical training in the basics of clinical nursing

Clinical training in the gerontological nursing

Clinical training in long term nursing

Clinical training in short term nursing

Further information

In these clinical training environments is under-aged patients. Therefore, the student must show criminal record certificate before starting this training.

The criminal record certification is shown to Head of DP in Nursing two weeks before training starts.

Evaluation criteria**Pass/fail**

Fail =0

The student

- is not adequately interested and competent in using the knowledge base of client-centred clinical nursing
- cannot adequately explain his/ her actions in client-centred clinical nursing
- is not adequately able to apply the professional competence to client-centred clinical nursing
- does not adequately use a client-centred approach or observe patient safety in client-centred clinical nursing
- is not adequately capable of professional decision-making
- does not adequately take into account safety or the ethical principles of the profession
- is not adequately prepared to contribute to the development of client-centred clinical nursing
- does not follow Finnish working life rules

BA00CP52 Clinical Training Advancing Registered Nurse's Competencies: 14 op**Learning outcomes**

The student

- understands that a client-centered approach, nursing ethics and professionalism form the foundation of the nurse's work.
- bases his/her actions and decisions on evidence.
- understands how the promotion of health and functional capacity are both the starting point and the goal of the nurse's work.
- evaluates and develops clinical nursing, teaching and counselling from the perspective of future competence requirements.
- is able to act and prioritize in nursing situations that involve multiple simultaneous problems.
- knows how to work in multidisciplinary, multicultural and multi-professional health and social services, while taking into account current development strategies in the setting.
- knows how to act as an expert in multidisciplinary, multicultural and multi-professional work groups, teams and networks.
- is able to manage work groups and teams.
- makes use of eHealth, health technology and digital services in nursing.
- promotes data security and patient safety.
- is able to evaluate and develop the quality of nursing.

Contents

Practical training in clinical nursing settings that allow the student to practice advanced nursing expertise. The eDrug Care Certificate. Assignments.

Prerequisites

All previous theoretical studies passed

All previous clinical training periods passed

Further information

The student has a possibility to do this training abroad as part of student exchange.

The student has a possibility to do this training partially as part of his/ her own nursing work after the

third academic year if the student has a work contract as registered nurse. The student must take contact to his/ her student counselor and discuss about this possibility.

In these clinical training environments there may also be under-aged patients. Therefore, the student must show criminal record certificate before starting this training.

The criminal record certificate is shown to Head of DP in Nursing two weeks before the training starts.

Evaluation criteria

Pass/fail

Fail

The student

- demonstrates no understanding of the role of nursing scientific knowledge in decision-making.
- does not know nursing scientific concepts, their meaning or connection to the practice of nursing.
- does not know how to seek information in the most important health science databases.
- learning assignments are lacking in relation to the instructions, with major errors in the referencing system.
- his/her work is unplanned and of poor quality.
- presentations on learning assignments are inadequate or he/ she fails to give the presentations.
- has a limited understanding of the concept of peer feedback, or completely fails to give feedback.
- is passive in seminars, with little or no contribution.
- does not follow Finnish working life rules.

BA00CU01 Clinical Training in Free Choice Nursing Environment I: 5 op

Learning outcomes

The student deepens his/ her nursing competencies. The student is part of the working community and understands the Finnish working life. Works with collegial manners. The student shows professionalism and ethicality in nursing. The student searches information and uses evidence based information and is competent to share his/ her knowledge to colleagues.

Contents

Practical training in clinical nursing environment after the second academic year. The student deepens his/ her competencies in clinical nursing, nursing ethics, evidence based knowledge and critical thinking.

The student practices in a nursing environment where he/ she already has theoretical background.

Written assignment.

Prerequisites

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Clinical training in long term nursing

Further information

The student can do this training in the second year after completing project studies.

The student has a possibility to do this training abroad as part of student exchange.

The student has a possibility to do this training as part of his/ her own nursing work after the second academic year. The student must contact the student counselor and discuss about this possibility.

It is possible that in these clinical training environments may also be under-aged patients. Therefore, the student must show criminal record certificate before starting this training.

The criminal record certification is shown to Head of DP in Nursing two weeks before training starts.

Evaluation criteria**Pass/fail**

Fail =0

The student

- is not adequately interested and competent in using the knowledge base of client-centred clinical nursing
- cannot adequately explain his/ her actions in client-centred clinical nursing
- is not adequately able to apply the professional competence to client-centred clinical nursing
- does not adequately use a client-centred approach or observe patient safety in client-centred clinical nursing
- is not adequately capable of professional decision-making
- does not adequately take into account safety or the ethical principles of the profession
- is not adequately prepared to contribute to the development of client-centred clinical nursing
- does not follow Finnish working life rules

BA00CU02 Clinical Training in Free Choice Nursing Environment II: 5 op**Learning outcomes**

The student deepens his/ her nursing competencies. The student is part of the working community and understands the Finnish working life, as well as works with collegial manners. The student shows professionalism and ethicality in nursing. The student searches information and uses evidence-based information and is competent to share his/ her knowledge to colleagues.

The student uses his/ her competencies as a registered nurse. The student is able to plan his/ her career as a registered nurse and uses guidance for that.

Contents

Practical training in clinical nursing environment in the third academic year. The student deepens his/ her competencies in clinical nursing, nursing ethics, evidence-based knowledge and critical thinking. The student practices in a nursing environment where he/she already has theoretical background. Written assignment.

Prerequisites

Registered Nurse's Core Competencies Modules I-IV

Medication management and drug calculations

Medication and fluid care I-II

Pharmacology

Clinical training in the basics of clinical nursing

Clinical training in gerontological nursing

Clinical training in long term nursing

Clinical training in mental health nursing

Further information

The student has a possibility to do this training abroad as part of student exchange.

The student has a possibility to do this training as part of his/ her own nursing work after the third academic year. The student must contact the student counselor and discuss about this possibility.

It is possible that in these clinical training environments may also be under-aged patients. Therefore, the student must show criminal record certificate before starting this training.

The criminal record certification is shown to Head of DP in Nursing two weeks before training starts.

Evaluation criteria

Pass/fail

Fail =0

The student

- is not adequately interested and competent in using the knowledge base of client-centered clinical nursing
- cannot adequately explain his/ her actions in client-centered clinical nursing
- is not adequately able to apply the professional competence to client-centered clinical nursing
- does not adequately use a client-centered approach or observe patient safety in client-centered clinical nursing
- is not adequately capable of professional decision-making
- does not adequately take into account safety or the ethical principles of the profession
- is not adequately prepared to contribute to the development of client-centered clinical nursing
- does not follow Finnish working life rules

RN21-1014 PROFESSIONAL FREE-CHOICE STUDIES: 8 op**RN21-1016 Professional Free- Choice Studies: 0 op****BA00CO96 Finnish Society and Culture: 3 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 unable to perceive either the central features of the Finnish society or his/ her own position as a member of the Finnish society.

BA00CP42 Multi-Field-Project Studies: 5 op

Learning outcomes

The student is able to describe project work in the context of developing nursing practice. The student knows how projects proceed through stages and the student is able to draw up project plans and reports. The student can present a plan and/or a report in a seminar or in a cooperation meeting in a worklife setting or in SeAMKPro - settings

Contents

This practical training period is undertaken in collaboration with work life or during international exchange programmes or in another way, as agreed with the lecturer. Assignments.

Prerequisites

Introduction to Project Work

Evaluation criteria

Pass/fail

Fail=0

The student does not master essential concepts or methods of project work. The student is not capable of creating project plans and has no understanding of how projects should be implemented and managed.

BA00CW42 Ready for Take Off: 2 op

Learning outcomes

The student knows how to apply and prepare for an international exchange abroad. The student knows how to act in an international environment abroad and she/he is able to take into consideration different cultures. The student will get familiar with the principles, activities, key factors and responsibilities of an out-going nursing student. The student knows how to maintain safety and their occupational ability and well-being during the exchange-period. The student evaluates the mobility period according to the given instructions.

Contents

Rules, expectations, rights and terms of Erasmus+ programme and SeAMK according to the mobility

period. Exchange process (orientation, planning), health and safety issues (vaccination process, communicable diseases, mental well-being, working/studying as a student abroad). Travelling and safety (Visa process, preparing the journey, preventing accidents). Multicultural living and working/study environment (cultural diversity, cultural differences). After the exchange period (reversed cultural shock, responsibilities according to the studies)

Further information

This course is only for out-going DP in Nursing (including Finnish nursing programme), for students who have applied and got a permission to do a nursing exchange abroad. Before taking this course, please contact the international office and your study counselor.

Evaluation criteria

Satisfactory (1-2)

1-2

The student

- under guidance, seeks information about opportunities to work/study abroad.
- participates in orientation days for exchange students.
- under guidance, plans an international experience abroad.
- under guidance, draws up the documents required for out-of-the-country experiences.
- under guidance, collects material and gets ready to give presentations about their country and working culture in a foreign language.
- under guidance, seeks information about working life and working culture in the target country.
- under guidance, seeks information about the company's/organization's culture and practices.
- draws up the portfolio.

Good (3-4)

3-4

The student

- seeks information about opportunities to work in their field of study abroad.
- participates actively in orientation days.
- plans an international experience abroad.
- draws up the documents required for out-of-the-country experiences.
- collects material and gets ready to give presentations about their country and working culture in a foreign language.
- seeks information about the working life and working culture in their field of study in the target country.
- seeks information about the company's/organization's culture and practices.
- draws up the portfolio.

Excellent (5)

5

The student

- actively seeks information about opportunities to work in their field of study abroad.
- participates actively in orientation days and expresses interest.
- draws up the documents required for out-of-the-country experiences.
- without prompting, actively plans an international experience abroad.
- collects a wide range of material and gets ready to give presentations about their country and working culture in a foreign language.
- actively seeks information about the working life and working culture in their field of study in the target country.
- without prompting, actively seeks information about the company's/organization's culture and

practices.

- draws up the portfolio and uses various methods in it.

Evaluation criteria

Pass/fail

Fail=0

The student

- does not seek information about opportunities to work/study abroad.
- does not participate in orientation days for exchange students.
- planning of an international experience abroad is incomplete.
- does not draw up the documents required for out-of-the-country experiences.
- does not collect material and get ready to give presentations about their country and working culture in a foreign language.
- does not seek information about working life and working culture in the target country.
- does not seek information about the company's/organization's culture and practices.
- the portfolio is incomplete.

BA00CW08 Perioperative Nursing - Simulations: 3 op

Learning outcomes

The student deepens simulation skills and uses internal entrepreneurship to maintain and develop skills in nursing. The student simulates in basic perioperative tasks and uses evidence-based knowledge. The student learns the principles of perioperative care and ethics. Legislation and care pathway of the patient. Patient education and guidance in perioperative nursing. Aseptic work in perioperative care and sustainable development.

Contents

In ways of simulation: The student learns perioperative care and multi-professional team work. Instrumental and anesthesia work. Documentation in perioperative nursing, most common sedative medications and pain medications. Assessing and monitoring the patient in pre-, intra- and postoperative care and supporting vital functions. Counselling and health education for the patient and his/ her next-of-kin.

Prerequisites

Registered Nurse's Core Competencies Modules I-II
Medication and fluid care I

Further information

SeAMK DP in Nursing in-coming exchange students can participate in these simulations.
Students from Finnish nursing programme can participate in these simulations.

Evaluation criteria

Pass/fail

Fail=0

- The student has not actively participated in online studies and in simulations.
- The student has not done the required tasks.
- The student does not follow professionalism in simulations.
- The student does not work aseptically in simulations.
- The student takes and/ or gives feedback in an unprofessional manner.
- The student does not participate in discussions in simulations.

BA00CW40 Human Errors in Nursing - Viewpoints on Patient Safety: 2 op

Learning outcomes

The student searches and recognizes factors that are influencing on patient safety. The student learns the main concepts of patient safety and understands what kind of human errors in nursing are jeopardizing the patient safety.

The student uses evidence based critical thinking while observing the nursing environment. The student learns how to prevent and how to report on risk factors in patient safety.

The student learns to act professionally and maintaining patient safety.

Contents

Main concepts of patient safety. Legislation in patient safety. Documentation on errors and close-call situations. Human factors related to patient safety in nursing.

Prerequisites

This course is suitable for second year students who have done at least two clinical training periods. The course is held fully online and it is done independently.

Evaluation criteria

Pass/fail

Fail = 0

- The student does not maintain patient safety.
- The student does not understand the principles and main concepts in patient safety.
- The student does not follow patient safety and work according to its principles.
- The student does not do the assignment required for the online course.
- The student does not reflect on the written assignment.
- The student does not use evidence-based knowledge or critical thinking in the written assignment.

BA00CW45 Pre-Hospital Emergency Care: 2 op

Learning outcomes

The student learns the basics of the work of pre-hospital emergency care. Legislation and ethics. Care pathways and collaborative actors and the national communication network. The student utilizes the work safety and patient safety in pre-hospital emergency care. Special features of health education and guidance competence in pre-hospital emergency care. Multi-professional team work in pre-hospital emergency care.

Contents

Pre-hospital emergency care authorities. Legislation and ethics. Basic medical procedures used in pre-hospital emergency care. National communication network between authorities. Examples of different patient groups in pre-hospital emergency care. Most common medications used in pre-hospital emergency care. Patient and work safety. Efficient communication and documentation in pre-hospital emergency care. Multi-professionalism.

Prerequisites

Registered Nurse's Core Competencies Module I-II
Medication and Fluid Care I

Further information

The student must have at least 60 ECTS to take this course.

This course is available for in-coming DP in Nursing exchange students.

This course is available also for nursing students from Finnish nursing programme.

Evaluation criteria

Pass/fail

Fail = 0

The student

- does not reflect on what he/ she has learned about the basics of the work in pre-hospital emergency care.
- does not reflect on what he/ she has learned about legislation and ethics that guide the work as a paramedic.
- does not reflect on what he/ she has learned about patient care pathways and collaborative actors and the national communication network.
- does not utilize the work safety and patient safety in pre-hospital emergency care.
- does not reflect that he/ she understands multi-professionalism in pre-hospital emergency care.
- does not reflect that he/ she understands the special features of health education and guidance competence in pre-hospital emergency care.
- does not do the assignments required for the course.
- does not participate to lessons.

BA00CW46 Pre-Hospital Emergency Care - Simulations: 3 op**Learning outcomes**

The student deepens simulation skills and uses internal entrepreneurship to maintain and develop skills in nursing. The student learns the principles of life-long learning. The student learns the basics of the work of pre-hospital emergency care. Legislation and ethics. Care pathways and collaborative actors and the national communication network. The student utilizes the work safety and patient safety in pre-hospital emergency care. Health education and guidance competence in pre-hospital emergency care. Multi-professional team work in pre-hospital emergency care.

Contents

In ways of simulations: The student learns and deepens his/ her knowledge of pre-hospital emergency care. Legislation and ethics. The student practices basic medical procedures used in pre-hospital emergency care. The student practices communication and documentation in pre-hospital emergency care. Simulated patient scenarios and examples of different patient groups in pre-hospital emergency care. Most common medications and i.v fluids used in pre-hospital emergency care. Patient and work safety. Multi-professionalism.

Evaluation criteria**Pass/fail**

Fail=0

- The student has not actively participated in online studies and in simulations.
- The student has not done the required tasks.
- The student does not follow professionalism in simulations.
- The student does not work aseptically in simulations.
- The student takes and/ or gives feedback in an unprofessional manner.
- The student does not participate in discussions in simulations.